RECEIVED
MAR 23 2020
SC Court of Appeals

THE STATE OF SOUTH CAROLINA
In The Court of Appeals

APPEAL FROM THE
ADMINISTRATIVE LAW COURT

H.W. Funderburk, Jr., Administrative Law Judge

Case No. 19-ALJ-30-0131-AP
Appellate Case No. 2019-001809

Compass Collegiate Academy, Inc.,.....

Appellant,

v.

Charleston County School District ,.....

Respondent.

RECORD ON APPEAL

Erik T. Norton
SC Bar No. 78360
HARRELL, MARTIN & PEACE, PA
PO BOX 1000
Chapin, SC 29036
(803) 345-3353
Attorney for Appellant

John M. Reagle
SC Bar No. 14185
Susan M. Fittipaldi
SC Bar No. 14225
HALLIGAN MAHONEY WILLIAMS SMITH
FAWLEY & REAGLE, PA
PO BOX 11367
Columbia, SC 29211
(803) 254-4035
Attorneys for Respondent

INDEX

ORDERS Page

Administrative Law Court's Order, October 10, 2019 001

Respondent's Order Denying Appellant's Charter Application, April 17, 2019 015

ADMINISTRATIVE LAW COURT MATERIALS

Record on Appeal from Administrative Law Court 021

Appellant's Initial Brief, July 22, 2019 404

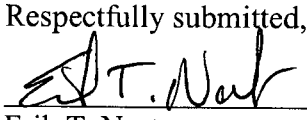
Respondent's Initial Brief, August 21, 2019 427

Appellant's Reply Brief, September 16, 2019 451

CERTIFICATE OF COUNSEL

Undersigned counsel certifies that the Record on Appeal contains all material proposed to be included by any of the parties and not any other material, pursuant to Rule 210(g), SCACR.

Respectfully submitted,



Erik T. Norton
SC Bar No. 78360
HARRELL, MARTIN & PEACE, PA
PO BOX 1000
Chapin, SC 29036
(803) 345-3353
Attorney for Appellant

STATE OF SOUTH CAROLINA
ADMINISTRATIVE LAW COURT

Compass Collegiate Academy, Inc.,	)	Docket No. 19-ALJ-30-0131-AP
	)	
Appellant,	)	
	)	
v.	)	**FINAL ORDER**
	)	
Charleston County School District,	)	FILED
	)	
Respondent.	)	OCT 10 2019
	)	

SC ADMIN. LAW COURT

This matter comes before the South Carolina Administrative Law Court (ALC or Court) pursuant to an appeal by Compass Collegiate Academy, Inc., (CCA or Appellant) challenging the decision of the Charleston County School District (CCSD or Respondent) in which the CCSD Board of Trustees (District Board) denied Appellant's application (the Application) to establish a charter school to be located in Charleston County, South Carolina.

BACKGROUND

On January 31, 2018, Appellant filed the Application with CCSD to open a public charter school pursuant to the South Carolina Charter Schools Act of 1996 (the Act), S.C. Code Ann. §§ 59-40-10 to -240 (Supp. 2018). The process and standards for the submission and review of all applications are set forth in §§ 59-40-50, 60, and 70 of the Act. By February 1st of each year, an applicant must submit an application to a "sponsor," defined under § 59-40-40 as the local school board of trustees in which the charter school will be located, the South Carolina Public Charter School District Board of Trustees (SCPCDS), or the board of trustees or area commission of a public or independent institution of higher learning.

Pursuant to § 59-40-70(B), the board of trustees from which the applicant is seeking sponsorship must rule on the application for the charter school in a public hearing, upon reasonable public notice, within ninety (90) days after receipt of the application. If the board of trustees approves the application, it becomes the charter school's sponsor and must sign the approved application. S.C Code Ann. § 59-40-70(F). If there is no ruling to either approve or deny an application within the proscribed ninety-day period, the application will automatically be considered approved. S.C.

Code Ann. § 59-40-70(B). Lastly, if a board of trustees votes to deny an application, the board must provide a written explanation citing the specific statutory reasons for the denial within ten (10) days of the public hearing and vote. S.C. Code Ann. § 59-40-70(C). Section 59-40-90 provides that the final decision by a board to approve or deny an application may be appealed by any party to the ALC as provided in the Administrative Procedures Act (APA), S.C. Code Ann. §§ 1-23-380 and 1-23-600(D) (Supp. 2018).

In this matter, the District Board notified Appellant on Thursday, April 4, 2019, of a "Special Called CCSD Board Meeting" that was scheduled for Monday, April 8, 2019, to address, among other items, the Application. A printout of the generalized minutes of the meeting was submitted to the Court in the Record on Appeal (ROA) on pages 10 and 11. The Record also contains a separate document entitled "April 8, 2019 Special Called CCSD Board Meeting: Compass Collegiate Charter School Presentation" that purports to have been drafted on June 10, 2019, by Brittney Darnell, who is identified on the document as a Charleston County School District Extern Summer 2019.[1] (ROA, p. 12-22). Because neither party objected to the inclusion of this document in the Record and both parties refer to its contents in their briefs, the Court will refer to this document as "the transcript" and will consider it as such since there is no official transcript of the hearing.

The transcript begins with a general synopsis of three objections made by Hunter Schimpff, CCA's Committee Chair, on behalf of Appellant. First, CCA "requested another day and time to make their presentation due to short notice of their public hearing and the unavailability of their entire charter planning committee to speak at the hearing." (ROA, p. 12). Next, Schimpff objected "to how the review of [CCA's] application ha[d] proceeded and that there ha[d] not been a proper consideration of the merits of their application." *Id.* Finally, Schimpff objected to "discussion of whether to approve or deny [CCA's] application in executive session and request[ed] that it be discussed in public session." *Id.* The transcript then notes that Schimpff "ask[ed] for a ruling on the objections but Reverend Mack [told] him that the Board [would] take them into consideration and [asked] him to move forward with the presentation." *Id.* After these general descriptive notes, the transcript contains the following dialogue:

[1]Some entries in this document contain general descriptions of what took place during the meeting while other entries are purportedly direct quotes from participants in the meeting. (ROA, p. 12-22).

Reverend Collins: Are you asking for a new date to be heard? I didn't understand what you are requesting.

Schimpff: We ask that the discussion of whether to approve or deny the charter be held in public session rather than private session.

Reverend Collins: But you're okay with the notice you received?

Schimpff: We are not okay with it, but we're here today and we're ready to present now.

Reverend Mack: Your request is duly noted and we will discuss this in executive session and whatever our recommendation will be will be done in public session.

(ROA, p.12).

After the exchange concerning its objections, CCA gave a PowerPoint presentation in support of the Application, and the District Board asked questions of the CCA team. (ROA, p. 12-21). The official minutes of the meeting notes that at the end of the presentation, the District Board moved into executive session from 12:47 p.m. to 2:00 p.m. to discuss all items on the special meeting agenda, including the Application. (ROA, p. 10). Upon reconvening in open session, the District Board publicly voted 6-1 in favor of a motion to deny the Application based on the stated failure to meet the following standards as outlined in the Act:[2]

1. Serving students with disabilities and special populations as the Application is deficient in areas designated as requirements under §§ 59-40-50(B)(1) and 59-40-60(F)(5);
2. Goals, objectives and assessment plan as the Application is deficient in areas designated as requirements under § 59-40-60(F)(5) & (6);
3. Employees as the Application does not possess the applicable requirements under § 59-40-60(F)(13);
4. Transportation as the Application does not meet the required standards set forth in § 59-40-60(F)(10); and,
5. Facilities as the application does not meet the required standards set forth in § 59-40-60(F)(11).

Additionally, the District Board concluded, financial estimates showed that the opening of the charter school would have an adverse effect on other schools in the CCSD since it would affect the enrollment, funding, allocations and resources the District would otherwise use to provide for its own schools.

(ROA, p. 10).

[2]The Court notes that the transcript reports that the motion to deny was carried by a 4-3 vote. (ROA, p. 22). However, the official minutes of the meeting reports that the vote was 6-1. (ROA, p. 11).

After the District Board voted to deny the Application on April 8, 2019, the South Carolina Public Charter School District Board (SCPCSD) held its regularly scheduled meeting on April 16, 2019, and approved Appellant's application for the charter. Despite that approval, which resulted in SCPCSD becoming CCA's sponsor, Appellant timely filed a Notice of Appeal to this Court on May 7, 2019. At the time of filing, the written decision concerning the District Board's denial of the charter had not been issued within the required ten days of the public hearing and vote under § 59-40-70(C). On May 20, 2019, the District Board sent Appellant the written decision that had been signed by the District Board's chairman on April 17, 2019. A letter attached to the written decision acknowledged that the Board Order had not been previously sent to Appellant. (ROA, p. 2).

ISSUES ON APPEAL

Appellant listed the following four issues as the basis for its appeal:

1. Is the Application approved as a matter of law because the District Board did not rule on it within ninety days as required by § 59-40-70(B) of the Act?

2. Should the District Board's decision to deny the Application be reversed because the District Board evaluated the Application using the incorrect standards and based its decision on clearly erroneous conclusions?

3. Should the District Board's decision to deny the Application be reversed because the District Board failed to give proper notice of the public hearing pursuant to South Carolina's Freedom of Information Act (FOIA) and the Act?

4. Should the District Board's decision to deny the Application be reversed because the District Board failed to give Appellant a public hearing as required by the Act when it discussed whether to approve the Application in executive session?

In addition to addressing those issues, Respondent also raised the following issue:

5. Does the approval of Appellant's charter application by another charter granting authority, SCPCSD, render this appeal moot?

STANDARD OF REVIEW

The Act expressly incorporates S.C. Code Ann. §§ 1-23-380(B) and 1-23-600(D) as the procedure to appeal a board's decision regarding the sponsorship of a charter school. S.C. Code Ann. § 59-

40-90. The appeal is reviewed pursuant to the substantial evidence standard and the Court "may not substitute its judgment for the judgment of the agency as to the weight of the evidence on questions of fact." S.C. Code Ann. § 1-23-380(5). Under this standard or review, the District Board's findings are presumed correct and the challenging party bears the burden of proving the decision was erroneous in view of the substantial evidence in the record. *See Leventis v. S.C. Dep't of Health and Environmental Control*, 340 S.C. 118 (Ct. App. 2000). Thus, in this matter, the Court may reverse or modify the decision of the District Board to deny the Application only if the substantial rights of the Appellant have been prejudiced because the District Board's findings, inferences, conclusions, or decision is:

> (a) in violation of constitutional or statutory provisions;
> (b) in excess of the statutory authority of the agency;
> (c) made upon unlawful procedure;
> (d) affected by other error of law;
> (e) clearly erroneous in view of the reliable, probative, and substantial evidence on the whole record; or
> (f) arbitrary or capricious or characterized by abuse of discretion or clearly unwarranted exercise of discretion.
>
> S.C. Code Ann. § 1-23-380(5).

A decision is supported by "substantial evidence" when the record as a whole allows reasonable minds to reach the same conclusion as the agency. *Friends of the Earth v. Pub Serv. Comm'n of S.C.*, 387 S.C. 360, 366, 692 S.E.2d 910, 913 (2010). The fact that the record, when considered as a whole, presents the possibility of drawing inconsistent conclusions from the evidence does not prevent the agency's findings from being supported by substantial evidence. *Waters v. S.C. Land Res. Conservation Comm'n*, 321 S.C. 219, 226, 467 S.E.2d 913, 917 (1996).

DISCUSSION

Does the approval of Appellant's charter application by another charter granting authority, SCPCSD, render this appeal moot?

An appellate court "will not pass on moot and academic questions or make an adjudication where there remains no actual controversy." *Mathis v. South Carolina State Highway Dep't.*, 260 S.C. 344, 346, 195 S.E.2d 713, 714 (1973). "A case becomes moot when judgment, if rendered, will have no practical legal effect upon [an] existing controversy. This is true when some event occurs

making it impossible for [a] reviewing [c]ourt to grant effectual relief." *Id.* at 346, 195 S.E.2d at 715. "Moot appeals differ from unripe appeals in that moot appeals result when intervening events render a case nonjusticiable." *Curtis v. State*, 345 S.C. 557, 567, 549 S.E.2d 591, 596 (2001).

Respondent asserts that the approval of Appellant's application to operate a charter school by SCPCSD on April 16, 2019, renders this appeal moot. As a result of SCPCSD's approval, according to the language of the Act, Appellant and SCPCSD entered into an agreement whereby Appellant is bound to operate the charter school and the SCPCSD Board is bound to serve as its sponsor. As a result of this approval and the corollary binding agreement – which Respondent asserts is an intervening event – Respondent contends that CCA can no longer seek sponsorship from the CCSD Board because its current contractual agreement with SCPCSD would prevent its being able to contract with CCSD as its sponsor. Thus, Respondent argues that even if the Court were to reverse the District Board's denial of CCA's application, it would not be able to order that the District Board approve CCA's application because CCA's already approved charter application with SCPCSD renders that remedy impossible and, therefore, the appeal is moot.

Appellant argues that the Act does not indicate that an applicant may only seek approval from one potential sponsor. Referencing S.C. Code Ann. § 59-40-180, which provides that the State Board of Education shall promulgate regulations and develop guidelines necessary to implement the provisions of the Act, including the application process, Appellant asserts that the State Department of Education (Department) allows submission of applications to more than one sponsor.[3] In support of this assertion, Appellant points out that during the timeline for approving applications each year, from February 1st until approximately the end of April, each potential sponsor schedules public hearings that result in the approval or denial of an application at different times. As a result, Appellant presumes that any applicant may apply to multiple potential sponsors and, if approved by more than one, will inevitably be bound to one sponsor before approval by another. (Appellant offers no example of when this scenario has occurred in the past and offers no remedy to solve this potential conundrum, nor, do the regulations promulgated by the Department that address the application process. *See* S.C. Code Ann. Regs. 43-601 (Supp. 2018)).

[3] The Court notes that the Department of Education's website reports a total of eighteen (18) "2019 Sponsor Received Charter School Applications." Of those, eight (8) were dual applications in which four (4) applicants, including Appellant, sought approval from more than one potential sponsor. https://ed.sc.gov/districts-schools/school-choice/charter-schools-program/charter-school-application-information/.

Thus, Appellant argues that any potential sponsor who schedules its public hearing first and approves the charter could moot any other submitted but outstanding applications that have not yet been considered by other boards. Conversely, any potential sponsor who wishes to deny an application could do so without judicial review if another board subsequently approves the applicant, as in this case. Appellant contends that this is an absurdity not intended by the Legislature, not supported by any language in the statute or regulation, and not consistent with the statutory provision for appellate review by the ALC. Moreover, Appellant argues that this is not the interpretation of the Department, which is tasked with implementing the provisions of the Act, since the Department currently allows the simultaneous submission of duplicate applications to different potential sponsors.

The Act does not directly address multiple applications. Section 59-40-30, entitled "Intent of General Assembly," provides "[i]n 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 State Board of Education shall promulgate regulations and develop guidelines necessary to implement the Act, including "an application process to include a timeline for submission of applications that will allow for final decision, including Administrative Law Court appeal..." S.C. Code Ann. § 59-40-180. Moreover, under § 59-40-150(A), the Department "shall disseminate information to the public directly and through sponsors, on how to form and operate a charter school." Currently, while it is clear that the Department does, in fact, allow applicants to seek sponsorship from multiple boards at the same time, the regulations the Department has promulgated do not directly address this practice and certainly do not address a scenario where an applicant receives multiple approvals or receives approval from one sponsor but seeks to appeal the earlier denial of another.

Thus, the Court must determine the intent of the General Assembly through statutory interpretation. If a statute's language is plain and unambiguous and conveys a clear and definite meaning, there is no occasion for employing rules of statutory interpretation and the court has no right to look for or impose another meaning. *Paschal v. State Election Comm'n*, 317 S.C. 434, 436, 454 S.E.2d 890, 892 (1995). "Under the plain meaning rule, it is not the court's place to change the meaning of a clear and unambiguous statute." *Hodges v. Rainey*, 341 S.C. 79, 85, 533 S.E.2d 578, 581 (2000). "The words of a regulation must be given their plain and ordinary meaning

without resort to subtle or forced construction to limit or expand the regulation's operation." *Byerly v. Connor*, 307 S.C. 441, 444, 415 S.E.2d 795, 799 (1992).

A two-step process is required when interpreting and applying statutes and regulations administered by an agency. *Kiawah Dev. Partners, II v. S.C. Dep't of Health & Envtl. Control*, 411 S.C. 16, 32, 766 S.E.2d 707, 717 (2014). "First, a court must determine whether the language of a statute or regulation directly speaks to the issue. If so, the court must utilize the clear meaning of the statute or regulation." *Id.* (citing *Brown v. Bi-Lo, Inc.*, 354 S.C. 436, 440, 581 S.E.2d 836, 838 (2003)). If the statute or regulation is silent or ambiguous with respect to a specific issue, then the court must give deference to the agency's interpretation of the statute or regulation, assuming the interpretation is worthy of deference. *Id.* at 33, 766 S.E.2d at 717. However, when an agency's interpretation is arbitrary, capricious, or manifestly contrary to the statute or regulation at issue, the agency's interpretation is not entitled to deference. *Id.* at 34, 766 S.E.2d at 718. Where the plain language of the statute is contrary to the agency's interpretation, the court will reject the agency's interpretation. *See Brown*, at 440, 581 S.E.2d at 838.

In first analyzing the language of the Act, the Court notes that it is evident that the General Assembly does not account for a duplicate application/multiple approval scenario. In fact, the articles proceeding words such as "application," "sponsor," and "approval" seem to connote only a single application scenario by the use of the words "or," "a," and "the." In S.C. Code Ann. § 59-40-40(4), "'[s]ponsor' 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 ... *or* an independent institution of higher learning ... from which the charter school applicant requested its charter and which granted approval for the charter school's existence." (emphasis added). Under the directive provided in § 59-40-60(D)(3), an applicant wishing to form a charter school shall "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." (emphasis added). Pursuant to § 59-40-70(F), "if *the* board of trustees *or* area commission approves *the* application, *it* becomes the charter school's sponsor and shall sign the application." (emphasis added).

Moreover, the language of the Act pertaining to the approval procedure and the contractual obligations incumbent upon an approved applicant and its sponsor also indicate that the General

Assembly only contemplated a singular application process. Again, § 59-40-70(F) provides that "*if* the board of trustees *or* area commission *approves* the application, *it becomes the charter school's sponsor* and shall sign the application. (emphasis added). Section 59-40-60(A) further provides: "[a]n *approved charter application constitutes an agreement* between the charter school and the sponsor." (emphasis added). Section § 59-40-80 addresses the *only* circumstance under which a conditional authorization for a charter may be granted (when an applicant has not secured its space, equipment, facilities, and personnel). Thus, by the use of such limiting language, any other authorization or approval cannot be conditioned upon the subsequent approval or denial of a duplicate, outstanding application submitted for the same charter.

According to the foregoing, the Act clearly establishes a statutory scheme in which an approved charter application immediately binds both parties to this agreement. Once a sponsor approves a charter, it is required to negotiate and execute a charter contract with each approved school. *See* S.C. Code Ann. § 59-40-55(B)(1) and (3). The "*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." S.C. Code Ann. § 59-40-60(B) (emphasis added).

In addition, sections of the Act that address the duration, renewal, revocation, and termination of an approved charter provide further guidance that an approval constitutes a binding contractual agreement for a determinative term that is only severable under specific circumstances. A charter must be approved or renewed for a period of ten (10) years and can only be revoked or not renewed under specific conditions. *See* S.C. Code Ann. § 59-40-110(A) – (K). Section 59-40-110(G) provides that "[t]he existence of another charter granting authority must not be grounds for the nonrenewal or revocation of a charter." Section 59-40-110(I) further provides that "[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." If a school wishes to terminate the contract with its sponsor, § 59-40-115 directs that the charter school may only terminate its contract if all parties "agree" to the dissolution. Should the sponsor consent, the school may then "seek application for the length of time remaining on its original contract from another sponsor." *Id.* Finally, the dissolution of a charter school means that assets obtained through restrictive agreements with a

donor must be returned to that entity while all other remaining assets become the property of the sponsor. *See* S.C. Code Ann. § 59-40-120.

Such specific statutory provisions pertaining to the duration, renewal, and termination of the contract between the charter school and the sponsor are not only indicative of the Legislature's intent to bind the parties together contractually, but also indicate that the statute is intended to be a comprehensive and thorough representation of the only circumstances and avenues through which the contractual relationship can be dissolved. Moreover, coupled with the specific statutory scheme that establishes the sequential process of application, hearing, approval, signatures binding both parties, and contractual execution, the sections of the Act that deal with the duration, revocation, renewal, and termination of the contract never address or even contemplate a circumstance where one contract can be conditioned or dissolved in favor of the charter's approval by another charter granting authority.

Under the doctrine of statutory construction "*expression unius est exclusion alterius,*" the specific sequence of events leading to the formation of a charter contract and the inclusion of the limited circumstances and procedures under which that contract can be revoked, nonrenewed, or terminated compel one conclusion: the absence of language contemplating a multiple application scenario leading to multiple binding agreements in the statute means that the General Assembly did not intend to allow multiple, simultaneous applications for the same charter. *See, e.g., Nelson v. Ozmint*, 390 S.C. 432, 702 S.E.2d 369 (2010) (holding that the inclusion of an early release provision for second offenders without including such a provision for third offenders in the same statute compelled the conclusion that the General Assembly intended that early release would not apply for third offenders).

In viewing the plain and unambiguous language of the Act and reading the statutes together as a whole to give the most practical effect and reasonable interpretation, the Court finds that it was the intent of the General Assembly that during any application period, only one application would be submitted to one potential sponsor for each charter school. This interpretation is consistent with the stated purpose of the Act and 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." S.C. Code Ann. § 59-40-30 (emphasis added).

While the statute does directly address the issue of the application and approval process for a charter school, the Court recognizes that the Act also designates the Department as the agency charged with promulgating regulations and guidelines to effectuate the Act, including the application process. Although S.C. Code Ann. Regs. 43-601 does not address the issue of multiple applications, it is evident that the Department interprets the Act to allow for the simultaneous submission of multiple applications to multiple potential sponsors. To wit, the Department has developed an application template, a contract template, and a "Signature Certification Page" that is to be included with every application. The application template clearly provides that an application can be submitted to multiple sponsors in the section entitled "Select Sponsor(s)." (ROA, p. 37). In this section, the applicant is directed to "[s]elect the desired sponsor(s) from the list below. This should be the same sponsor(s) to whom the Letter of Intent was submitted."[4] *Id.* While it is clear that the Department interprets the Act to allow for this practice, the procedure following the submission of these multiple applications remains unclear.

Other language contained in the "Signature Certification Page" of the application template acknowledges that upon approval, the charter granting authority becomes the school's sponsor and both parties must execute the charter contract reflecting the provisions outlined in the application. Through the signature of the charter school committee chair upon *submission* of the application, the applicant signs a certification for *the* sponsor (in this section the applicant can only fill in one potential sponsor) that the applicant's governing body "will comply with the South Carolina Public Charter School Statement of Assurances if the charter is approved." (ROA, p. 149).

Even more confounding, the "Authorization" section of this page constitutes an agreement between the charter granting sponsor and the school *after approval* stating: "[w]e 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) . . . ***The sponsor representative and the charter school committee chair will sign below after the school is approved.***" (ROA, p. 150).

[4] The Record in this case reflects that Appellant selected Charleston County School District as the only response. (ROA, p. 37). The Court presumes it has only been provided with the application that was submitted to CCSD in the Record.

Thus, the plain language of the Department's own agency-generated document evidences the Legislature's specific intent and the agency's interpretation that an authorized charter signed by both parties upon approval constitutes a contractual agreement between those two parties. Nowhere in the regulations, procedural guidelines, or templates does the Department address a scenario when a charter is applied for and approved by multiple charter-granting authorities. Nor, does the Department ever seem to contemplate or provide a remedy to address the circumstances of this appeal – when a charter school has been approved by one sponsor, thereby establishing the contractual relationship between the parties, but wishes to appeal the earlier denial by another board.

While the Court is mindful that the Department's interpretation should "be afforded the most respectful consideration," the Department's interpretation "affords no basis for the perpetuation of a patently erroneous application of the statute." *State v. Sweat*, 386 S.C. 339, 351, 688 S.E.2d 569, 575-76 (2010). In *Kiawah Development Partners, II v. South Carolina Department of Health and Environmental Control*, the South Carolina Supreme Court reiterated, "our deference doctrine provides that courts defer to an administrative agency's interpretations with respect to the statutes entrusted to its administration or its own regulations *unless there is a compelling reason to differ.*" 411 S.C. 16, 34, 766 S.E.2d 707, 718 (2014) (internal quotation omitted) (emphasis added). Compelling reasons to differ exist only if the interpretation is "arbitrary, capricious, or manifestly contrary to the statute." *Id.* at 36, 766 S.E.2d at 718 (quoting *Chevron, U.S.A. v. Natural Res. Def. Council, Inc.*, 467 U.S. 837, 844 (1984)).

Here, by providing the option to submit an application to "sponsor(s)" in the agency's written guidelines and templates, the Department has arbitrarily interpreted the statute to allow for multiple submissions during the same review period. This option is not addressed, or perhaps even contemplated, in either the statute or in the Department's own regulations. Furthermore, the addition of this option creates a large gap in the application and approval process for charter schools that remains unaddressed and unremedied by the very agency that created the gap.

The plain language of the statute sets forth the application and approval processes and the limited circumstances under which a charter contract can be terminated. The Department's interpretation is contrary to that plain language because it allows for multiple applications resulting in the formation of multiple binding contracts for the same charter school or a situation where a charter's

approval and the resulting contract could, theoretically, be voided by the appeal of a previous denial before the ALC. Additionally, because the Department has failed to address a single procedure in the wake of the submission of multiple applications, the result of multiple approvals and binding contracts with different sponsors creates exactly the type of uncertainty not intended by the Legislature in announcing that the purpose of the Act is to create a *legitimate* avenue to establish charter schools in South Carolina. As the process presently stands allowing multiple applications with potential uncertainty, the Department's interpretation of the Act and its own regulations is arbitrary, capricious, and manifestly contrary to the statute. The conundrum resulting from this interpretation is, indeed, an absurd result not intended by the Legislature.

Thus, on April 16, 2019, the approval of Appellant's application by SCPCSD bound Appellant to operate the charter school as outlined in the terms of the application submitted to the SCPCSD Board and, reciprocally, bound SCPCSD to serve as CCA's sponsor under the provisions of §§ 59-40-100 and -115. As a result of this intervening event, Appellant can no longer obtain Respondent's sponsorship; therefore, the Court cannot grant effectual relief. The appeal is moot.

Based on the foregoing, the Court declines to address the remaining issues raised by Appellant. *See Futch v. McAllister Towing of Georgetown, Inc.*, 335 S.C. 598, 613, 518 S.E.2d 591, 598 (1999) (appellate court need not address remaining issues when ruling on prior issue is dispositive).

It is therefore,

ORDERED that the APPEAL is Dismissed as Moot.

AND IT IS SO ORDERED.

H.W. Funderburk, Jr.
Administrative Law Judge

October 10, 2019
Columbia, South Carolina

Docket No. 19-ALJ-30-0131-AP

CERTIFICATE OF SERVICE

I, Elizabeth A. Perkins, hereby certify that I have this date served this Order upon all parties to this cause by depositing a copy hereof, in the United States mail, postage paid, in the Interagency Mail Service, or by electronic mail to the address provided by the party(ies) and/or their attorney(s).

John M. Reagle, Esquire
Susan M. Fittipaldi, Esquire
P.O. Box 11367
Columbia, SC 29211

Erik T. Norton, Esquire
P.O. Box 11070
Columbia, SC 29201

October 10, 2019
Columbia, South Carolina

Elizabeth A. Perkins
SCALC Staff Attorney

FILED
OCT 10 2019
SC ADMIN. LAW COURT

Charleston County SCHOOL DISTRICT

Excellence is our standard.

STUDENTS ARE THE HEART OF OUR WORK!

May 20, 2019

VIA EMAIL AND REGULAR MAIL
Compass Collegiate Academy
Attn: Mr. Hunter Schnipff, Board Chair
45 Rose Lane
Charleston, SC 29403

Re: Board Order

Dear Mr. Schnipff:

Office of General Counsel

Gerrita Postlewait, Ed.D.
Superintendent of Schools

Natalie A. Ham
General Counsel

It has come to our attention that the attached Board Order was not previously sent. Enclosed please find a copy of the final order signed by Rev. Mack, Board Chair, on April 17, 2019.

With kindest regards,

Natalie A. Ham,
General Counsel

NAH/scb
Enclosure

cc: Ms. Kayla Audette, Charter Schools Program Manager, S.C. Department of Education

STATE OF SOUTH CAROLINA	)	
	)	BEFORE THE CHARLESTON COUNTY
COUNTY OF CHARLESTON	)	SCHOOL DISTRICT BOARD OF TRUSTEES
	)	
In re: Charter Application of the Compass Collegiate Academy Planning Committee	)	**ORDER DENYING CHARTER SCHOOL APPLICATION**

I. INTRODUCTION

The Compass Collegiate Academy Planning Committee ("Applicant") filed a charter school application ("Application") dated January 30, 2019 with the Charleston County School District Board of Trustees ("Board") for the approval of a charter school to be known as Compass Collegiate Academy. The Application was received by the Charleston County School District ("District") on January 30, 2019.

As required by the South Carolina Charter Schools Act ("Act"), S.C. Code of Laws § 59-40-10, et seq., the Board held a public hearing under Policy BE concerning the Application on April 8, 2019, at which the Applicant appeared, made a powerpoint presentation, and discussed its Application. Additionally, there was a question and answer period between the Board and the Applicant. At the conclusion of the public hearing, the Board deliberated and thereafter adopted a motion denying the Application pursuant to its authority under the Act. The board motion was to deny the Application because the Application failed to meet the requirements specified in the Act, specifically the motion stated:

> I make a motion to not approve of the application of Compass Collegiate Academy based on the application not meeting the following standards as outlined by the SC Code:
>
> 1. ***Serving students with disabilities and special populations*** as the application is deficient in areas designated as requirements by SC statutes 59-40-50 (B)(1) and 59-40-60(F)(5);
> 2. ***Goals, objectives and assessment plan*** as the application is deficient in areas designated as requirements by SC statute 59-40-60(F)(5) and (6);
> 3. ***Employees*** as the application does not possess the applicable requirements under SC statute 59-40-60(F)(13);
> 4. ***Transportation*** as the application does not meet the requirements set forth in SC statute 59-40-6-(F)(10); and
> 5. ***Facilities*** as the application does not meet the required standards set forth in SC statute 59-40-60(F)(11).
>
> Additionally, it is my belief that the opening of this school will have an adverse affect on other schools in CCSD as it will affect the enrollment, funding, allocations and resources we would otherwise be able to provide for our own schools.
>
> For these reasons, I again move to not approve of the application.

This Order denying the Application for Compass Collegiate Academy sets forth the Board's reasons for its denial of the Application.

In accord with its statutory obligations, the Board makes the following findings of fact and conclusions of law.

II. FINDINGS OF FACT

1. The Board is the duly-elected school board of the District. The Board has conducted its review of the Application of the Compass Collegiate Academy Planning Committee in accordance with its responsibilities as set forth in the Act, § -70(B) and (C).

2. The District received the Application on January 30, 2019. The Application proposed a charter school for approximately 100 students in grades K5-1 for its first year of operation and in subsequent years reaching its full capacity of approximately 720 students in grades K5-8. The School would accept all students eligible to attend public school in the District, subject to space limitations, for grades K5-8.

A. Serving Students with Disabilities and Special Populations

3. The Application describes generally the types and sizes of the population of students with disabilities that the School proposes to serve and assumes 15% of its students will be identified as students with disabilities.

4. The Application does not include a description or details of a full continuum of services, including provisions for students who require more intensive services in a more self-contained or restrictive educational setting of less than 40% educational time in the general education environment.

5. The Application does not include a specific discussion of curricula or schedules to implement to meet the needs of students with disabilities.

6. The Application does not include a meaningful description of the School's role and responsibilities in meeting the needs of students with disabilities, or how it will coordinate with the District in meeting this student population's needs.

7. The Application does not provide a description of a School educational schedule, other than the general statement at page 57 of the Application that the School's daily schedule gives ample time for individual or small group scholar support for students with disabilities.

8. The Application does not describe the amount of time for services based on the continuum of student needs.

9. The Application does not describe or explain how the School will arrange for or contract for specialized services to meet the individual needs of students with disabilities.

B. Goals, Objectives and Assessment Plan

10. The Application does not include a meaningful description of measurable goals or how the School will meet or exceed academic performance standards. The Application describes only that: (a) EVAAS will be available in its fourth year of operation since EVAAS is based on two years' worth of State assessment data, which data would only begin with third grade; (b) waiting list after three years; (c) students in the 8th grade only proposed to rate about 51st percentile on a social-emotional measure; (d) Goal 5 cannot be evaluated until the School's fourth year of operation, as there is currently no primary rating system for the goal's accountability metrics; (e) Goal 6 cannot be evaluated until the School's third year of operation, as the goal relates to student achievement gaps based on State assessments.

11. The Application's proposed assessment plan relies on the FAST assessment, which does not sufficiently align with the District's use of the MAP assessment, and progress towards the School's goals cannot be adequately measured as the School's students' assessment

results cannot be analyzed with the context of other students in the District.

12. The Application describes that the School will seek a waiver from using KRA; however, if KRA is not given to the School's kindergarten students, the District will be unable to analyze or compare the status or baseline of the School's incoming kindergarten students with those of other students of the District, meaningfully impairing the substantive measurability of the assessment plan's goals or achievement standards.

13. The Application's description of Goal 5 in its assessment plan includes the indication that the School's students will achieve at least 25% higher than the average of all geographically comparable elementary and middle schools on the State summative assessments; however, the term "geographically comparable" is not defined in the Application and lacks any specificity allowing it to be meaningfully utilized as a measurement standard.

C. Employees

14. The Application fails to include, identify or describe termination procedures consistent with due process of law (i.e., notice and an opportunity to be heard) for the School's employees; rather, the Application only provides that School employees will be provided contracts with a term of one year.

D. Transportation of Students

15. The number of School buses described in the Application to meet the transportation requirements of a district-wide School during the first six years of the School's proposed build-out from kindergarten through eighth grade is not realistic or sufficient to transport students to and from school in a timely manner, and the transportation plan has no description or contingency for spare school buses or substitute bus drives needed to ensure reliable and timely daily operations.

16. The District school bus routes for magnet school bus stops similar to those referenced in the Application's transportation plan, include routes that are approximately 90 minutes long and utilize more school buses. For example, the District requires seven school buses for ninth grade alone to transport students to its magnet Early College High School.

17. The Application's transportation plan does not describe how it will comply with Federal drug and alcohol testing requirements (Fed. Reg. 49 C.F.R. 382) for bus drivers, which is an important student safety concern.

18. The Application's transportation plan does not describe how it will comply with the State Department of Education's 13 yearly bus inspection by DOE certified technicians, which is an important student safety concern.

E. Facilities and Equipment

19. The Application provides only possible sites and a general facility schematic drawing, but does not provide a description of the School's building and facilities adequate for the School's needs and consistent with State health and safety specifications. The Applicant has not requested a conditional authorization pending identification of appropriate facilities. No sufficiently detailed building or facility specifications are included in the Application from which to determine compliance with State requirements for elementary and middle school buildings.

20. The Application discusses that the school will likely lease educational space for its first four years of operation (page 103) and any classroom layouts and space needs may vary based on a specific property configuration and future needs and demands of the School (page 104).

III. CONCLUSIONS OF LAW

21. The Board has the responsibility and authority to rule on the Application. As provided in the Act § 59-40-70(C), the Board shall deny the Application only if the Application does not meet the requirements specified in §§ 59-40-50 or 59-40-60.

22. The Board is required by the Act to rule on the Application in a public hearing and within ninety days after receiving the Application. The Board received the Application on January 30, 2019. The Board provided notice of the public hearing, including to the media, and conducted the hearing consistent with Policy BE and the South Carolina Freedom of Information Act. The Board further concludes that the public hearing was fair and that the public and Applicant were provided reasonable notice and a meaningful opportunity to be heard.

23. A charter school application constitutes a proposed contract with the Board, and if approved by the Board, the terms of an application are binding on the charter school and the Board. Any contract the Board enters into must be specific and determinate enough to be enforceable so as to protect the intentions and interests of the parties and of the community, including students enrolled in the charter school. Essential provisions of the Application relating to facilities, transportation, special education programs, employee termination procedures, and student achievement are so vague that, if approved as terms of a contract, they would impose no substantive obligations on the Applicant or means of accountability, and hence they would fail to protect the Board and the Charleston County School District community.

24. The Board concludes that § 59-40-60(F)(11) requires the Application to include a "description of the building, facilities, and equipment and how they shall be obtained." The Application itself recognizes that the Applicant has not yet identified its facilities but outlines a general timeline for establishing a permanent facility. Additionally, as required by § 59-40-50(B)(1), these facilities must meet the State health, safety, and civil rights standards as are applied to other schools in the District. The Application describes no appropriate site for the facility that has been secured for use by the School, and it contains an insufficient physical description of the facility, agreements or plans relating to the design or construction of the facility, or any facility agreement or arrangement for funding the construction of the facility. Summary assurances of compliance do not constitute evidence of compliance with the health and safety requirement of § 59-40-50(B)(1). Accordingly, the Board finds that the Application has not met the standard of § 59-40-60(F)(11) of describing the facilities and equipment and how they shall be obtained.

25. The Board concludes that the Application fails to describe how the School plans to meet the transportation needs of its students, as required by § 59-40-60(F)(10). The Applicant proposes to serve students throughout the District. The Application's description of its transportation program is not sufficient to meet the transportation requirements for up to 720 elementary and middle school students in a timely manner to and from school each day, including special needs students who may require individualized and often expensive transportation arrangements. An insufficient transportation program may discourage less economically advantaged students, as well as disabled students, from seeking or maintaining enrollment at the School. Moreover, the proposed transportation program does not show compliance with applicable State and Federal school bus safety requirements. Accordingly, the Board finds that the Application fails to describe how the School will meet the transportation needs of its students and further fails to comply with § 59-40-50(B)(1) (adhere to the same health and safety requirements as those applied to other District schools).

26. The Board concludes § 59-40-60(F)(5) requires the Application include a description of the 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 student to achieve these standards. The Board further concludes that § 59-40-60(F)(6) requires the Application include a description of the School's plan for evaluating pupil achievement and progress toward accomplishments 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. The Application fails to meet these standards because it does not describe sufficient and substantively measurable goals or standards relating to student achievement or academic growth, especially within the School's first three to four years of operation, and hence the Application insufficiently describes how the School will meet or exceed performance standards, how the instructional program will enable each pupil to achieve these standards, or how pupil achievement will be effectively monitored. In other words, the Application's proposed educational and assessment program simply does not offer the School's students the same quality of measurable educational program and opportunity that the District requires to be provided for its students.

27. Furthermore, with regard to students with disabilities, the Board concludes the Application fails to meet the standard required by § 59-40-60(F)(5). The Application fails to describe a sufficient instructional design, learning environment, class structure, curricula, or teaching methods for students with various disabilities or a continuum of needs to reasonably allow such students to meet or exceed State and District standards for students with disabilities. For this reason, the Board also concludes the Application's proposed School does not meet the standards of § 59-40-50(B)(1) (adhere to same disability rights requirements as are applied to other District schools).

IV. CONCLUSION

After a thorough review of the Application and supplementary materials received, as well as attentive consideration of the evidence and testimony presented, a motion was made to deny the Application. The motion was properly seconded. The Board voted in favor of the motion for the reasons stated in this Order. The Application for Compass Collegiate Academy is denied pursuant to S.C. Code Ann. § 59-40-70 for the reasons enumerated herein.

This the 17th day April, 2019.

By: _____
The Honorable Reverend Dr. Eric Mack
Board Chair

HALLIGAN MAHONEY
& WILLIAMS

HALLIGAN MAHONEY WILLIAMS
SMITH FAWLEY & REAGLE, PA
THE TOWER AT 1301 GERVAIS STREET, SUITE 1400
PO BOX 11367 | COLUMBIA, SC 29211
PH 803.254.4035

HMWLEGAL.COM

WILLIAM F. [BICK] HALLIGAN
KATHRYN LONG MAHONEY
ALLEN D. SMITH
SHIRLEY M. FAWLEY •
JOHN M. REAGLE ◇
VERNIE L. WILLIAMS
THOMAS K. BARLOW ◆◇

ALLISON AIKEN HANNA
CONNIE P. JACKSON
KIMBERLY KELLEY BLACKBURN
JASMINE ROGERS DRAIN ▫
DWAYNE T. MAZYCK
SHENEKA S. LODENQUAI ▫

June 21, 2019

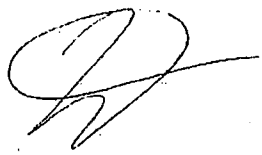
The Honorable H. W. Funderburk, Jr.
Administrative Law Court
1205 Pendleton Street, STE 224
Columbia, SC 29201

Re: Compass Collegiate Academy, Inc. vs. Charleston County School District, Docket No. 19-ALJ-30-0131-AP

Dear Judge Funderburk:

Enclosed please find the Record on Appeal in the above-referenced case. By way of this letter, a copy has been served to opposing counsel of record.

Sincerely yours,



John M. Reagle
jreagle@hmwlegal.com

/mlp
Enclosures
c: Erik T. Norton, Esq.

◆ Certified Mediator
• Also admitted in District of Columbia
◇ Also admitted in North Carolina
▫ Also admitted in Georgia

STATE OF SOUTH CAROLINA
ADMINISTRATIVE LAW COURT

Compass Collegiate Academy, Inc., Appellant, vs. Charleston County School District, Respondent.	Docket No. 19-ALJ-30-0131-AP **RECORD ON APPEAL**

HALLIGAN MAHONEY WILLIAMS
SMITH FAWLEY & REAGLE, PA
John M. Reagle, Fed I.D. No. 7723
jreagle@hmwlegal.com
P.O. Box 11367
Columbia, South Carolina 29211
(803) 254-4035
Attorney for Respondent

NELSON MULLINS RILEY &
SCARBOROUGH, LLP
Erik T. Norton, Esq.
Erik.Norton@nelsonmullins.com
1320 Main Street, 17th Floor
Columbia, South Carolina 29201
(803) 799-2000
Attorney for Appellant

STATE OF SOUTH CAROLINA
ADMINISTRATIVE LAW COURT

Compass Collegiate Academy, Inc., Appellant, vs. Charleston County School District, Respondent.	)	Docket No. 19-ALJ-30-0131-AP **RECORD ON APPEAL**

Charleston County SCHOOL DISTRICT

excellence is our standard

STUDENTS ARE THE HEART OF OUR WORK!

May 20, 2019

VIA EMAIL AND REGULAR MAIL
Compass Collegiate Academy
Attn: Mr. Hunter Schmipff, Board Chair
45 Rose Lane
Charleston, SC 29403

Re: Board Order

Dear Mr. Schmipff:

Office of General Counsel

Gerrita Postlewait, Ed.D.
Superintendent of Schools

Natalie A. Ham
General Counsel

It has come to our attention that the attached Board Order was not previously sent. Enclosed please find a copy of the final order signed by Rev. Mack, Board Chair, on April 17, 2019.

With kindest regards,

Natalie A. Ham,
General Counsel

NAH/scb
Enclosure

cc: Ms. Kayla Audette, Charter Schools Program Manager, S.C. Department of Education

STATE OF SOUTH CAROLINA	)	
	)	BEFORE THE CHARLESTON COUNTY
COUNTY OF CHARLESTON	)	SCHOOL DISTRICT BOARD OF TRUSTEES
	)	
In re: Charter Application of the Compass Collegiate Academy Planning Committee	)	**ORDER DENYING CHARTER SCHOOL APPLICATION**

I. INTRODUCTION

The Compass Collegiate Academy Planning Committee ("Applicant") filed a charter school application ("Application") dated January 30, 2019 with the Charleston County School District Board of Trustees ("Board") for the approval of a charter school to be known as Compass Collegiate Academy. The Application was received by the Charleston County School District ("District") on January 30, 2019.

As required by the South Carolina Charter Schools Act ("Act"), S.C. Code of Laws § 59-40-10, et seq., the Board held a public hearing under Policy BE concerning the Application on April 8, 2019, at which the Applicant appeared, made a powerpoint presentation, and discussed its Application. Additionally, there was a question and answer period between the Board and the Applicant. At the conclusion of the public hearing, the Board deliberated and thereafter adopted a motion denying the Application pursuant to its authority under the Act. The board motion was to deny the Application because the Application failed to meet the requirements specified in the Act; specifically the motion stated:

> I make a motion to not approve of the application of Compass Collegiate Academy based on the application not meeting the following standards as outlined by the SC Code:
>
> 1. ***Serving students with disabilities and special populations*** as the application is deficient in areas designated as requirements by SC statutes 59-40-50 (B)(1) and 59-40-60(F)(5);
> 2. ***Goals, objectives and assessment plan*** as the application is deficient in areas designated as requirements by SC statute 59-40-60(F)(5) and (6);
> 3. ***Employees*** as the application does not possess the applicable requirements under SC statute 59-40-60(F)(13);
> 4. ***Transportation*** as the application does not meet the requirements set forth in SC statute 59-40-6-(F)(10); and
> 5. ***Facilities*** as the application does not meet the required standards set forth in SC statute 59-40-60(F)(11).
>
> Additionally, it is my belief that the opening of this school will have an adverse affect on other schools in CCSD as it will affect the enrollment, funding, allocations and resources we would otherwise be able to provide for our own schools.
>
> For these reasons, I again move to not approve of the application.

This Order denying the Application for Compass Collegiate Academy sets forth the Board's reasons for its denial of the Application.

In accord with its statutory obligations, the Board makes the following findings of fact and conclusions of law.

II. FINDINGS OF FACT

1. The Board is the duly-elected school board of the District. The Board has conducted its review of the Application of the Compass Collegiate Academy Planning Committee in accordance with its responsibilities as set forth in the Act, § -70(B) and (C).

2. The District received the Application on January 30, 2019. The Application proposed a charter school for approximately 100 students in grades K5-1 for its first year of operation and in subsequent years reaching its full capacity of approximately 720 students in grades K5-8. The School would accept all students eligible to attend public school in the District, subject to space limitations, for grades K5-8.

A. Serving Students with Disabilities and Special Populations

3. The Application describes generally the types and sizes of the population of students with disabilities that the School proposes to serve and assumes 15% of its students will be identified as students with disabilities.

4. The Application does not include a description or details of a full continuum of services, including provisions for students who require more intensive services in a more self-contained or restrictive educational setting of less than 40% educational time in the general education environment.

5. The Application does not include a specific discussion of curricula or schedules to implement to meet the needs of students with disabilities.

6. The Application does not include a meaningful description of the School's role and responsibilities in meeting the needs of students with disabilities, or how it will coordinate with the District in meeting this student population's needs.

7. The Application does not provide a description of a School educational schedule other than the general statement at page 57 of the Application that the School's daily schedule gives ample time for individual or small group scholar support for students with disabilities.

8. The Application does not describe the amount of time for services based on the continuum of student needs.

9. The Application does not describe or explain how the School will arrange for or contract for specialized services to meet the individual needs of students with disabilities.

B. Goals, Objectives and Assessment Plan

10. The Application does not include a meaningful description of measurable goals or how the School will meet or exceed academic performance standards. The Application describes only that: (a) EVAAS will be available in its fourth year of operation since EVAAS is based on two years' worth of State assessment data, which data would only begin with third grade; (b) waiting list after three years; (c) students in the 8th grade only proposed to rate about 51st percentile on a social-emotional measure; (d) Goal 5 cannot be evaluated until the School's fourth year of operation, as there is currently no primary rating system for the goal's accountability metrics; (e) Goal 6 cannot be evaluated until the School's third year of operation, as the goal relates to student achievement gaps based on State assessments.

11. The Application's proposed assessment plan relies on the FAST assessment, which does not sufficiently align with the District's use of the MAP assessment, and progress towards the School's goals cannot be adequately measured as the School's students' assessment

results cannot be analyzed with the context of other students in the District.

12. The Application describes that the School will seek a waiver from using KRA; however, if KRA is not given to the School's kindergarten students, the District will be unable to analyze or compare the status or baseline of the School's incoming kindergarten students with those of other students of the District, meaningfully impairing the substantive measurability of the assessment plan's goals or achievement standards.

13. The Application's description of Goal 5 in its assessment plan includes the indication that the School's students will achieve at least 25% higher than the average of all geographically comparable elementary and middle schools on the State summative assessments; however, the term "geographically comparable" is not defined in the Application and lacks any specificity allowing it to be meaningfully utilized as a measurement standard.

C. Employees

14. The Application fails to include, identify or describe termination procedures consistent with due process of law (i.e., notice and an opportunity to be heard) for the School's employees; rather, the Application only provides that School employees will be provided contracts with a term of one year.

D. Transportation of Students

15. The number of School buses described in the Application to meet the transportation requirements of a district-wide School during the first six years of the School's proposed build-out from kindergarten through eighth grade is not realistic or sufficient to transport students to and from school in a timely manner, and the transportation plan has no description or contingency for spare school buses or substitute bus drives needed to ensure reliable and timely daily operations.

16. The District school bus routes for magnet school bus stops similar to those referenced in the Application's transportation plan, include routes that are approximately 90 minutes long and utilize more school buses. For example, the District requires seven school buses for ninth grade alone to transport students to its magnet Early College High School.

17. The Application's transportation plan does not describe how it will comply with Federal drug and alcohol testing requirements (Fed. Reg. 49 C.F.R. 382) for bus drivers, which is an important student safety concern.

18. The Application's transportation plan does not describe how it will comply with the State Department of Education's T3 yearly bus inspection by DOE certified technicians, which is an important student safety concern.

E. Facilities and Equipment

19. The Application provides only possible sites and a general facility schematic drawing, but does not provide a description of the School's building and facilities adequate for the School's needs and consistent with State health and safety specifications. The Applicant has not requested a conditional authorization pending identification of appropriate facilities. No sufficiently detailed building or facility specifications are included in the Application from which to determine compliance with State requirements for elementary and middle school buildings.

20. The Application discusses that the school will likely lease educational space for its first four years of operation (page 103) and any classroom layouts and space needs may vary based on a specific property configuration and future needs and demands of the School (page 104).

III. CONCLUSIONS OF LAW

21. The Board has the responsibility and authority to rule on the Application. As provided in the Act § 59-40-70(C), the Board shall deny the Application only if the Application does not meet the requirements specified in §§ 59-40-50 or 59-40-60.

22. The Board is required by the Act to rule on the Application in a public hearing and within ninety days after receiving the Application. The Board received the Application on January 30, 2019. The Board provided notice of the public hearing, including to the media, and conducted the hearing consistent with Policy BE and the South Carolina Freedom of Information Act. The Board further concludes that the public hearing was fair and that the public and Applicant were provided reasonable notice and a meaningful opportunity to be heard.

23. A charter school application constitutes a proposed contract with the Board, and if approved by the Board, the terms of an application are binding on the charter school and the Board. Any contract the Board enters into must be specific and determinate enough to be enforceable so as to protect the intentions and interests of the parties and of the community, including students enrolled in the charter school. Essential provisions of the Application relating to facilities, transportation, special education programs, employee termination procedures, and student achievement are so vague that, if approved as terms of a contract, they would impose no substantive obligations on the Applicant or means of accountability, and hence they would fail to protect the Board and the Charleston County School District community.

24. The Board concludes that § 59-40-60(F)(11) requires the Application to include a "description of the building, facilities, and equipment and how they shall be obtained." The Application itself recognizes that the Applicant has not yet identified its facilities but outlines a general timeline for establishing a permanent facility. Additionally, as required by § 59-40-50(B)(1), these facilities must meet the State health, safety, and civil rights standards as are applied to other schools in the District. The Application describes no appropriate site for the facility that has been secured for use by the School, and it contains an insufficient physical description of the facility, agreements or plans relating to the design or construction of the facility, or any facility agreement or arrangement for funding the construction of the facility. Summary assurances of compliance do not constitute evidence of compliance with the health and safety requirement of § 59-40-50(B)(1). Accordingly, the Board finds that the Application has not met the standard of § 59-40-60(F)(11) of describing the facilities and equipment and how they shall be obtained.

25. The Board concludes that the Application fails to describe how the School plans to meet the transportation needs of its students, as required by § 59-40-60(F)(10). The Applicant proposes to serve students throughout the District. The Application's description of its transportation program is not sufficient to meet the transportation requirements for up to 720 elementary and middle school students in a timely manner to and from school each day, including special needs students who may require individualized and often expensive transportation arrangements. An insufficient transportation program may discourage less economically advantaged students, as well as disabled students, from seeking or maintaining enrollment at the School. Moreover, the proposed transportation program does not show compliance with applicable State and Federal school bus safety requirements. Accordingly, the Board finds that the Application fails to describe how the School will meet the transportation needs of its students and further fails to comply with § 59-40-50(B)(1) (adhere to the same health and safety requirements as those applied to other District schools).

26. The Board concludes § 59-40-60(F)(5) requires the Application include a description of the 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 student to achieve these standards. The Board further concludes that § 59-40-60(F)(6) requires the Application include a description of the School's plan for evaluating pupil achievement and progress toward accomplishments 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. The Application fails to meet these standards because it does not describe sufficient and substantively measurable goals or standards relating to student achievement or academic growth, especially within the School's first three to four years of operation, and hence the Application insufficiently describes how the School will meet or exceed performance standards, how the instructional program will enable each pupil to achieve these standards, or how pupil achievement will be effectively monitored. In other words, the Application's proposed educational and assessment program simply does not offer the School's students the same quality of measurable educational program and opportunity that the District requires to be provided for its students.

27. Furthermore, with regard to students with disabilities, the Board concludes the Application fails to meet the standard required by § 59-40-60(F)(5). The Application fails to describe a sufficient instructional design, learning environment, class structure, curricula, or teaching methods for students with various disabilities or a continuum of needs to reasonably allow such students to meet or exceed State and District standards for students with disabilities. For this reason, the Board also concludes the Application's proposed School does not meet the standards of § 59-40-50(B)(1) (adhere to same disability rights requirements as are applied to other District schools).

IV. CONCLUSION

After a thorough review of the Application and supplementary materials received, as well as attentive consideration of the evidence and testimony presented, a motion was made to deny the Application. The motion was properly seconded. The Board voted in favor of the motion for the reasons stated in this Order. The Application for Compass Collegiate Academy is denied pursuant to S.C. Code Ann. § 59-40-70 for the reasons enumerated herein.

This the 7th day April, 2019.

By: _____

The Honorable Reverend Dr. Eric Mack,
Board Chair

Charleston County SCHOOL DISTRICT
excellence is our standard

Monday, April 8, 2019
Board of Trustees - Special-Called Meeting

Board Room
75 Calhoun Street
Approximately 12:00 p.m.

1. Opening Items - Approximately 12:00 p.m.

A. Call to Order

B. Approval of Agendas for the Special-Called Meeting and the Committee of the Whole Meeting

C. Compass Collegiate Academy Charter School Presentation

D. Convene in Executive Session to Consider Items Covered by Attorney-Client Privilege

2. Executive Session - Approximately 12:35 p.m.

A. Contractual Matters pursuant to SC Code 30-4-70(a)(2) - 10 minutes

B. Compass Collegiate Academy Charter School Application Discussion pursuant to SC Code 30-4-70(a)(2) - 15 minutes

C. Charter School Contractual Matter pursuant to SC Code 30-4-70(a)(2) - 15 minutes

D. Student Discipline Appeal pursuant to SC Code 30-4-70(a)(1) - 5 minutes

E. Student Discipline Appeal pursuant to SC Code 30-4-70(a)(1) - 5 minutes

F. Student Discipline Appeal pursuant to SC Code 30-4-70(a)(1) - 5 minutes

G. Personnel Matters pursuant to SC Code 30-4-70(a)(1) - 20 minutes

3. Open Session Reconvened - Approximately 1:35 p.m.

A. Reconvene Open Session

4. Possible Action on Executive Session Items

A. Contractual Matters pursuant to SC Code 30-4-70(a)(2)

B. Charter School Contractual Matter pursuant to SC Code 30-4-70(a)(2)

C. Student Discipline Appeal pursuant to SC Code 30-4-70(a)(1)

D. Student Discipline Appeal pursuant to SC Code 30-4-70(a)(1)

E. Student Discipline Appeal pursuant to SC Code 30-4-70(a)(1)

F. Personnel Matters pursuant to SC Code 30-4-70(a)(1)

5. Policy Matters - Approximately 1:40 p.m.

A. Policy JIH – Student Interrogations, Searches, and Arrests

B. Suspend Board Policy BG/BGD - Board Policy Process

C. Adopt Board Meeting Protocol Policy

D. Slight Adjustment to Academic Calendar for 2019-2020

6. Closing Items - Approximately 1:55 p.m.

A. Adjournment

"Students are the Heart of Our Work"

BOARD OF TRUSTEES SPECIAL-CALLED MEETING
Monday, April 8, 2019
Generated by Julie Erickson

Members present

Rev. Eric Mack, Mrs. Kate Darby, Mrs. Cindy Bohn Coats, Rev. Chris Collins, Mr. Todd Garrett, Ms. Joyce Green, Mr. Kevin Hollinshead, Ms. Priscilla Jeffery (arrived 12:08 p.m.)

1. Opening Items

Procedural: A. Call to Order
The meeting was called to order by Chair Rev. Mack at 12:00 p.m.

Action: B. Approval of Agendas for the Special-Called Meeting and the Committee of the Whole Meeting
Motion to approve the agendas of the Special-Called Meeting and the Committee of the Whole Meeting to follow with 2 changes to the Special-Called agenda: Approve 5A by consent - Policy JIH for second reading and 5D - Slight Adjustment to Academic Calendar for 2019-2010.

Motion by Cindy Bohn Coats, second by Todd Garrett
Final Resolution: Motion Carried
Aye: Kate Darby, Chris Collins, Cindy Bohn Coats, Eric Mack, Kevin Hollinshead, Todd Garrett, Joyce Green

Action, Information: C. Compass Collegiate Academy Charter School Presentation
Mr. Hunter Schimpff led the presentation. For the record, Mr. Schimpff made several objections to today's presentation:

- Not enough notice
- Change in time (from 12:15 to 12:00) occurred Friday
- Board deliberating in private
- Asked for deliberation to occur in public

Rev. Mack responded that the board would take those objections into consideration.

Hunter Schimpff, Marcus Bryant, and Eric Strickland gave the Compass Collegiate Academy Charter School Presentation and responded to questions from Board members regarding the application.

2. Executive Session

Action: D. By unanimous consent, the Board convened in Executive Session at 12:47 p.m. to consider the following items covered by attorney-client privilege:
Action: A. Contractual Matters pursuant to SC Code 30-4-70(a)(2)
Action: B. Compass Collegiate Academy Charter School Application Discussion pursuant to SC Code 30-4-70(a)(2)
Action: C. Student Discipline Appeal pursuant to SC Code 30-4-70(a)(1)
Action: D. Student Discipline Appeal pursuant to SC Code 30-4-70(a)(1)
Action: E. Student Discipline Appeal pursuant to SC Code 30-4-70(a)(1)
Action, Information: F. Personnel Matters pursuant to SC Code 30-4-70(a)(1)

3. Open Session Reconvened

Action: A. Reconvened Open Session by unanimous consent at 2:00 p.m. Ms. Green left the meeting.

4. Possible Action on Executive Session Items

Action: A. Contractual Matters pursuant to SC Code 30-4-70(a)(2)
Motion to approve sale of the District 2 office building and utilize proceeds to acquire needed property in District 2

Motion by Todd Garrett, second by Kate Darby
Final Resolution: Motion Carried
Aye: Kate Darby, Cindy Bohn Coats, Eric Mack, Kevin Hollinshead, Priscilla Jeffery, Todd Garrett
Nay: Chris Collins

Action: B. Charter School Contractual Matter pursuant to SC Code 30-4-70(a)(2)
Motion to not approve the application of Compass Collegiate Academy based on the application not meeting the following standards as outlined by the SC Code:

1. **Serving students with disabilities and special populations** as the application is deficient in areas designated as requirements by SC statutes 59-40-50(B)(1) and 59-40-60(F)(5);
2. **Goals, objectives and assessment plan** as the application is deficient in areas designated as requirements by SC statute 59-40-60(F)(5) and (6);
3. **Employees** as the application does not possess the applicable requirements under SC statute 59-40-60(F)(13);
4. **Transportation** as the application does not meet the required standards set forth in SC statute 59-40-60(F)(10); and
5. **Facilities** as the application does not meet the required standards set forth in SC statute 59-40-60(F)(11).

Additionally, financial estimates show the opening of this school will have an adverse effect on other schools in CCSD as it will affect the enrollment, funding, allocations and resources we would otherwise be able to provide for our own schools.

For these reasons, I move that the Board deny the application.

Motion by Priscilla Jeffery, second by Kevin Hollinshead
Final Resolution: Motion Carried
Aye: Kate Darby, Cindy Bohn Coats, Eric Mack, Kevin Hollinshead, Priscilla Jeffery, Todd Garrett
Nay: Chris Collins

Action: C. Student Discipline Appeal pursuant to SC Code 30-4-70(a)(1)
Motion to place the student at Turning Point Academy

Motion by Kate Darby, second by Chris Collins
Final Resolution: Motion Carried
Aye: Kate Darby, Chris Collins, Cindy Bohn Coats, Eric Mack, Kevin Hollinshead, Priscilla Jeffery, Todd Garrett

Action: D. Student Discipline Appeal pursuant to SC Code 30-4-70(a)(1)
Motion to uphold the District 20 Constituent Board action.

Motion by Todd Garrett, second by Kate Darby
Aye: Kate Darby, Cindy Bohn Coats, Eric Mack, Kevin Hollinshead, Priscilla Jeffery, Todd Garrett
Nay: Chris Collins

Action: E. Student Discipline Appeal pursuant to SC Code 30-4-70(a)(1)
Motion to return the student to school for the IEP team to consider alternate placement.

Motion by Kate Darby, second by Chris Collins
Aye: Kate Darby, Chris Collins, Cindy Bohn Coats, Eric Mack, Kevin Hollinshead, Priscilla Jeffery, Todd Garrett

Action, Information: F. Personnel Matters pursuant to SC Code 30-4-70(a)(1)
No action was taken.

5. Policy Matters

Action: A. Policy JIH – Student Interrogations, Searches, and Arrests
Motion made at the start of the meeting to approve by consent second reading of Policy JIH

Motion by Cindy Bohn Coats, second by Todd Garrett
Final Resolution: Motion Carried
Aye: Kate Darby, Chris Collins, Cindy Bohn Coats, Eric Mack, Kevin Hollinshead, Todd Garrett, Joyce Green

Action: B. Suspend Board Policy BG/BGD - Board Policy Process
Motion to suspend the two-reading requirement of Policy BG/BGD and approve the passing of a new Board Meeting Protocol policy, effective immediately, after only one reading.

Motion by Kate Darby, second by Todd Garrett
Final Resolution: Motion Carried
Aye: Kate Darby, Cindy Bohn Coats, Eric Mack, Priscilla Jeffery, Todd Garrett
Nay: Chris Collins
Abstain: Kevin Hollinshead

Action: C. Adopt Board Meeting Protocol Policy
Motion to approve Policy XXX, Board Meeting Protocol

Motion by Kate Darby, second by Priscilla Jeffery
Final Resolution: Motion Carried
Aye: Kate Darby, Cindy Bohn Coats, Eric Mack, Priscilla Jeffery, Todd Garrett
Nay: Chris Collins, Kevin Hollinshead

Action: D. Slight Adjustment to Academic Calendar for 2019-2020
Motion made at the start of the meeting to approve by consent revision of the 2019-20 Academic Calendar in order to move an early dismissal day to the Friday following the third nine weeks.

Motion by Cindy Bohn Coats, second by Todd Garrett
Final Resolution: Motion Carried
Aye: Kate Darby, Chris Collins, Cindy Bohn Coats, Eric Mack, Kevin Hollinshead, Todd Garrett, Joyce Green

6. Closing Items

Action: A. Adjournment
Motion to adjourn at 2:25 p.m.

Motion by Kate Darby, second by Todd Garrett
Final Resolution: Motion Carried
Aye: Kate Darby, Chris Collins, Cindy Bohn Coats, Eric Mack, Kevin Hollinshead, Priscilla Jeffery, Todd Garrett

April 8, 2019 Special Called CCSD Board Meeting:
Compass Collegiate Charter School Presentation

1:58 Hunter Schimpff, Chair of the Board, introduced himself to the board and put on the record that Compass requested another day and time to make their presentation due to short notice of their public hearing and the unavailability of their entire charter planning committee to speak at the hearing.

2:40 Hunter Schimpff objects to how the review of Compass' application has proceeded and that there has not been a proper consideration of the merits of their application.

3:10 Hunter Schimpff objects to discussion of whether to approve or deny Compass' application in Executive Session and requests that it be discussed in public session.

3:36 Hunter Schimpff asks for a ruling on the objections, but Reverend Mack tells him that the Board will take them into consideration and asks him to move forward with the presentation.

3:43 *Reverend Collins*: Are you asking for a new date to be heard? I didn't understand what you are requesting.

3:53 *Hunter Schimpff*: We ask that the discussion of whether to approve or deny the charter be head in public session rather than private session.

4:01 *Reverend Collins*: But you're okay with the notice that you received?

4:02 *Hunter Schimpff*: We are not okay with it, but we're here today and we're ready to present now.

4:09 *Reverend Mack*: Your request is duly noted and we will discuss this in executive session and whatever our recommendation will be will be done in public session.

4:18 Compass Collegiate Charter School Presentation begins

4:20 Mr. Schimpff gives a brief layout of what to expect during presentation.

4:39 "Who we are" section of the presentation:
- Hunter Schimpff introduction and background
- Marcus Bryant introduction and background
- Eric Strickland introduction and background
- Mr. Schimpff introduced the rest of the board not in attendance

6:51 "Why we are here" section of the presentation:
- Needs of the district
- Discussed the performance of the district's elementary and middle schools
- High demand for choice schools within the district

9:30 "Why do we exist?" section of the presentation:
Mission Statement
Vision Statement
Discussion of how the school will serve all scholars while being a high achieving school

13:45 Compass Collegiate Charter School Model

16:58 Compass Collegiate Charter School presentation ends and the question portion begins.

17:09 *Ms. Darby*: Can you tell us a little more about, you say it's not going to be a white flight school and you know that certainly has been a challenge here in Charleston, but how are you going to do recruitment if it's an open enrollment school how are you going to select kids? What if 75% white children apply? How are you going to do that?

17:40 *Mr. Schimpff*: Thank you for that question, so it's my mistake, I actually didn't mention this but it was on our slide here. Similar to some schools in Nashville we are a very data rich school including everything we do around enrollment and application. We are driven by data. As we go out and intentionally canvas, knock doors and go to community centers we have a strategic plan around going out to diverse neighborhoods, so we will reach diverse neighborhoods dependent on what works for one neighborhood or another to reach parents and families. That's step one. It is a very intentional outreach and marketing. Number two is that we will be tracking all of our applications by zip code so if we start to see that one zip code is more representative than another in our application pool we will shift resources and efforts into a zip code that is less underrepresented to ensure that were getting a more diverse applicant pool. These other components we believe that over time will maintain diversity. I think above all that to highlight it's something at the board level that we value so if some of our numbers are off overtime we are driven by statutory requirement in the Charter Act and if you're aware of it we're holding schools accountable to a state district within 20% of the local district. We will monitor this data at the board level and shift resources and efforts accordingly to ensure that we have a diverse student body over time and we are serving the students and families that are representative in the neighborhoods that we serve.

19:23 *Ms. Darby*: Ok, thank you.

19:25 *Reverend Mack*: Reverend Collins?

19:26 *Reverend Collins*: Thank you for being present today, Can you elaborate a little bit on your Mission Statement?

19:34 *Mr. Schimpff*: Yes sir, so, as I mentioned for us we are looking long term to prepare scholars for post-secondary pursuits of their choice really. One of the challenges we see right now in student outcome is students are not prepared to pursue a four year college degree or to pursue a technical vocation. Coming out of public schools they are not

prepared with the academic foundation nor the habits of mind or study skills so our mission statement speaks to a few things that we value very closely. One is that providing a rigorous academic foundation with the purpose of enabling scholars, we intentionally use that word scholars, to become successful citizens in our city. So we're driven by that mission statement we see an intense need in North Charleston on the peninsula and we want to prepare scholars to pursue the vocation or the post-secondary pursuit of their choosing and our school is designed to provide that.

20:51 *Reverend Collins*: Would it be a fair statement to say you're interested in targeting underperforming students?

21:00 *Mr. Schimpff*: Yes sir, that's a core part of our model, serving a diverse set of scholars including students who academically are behind, traditional student groups, students of poverty who have not fared very well in public schools. Our public school is designed to serve those scholars and other scholars who live in Park Circle neighborhood, Wagoner Terrace, our plan is to equally serve scholars from Park Circle, Wagoner Terrace, Chicora, Liberty Hill, we want to recruit scholars in a high number from all of those neighborhoods and we believe we can do that well.

21:38 *Reverend Collins*: How can you afford to provide two (2) teachers in each classroom?

21:43 *Mr. Schimpff*: Thank you for that question, so given our budget flexibility and our staffing model. We have scheduled our lead teachers to actually, they're about step 5 of Charleston County's current teacher pay scale, so we pay our lead teachers at a more competitive rate than Charleston County and then we do an instructional assistant is that second teacher in the classroom. So with that model, part of it to be very frank too is part of our own internal human capital pipeline development. A teacher at our school will receive continuous coaching and training and those lead teachers will coach their instructional assistants and we expect that some of those instructional assistants will become our lead teachers in the second year, third year, and four year. We're really focused on developing teachers within our culture which we believe to be again based on some of the leading public schools around the country.

22:45 *Reverend Collins*: Does somebody else want to ask a question?

22:50 *Ms. Green*: Looking at the information you sent to us with regards to some of the potential locations for the school, do you think you'll be in competition with schools like Meeting Street at Brentwood and Burns?

23:11 *Mr. Schimpff*: No ma'am, we think we'll be located relatively in the same geography, but I would point to that there are about 9,000 elementary and middle schools on the peninsula which we see as our potential scholars that we'll serve. Given that in year one we expect to serve 100 scholars and when were fully built out serving 720. If you take that 720 number in k-8 that doesn't even match the number of scholars who are not getting seats on... (Goes to slide in presentation) So if you take the number of scholars

who are not getting seats in the choice schools on the peninsula, our 720 at full capacity which is nine years from now wouldn't even match that number.

24:05 Interruption from Ms. Jeffery's computer. She apologizes.

24:32 *Mr. Schimpff*: No if it was this afternoon I figured you would probably be watching the National Championship.

24:41 *Mr. Schimpff*: Um to answer your question, we don't believe we would be competing with them because there is such a significant demand of those families applying for choice school seats. Again, those students who don't get a seat, our expected population, we wouldn't even serve that number. Based on the data we have looked at there are 9,000 elementary and middle school scholars on the peninsula.

25:05 *Ms. Green*: But there isn't, I mean, there is no way really to avoid a potential conflict in terms of the same students that may be going to, I'm just using that as an example, there is really no guarantee that you will not be asking some of the same kids or some of the same families won't respond to your request to attend your school?

25:31 Mr. Schimpff: At the end of the day it's the family's choice in where they would like to attend. I will say that I have a very good relationship with Dirk Bedford the principal of Meeting Street Academy is a really good friend of mine so there is a lot of coordination and partnership on that end to where we could work out like hey I'm not.. Those are zoned populations at Brentwood and Burns so if it's something if they say "hey don't recruit in our neighborhood", we are happy to do that and we have a lot of respect for Meeting Street Academy and work very well with them.

26:02 *Ms. Green*: Mr. Bryant are you and Dr. Bryant related?

26:09 *Mr. Bryant*: Yes, that's my wife

26:10 *Ms. Green*: Ok, that's what I thought.

26:13 *Ms. Coats*: So, I have a couple of questions and we've talked and I feel like you have the ability to effectively answer difficult questions and you've put a lot of time into this career path so I'll say that upfront. But, in your initial needs assessment you determined a number of students who applied to very specific educational options you selected Montessori and Arts. Is it your contention that those applicants to those schools are not interested in the educational structure of that school as much as just simply getting to that school? If that's the case can we not s solve that problem by creating more Hursey's and James Simons'?

27:01 *Mr. Schimpff*: I would answer that two fold. I would point to these numbers and say there are a number of families not getting into these schools so we think that our potential student population would be serving those scholars. And parents sometimes choose one theme over another and if they pursue an Arts based education program for their scholar

that might not be exactly what they find in our model and we're happy to support them in their choice. Again with the numbers the 9,000 elementary and middle school students and back to I think you're well aware of just the academic performance. We believe that above all else parents pursue high quality options for their scholars that's why your chance of getting into Buist at present is less than getting into Harvard. So that school alone we see significant demand and signaling from Charleston families that they want a high quality option and I think at the end of the day providing a high quality option is what is going to most attract parents. We have built into our school model something that we think will appeal to again a diverse set of families. One thing that we have done slightly innovative is that at our middle school level, we have not planned all of our special classes right now. Part of our school design is to be very intentional about our engaging our community and our parents, and so the year before we open our middle school were going to bring our parents in and they are going to vote to decide what our specials are and then we'll staff and plan accordingly but to have that input we thought was very important to what our middle school and that's also 6 years from now so who knows what it might be computer science it might be arts but were happy to add on specials based on the input from the parents of our community. That is something that we built into our model to listen to our community and to serve what they are pursuing.

29:04 *Ms. Coats*: Mr. Chair I do have more questions. On page 10 in your presentation you say we're a stronger leadership body, stronger than whom?

29:16 Mr. Schimpff: So part of this is based on there is national research on Charter School boards, effective boards leading to effective schools and there is data around more diverse boards leads to more effective schools. The reason we believe we are more effective is because having different perspectives, having different backgrounds. All of our board members live and or work on the peninsula, in North Charleston, Downtown so this is our backyard essentially. Being able to have those different perspective and backgrounds but all within the same geography we think will lead to a more effective governing body. There are things that Eric brings with his math and financial background that I don't bring to the board. There are things that Marcus brings with his background in HR and his community advocacy that I don't bring to the board, so I think the aggregate of those diverse perspectives just makes us more able to lead a school more effectively.

30:18 *Ms. Coats*: I understand that and I respect that because we've talked about how intentional you were in finding the right people to complement each other. However, public charter school boards will ultimately be elected. Are you going to have requirements for the seats or hope that this legacy continues in future elections?

30:39 *Mr. Schimpff*: Sure, so we're not allowed to have specific qualifiers in our election under statute. It's a vision for our school and we have already intentionally thought about that transition to an elected board so that there is continuity from the planning committee to an elected board. I can't predict the future but I can say in terms of how or who will be elected to our school board but it is a vision of our community. I think that if somebody wants to serve on our governing board and they want to be part of our mission and vision

that is something that will be considered and certainly similar to recruiting students, we can recruit diverse board members and that is something that we value.

31:26 *Ms. Coats*: Thank you, thank you sir.

31:33 *Mr. Hollinshead*: In the area that you want to locate, you mentioned in your presentation about seven failing schools. In your mind what do you think contributed to that? And then two, what's going to be different with your program that will significantly change that? You know with the culture of community?

32:01 *Mr. Schimpff*: Sure, so if I understand your question, are you asking what I think is the issue with these under performing schools?

32:09 *Mr. Hollinshead*: Yes and what is going to be so special about your school that you are going to target and change them? How are you going to do that because what you tell me I might not agree with them but tell me what you have to say?

32:29 Mr. Schimpff: Sure, so I'm not a principal or a teacher in every school so I can't speak to on an individual school basis. I will recognize that poverty is a factor in student's educational backgrounds and education research would tell you that a student coming from a home of poverty have about 2,000 less words in their vocabulary starting day one of Kindergarten. We understand all of that and we built the school model to serve all those scholars. You're asking for specifics and one of the things that I would point out is that the way that we've targeted, I think something different than the public schools here, is that we've targeted the two teachers in K2 classrooms driven by the STEP assessment. The STEP assessment is from the University of Chicago, it's one of the nation's leading formative assessments around preparing scholars to have those really strong early literacy skills. Meeting Street Academy utilizes it, Marcus as a parent can tell you his experience with the STEP Assessment. It's our staffing model, the data driven program that we use in our school, that live coaching. So in a public school in Charleston, and let me preface all this by saying I'm not here today to make judgements or to point out what is or what not working but we thinks that we can do it differently. An evaluation may happen two or three times a year for a teacher, we're in teacher's classrooms every day and every week. We have staff members who are instructional coaches who it will be their job to focus on high quality instruction on a daily and weekly basis. So our use of data, our benchmark assessments, and our formative assessments we take data very seriously in terms of driving scholar growth and we can reteach and we can prepare our professional development based on what data is telling us. After our scholars take the STEP assessment or an interim benchmark assessment, our data may be telling us that our teachers taught a certain standard poorly, that's an opportunity for us to provide both coaching for them and to refocus the instruction in professional development on that standard, to reteach it so that we reteach it in the moment as soon as possible so that were not missing anything and we don't get to the end of the year and we take a State exam and then it tells us oh you missed that. So the way we use the data, the way we structure our staffing model, the way we go out and recruit and hire leaders we believe those are the within school factors that will have a difference. As you have recognized we will be

serving low income scholars. Part of our school design is to be really intentional about going out to the community and creating a community that supports our school. One tangible example I would give you, similar to what some other high quality charter schools do, is that prior to the start of school in August of every year our teachers and our leadership staff will go out and meet scholars in their homes, subject to mom or dad welcoming us in the door. The reason for that is to help the scholar feel more comfortable about coming to school so that they're known. Parents will have teacher's cell phones to be able to call them for if a scholars working on their homework or reading at home and a parent has a question. We as a school are going to be an open door and welcome parents in, we see them as partners. Also, everything we've done around our school mode, our focus on reaching out to the community and serving all scholars we believe will produce better results once all those things are taken together.

36:20 *Mr. Hollinshead*: Most of what you're saying is textbook stuff. Dealing with the community that you're talking about and these particular schools, a child may not come into school in the best mind frame that morning, there may be some sort of domestic issue within their household, within their community, bullying, it can be any number of things. So how are you prepared to deal with that? Public schools deal with that every day and now it's trying to yield different results in trying to engage students. I say that to you and I say that to Meeting Street because they are a new program too. How are you going to engage that child when there's not necessarily a traditional way in dealing with that student?

37:17 *Mr. Schimpff*: Thank you for that question. (Marcus Bryant signals that he will answer question)

37:22 *Mr. Bryant*: First, I think, in my opinion you're really talking about me and my upbringing and my childhood. I came from a single parent home. I came from a very low-income and impoverish area. I remember the traumas and the ills of the day that would distract me from academically performing. The single, most helpful factor for me was to have teachers who cared and the interest of that teacher to say I'm going to the cultivate the things that are strong and not consistently remind you of your trauma and expose you to more trauma while you're here. I think we have a responsibility as a board to understand there is no other school based factor that's more important than how that teacher perceives children in the classroom. Our intentionality is to recruit at a high level, our intentionality to professionally develop these teachers in a way that deals with the populations that they are serving will be the greatest factor in terms of improvement for these types of students that you're talking about.

38:27 *Mr. Hollinshead*: What type of bridge program would you work on after school hours to deal with that child and their environment that subsequently will help them to have a good afternoon or bring them about to the next day in a positive manner?

38:46 *Mr. Schimpff*: As Part of our model we have engaged the community and continue to engage in community partnerships. We have spoken to Metanoia and Dr. Bill Stansfield

about a potential partnership, that's potentially in the works. I would highlight too within our school model we do have plans to hire guidance counselors. What I really highlight is our social and emotional curriculum that happens on a daily basis where there are prepared lessons to help engage scholars in what is bullying? how to deal with it? That happens in a morning meeting every day and we do a closing circle every day as well to address things that scholars are facing in the community. We do it in a team, its classroom based, one scholar is maybe they didn't have food last night. I don't know what the example would be, they are in a safe setting in their classroom and teachers will be trained and supported on this social and emotional curriculum to enact every day. We've built that format into our model because given the students and scholars we intend to serve we do recognize that those are factors and are prepared to address those needs in our model.

39:59 *Reverend Mack*: Ok, we're about 10 minutes over our allotted time. We do have an additional question from Mr. Garret and one from Ms. Jeffery so if you can just be brief with your response so we can stay within the allotted time, we're already over.

40:14 *Mr. Garrett*: I didn't,.I couldn't find it in here I know it is, what's the sustainable number for year one for students budget wise for y'all?

40:23 *Mr. Schimpff*: Depends, so I'll give you a full answer. So we intend to serve 100 scholars in year one so our budget is based around that. With charter schools being per people enrollment...

40:40 *Mr. Garrett*: Right, it depends on who shows up and all.

40:41 *Mr. Schimpff*: if our numbers don't were prepared to cut and address and our budget I will highlight does not factor any PNI funds as in terms of the revenue so...

40:50 *Mr. Garrett*: I saw rent funds, do you have a proposed location that you've got lined up for the fall?

40:55 *Mr. Schimpff*: So we've been working with two agents at Bridge Commercial.

40:59 *Mr. Garrett*: I saw the land places, I didn't know if you're looking for...

41:03 *Mr. Schimpff*: Yea, we've identified 13 facilities so part of our model is that we're intending on leasing for the first 3-4 years.

41:07 *Mr. Garrett*: So that rent is based on what you think you can lease it for?

41:11 *Mr. Schimpff*: Yes and we've already run those numbers and they check out. We have more allotted in our lease line than what that facility costs. We also have capital funds and renovation upkeep that we need to do and that grows over time. We hope by year four or five we're looking to, and if you look in our budget that number grows exponentially because we hope that's when we're investing in a permanent facility and

home. We're just planning to lease until District partnership to save funds in the early years to build up a fund balance and build up a better credit profile to get more favorable terms.

41:49 *Mr. Garrett*: Ok, Ms. Jeffery.

41:50 *Ms. Jeffery*: Hi. I was a teacher so I have a teacher question and I'm going to build on what Mr. Hollinshead said. You said you're going to train teachers to do all these things, teachers do many things. What about wrap around services? Because teachers as much as we want to be everything for all students its really impossible with the job that we have to do and I'm talking about the kinds of things that he was mentioning.

42:17 *Mr. Schimpff*: Sure, thank you for that question. Within our budget we do have a staffing chart, I would encourage you to look there. So we've built some of those other positions within the school, guidance counselors, academic deans, principals within our leadership structure to handle some of those concerns that come up on a daily basis. Part of our model is that we have designed our daily schedule, our weekly schedule, such that teachers are focusing on creating and delivering high quality lesson plans every day. We believe for scholars growth that as they focus on delivering high quality instruction, that's the best return on our teachers that we can get. We've built other supports in our staffing model through some of those community partnerships to address some of those wrap around services. We want to be a community partner to those other organizations around town that provide some of those services.

43:17 *Ms. Jeffery*: Ok. Thank you.

43:18 *Reverend Mack*: Ok, this concludes our session.

43:22 *Reverend Collins*: I have a question.

43:23 *Reverend Mack*: Just one question and you can make your comments very brief because we do have a schedule we have to follow.

43:30 *Reverend Collins*: Looking at your budget you anticipate about an $18,000.00 fund balance the first year?

43:38 *Mr. Schimpff*: Yes sir, that is without any PNI and Title I revenue.

43:45 *Reverend Collins*: Alright. What's going to make your fund balance grow that following year?

43:49 *Mr. Schimpff*: Conservative management of our budget. We as a board are committed to being fiscally conservative around our budget. The way we plan for revenues, plan for expenditures and its balance honestly because we want to invest in our program but we also know, especially I know having been a regulator of charter schools, we have to close schools due to financial trouble and so we've built our budget around not ever having to

go down that path. We've built our budget to be conservative, underestimating revenues and over projecting expenses and at the end of that we expect to run. We're using tax payer money so we want to run a school that is fiscally responsible and deliver the high quality education to tax payers.

44:34 *Reverend Collins*: What funds have you set aside for transportation and how do you plan to transfer children to school? Or are you offering transportation?

44:45 *Mr. Schimpff*: Yes sir, we are going to offer transportation, there is a line item for that. We've estimated about $50,000.00 per bus. To be brief I won't get into how we did that, but we believe that's the fair market rate around some of the options we have for contracted providers bringing buses onto our organization. We believe we can transport large numbers of scholars given that $50,000.00 per unit estimation and then that grows with inflation over time in our budget.

45:14 *Reverend Collins*: So per bus you're saying?

45:16 *Mr. Schimpff*: Per bus, yes.

45:17: *Reverend Collins*: And how many buses roughly?

45:18 *Mr. Schimpff*: So in year one its one, in year two it's two and in year three its three. It grows over time to match the growth our student population.

45:30 *Reverend Mack*: Alright, thank you so kindly for your presentation.

45:35 Motion to move into executive session.

45:44 Board returned for open session

50:36 Ms. Jeffery made a motion to deny Compass Collegiate Charter School's application based on the application not meeting the following standards as outlined by the SC Code:
1. Serving students with disabilities and special populations as the application is deficient in areas designated as requirements by SC statutes 59-40-50(B) (1) and 59-40-60(F) (5);
2. Goals, objectives and assessment plan as the application is deficient in areas designated as requirements by SC statute 59-40-60(F) (5) and (6);
3. Employees as the application does not possess the applicable requirements under SC statute 59-40-60(F) (13);
4. Transportation as the application does not meet the required standards set forth in SC statute 59-40-60(F) (10); and
5. Facilities as the application does not meet the required standards set forth in SC statute 59-40-60(F) (11).
Additionally, financial estimates show the opening of this school will have an adverse effect on other schools in CCSD as it will affect the enrollment, funding, allocations and resources we would otherwise be able to provide for our own schools.

SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION

CHARTER SCHOOL APPLICATION
EVALUATION RUBRIC

School Name	Compass Collegiate Academy

Receipt Date	January 30, 2019
Hearing Review Date	TBD

2. Curriculum and Instructional Model		
2.a	Instructional Model	

Areas of Strength:

The description of the school structure included:

- Two teachers in every classroom
- Longer school days Monday through Thursday
- Early release on Fridays with teacher professional development for the last two hours of the day
- A slightly longer school year (185 days for students)
- A plan for gradual rollout of student enrollment was included with the first year including only kindergarten and first graders and adding students every year. The first year would expect approximately 100 students
- The application included lengthy descriptions of what a day would be like in the life of a teacher and a student.

Areas of Weakness:

- None identified

Evidence:

- A school calendar was included in the appendix, the schedule was included as Appendix F, Appendix G-16 was included with the daily instructional schedule, a classroom diagram was included in the appendix.

Rating: Meets the standard

2.b	Educational Structure	

Areas of Strength:

The application thoroughly addressed each of the criteria for Curriculum and Instructional Model section. Educational philosophy described in the beginning included six key features:

- All means all
- Rigorous curriculum
- Commitment to social and emotional growth

- High quality staff
- Personalized learning through data driven instruction
- Parental involvement
- It included significant and lengthy descriptions of the processes used for determining the instructional focus for the school and the chosen curricula.
- A detailed description of the RTI process included universal screening, team-based data decision making for intervention, multi-tiered instructional and behavioral system and progress monitoring.

Areas of Weakness:

- None identified

Evidence:

- The Core Knowledge curriculum was chosen both because it was research based and because it aligns with the applicant's belief in the importance of building background knowledge to ensure strong growth in literacy. The National Early Literacy Panel was cited for its emphasis on six key early pre-reading literacy skills necessary for subsequent achievement in literacy.
- Curriculum Documents: Appendices G-1 and G-2 Alignment to standards G-10
- RTI Documents: Appendices G-4 to G-8

Rating: Meets the standard

2.c	**Professional Development**	

Areas of Strength:

- CCA plans to focus professional development around data driven practices and the teaching and learning cycle, with frequent observation and feedback loops and weekly coaching debriefs with teachers. The Dean of Academics along with the Executive Director and principal will be the primary staff members responsible for providing professional growth. The school will provide 20 professional development days to teachers as well as weekly two-hour professional development sessions each Friday after early release.

Areas of Weakness:

- None identified

Evidence:

- Appendix G-14 describes the Professional Development Model
- Appendix G-15 provides the summer professional development schedule

Rating: Meets the standard

2.d	**Virtual Offerings, *if applicable***	NA

3. Serving Students with Disabilities and Special Populations	

Areas of Strength:

- The plan provides some information regarding the types and sizes of the population of students with disabilities that will be served by stating, "based on a review of demographics of Charleston peninsula elementary and middle schools…school assumes 15% of students will be identified as students with disabilities.

Areas of Weakness:

- The plan does not include details of a full continuum of services as there are no provisions for students who may require more intensive services in a more self-contained LRE of less than 40% in the general education environment.
- The plan does not include a detailed discussion of the curriculum or the schedule to be implemented to meet the needs of students with disabilities.
- The plan does not outline roles and responsibilities of the charter and school district.

Evidence:

- There were no details regarding the schedule other than the statement that "the school's daily schedule gives ample time for individual or small group scholar support for students with disabilities." (p. 57)
- The plan does not indicate the amount of time for services based on the continuum of student needs.
- There is no explanation or specific details of contracted services between the charter school and the district.
- Requirements of SC Code 59-40-50(b)(1) and 59-40-60(f)(5) with respect to students with disabilities have not been met.
    - 59-40-50(b)(1) states: "A charter school must adhere to the same health, safety, civil rights, and disability rights requirements as are applied to public schools operating in the same school district…"
    - 59-40-60(f)(5) states: " The charter school application, based on an application template with compliance guidelines developed by the State Department of Education, must include 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."

Rating: Does not meet standard

4. Goals, Objectives, and Assessment Plan	

Areas of Strength:

- Assessment plan appears to be very comprehensive.
- Goals are well-formulated.

Areas of Weakness:

- Very few goals will be measurable during the first few years. Examples: (a) EVAAS—this will not be available until the 4th year since it is based on 2 years' worth of state assessments, which begin in 3rd grade; (b) waiting list after 3 years; (c) 8th graders above 51st percentile on social-emotional measure; (d) Goal 5's items all relate to accountability metrics—as there is currently no primary rating system, this goal could not be evaluated until the 4th year; (e) Goal 6 relates to achievement gaps, which they appear to measure based on state assessments—this could not be evaluated until the 3rd year.
- Use of FAST assessment: the District is using FAST in Grades K and 1, but not universally in grades 2 and higher, where MAP is the formative assessment. If the school uses FAST and does not use MAP, we will be unable to analyze their students' results within the context of the entire district, and the picture of the district overall of the MAP measure will be incomplete.
- The application indicates that they will seek a waiver from using KRA. Again, if KRA is not given to their Kindergarten students, we will be unable to compare the status of their incoming Kindergarten students relative to other schools, and the picture of the district overall on this measure will be incomplete.
- Goal 5 includes the indicator that the school's students will achieve at least 25% higher than the average of all geographically comparable elementary and middle schools on the state summative assessments—it is unclear how the determination of "geographically comparable" would be defined.

Evidence:

- Details in their application.
- The requirements of SC Code 59-40-60(f)(5) and (6) have not been met.
    - These sections state that "the application must include 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; and

- (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;

Rating: Does not meet the standard because of the lack of substantively measurable goals relating to student achievement or academic growth within the first 3-4 years. The only achievement goal relevant during that time frame is one item in Goal 1, that 75% of students enrolled for 4 months in grades K-6 will be on the expected STEP level at the end of the school year.

Section II: Organizational Plan and Capacity

1. Governing Board	A response that "Meets the Standard" will include the following:

Areas of Strength:

- The application identifies key members of the founding group who will play a substantial and ongoing role in the development of the school's outcomes. A resume for each member is included, which highlights the experience they will bring to the proposed school.
- The application gives a brief description of how and why the founding group decided to form a school in South Carolina.
- There is a concise description of governance that will guide the board.
- The governance structure of the proposed school is contained within the application including the roles, powers, and duties of the governing board and how it will interact with and evaluate the school leader outlined in the "Administrative Structure/Building Leadership Section", including how the structure and composition will ensure that the school will be an educational and operation success. The nature and extent of involvement by stakeholder groups is present as well as the composition of the board.
- The application includes a description of how governance will transition from the charter committee to the governing board in the first year of operation.
- The application includes: an election process, which highlights how parents and employees will vote for new members on the board. The application indicates the Governance/Executive committee of the Board will be tasked with setting official rules for the election and recruiting.
- The application specifies professional development will occur annually and a list of topics that may be covered.
- A description is included stating the school will intentionally cultivate a supportive school community among diverse families where directors will regularly participate in the life of the school.
- Response intends to have a PTA that will report to the Board on a regular basis. The PTA will exist to help coordinate and organize parent volunteers to support school activities, and keep parents regularly informed of the school life's current events, issues, and scholar accomplishments.

Areas of Weakness:

- Timetable of specific topics to be addressed is not listed within the applications with regards to the Governing Board's professional development.

Evidence:

- Application document

Rating: Meets the standard

2. Educational/Charter Management (EMO/CMO)	
	NA

3. Administrative Structure/Building-Level Leadership	

Areas of Strength:

The application included

- A concise description of the administrative structure of the school. (Organizational chart)
- A detailed description of the capacity and experience that will be sought for school leadership and management team members along with job descriptions of the administrative positions, including the school leader and any other administrative staff with a clear delineation of employee classification and who is responsible for employment decisions and oversight at each level.
- How the capacity of the school's administrative team is tied to the mission, organizational sustainability, and student achievement.
- A description of how a lead administrator will be hired and how the transition of leadership and charter committee responsibilities will happen.
- A description of the nature and extent of parental, professional educator, and community involvement in the operation of the charter school.
- A description of the capacity building plan for leadership and staff development with funding reflected in the budget.
- A description of the process for evaluating the school leader.

Areas of Weakness:

- None identified

Evidence:

- Application document and appendices

Rating: Meets the standard

4. Employees	

Areas of Strength:

- Use of rubric during the interview process
- Recruitment strategies include posting jobs on state and national sites, recruitment at colleges and universities
- Use of ADEPT for evaluation - every teacher will develop an SLO for his/her classroom consistent with ADEPT's 4.0 process
- Staff handbook is discussed and outlines employment policies and at will past labor laws

Areas of Weakness:

- Rubric used for the interview process does not identify ratings - for example, 1 = ineffective to 5 = highly effective
- Plan does not identify HOW the charter school will ensure that at least 1 member of the administrator team holds administrative certification
- Plan does not identify the termination procedures - just identifies that the staff will be on 1-year contracts and all staff members

will be at-will employees.

Evidence:

- Application documents
- The requirements of SC Code 59-40-60(f)(13) have not been met.
  - This section indicates that "the application must include 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;"

Rating: Does not meet the standard

5. Enrollment

Areas of Strength:

e application contained:

- A detailed description of the policies and procedures that will guide the enrollment and withdrawal of students, including the proposed timeline to reach a diverse student population, processing of applications, lottery process if needed, and the appeal process for a student who is denied admission for a reason other than the lottery;
- A description of the recruitment strategies that will be utilized.
- 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 process and the timeline for parents to accept the placement or not;
- A brief description of any enrollment priorities that will be granted by the school consistent with state charter school 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
- A concise description of how the proposed charter school intends to ensure that enrollment reflects that of the local school district in which the charter school is located or that of the targeted student population of the local school district that the charter school proposes to serve, to be defined for the purposes of this chapter as differing by no more than 20 percent from that population.

Areas of Weakness:

- None identified

Evidence:

- Application document and appendices

Rating: Meets the standard

6. Student Conduct

Rights and Responsibilities	

Areas of Strength:

- The overall plan for student conduct, rights, and responsibilities is well organized.
- The inclusion of a PBIS system for positive behavior supports and social emotional instruction is aligned in research.
- The plan also defined behavioral infractions by grade span including consequences that are age appropriate.
- A process is outlined for creating a handbook for students and parents.
- The application complies with all FERPA requirements.

Areas of Weakness:

- There are a few minor questions/wording that may need to be addressed in Appendix T (please see evidence below).

Evidence

- Disciplinary hearing process that allows for Due Process for expulsion hearings (includes an appeal process for suspensions and expulsions)
- Description of processes for students with 504 plans or IEPs to conduct Manifestation meetings based on infractions resulting in recommendation for expulsion and/or 10+ days of suspension
- PRIDE will be used to teach behavioral expectations. A color chart in PK-2nd and Checkbook system will be utilized.
- Suspension appeal process ends with Principal or Executive Director. Where does the appeal go if those individuals assign the suspension?
- Section on appealing a referral for expulsion may need to be reviewed. Recommendation cannot be appealed, but the hearing decision can.
- Section 504 - "A series of suspensions that total more than 10 days **may** also trigger the manifestation determination requirement of Section 504." Not "may", it will trigger an MDR.

Rating: Meets the standard

7. Transportation	

Areas of Strength:

- Application addresses transportation of students.

Areas of Weakness:

- The number of buses cited as needed to support a County-wide charter school, during the first 6 years of "build out" is not realistic.
- There is no explanation of how they would meet Federal drug and alcohol testing requirements for their bus drivers.
- There is no explanation of how they would meet the SCDOE's yearly T3 bus inspection requirement.
- There is no information regarding the number of spare buses needed to ensure daily operations.
- There is no information regarding the number of substitute bus drivers would be needed to ensure daily operations.

Evidence:

- CCSD needed 7 buses to transport students to Early College High school in its first year, with only 9th graders. CCSD uses the same type of magnet stops, that are cited by Collegiate. CCSD still has routes that are around 90 minutes long.
- See Federal Regulation 49 CFR 382
- School buses operated in S.C. are required to receive a yearly inspection by a qualified inspector. CCSD has a maintenance contract with General Diesel. General Diesel employs technicians that are certified by the S.C.D.O.E. to conduct T3 inspections.
- The requirements of SC Code 59-40-60(f)(10) have not been met.
    - This section indicates that "the application must include a description of how the charter school plans to meet the transportation needs of its pupils;"

Rating: Does not meet the standard

Section III: Business Plan

1. Budget and Finance

Areas of Strength: CCA's financial projections appear to be concise based upon anticipated enrollment growth. If cash flows issues arise, CCA has secured a revolving credit facility. CCA has collaborated with Melissa Kiddy on the proposed budget and financial plan who has several years of experience with South Carolina charter financial management. CCA's Board has created a Finance Committee and monthly budget reports will be reported to the Board and the Finance Committee. CCA intends to contract with an external bookkeeping/CPA firm with charter school experience to handle the day to day accounting operations and provide oversight. CCA will also hire an independent financial audit firm with experience in auditing charter schools.

Areas of Weakness: CCA's projections on estimated weighted pupils for EFA funds are significantly lower than our projections for all fiscal years. CCA will develop their own procurement policy that reflects best practices for a charter school. CCSD recommends they review and adhere to the S.C. Procurement Code which can be found at https://www.scstatehouse.gov/code/t11c035.php. CCA will maintain a petty cash drawer. CCSD considers this a high risk for theft keeping cash at the charter school.

Evidence:

- Financial documents and information provided in CCA's application.

Rating: Meets the standard

2. Facilities

Areas of Strength:

- Good Description of process to follow to identify a facility.
- Good thought process to understand classroom and other space requirements.

Areas of Weakness:

- No specific facility yet identified, but real estate search indicates progress.

Evidence:

- Application documents
- The requirements of SC Code 59-40-60(f)(11) has not been met.
    - This section indicates that "the application must provide a description of the building, facilities, and equipment and how they shall be obtained."

Rating: Does not meet the Standard

3. Insurance Coverage	

Areas of Strength:

- Meets the minimum required insurance per SC Charter Schools.

Areas of Weakness:

- Employers liability is low at $500, normally see at least $500,000 or above.
- No descriptions of the coverage presented (only limits and premiums)
- Does not discuss exclusions.

Evidence:

- Basic quotes provided.

Rating: Partially Meets Standard (rating can change once policy is bound and finalized)

Application: Compass Collegiate Academy

Hunter Schimpff - schimpffhunter@gmail.com
2019 Charter School Application

Select Sponsor(s)

Completed - Dec 24 2018

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

Select Sponsor(s)

Select Sponsor

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

Responses Selected:

Charleston County School District

Cover Page

Completed - Jan 30 2019

Cover Page Form

South Carolina Public Charter School Application

Cover Page

Applicant Information

Name of Proposed Charter School

Compass Collegiate Academy

Mailing Address (if known)

TBD

City

Charleston

State

South Carolina

Zip Code

29405

Name of Applicant Group

Compass Collegiate Academy

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

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

833056674

Contact Information

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

Title

Mr

First Name

Hunter

Last Name

Schimpff

Title/Position

Board Chair

Mailing Address

45 ROSE LN

City

CHARLESTON

State

South Carolina

Zip Code

29403

Phone Number

210-764-6119

Cell Number

843-469-5400

Email

hunter.schimpff@gmail.com

Fax Number

843-937-6307

Additional Information About Proposed Charter School

Grade levels during opening year

K-1

Grade levels at full student matriculation

K-8

Executive Summary

Completed - Jan 30 2019

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

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

Describe the following:

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

Executive Summary_CCA + CCSD

Filename: Executive_Summary_CCA__CCSD.pdf Size: 144.9 kB

I. Educational Plan and Capacity

Completed - Jan 30 2019

I. Educational Plan and Capacity Form

1. Evidence of Need and Community Support

The application must include evidence that an adequate number of parents or legal guardians with students eligible to attend the proposed school pursuant to S.C. Code Ann. § 59-40-50 support the formation of the charter school and justify the projected per pupil allocation in the application budget. The evidence must indicate substantial support that the school will reach its first year's projected enrollment, which is critical to producing a fiscally sound budget. Evidence may include, but is not limited to, documentation of attendance and support at community meetings and survey results. If the social situation of the proposed school's targeted population precludes establishing parental support, evidence should demonstrate support from community groups and agencies, including letters from these entities that specify the level of their commitment to the school. **However, a list of prospective or tentatively enrolled students or prospective employees is not required per S.C. Code Ann. § 59-40-60.**

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

If the school is a proposed conversion charter, the application must also include evidence that two-thirds of the faculty and instructional staff voted to support the filing of the application and evidence that two-thirds of the voting parents or legal guardians voted to support the filing of the application (see Appendix Item C below). Parents or guardians shall have one vote for each of their children enrolled in the school (i.e., each student may be represented by only one vote). All parents or legal guardians of students enrolled in the school must be given the opportunity to vote. A conversion school must offer the same grades or non-graded education appropriate for the same ages and education levels of pupils as offered by the school immediately before conversion and may also provide additional grades and further educational offerings. The application for the school must be submitted by the principal or by his or her designee, who thus will be considered the applicant.

Narrative Requirements

1. Provide evidence that an adequate number of parents or legal guardians with students eligible to attend the proposed school pursuant to S.C. Code Ann. § 59-40-50 support the formation of the charter school and justify the projected per pupil allocation in the application budget. **Do not include names of individual students.** Include a table indicating interest documented by grade level or non-graded education groupings appropriate for the targeted population (outline the groupings and how they are categorized, i.e. age levels and/or education levels) for the first year of operation.
2. Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Where possible, include specifics such as the types of marketing that will be used, partners who will be engaged, and the number of families who will be reached. Describe how the plan will reach a diverse group of families.
3. Discuss the type(s) of outreach the charter committee has conducted thus far to make the student population and their families aware of the proposed charter school and the outcomes

of this outreach.

4. Provide information on community members, parents, and leaders who publicly support the proposed school and their role in the development of the school and application.
5. Discuss specifically what has been done to assess and build parent and community demand for the school. Explain the plan to continue to engage parents and community members from the present time, to approval, and through opening. If applicable, provide evidence of engagement such as letters of support or partnership agreements.
6. Explain the plan to engage parents in the life of the school (in addition to any proposed governance roles described previously). Describe the plan for building family/school partnerships to strengthen support for learning and encourage parental, student, and community involvement. Describe any opportunities and/or expectations for ongoing parent, student, and community involvement.
7. Describe any partnerships the school will have with community organizations, business, or other educational institutions. Specify the nature, purpose, terms and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.
8. If you are a private school, describe the need/evidence in the community to support converting to a charter school.

Modern day Charleston, South Carolina is a tale of two cities. The city regularly wins national accolades as a top tourist destination due to the many well-known restaurants, beaches, and historical attractions. Yet, many residents of the city do not experience their own hometown in the same way as portrayed on the cover of national magazines and travel publications. Gadsden's Wharf, located in downtown Charleston, was a top import destination for slave ships landing in the United States. Hundreds of thousands of slaves entered through the port of Charleston, and the impact of Charleston as a central hub of the slave trade lives on today in the life of the city and its public schools. 200 years later, the racial and economic divides of such a dark legacy remain. Most of the public schools available to Charleston families are highly segregated by race, and students of color have few options to access high achieving public schools. A recent Clemson Diversity Study highlights the challenge faced by Charleston along with a call to the community to be involved in the solution:

"CCSD must address the stark divide between high-performing and low-performing schools due to the low achievement by children of color and poverty that exists at all academic levels of the system. Solutions to address the historically under-achievement by a high percentage of the district's children of color and poverty must involve the wider community."

Compass Collegiate Academy seeks to partner with the Charleston community to be a first of its kind proof-point for the city: an open enrollment public school that is intentional about ensuring access and equity for all scholars, including children of color and poverty, while still delivering a high-achieving learning environment. Currently, the demand for high-quality public school options on the Charleston peninsula (downtown to the I-526 boundary) far outstrips the supply of available seats. Of note:

-a- For the 2018-19 school year, K-8 Buist Academy, known as one of the top public schools in Charleston, received 1,931 applications for 52 seats (harder to get into than Harvard).
-b- Charleston School of the Arts, a 6-12 school, received 1,194 applications for 172 seats, most of these applications vying for student admission starting the 6th grade year.

While Buist Academy and Charleston School of the Arts are countywide admissions magnet schools located on the peninsula, each with selective criteria for admission, many of the partial and themed magnet schools on the peninsula also see high demand for available seats (see chart C-1 in Appendix C).

On top of this existing demand, single family homes and apartment developments continue to grow at a steady pace on the peninsula and the Park Circle area. The Charleston peninsula is forecast to be the 2nd most populous area of Charleston by 2030. With this added housing supply, the additional families that will move to the Charleston peninsula in coming years will only increase the demand for public school seats. Whether these families decide to attend private schools or pursue public school options off the peninsula (a common practice with many current families) will greatly depend on the quality of available public schools located on the peninsula. With few exceptions, the Charleston peninsula is home to many public schools that have consistently shown to have very low and unacceptable rates of student proficiency in all tested subjects, non-existent to low academic growth rates, especially among students of color, and schools that are largely segregated by race. No public elementary school is rated Excellent or Good on the 2017-18 state report card; most schools are rated Unsatisfactory or Below Average (see chart C-2 in Appendix C).

The 2017-18 state report card indicates that middle school performance on the Charleston peninsula is slightly better, but nowhere near acceptable. 2 of the 3 schools rated Excellent are countywide selective magnets; many students living on the peninsula still attend Unsatisfactory, and Below Average rated schools (see chart C-3 in Appendix C).

Nearly all students at Buist Academy and Charleston School of the Arts meet or exceed standards on the state's ELA and mathematics exam for tested grades. Please see Appendix C and chart C-4 for the full 2017-18 SC READY and SC PASS (ELA, math, science, social studies) data for each peninsula elementary

and middle school. If ranked by percent of students meeting or exceeding in ELA, Buist is the top elementary school in South Carolina of 660 schools, while the Charleston peninsula is home to three of the lowest five performing schools - Chicora ES (#660), Mary Ford (#658), and Sanders-Clyde (#657).

Looking at the elementary schools aside from Buist Academy, the best performing elementary school on the Charleston peninsula in English Language Arts only has 2 in 5 students meeting or exceeding standards, while many only have 1 in 4, 1 in 5 or less than 1 in 10 students meeting or exceeding standards. Across all Charleston peninsula elementary schools, approximately 44.7% of tested students (822 students) scored at the lowest level, In Need of Support. Math performance is better at Charleston Development Academy and Meeting St Brentwood, where 1 in 2 students are meeting grade level standards. 8 of 14 elementary schools on the Charleston peninsula, including James Simons, have less than than 1 in 4 students meeting or exceeding state elementary math standards.

Aside from Buist Academy and Charleston School of the Arts, Charleston Development Academy and Malcolm Hursey have approximately 1 in 2 students meeting or exceeding standards in English Language Arts. Charleston Charter of Math and Science only has approximately 1 in 3 students meeting or exceeding while all other middle schools have less than 1 in 4 students meeting or exceeding standards with the two largest by enrollment, Morningside Middle and Simmons-Pinckney, have less than 1 in 10 students meeting or exceeding standards.

In Math, 40.8% of Charleston peninsula middle school students (885) scored at the lowest level, In Need of Support. Three schools with middle school grades -- James Simons, Morningside, and Simmons-Pinckney have fewer than 1 in 10 students meeting state math standards.

While nearly all elementary school students at Buist Academy are meeting state standards in science and social studies, there are vast performance gaps among other Charleston peninsula elementary schools. 45.8% of Charleston peninsula elementary students scored at the lowest level, In Need of Support, while 52.8% of students scored Not Met in social studies. In Charleston peninsula middle schools, the science results are similar with 566 students scoring at the lowest level, In Need of Support, and with four middle schools having fewer than 1 in 5 students meeting state science standards.

These academic outcomes of elementary and middle schools on the Charleston peninsula speak to morally unacceptable achievement gaps. Such academic outcomes among different students attending public school will only serve to perpetuate the tale of two cities in Charleston if we do not take urgent action to address these huge disparities.

Many public schools on the Charleston peninsula have low and unacceptable rates of proficiency across all tested subjects. While some may attribute these low proficiency rates to the high poverty rates found at many of these schools, many of these public schools are also not demonstrating student progress given their non-existent to low academic growth rates, especially for students of color. The state EVAAS measure, which measures student academic growth and has very little correlation to school poverty rates, indicates that students in most Charleston peninsula public schools are not making acceptable academic growth (see charts under C-5 in Appendix C).

Based on the latest data available, Charleston County School District's 2017 MAP data indicates that many students are not meeting at least one year's growth during the academic year, and there is also a pronounced gap between the progress of students of color and White students (please see chart C-6 on Appendix C).

Many of the public schools on the Charleston peninsula are highly segregated by race. Based on 2017-18 135th day data, 15/21 public schools serving elementary and middle school grades are at least 75% minority or 75% White. The two schools considered to be academically high achieving -- Buist Academy and Charleston School of the Arts -- are not diverse and both schools have admissions criteria and testing for admission (see chart C-7 on Appendix C).

Nearly 9,000 students attend elementary and middle schools on the Charleston peninsula from downtown to the I-526 boundary, and many of them are low performing. Given this large number of eligible students, Compass Collegiate Academy will be a viable public school option for Charleston public school parents or legal guardians. The concept for the school is well supported in the community, and those who have signed an interest form for potential enrollment can be found in Appendix C (even considering the school would be opening in August 2020, nearly 18 months away). To date, the planning committee has reviewed extensive data to identify the academic and non-academic needs for scholars on the peninsula, and has connected with numerous community groups and individuals. A few examples include Teach for America, Metanoia, Charleston County School District, Meeting Street Academy, the Coastal Community Foundation, College of Charleston's English Language Institute, Charleston RISE, Superintendent Gerrita Postlewait, and elected officials. The purpose of these meetings have been to assess the community demand for the school and discuss potential partnerships. CCA has shared our school vision, and received feedback and encouragement from many in the community who have affirmed the need for a high achieving diverse public school on the peninsula. Letters of support from community members, parents, and leaders who publicly support the proposed school can be found in Appendix C.

To date, Compass Collegiate Academy (CCA) planning committee members have had meetings with community partners will utilize a variety of strategies and outreach efforts to ensure equity and access for all scholars. Using weekly data on prospective applicants and submitted applications, CCA will monitor its application pool for diversity that is consistent with the overall student demographics of the Charleston peninsula and to ensure that it will be compliant with the racial composition component of SC 59-40-50(7), and shift marketing resources to targeted communities that may appear to be underrepresented using Census and neighborhood data. CCA expects to use various local media (billboards, radio, tv, social media advertisements), email, text by permission, print collateral, and its website as ways to reach prospective families. When appropriate, printed flyers and brochures will also be available in Spanish to ensure Hispanic and Latino families whose first language is not English are provided information about the school. Outreach efforts will specifically include:

1. Community center and church events – CCA will partner with local organizations including the Charleston County Parks Department, local community nonprofits, and various churches on the Charleston peninsula to present information sessions to families. To date, CCA has already met with leaders from Metanoia, Charleston RISE, Radiant Charleston, Charleston Promise Neighborhood, TriCounty Cradle to Career, and Communities in Schools. These nonprofit and church organizations are supportive of the effort to launch a diverse high-achieving public school on the Charleston peninsula. CCA will also distribute flyers and information brochures about the school and opportunity for enrollment with these partners. CCA will continue to partner with these organizations and provide information to their connected parents regarding the school model and ways to apply and enroll. CCA expects this outreach approach to reach at least 100 families.

2. Family living room sessions – Working through prospective parents and social networks, CCA will conduct living room information sessions to share information about the school. These events typically have 12-15 parents who are invited to a friend or neighbor's house. Upon charter approval, the CCA Board will conduct at least 25 living room information sessions by May 2020. The smaller format of these events will help build significant support for the school and allow parents to fully understand CCA's school model and design. CCA expects this outreach approach to reach at least 250 families.

3. Day care information sessions – CCA has already researched and identified daycare centers and early childhood centers located within the target community. CCA will connect with daycare center leadership and owners to partner with them on information sessions about enrolling in CCA. CCA will also distribute flyers and information brochures about the school and opportunity for enrollment with these partners. These flyers and brochures will also be in Spanish to ensure Hispanic and Latino families whose first language is not English are provided information about the school. CCA expects this outreach approach

to reach at least 300 families.

4. Door to Door - One of the most effective methods of meeting potential families is canvassing neighborhoods and speaking to parents and guardians in their neighborhoods and houses. CCA will hold at least 8 community canvassing weekends where CCA will assemble Board members and a group of volunteers that support the school and then go door to door in targeted areas. CCA will ensure that a diverse set of neighborhoods are canvassed to ensure that CCA is providing information about enrollment to all eligible families. CCA expects this outreach approach to reach at least 75 families.

5. Social media - CCA will run social media channels that will specifically target eligible families. CCA expects social media outreach to reach approximately 600-700 families. CCA already has initiated an online presence where families can find information about the school and sign up for updates. For example, please see https://www.facebook.com/CCACharleston/ .

Throughout the enrollment and post-lottery process, CCA planning committee members and in later years, board members and staff, will hold events to continue to engage parents and families. CCA staff will engage in home visits to get to know scholars and their families. Other sample events to engage parents include a spring carnival held on a weekend where existing families as well as new prospective families and/or enrolled families will be invited to get to know teachers and CCA staff. CCA staff and board members will also participate in community events and festivals, hosting a table to share information and engage prospective and already enrolled families and scholars.

Compass Collegiate Academy (CCA) is committed to regularly engaging parents in the life of the school. The community CCA seeks to serve on the Charleston peninsula has a majority of families currently without a choice for a high performing public school. CCA values families as partners in the academic growth and human development of scholars.

The school will intentionally cultivate a supportive school community among diverse families, and believes that constant, proactive communication with families will help reaffirm and support scholar growth and progress. The school recognizes that in serving a diverse set of families, including families with limited English proficiency, parents with disabilities, and parents of different socioeconomic levels, the school will need to take intentional steps to ensure that communication and outreach efforts are successful for all families. An effective partnership between school and home sets each scholar up for success. In addition to parents of the school serving on the governing board via elections as required by the SC Charter Act, the following are examples of how CCA will communicate with and involve parents in the life of the school:

-a- Home visits to meet enrolled scholars prior to the beginning of the first day of school to get to know families and scholars in their familiar home environments (visits will always be subject to families welcoming us in to their homes). CCA will have translators on visits to non English speaking families to ensure accuracy of communication.

-b- Families can expect daily updates on scholar progress through work sent home, and parent teacher conferences that occur three times throughout the academic year. Scholars and their families will have access to their primary teacher's cell phone for academic support during after school hours if necessary.

-c- Families will have access to data portals such as PowerSchool that allows parents to monitor grades or portals such as Kickboard that allows parents to monitor behavior. These portals will be mobile device accessible for parents, and all private scholar data will be kept confidential.

-d- Families can access to workshops and seminars on childhood human development led by experts in the community. CCA planning committee members have a relationship with MUSC's Neurosurgery Department and MUSC doctors. CCA would engage these connections to find brain development experts willing to volunteer time and participate in CCA parent workshops. These workshops will outline the school's daily social and emotional curriculum and programming, and will provide ways for parents to learn about ways to support and affirm scholar social and emotional growth at home.

-e- Parent surveys at the end of the year on specific academic and programming aspects of the school and overall school satisfaction.

-f- Partnership with Metanoia - Families will have access to financial literacy classes through a community connection to Metanoia. Parents will obtain various tools and resources to promote financial stability.

-g- University Nights - In the middle school grades, we will host University Nights for middle school scholars to help families begin thinking about their opportunities for high schools and helping scholars and their families think ahead to postsecondary choices and challenges. Examples of content we will cover includes how to navigate the application processes for selective public choice high schools in the Charleston area, the college admissions process and finding the best fit college/university for each scholar, and the process for applying for financial aid, including navigating the FAFSA.

-h- Middle school sports - the middle school grades will have sports programs that will compete with other area middle schools. CCA will ask parents to volunteer and be active in supporting the middle

school sports program.

-i- Regular opportunities for parents to volunteer in the life of the school, whether hosting workshops and sessions for other families or supporting teachers. We expect this will be channeled through the PTA, which we will support and partner with.

The school intends to partner with organizations in the community. Potential partnerships with community partners include:
-Charleston County School District on a potential shared facility arrangement (CCA planning committee members have discussed possible facility or campus sharing space with Superintendent Gerrita Postlewait and CCSD representatives).
-Various community advocacy groups and neighborhood groups (to assist with sharing the school in the community).
-Communities In Schools (CCA planning committee members have discussed possible partnerships with CIS CEO Jamie Cooper).
-Metanoia on after school programs & financial literacy classes (CCA planning committee members have discussed possible partnerships with Metanoia CEO Bill Stanfield).

In summary, there is high demand and evidenced community need for a high-quality K-8 public school option on the Charleston peninsula. The Charleston County School Board has recently identified some 2018-20 goals that include:

-Significantly more students achieving on a pathway to graduate college and career ready.
-More students showing one year's growth
-Bold new approaches for lowest-performing schools
-Improved governance effectiveness
-Revamped magnet and school choice for quality and equity

CCA's proposed school model and intentional focus on serving all scholars through being an open and accessible public school is entirely consistent with the recently stated goals of the local school board.

2. Curriculum and Instructional Model

The charter school's educational program must include how it will meet or exceed the academic performance standards and expectations, including academic standards adopted by the State Board of Education and how the instructional design, learning environment, class size and structure, curriculum,

and teaching methods enable each pupil to achieve these standards per S.C. Code Ann. § 59-40-60 (F)(5).

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

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

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

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

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

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

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

a) Instructional Model

1. Provide an introduction and summary of the educational program to include an overview of the curriculum and instructional design, the guiding educational philosophy, and how the educational program aligns to the mission of the school; included should also be an explanation of how the education program will improve student learning. Be sure to address any non-negotiable elements of the school model, including any distinctive learning or teaching techniques to be used. Briefly describe the evidence that promises success for this program with the anticipated student population.
2. A description of how the educational program is research-based and data-driven including why the selected curriculum was chosen for the anticipated population of students.
3. An explanation of how the charter school will meet or exceed the academic performance standards and expectations, including how the school will ensure alignment with the academic standards adopted by the State Board of Education.
4. Describe the methods, systems, and development teachers will have available for adapting the curriculum and instruction to meet the needs of all students. Describe the school's Response to Intervention (RtI) plan and what specific social-emotional and academic supports teachers will

use to support students, including students i) above or below grade level, ii) with disabilities, iii) identified as gifted and talented, and iv) requiring English learners (ELLs) services.

5. Discuss the systems and structures the school will implement for students at risk of dropping out or not meeting grade level or graduation requirements.
6. High school grades, if applicable: describe how the school will meet the state's graduation (exit) requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements will exceed state and district standards, explain the additional requirements.
7. **Additional Requirements for Replication Schools:**
    - Describe any changes in instructional methodology and strategies in your new school. Why are these changes being implemented? How will you know if they create the intended impacts and create rigorous instruction?
    - Explain the organization's approach to replicating and implementing the curriculum and instructional design among multiple schools.
    - How will you ensure the fidelity and consistency of your instructional methodology and strategies across sites?

Compass Collegiate Academy (CCA) will exceed the academic performance standards and expectations of the state of South Carolina and increase student academic achievement for all groups of students served in the school as consistent with Section 1005(2)(B)(xl) of the Every Student Succeeds Act. The school is intentionally configured to serve grades K-8 to allow for a deep and sustained commitment to a scholar's long-term academic growth and character development without a disruptive transition from elementary to middle school. Research has shown that K-8 configured schools result in higher academic achievement for students:

"The clearest and most worrisome evidence on middle and junior high schools comes from two recent studies, one in New York City (Rockoff and Lockwood 2010) and the other in Florida (Schwerdt and West 2011)...The clear result of both of these studies is that students who move to middle or junior high school in Grades 6 or 7 experience a sharp decrease in their learning trajectories and continue to struggle, relative to their peers who attended K–8 schools, through Grade 8 and into high school...The effect of the transition to middle school is dramatic, resulting in a fall of 0.12 to 0.15 standard deviations in math achievement. By eighth grade, the middle school students have lost roughly 0.1 standard deviations relative to their K–8 peers."

Studies from Milwaukee, Baltimore, and Philadelphia have similar findings related to the positive benefits

a K-8 grade configuration has on the academic achievement and non-academic outcomes of students.

The key features of the school have been assembled from studying the school models and designs of local successful schools and some of the nation's best performing public charter schools that serve scholars from all backgrounds and have seen noteworthy success in serving low-income students and students of color. These schools, like CCA, have an intense focus on ensuring early grade literacy skills and proficiency, and include Meeting Street Academy, Valor Collegiate, Nashville Classical, Purpose Prep, Uncommon Schools, Democracy Prep, and Success Academies. The results of these schools provide a strong body of evidence for the likelihood of success with the Compass Collegiate Academy model and serving all scholars on the Charleston peninsula. Six key features of the educational model will enable scholar success:

1. All Means All
2. Rigorous Curriculum
3. An Intentional Commitment to Scholar Social and Emotional Growth
4. High-quality Staff
5. Personalized Learning through Data-Driven Instruction
6. Parental Involvement and Intentional Community

1. All Means All - The school will operate with a non-negotiable belief in the potential of every child. Every adult employed at the school will operate with a daily mindset that every scholar can learn and achieve at high levels irrespective of a scholar's family income, disability, language proficiency or prior developmental experience.

Rationale: Student belief about their own ability to learn is influenced by teachers and adults that guide and facilitate the learning environment.

To achieve the school's mission, CCA must first start with the premise that all scholars can learn and achieve at high levels. Compass Collegiate Academy exists to provide a rigorous academic foundation and the habits of mind that will prepare scholars to live purposefully oriented lives as citizen-scholars. Education research has made clear that teachers are the leading in-school factors that influence student achievement. Expectations that teachers set regarding student belief impacts student achievement. Studies have shown that teacher expectations can vary by the student within classrooms based on student characteristics such as race, ethnicity, family income, past performance or disability. The difference in expectations among students from different backgrounds or prior developmental or educational experiences can unintentionally cause teachers to differentiate their behavior towards

students by setting lower expectations for academic work or providing less attention and feedback to scholars during learning interactions. Cumulatively over the course of the school year, these differences of expectations can create or reinforce stereotypes and impede learning. CCA recognizes that many of its scholars may come from homes where exposure to early literacy and language formation may be at a deficit. CCA's academic model is designed to catch these scholars up while also advancing other scholars who may already come in with foundational literacy pieces to ensure that all scholars have the necessary literacy skills for the rest of their educational formation years and lives.

CCA has an intentional approach to ensure that teachers and adult staff working at the school have high and consistent expectations for all scholars. During the hiring and interview process, teachers and adult staff will be screened for their belief in the potential of all scholars to succeed in the classroom. Once hired, teachers and adult staff will also receive regular professional development to recognize their own potential bias in teaching diverse scholars within the classroom and within the school. Data on student mastery and identifying student learning needs will be utilized to ensure an objective approach and consistency of teaching for all scholars. As scholars progress to middle school grades and take on more ownership and agency over their own learning, teachers will still provide a consistently high standard for the quality of work and academic achievement. The same mindset about the potential success of scholars will apply to scholars who may enroll in the school at some point beyond the early academic years and are academically below expected grade level.

Scholars will be encouraged to grow ability and intelligence through hard work, and that failure can lead to opportunities for growth. Stanford psychologist Carol Dweck notes:

"what students believe about their brains — whether they see their intelligence as something that's fixed or something that can grow and change — has profound effects on their motivation, learning, and school achievement."

Studies have found that a growth mindset for students from low-income backgrounds can be especially important for academic achievement:

"Extending prior research, we find that a growth mindset (the belief that intelligence is not fixed and can be developed) is a comparably strong predictor of achievement and that it exhibits a positive relationship with achievement across all of the socioeconomic strata in the country. Furthermore, we find that students from lower-income families were less likely to hold a growth mindset than their wealthier peers, but those who did hold a growth mindset were appreciably buffered against the deleterious effects of poverty on achievement: students in the lowest 10th percentile of family income who exhibited a growth

mindset showed academic performance as high as that of fixed mindset students from the 80th income percentile. These results suggest that students' mindsets may temper or exacerbate the effects of economic disadvantage on a systemic level."

With a fixed mindset, students believe that their cognitive ability is simply a given quantity, and that talent, innate ability or family social and economic factors is what creates success and leads to opportunity. With a growth mindset, students believe that cognitive ability and intelligence can be developed through persistence, hard work, and grit. Growth mindsets will drive adult learning and behavior at CCA.

2. Rigorous Curriculum - The school's rigorous curriculum and academic program is designed to assist scholars in acquiring a foundation of knowledge and advanced literacy skills in the early grades that will prepare scholars to undertake higher order
analysis, evaluation, and critical thinking skills in later grades.

Rationale: A well-designed, aligned, and well-implemented curriculum provides a clear learning road map for teachers and school leaders to achieve learning goals, increase student learning, and meet and exceed state content standards in core academic subjects.

CCA's curriculum is strategically structured to align to state standards across all subjects within a grade and strategically sequenced across grade levels to meet the needs of all learners. Sound alignment of the curriculum is critical to increasing student learning: it allows for teachers to go deeper in content, adapt the curriculum to scholars that need greater challenges or additional support, and more effectively scaffold student learning. By focusing on aligned, standards-based curriculum and the effective delivery of the curriculum (effective teaching), the school will ensure mastery of standards for every student. Our curriculum identification and implementation process accommodate the learning needs of all students and the ability to adapt curriculum for students disabilities, English Language Learners, and low-income scholars. CCA will identify the skills and knowledge content that all students need to master, and then utilize externally developed research-proven curricula, adapt and customize as necessary for CCA scholars. CCA's curriculum is found outlined in Appendices G-1 and G-2.

The school's heightened focus on ensuring literacy for all scholars in the early grades is necessary to ensure that scholars can excel in a literate society, gain a base of knowledge and skills to take on later literacy achievement, and is consistent with the purpose of South Carolina's Read to Succeed Act. The National Early Literacy panel has identified six key early literacy skills as a precursor for subsequent literacy development and achievement:

-alphabet knowledge (AK): knowledge of the names and sounds associated with printed letters

-phonological awareness (PA): the ability to detect, manipulate, or analyze the auditory aspects of spoken language (including the ability to distinguish or segment words, syllables, or phonemes), independent of meaning

-rapid automatic naming (RAN) of letters or digits: the ability to rapidly name a sequence of random letters or digits

-RAN of objects or colors: the ability to rapidly name a sequence of repeating random sets of pictures of objects (e.g., "car," "tree," "house," "man") or colors

-writing or writing name: the ability to write letters in isolation on request or to write one's own name

-phonological memory: the ability to remember spoken information for a short period of time.

Literacy instruction is critical in all grades and especially grades K-2. As a "literacy focus" school, CCA has selected the Core Knowledge curriculum as the school's base curriculum. The K-8 Core Knowledge sequence is designed to help students build strong background knowledge of facts, figures, and historical events that matter across all subjects. Background knowledge is critical for knowledge and reading applications not only in English Language Arts but all subjects. CCA will teach scholars fundamentals of the English language and skills to decode texts effectively, all which are critical to reading. Subsequently, effectively becoming a fluent reader to find the main idea, making inferences from the text, and comparing and contrasting depends on a broad-based rich knowledge of content, facts, and figures. The Core Knowledge curriculum is specifically designed to provide this knowledge base for all readers across all subjects. If you do not know about the history of nations led by kings and queens in continental Europe, it is impossible to understand the birth of the United States through the American Revolution and why our three branches of government are structured the way it is. The curriculum is designed to be coherent across all subjects to provide reinforcement of key topics and provides multiple opportunities throughout the school day to build student vocabulary. Vocabulary and background knowledge are key skills scholars must possess to read, write and communicate effectively. CCA will also supplement its ELA program with additional curricula such as Success Academies literacy program to optimize scholar access to high-quality curriculum that is aligned to SC state standards. The Success Academy model has shown to have a significant positive impact on scholar reading gains. More study and a larger sample size is needed to confirm initial positive findings. Success Academy's THINK literacy model and approach to literacy instruction include components that CCA will adapt, such as:

-Reading Workshop: Reading Workshop consists of a short lesson with a clear reading skill that is highlighted, followed by students reading independently with a purpose (scholars are reading at their own independent levels). This strategy is aimed:

---To give scholars an opportunity to read and comprehend books at their independent level
---To build scholar's reading stamina
---To develop and strengthen scholar comprehension skills, fluency, and decoding strategies.

Interactive Read Aloud: Often occurring during CCA's DEAR time in grades K-2, planned read aloud focuses on targeted reading skills and includes teacher demonstration, modeling and student participation and discussion. This strategy is aimed:
---To develop and deepen scholar reading comprehension strategies
---To model fluent reading and other proficient reading behaviors so that scholars can emulate or copy
---To develop accountable talk
---To build scholar vocabulary
---To support the writing workshop

Shared Reading: The teacher reads with scholars, ensuring all eyes are on the same text (poster, individual student copies, big book). This strategy is aimed:
---To use one text throughout the week, process through as a team, with the focus on a different aspect each day
---To work on reading comprehension, word work, fluency, and vocabulary

Independent Reading (whole class): Students read independently (scholars are reading at their own independent levels) while teachers move around the classroom to instruct students and assess student progress. This strategy is aimed:
---To give scholars an opportunity to read and comprehend books at their independent level
---To build scholar's reading stamina
---To develop and strengthen comprehension skills, fluency, and decoding strategies

Guided Reading (small group): Scholars are grouped fluidly according to their independent and instructional reading levels; each teacher gives a book introduction and then coaches and assesses scholars as they read. The teacher teaches one strategy to the group and may extend with word work. Based on CCA's STEP assessment data, the teacher creates strategy groups and works with scholars on areas where they need more guidance. This strategy is aimed to:
---Target a subset of scholars on specific sets of reading skills
---To support scholars as they progress to the next independent reading level

Word Study: Scholars will focus on spelling, phonics, vocabulary, and grammar. This helps break down the components of words and texts and ensure that scholars have the basic building blocks required to read

effectively. This strategy is aimed to:

---To teach conventions of written and oral language

---To focus on vocabulary development

Writing Workshop: Writing Workshop consists of a short lesson with a clear writing skill that is highlighted followed by independent student writing. Teachers instruct students individually or through small-group instruction while continuously assessing each student's growth and development. This strategy is aimed to:

---To provide uninterrupted time for students to write about self-chosen topics

---To learn and practice correct usage of writing rules and conventions

---To learn the craft of writing and transfer that skill across multiple genres

---To expose to scholars to different genres

Interactive Writing/Grammar: The students and the teacher compose a story together. Through this interactive instruction, students use their own whiteboards to write along and also contribute to the overall class story. This strategy is aimed to:

---Foster creativity and learning joy in the writing process

---To learn the craft of writing and transfer that skill across multiple genres

---To expose to scholars to different genres

Nonfiction Study: The component incorporates nonfiction texts into literacy units throughout CCA grade levels. Students read nonfiction texts that correspond to other academic subjects, including social studies, science, and the arts.

In order to prevent the regression of progress made in the earliest grades, and to continue to accelerate literacy levels in later elementary grades, students in grades 3-8 continue to benefit from extended literacy instruction. Many of the above-mentioned literacy instruction strategies can be applied to scholars that enter middle school grades lacking foundational literacy skill. The middle school schedule with 2 devoted blocks of ELA per day, daily FOCUS time, along with the school's RTI process and data-driven culture will provide classroom teachers and support staff ample time to target specific skill deficits that middle school scholars may possess. CCA will explicitly weave a range of text types into ELA instruction to ensure that scholars are familiar with different text types, recognize text type structures, and are effective readers across a range of text types. CCA will pay close attention to text quality and continually be mindful of ensuring scholar exposure to a range of texts across the curriculum -- stories, dramas, poetry and nonfiction, and informational texts. Sample texts from a few grades that will be part of the literacy program can be found in Appendix G-3.

The K-5 elementary school literacy program will be guided through regular use of the STEP Assessment. CCA will also utilize STEP in grade 6, the first year of middle school. STEP prepares teachers to learn, understand, and internalize clear components of each developmental reading stage (STEP 1-18). Reading objectives for each student developmental level, or STEP, are known by teachers through professional development. Through the assessments, teachers have an ongoing and consistent knowledge throughout the academic year where each of their scholar's literacy ability is on the "stair-step" of literacy skill development. The formal assessment for STEP occurs for 10 to 15 minutes every 8 to 10 weeks through an individual teacher assessment. Informal assessments also occur throughout the year using checklists for observing children's reading behaviors during literacy activities. The two sources of data provide detailed information on students' reading abilities and specific literacy skills. At each formal STEP assessment, a teacher may assess students for achieving more than one step level.

Similar to its "ensure the basics in the early grades" approach to literacy, CCA believes that foundational math skills are critical to future math achievement. If scholars do not understand foundational math concepts as it relates to quantities and mathematical processes, scholars are likely to struggle with more advanced math curriculum in later grades. For its math curricula, CCA has selected Eureka Math for grades K-8 and LearnZillion Illustrative to supplement math instruction for grades 6-8. Both were selected after an extensive review of math curricula, and both are among the most highly rated K-8 math curricula based on edreports.org (https://www.edreports.org/compare/results/math-k8). For grades K-5, Eureka Math received high marks in each grade across every domain: focus and coherence, rigor & mathematical practices, alignment rating, and usability rating. Eureka Math is well aligned with South Carolina math standards based on a review of the curriculum's alignment study: https://greatminds.org/resources/products/south-carolina-standards-alignment-study. Eureka math also received high marks for its grade 6-8 curriculum, and CCA will use Eureka Math's Algebra 1 curriculum in 8th grade. Leading up to 8th-grade Algebra 1, many of the pre-algebra concepts and foundational math skills necessary to be successful in Algebra 1 are contained in the Eureka Math K-7 curriculum as well as the supplemental LearnZillion Illustrative lesson plans. If there is a discrepancy when a standard is covered by the Eureka math curriculum and when the math standard is defined by South Carolina grade-level math standards, CCA staff will adapt the curriculum to ensure the curriculum fully aligns to the South Carolina math standards by grade level.

Science is a way of understanding the physical universe using observation and experimentation to explain natural phenomena. Science also refers to an organized body of knowledge that includes core ideas to the disciplines and common themes that bridge the disciplines. While no single science curriculum provides a cohesive and sequential curriculum aligned to SC state science standards, CCA will

predominantly follow the Core Knowledge K-8 science material and ensure CCA science lesson plans are aligned to grade level South Carolina learning standards. CCA will additionally use FOSS science units for hands-on learning experiences and the South Carolina Department of Education's science units and material as supplements when needed. CCA will develop science instructional units and lessons aligned to state standards while also integrating the CCA ELA curriculum into science lessons so that scholars see reinforcement of vocabulary words and background knowledge that they might experience in the literacy curriculum. The combined material provides opportunities for scholars to experience hands-on learning and inquiry-based science. CCA is also monitoring Great Mind's Ph.D. Science curriculum. Currently, the curriculum has been released for grades 3-5. Subject to future evaluations of the quality of the curriculum, CCA may incorporate Great Mind's Ph.D. science curriculum into the school's science curriculum.

Consistent with CCA's mission to educate citizen-scholars, knowledge of history and civic education is critical to preparing scholars for their futures. CCA has selected Core Knowledge History and Geography as its primary social studies curriculum. This content is sequenced and aligned to the Core Knowledge Language Arts curriculum to help scholars build historical knowledge and background facts to become accomplished readers. The social studies curriculum follows South Carolina social studies standards (2020 version) and will utilize supplements including Great Minds the Alexandria Plan, and the South Carolina Department of Education's social studies units as needed. Beginning in 3rd grade, CCA will add financial literacy short programs primarily developed by Junior Achievement into social studies lessons. Examples include "JA BizTown," a 4 unit financial literacy program that allows CCA scholars to operate banks, manage restaurants, write checks, and vote for a mayor. Scholars will begin to understand the basics of banking, including deposits and withdrawals, electronic transactions, bank cards, and checking. Scholars will learn about financial services, including checking and savings accounts, and "apply" for a bank account in preparation for their JA BizTown visit.

Additionally, CCA's curriculum will integrate academic units and topics of study with the school's social and emotional program. An example of this would be the 8th-grade social studies lesson on the Civil War taught as part of South Carolina state history, blended with learning about the value of courage. During the morning meeting, scholars will discuss courage with their teacher and peers, examples of courage, and what it takes to be courageous. Scholars will give each other shoutouts on ways that they have seen peers and friends demonstrating courage in and outside of school. Later during social studies, scholars will continue to learn a unit on the historical facts, events, and individuals of the Civil War. A deeper dive of the unit will examine the life of Robert Smalls, who as an enslaved crew member of a Confederate ship, escaped the Charleston harbor and Confederate defenses in the middle of the night and delivered the ship to Union forces. The lesson will highlight Robert Small's willingness to take a serious risk, his act

of courage to save his family and others, and how his actions and his willingness to be courageous had a lasting positive impact on others and his native state.

The PE curriculum is designed to put scholars on a path to enjoy a lifetime of physical activity and possess the knowledge to take care of their bodies and their personal health. The CCA K-5 daily schedule has one block of PE and one block of specials. Specials will include art and music, and classes will rotate through elementary, art, music (including chorus) on a quarterly basis. Scholars may participate in recess once they have finished their lunch and they have adhered to CCA lunchtime rules. If needed, an elementary school scholar can attend a FOCUS block of instruction (during the specials block) as needed for scholars with pronounced skill gaps in math or ELA. CCA will meet the K-5 state standard to have at least 60 minutes of physical education per week and at least 90 minutes of planned physical activity per week. The specials will be rotated to expose scholars to art, music and fine arts.

As part of the effort to engage the community in the life and design of the school, CCA intends for its parents and school community to select the middle school specials (grades 6-8). In semester 1 of year 5, the year before the first class of middle school scholars, CCA will conduct a set of meetings to have parents engage in a community engagement process to ultimately select the specials the school will provide for scholars in the middle school grades. Parameters will be set on the process to ensure meaningful subjects are selected in accordance with the school's mission. Given that the first year of middle school would be the 2025-26 academic year, it is difficult to discern now what the most in-demand offerings for parents and scholars may be given focus subjects change over time. This is a way that CCA can intentionally engage the community while also conducting the process early enough to have appropriate time to prepare the curriculum, purchase necessary supplies and staff appropriately for the chosen subjects.

In serving scholars on the Charleston peninsula, many of whom are likely at risk of academic underperformance and arriving to school non-reading ready or reading below grade level, CCA will emphasize the school's focus on empowering scholars through literacy through: an intentional curriculum designed to accelerate literacy, additional time during the school day spent on literacy, trained literacy specialists, data-driven monitoring of scholar progress towards mastery, and continuous professional development that focus on literacy mastery.

Throughout the life of the school's charter, CCA will seek to implement its curricula to ensure optimal scholar learning. The curriculum will be aligned to cover South Carolina state learning standards and will be designed to develop both scholar academic and non-academic core competencies and skills. For an additional dive into specifics of the school's intended curriculum and curriculum tools, please see the Educational Structure section.

3. An Intentional Commitment to Scholar Social and Emotional Growth - Preparing scholars for successful secondary and postsecondary pursuits involves growing both sharp minds and big hearts. CCA will focus on helping scholars to better understand their own identities, their communities, and how to successfully build relationships with peers across lines of difference. Scholars will develop character strengths such as kindness, determination, curiosity, gratitude and integrity and will be better equipped to positively impact their diverse local communities and world.
Rationale: Developing scholar's social and emotional skills are just as important to their future success in secondary and postsecondary pursuits as developing their academic skills. To accomplish our mission of preparing true citizen-scholars, CCA graduates will need both sets of skills to flourish.

The school will facilitate a learning culture that is safe, orderly, and cheerful as summarized through its STEER core values: Scholars, Team, Effort, Excellence, Respect. Scholars will come to know the school's core value chant:

We are... Scholars!
We work as a... Team!
We always give our best... Effort!
We learn and grow when we demand... Excellence!
We live in a community and we treat others with... Respect!

Learning environments marked by chaos and frequent student disruptions contribute to negative school cultures and more impactfully take time from core time on instruction. A structured and orderly learning environment allows scholars to feel safe and allows scholars to take risks in school and classroom learning activities. Musical chants will be utilized regularly in the life of the school to encourage scholar joy, and the chants also serve as teachable moments and reinforce key concepts. As an example, the following chart is an example of a classroom chant that teachers may utilize to focus the attention of all scholars in the classroom on a learning activity while also serving to remind scholars of the growth mindset approach that learning involves hard work:

(Chant goes with a one beat clap rhythm...)
It's our time!
Are you ready to learn?
Turn your learning brain on!
To work hard and get ready for college.
It's our time!

For more on the school's approach to behavior management, please see Student Conduct, Rights and Responsibilities and Appendix T.

CCA will use a social and emotional development program such as the Caring School Community approach in grades K-8 to facilitate an integrated social and emotional learning program. Caring School Community was shown to be one of the highest-rated programs according to the Collaborative for Academic, Social, and Emotional Learning (CASEL) and the What Works Clearinghouse. Via both randomized control trials and quasi experimental studies, the program was shown to demonstrate effectiveness at improving academic performance, increasing positive social behavior, reducing negative student behavior incidents, and reducing child emotional distress. Consistent with the mission of CCA, the program focuses on:

-Building caring relationships with adults and peer to peer

-Directly teaching social skills

-Creating calm, orderly learning environments through adult-led classroom management practices

-Helping students acquire self-discipline practices and techniques through an effective approach to discipline

Caring relationships are critical to a successful school community and preparing scholars to live purposefully oriented lives as citizen-scholars in Charleston and beyond. Relationships between peers and adults are built through key practices -CCA will utilize on a daily and weekly basis. Every scholar will begin the day in their homeroom -- named for the homeroom teacher's college or university -- with a morning circle time with lessons aligned the Caring School Community social and emotional learning program. These practices include daily morning and closing circle activities in which students can dialogue openly to resolve issues, highlight common concerns of the school or home community, and home connection activities that encourage scholars to dialogue with caregivers about the weekly class social development focus.

Caring School Community also provides material to directly teach social skills such as:

-Beginning-of-year skills provide the school-wide "rules of the road" for behavior scholar expectations. This allows teachers to have a common language and set of behavior expectations for all scholars throughout the school.

-Self-management skills encourage students to reflect on their own behavior and ask for assistance to peers or adults as needed.

-Interpersonal skills encourages scholars to resolve conflicts and work cooperatively.

-Executive function skills include ways for students to pay attention and re-focus on teacher instruction.

Caring School Community activities intentionally incorporate the diversity of family perspectives, cultures, and traditions that diverse scholars living on the Charleston peninsula will bring to CCA, thereby promoting interpersonal understanding. Regular school-wide community-building activities will encourage parental and community participation in the life of the school.

4. High-quality Staff - The school will have a robust hiring and development model based on some of the nation's best public schools to ensure a high-quality teaching and learning environment for scholars. Teachers and leaders will be respected as skilled practitioners and professionals in a culture that prioritizes continuous growth and development for adults as well as scholars.

Rationale: A high-quality teacher matters more to student achievement than any other school-based factor.

To achieve the goal of having effective instructional staff for every scholar, our human capital strategy is summarized as follows:
Intentionally recruit for diverse leaders and teaching staff.
Hire CCA mission-aligned and values-aligned leaders and staff.
Treat teachers and staff as skilled professionals and compensate them competitive wages and benefits.
Retaining top talent is a key priority and focus.
Provide robust collective and individual professional development through team professional development sessions and frequent, ongoing one on one observations and coaching.

Drawing off the successful practices of public schools serving low-income and diverse scholars, CCA will utilize the instructional approaches highlighted in Driven by Data and Teach Like a Champion 2.0 as the framework for effective teaching. This model focuses on frequent observation and feedback loops of instructional staff which will drive a continuous cycle of improvement for student learning. These frequent observation and feedback loops and professional development sessions are grounded in student data to maintain objectivity and allow for action planning of targeted solutions for groups of scholars or individual scholars. As a result, CCA will provide far more collective and individual meaningful and specific professional development to instructional staff over the course of a school year compared to peer schools on the Charleston peninsula. For additional information, please see the Employees and Professional Development sections of this application.

5. Personalized Learning through Data-Driven Instruction - Through a continuous cycle of assessment, analysis, and action, the school will identify personalized needs to close academic gaps while also

differentiating instruction for scholars with more advanced achievement.

Rationale: Given the scarce amount of time CCA will have scholars during each school day and over the course of the school year, CCA must have a specific and targeted plan for every scholar to ensure every scholar's mastery of state standards. A systematic data-driven approach enables CCA to optimize the teaching and learning strategy every day for every scholar. CCA will work to build a culture that expects and celebrates data-driven decision making. The CCA data-driven approach will be characterized by the following:

--Quality formative and interim assessments -- Formative and interim assessments will be calibrated appropriately for the level of difficulty given the pace of instructional units throughout each school year, and the formative and interim assessments will be aligned to state standards and state summative tests.
--Teachers will design instruction after knowing the assessment -- CCA will not take a "teach to the test," approach to instruction, but starting instructional and lesson planning with assessments in mind is critical to ensure that teachers can cover all content standards in a given instructional unit or lesson plan. The quality of the school's formative and interim assessments (see #1) drive instructional rigor, hence teachers must know the specific content and standards a test will cover before they plan instruction.
--Assessments will occur with the right frequency -- To truly monitor student progress towards mastery of standards, a well-executed data-driven instructional environment requires that students must be assessed frequently. Many of these "assessments" are short, informal teacher-led assessments within classrooms via whole class, small group, or individual formats that provide teachers with critical feedback for scholar progress and serve to inform any potential instructional adjustments. If too much time passes before an assessment occurs that results in identifying a scholar or groups of scholars are off track, the critical instructional time has been lost. Formative assessments will occur daily and weekly. Annually, interim assessments will occur three times per year: fall, winter, spring prior to the state summative test in late spring.
--The curriculum will be aligned to assessments -- Teachers and school leaders at CCA will align the school's curriculum to formative and interim assessments, which are aligned to state standards for every grade level. If teachers spend time teaching X, and then an assessment measures how well students did in learning Y, there is a disconnect and the assessment has proven to be a waste of time and effort.
--Speedy results -- Interim assessments and data will be processed and analyzed promptly so that teachers and school leaders can make any necessary instructional adjustments as quickly as possible.
--Distributed data analysis competency -- CCA believes in a distributed model of data analysis ownership across the school. While school leaders and data coaches are critical and will be present to analyze data and support teachers in understanding data and creating action plans, teachers will be the primary owners of data analysis for scholars. Teachers will receive regular support and be trained to effectively

analyze data. This serves to increase teacher ownership over scholar progress, reduce reliance on one person or one team in the building, and also creates a better understanding for potential instructional accommodations given that teachers will know each of their scholars best.

--Specific and actionable follow-up -- Committed language techniques will be used to ensure that action planning is specific, measurable, and is on a reasonable timeline. This allows the data analysis, action planning, and instructional adjustment processes to have accountability.

--Making time for data - The school schedule will not treat data as an afterthought; given its critical and central role in monitoring students progress towards mastering state standards, daily and weekly planning time will be built into the calendar to allow for assessments, data analysis, and action planning.

6. Parental Involvement and Intentional Community - The school values families as partners in the academic growth and human development of scholars. Families can expect daily updates on scholar progress, weekly phone communication and availability with a scholar's teacher, open doors to the school, and access to workshops and seminars on childhood human development. The school will intentionally cultivate a supportive school community among diverse families.

Rationale: Parent and community involvement promotes positive student academic achievement and more effective social and emotional human development, especially for scholars with low-income backgrounds.

CCA recognizes that there are many competing demands on families from all backgrounds and potential barriers for family involvement in school. Parents may have had their own negative experiences with school or teachers or their own academic skill deficits make them feel unable to help with scholar work. CCA takes many steps to proactively engage families in the life of the school and in supporting the academic and social and emotional growth of scholars. Many of these specific strategies and events the school will hold are described above in the Evidence of Need and Community Support Section.

RTI Plan

Compass Collegiate Academy's RTI framework provides a set of processes and systems (academic and behavioral) to ensure that school staff provides high-quality, data-driven, and differentiated instruction for all scholars, including those at risk of dropping out or not meeting grade level expectations. CCA's RTI framework takes a proactive approach in identifying and addressing individual scholar needs and learning challenges vs. a "waiting to fail" approach that responds with interventions after scholars demonstrate failure or persistent learning challenges. Consistent with its core belief of "All Means All," CCA will shift resources, adapt teaching strategies, and do anything necessary to serve the needs of all scholars. CCA's RTI framework focuses on the five following components:

--Universal screening to identify students who may be at risk for poor learning outcomes.
--Team-based data-based decision making for interventions and supports for scholar instruction and movement within the tiered system.
--A school-wide, multi-tier instructional and behavioral system, and supports designed to help students excel and prevent school failure.
--Progress monitoring to gather the data necessary to adjust and improve instruction and interventions as they are occurring to yield better student responses to intervention and support.
--Ongoing collaboration and communication between students, families, teachers, and administrators, including high-quality professional development, to ensure that every student receives the best possible instruction.

The CCA universal screening process will use multiple sources of data and valid, nationally normed assessments to identify individual student strengths and areas of need to inform decisions about skills-specific interventions, remediation, re-teaching, and enrichment for each scholar. All scholars enrolling at CCA will participate in a universal screening process. The CCA RTI process identifies scholars as quickly as reasonable and possible to which tier he/she currently is situated. For Kindergarten and 1st-grade students, the universal screening process is expected to occur within the first semester, approximately 4-6 weeks after the first day of school. This will allow young scholars to adapt to the school environment prior to assessing academic skills and to avoid misidentifying scholars as having academic problems when the real underlying issue for poor academic performance may be related to adapting to school and the daily schedule. For grades 2-8, the universal screening process will happen within approximately 2-3 weeks after the first day of school at the start of the academic year. For scholars that enroll mid-year, the universal assessment will occur as soon as practically feasible with urgency to assess the scholar's skill sets and potential deficits.

CCA intends to use the FAST assessments (primarily CBMreading, earlyMath, and CBMmath) and the initial STEP assessment as the school's primary universal screening tools will utilize similar tools in design and makeup if these become unavailable. CCA seeks FAST was selected due to having received high ratings from the National Center for Response to Intervention for rating accuracy, generalizability, reliability, validity, and disaggregation ability among diverse student populations. The FAST tool is also one of the most time efficient, allowing for more time to spend on instruction and intervention instead of testing and assessment. The initial STEP assessment is given to each student and is consistent with CCA's intended use of the STEP assessment as its primary formative assessment tool for literacy. CCA also understands that state law currently requires the KRA assessment to be given to every Kindergarten student within the first 45 days of school. Rather than using the KRA assessment, CCA will seek a waiver to use the FAST assessments as its Kindergarten readiness assessment tool)

CCA will also use data from benchmark and formative assessments (such as TE21 and STEP) and data from the school's social and emotional program to understand each scholar's needs and current tier placement. Academic and behavioral data including universal assessment results will be housed in the school's data management system that will allow student progress monitoring over time. During the academic year and apart from the universal screening process, a teacher may refer a scholar for additional support and intervention. A sample RTI referral form is found in Appendix G-4.

The primary owner of the school RTI process is the RTI team. Members of the RTI team also include: the Executive Director, Academic Deans, School Principals, SPED Coordinators, SPED teachers and staff, SPED contract providers, and grade level teachers. CCA has budgeted for a full-time special education coordinator position in year 1 and money reserved for hourly employees should CCA scholars require additional supports. As the school grows, additional special education teachers are added to the staff. While not explicitly contemplated in the budget, a full-time ELL specialist will be brought on if the student population grows to a sufficient size to warrant an FTE position (otherwise ELL support services and personnel will be contracted). In year 1 CCA anticipates enrolling 100 scholars and estimate 15% will qualify as special education students. For these 15 scholars, CCA has budgeted for 1 full time SPED Coordinator. Similar staffing ratios apply as the school grows and adds more scholars.

Please see Appendix G-5 for an overview of the CCA RTI model. The CCA RTI framework has 3 tiers:
Tier 1: All scholars in the school receive research-based and data-driven high-quality general education instruction that is differentiated (please see other sections of this application for specifics). It is expected that 70-75% of scholars will have their learning needs met by Tier I instruction.
Tier 2: Scholars in this tier have been identified as "at risk" or advanced relative to grade level math and reading skills. These scholars receive additional support and instruction primarily in a small group setting and/or behavioral interventions as appropriate. It is expected that 15-20% of scholars will receive Tier II interventions.
Tier 3: Scholars in this tier have been identified as significantly below grade level math and reading skills. Tier III interventions are direct and more intense than Tier III interventions. These scholars receive additional support and instruction primarily through a 1:1 setting. It is expected that 5-10% of scholars will receive Tier III interventions. A student may be referred for special education or 504 services during Tier III, but eligibility will not be determined until interventions have been implemented. If a disability is suspected, school staff will comply with all requirements to inform parents and initiate a referral consistent with federal and state law to determine if the student meets 504 or special education (IDEA) eligibility.

Decisions for intervention will be appropriate, research-based, and designed to address the scholar's specific skill deficit(s). Teachers will have quick access to the RTI support library housed in the school's Google share drive to find tools and resources to adapt the curriculum and instructional strategies. Teachers will also receive focused professional development to ensure teachers are able to adapt the curriculum and instruction to meet the needs of all students. Please see the professional development section for more information.

Please see Appendix G-6 for a summary guide that links appropriate interventions to identified skill deficits. The library will be pre-built prior to the academic year with materials and links to tools to assist teachers. Over time, the library will continue to be built out and crowdsourced by teachers based on teacher experience with the most effective tools and interventions. A Google form template like the one found in Appendix G-7 will serve to track specific intervention plans. This allows teachers and academic staff to quickly, efficiently, and securely enter data about a scholar's specific intervention plan, which allows the school to maintain logs of RTI interventions for all scholars. Teachers will also have access to IXL learning, an adaptive learning software that targets specific skill interventions based on scholar need.

A Tier II or III student will be regularly evaluated (approximately every four weeks). All data and documentation about each scholar's progress will live in the school's data system and can be readily accessed by a scholar's unique identifier, ensuring that all RTI interventions and progress monitoring logs can be linked to the student's interim and benchmark assessment results. Data-based decisions for moving to a different tier will be made by the RTI team using a variety of data that monitors student progress: teacher notes and assessments of student progress, formative and interim assessments. Changes to a student's interventions and supports over time will be driven by data-based decision making and may include: increasing or decreasing frequency of intervention sessions, changing interventions, changing the intervention tools, or changing the time of day when the intervention occurs to better align with when a scholar is most productive in learning.

Tier II interventions and supports in K-8 Reading and Mathematics will include the following components:
--Focused on addressing the needs of advanced and struggling students.
--Additional instructional time beyond core instruction time.
--Small group-based format and setting on a daily basis.
--Adaptive computer programs and learning technology may be utilized.
--Advanced students receive targeted reinforcement and enrichment.
----Example: Students in grade 1 that demonstrated advanced reading skills may be placed in a small group with peers demonstrating similar reading achievement levels, and assigned a more advanced grade 3 level book. In this small group setting, the teacher aligns the daily lesson plan focus and related

standards (e.g. text-dependent analysis) to this group of students on a grade 3 level text.
--Struggling students receive additional skill-based intervention in the specific area of need through explicit and systematic instruction.
----Example: Students in grade 3 working to master standard 3.NSF.1 (developing an understanding of fractions as numbers) may work with a teacher in a small group setting with manipulatives or real-world applications of fractions such as using paper cutouts of a pizza to understand that parts of a pizza, e.g. 2 slices out of 5 total slices represents a real number that can be given or shared.

Tier III interventions and supports in K-8 Reading and Mathematics will include the following components:
--Focused on addressing the needs of struggling students.
--Additional instructional time beyond core instruction time.
--Very small group format or 1 on 1 setting on a daily basis or multiple times per day
--Struggling students receive additional skill-based intervention in the specific area of need through explicit and systematic instruction.
----Example: A student in grade 6 has demonstrated low literacy skills and in particular struggles with meeting grade level Writing standards. A teacher meets with the student daily 1:1 and practices on developing effective writing strategies utilizing the IXL targeted skills platform and also has the student practice crafting simple writing pieces.

Teachers and academic support staff meet regularly through morning meetings, grade level meetings and on Fridays during weekly professional development sessions. In addition to the school's data system that facilitates a sharing platform to view scholar intervention and support needs, these meetings provide a format for teachers and academic staff to communicate effectively about scholar interventions and coordinate ways to provide additional reinforcement of key learning standards across multiple subjects scholar touchpoints during the school day. Parents and guardians will be invited into the support and intervention process and regularly informed of scholar progress. The school's data platform will include a behavior tracking tool such as HeroK12 or Kickboard where all teachers who interact with scholars can access to review behavior.

Behavior interventions will be developed to address the specific negative behaviors that scholars demonstrate. Team meetings of teachers may plan for interventions when a student is not able to focus or remain on task or higher level interventions could include outside resources such as a contract guidance counselor for 1:1 counseling.

CCA takes a proactive approach to school discipline with an emphasis on building positive school culture and ensuring a structured learning environment that allows a consistent focus on academic instruction.

Examples of behavioral interventions that could be utilized include:

--Call a scholar by name and redirect behavior

--Use verbal or nonverbal cues to refocus a student

--Assign a scholar a task for redirection (e.g., passing out paper, running an errand)

--Model behavior

--Direct skill teaching

--Reset areas within the class or within the school that allow scholars to calm down

--Paycheck (token economy) incentives

--Regrouping groups of scholars or individual scholars as appropriate

Upon enrolling in CCA, a scholar's prior record will be searched to determine if the scholar qualifies as an EL learner. Otherwise, a Home Language Survey will be completed for each student enrolling for the first time in a South Carolina public school (CCA). Based on the identification of a potential EL through the Home Language Survey, students will be tested within thirty days of enrollment at the beginning of the school year, and if enrolling during the year, tested within two weeks (10 days). Students in Kindergarten will be tested on the W-APT assessment and students in grades 1-8 will be screened on the WIDA Screener. Based on the placement test results, students will be provided with EL services and accommodations. CCA's RTI process may also identify a potential EL learner through its universal screening process and the screening process described above will take place (not all EL learners will be identified through family home surveys). CCA will utilize an Individual Learning Plan for each EL learner and personalize the EL support to each scholar. Examples of specific supports CCA may provide EL learners are found in Appendix G-8 (sourced from TN's RTI2 guide).

b) Educational Structure

8. A description of any unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.
9. The proposed charter school's grade levels or non-graded education groupings appropriate for the targeted population (outline the groupings and how they are categorized, i.e. age levels and/or education levels) to be served at build-out, the grade levels non-graded education groupings upon opening, and the growth plan (if the school does not plan to initially open with all grade levels non-graded education groupings).
10. The size of the school at full capacity, including the number of classes per grade level and the number of students per class.
11. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

12. Describe the structure of the school day and school week for each division. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Provide the minimum number of hours/minutes per day and per week that the school will devote to academic instruction in each grade. **As appendix item F, include the school calendar and daily schedule for the Academic year for each division of the proposed school.**
13. Explain how the instructional design, learning environment, class size and structure, curriculum, teaching methods, and schedule will be optimal for student learning and how it will support the mission of the school.
14. A brief description of the average school day for a prospective student. How would their experience set itself apart from the average school day at nearby schools?
15. A description of the teacher lesson planning process. What planning tools will teachers use to prepare lessons?
16. Describe a typical day for a teacher of a grade that will be served in the first year of operation If, particularly for a virtual or alternative school, a "typical" day will vary widely, also explain the boundaries of that variation.

Unique features of the CCA charter school model include:

--As an open enrollment school of choice, the governing body and leadership team of CCA will consistently value and align resources to be an accessible public school to all scholars in the community.

--A college preparatory instructional focus and curriculum (discussed above).

--Daily social and emotional learning programming that enhances the rigorous academic preparation scholars receive (discussed above).

--A school culture that ensures scholar safety while encouraging the joy of learning.

--Two teachers in every classroom in grades K-2 to ensure a strong literacy foundation for every scholar.

--A slow growth start-up model.

--A daily schedule designed to optimize scholar learning that includes:

--A longer school day Monday through Thursday.

--Early release on Fridays to focus on high-quality teacher professional development.

--More competitive pay than the local district for teachers plus a generous 3% retirement match benefit to salaried teachers and qualifying staff.

--Significantly more PD days to ensure fidelity to a data-driven instructional approach and provide time for teachers to prepare high-quality lessons and instructional units.

--A slightly longer school year to help avoid the impact of summer learning loss, especially for our low-income scholars.

--Partner organizations to help drive community resources and assets in supporting scholar learning and

growth.

Compass Collegiate Academy will maintain two teachers per class in the early grades (K-2) to ensure that every scholar is provided a strong literacy foundation and the social and emotional growth that will set each scholar up for continued learning success beyond the early elementary school years. The well-known Tennessee STAR study found that gains for students randomly assigned to the lower student to teacher classrooms resulted in higher academic achievement for students. F. Mosteller notes:

"After four years, it was clear that smaller classes did produce substantial improvement in early learning and cognitive studies and that the effect of small class size on the achievement of minority children was initially about double that observed for majority children, but in later years, it was about the same."

In the 2nd and 3rd phases of the TN STAR study (the Lasting Benefits Study and Project Challenge), researchers found that children who were originally enrolled in smaller classes continued to have better academic outcomes when they returned to regularly sized classes and that schools serving the poorest students showed the greatest gains when class sizes were reduced in grades K-3.

When fully built out, CCA will serve grades K-8. In year 1 (2020-21), CCA will open with grades K-1 and then add a grade each year thereafter until the school is fully built out with all grade levels. This slow growth model is by design for two key reasons:
--CCA will develop a positive school culture and successful academic program from the very first day of operation. This is more likely to occur with a smaller founding staff and 100 scholars vs. a much larger founding staff and 700 scholars.
--Financial sustainability and conservative approach: given its nature as an open enrollment public school without students of zone assigned to attend the school, the CCA board is focused on being good stewards of state taxpayer funds. This means growing in a slower, but smart and sustainable way. Without access to local capital funds available to district-managed public schools, finding or developing a building to house 700 scholars in year 1 with no previous credit profile or credit history would require near impossible loan terms that may pose risks to the budget health and sustainability of CCA. There would also be a significant challenge to recruit 700 new scholars in grades K-8 for year 1 of operation, and numerous factors outside of CCA's control could impact year 1 enrollment. Thus, it is CCA's approach to start with an effort to recruit a smaller number of scholars (approximately 100) in year 1 and manage the financial health of the school via a conservative approach to managing operations and the school's budget. This will enable the school to build up its financial reserves to invest in a more permanent facility after some years of operation.

CCA has also had conversations with Charleston County Superintendent Gerrita Postlewait about a possible partnership with the Charleston County School District (CCSD) to serve an existing CCSD public school. While these conversations have been preliminary in nature, CCA seeks to be a community partner to CCSD and is open to discussions and potential partnerships with CCSD to serve existing CCSD scholars. With any CCSD partnership, CCA would still open through the slow growth model mentioned above and serve grades K-8 at full build out.
At year 10 of operation, CCA intends to serve approximately 720 scholars. CCA anticipates approximately 25-30 scholars per class (12.5-15 scholars per teacher in grades K-2).

Please see Appendix V for the year by year projected enrollment.

Classes by grade & by year
25-30 scholars per class (this chart did not paste correctly into this online portal, but year 1 there are 4 classes - 1 1st grade and 3 Kindergarten classes. In year 2, there are 3 Kindergarten classes, 3 1st grade classes, and 1 2nd grade class. This pattern continues.

The K-5 and the 6-8 anticipated daily schedule can be found in Appendix F. The school year calendar can be found in Appendix F. The school year calendar start dates will annually follow the local district, Charleston County Schools, as closely as possible. The main difference is that Compass Collegiate Academy will run longer every academic year than peer public schools in Charleston, in part to help diminish the summer reading loss effect that scholars face, an effect that can be greater on low-income scholars reading skills. Compared to peer public schools on the Charleston peninsula, CCA intends to run a longer school day from 8 am to 4 pm Monday to Thursday (8 hours), and 8 am to 2:15 pm on Friday (6 hours, 15 minutes). The early release on Friday will allow for a weekly 2-hour block of high-quality teacher professional development. CCA values high-quality instruction and the weekly 2 hours on Friday will ensure that our teaching staff has scheduled and protected time to prepare high-quality lesson plans, review scholar data, and receive continuous coaching throughout the year. CCA will also operate a longer school year with an anticipated 205 day calendar year, with 185 days of student instructional days. This is greater than the 190 day calendar year and 180 instructional day minimum set by the state. Instead of 10 days for teacher professional development, CCA will have double the amount of PD days – 20 – to ensure that teachers have time to review student data and create well-crafted instructional lesson plans and units. As part of this, CCA will have at least 2 full weeks of teacher professional development prior to the start of each academic year.

Based on the K-5 and 6-8 weekly schedule, scholars at CCA will have approximately 38 hours and 15 minutes of instruction time per week, beyond the 30 hour per week minimum requirement set by the

state. Cumulatively, this results in scholars at CCA receiving approximately 1,415 hours of instruction time in a given academic year, well beyond the 1,080 minimum hours of instruction time required by the state (approximately 31% more instructional time) and more instructional time than many peer public schools in Charleston.

K-5 core subjects will have the following planned instructional time per week:
ELA-530; Math-450; Science-202.5; Social Studies-182.5; PE-225

By design, the CCA K-5 daily schedule has additional time devoted to core subjects and the most time spent in English Language Arts, consistent with the school's heightened focus on literacy instruction. The school has also planned for 225 instructional minutes of PE/recess per week, well beyond South Carolina's 60 minutes per week requirement. Each day of the K-5 weekly calendar has a 45-minute reserved block for PE. Monday to Thursday has two blocks for "Recess/Specials," meaning a class will spend 45 minutes at recess in addition to another special such as art, music, or a foreign language. Each class schedule will be staggered as necessary to avoid all scholars having recess or a scheduled specials class at one time.

The CCA 6-8 daily schedule also has the most time devoted to core ELA and math subjects.
ELA-440; Math-440; Science-220; Social Studies-220; PE-180

The schedule is based on a rotating block schedule to balance the weekly class load for teachers who are rotating content specialist teachers. In year 6, the first year of middle school, it is anticipated that there will be only 1 block given the projected enrollment of 25 middle school scholars for 6th grade with 4 content specialists. The middle school daily schedule has a daily FOCUS block each day. This block allows teachers to have individual focus time with struggling scholars on key skills gaps. Other scholars will do self-directed work or more advanced scholars will take on advanced projects for advanced learners.

The CCA learning environment will be classroom-based and primarily teacher-led, moving to a more "teacher facilitated" gradual release model in middle school grades. In elementary grades, lead teachers will loop with scholars, in a K-2 and 3-5 rotation. This means that a lead Kindergarten teacher will stay with the same class of scholars from Kindergarten until they finish 2nd grade. Likewise, teachers will stay with the same class from grade 3 to grade 5. This practice has been found to show positive gains for scholars, especially scholars of color. In middle school grades 6-8, teachers will be content specialists and rotate to different classrooms throughout the day (scholars will remain in the same class).

CCA teachers will use teaching strategies tried and tested in some of the nation's highest-performing schools. Examples of this from Teach Like a Champion includes:

--"the 4 Ms" and "Begin with the End" and are a part of every lesson: the 4 Ms provide a structure for each lesson. While planning and delivering each lesson, CCA teachers will pay close attention to a lesson objective that is Manageable, Measurable, Made first, and Most important on the path to college. At the top of every class, teachers announce the lesson objective and provide the roadmap for the next 45 minutes of the lesson and what scholars should be looking to learn. Great lesson objectives "Begin with the End" by connecting each lesson to the previous day's lesson, gives a preview of the next day's lesson and how all lessons fit into the larger learning objectives that lead to student mastery of standards.
--delivering lessons includes "Name the Steps" and "Break it Down." "Name the Steps" involves introducing a new concept by subdividing complex skills into component tasks to build knowledge up systematically. "Break It Down" involves when a scholar makes an error or appears uncertain, teachers will employ a strategy similar to "Name the Steps" by breaking down the learning task at hand into a series of smaller, simpler pieces. Then by building on student confidence as he/she answers correctly for part of the task, a student's knowledge can move from partial understanding to full understanding.
--Emphasis on scholar cognitive load through techniques like "Ratio" and "Take a Stand." Ratio keeps teachers mindful to push computational task responsibilities to students soon as they are ready. "Take a Stand"pushes students to actively engage in concepts, answers, and tasks with their peers by agreeing/disagreeing with student answers and requiring them to cite evidence as to why they agree/disagree with an answer. This pushes scholars to better understand the learning material and objectives.

The physical classroom environment will reflect CCA's academic model with scholars taking on progressively more ownership over their work and learning in later grades. Grades K-2 will have classrooms that have desks in rows or "U" shaped configurations to ensure all scholars can face the teacher for direct instruction and for teachers to be able to monitor scholar behavior with a direct view of every scholar. K-2 classrooms will also have a carpet for group reading team and group lessons led by teachers and instructional support specialists as well as a small u-shaped table for small group intervention for struggling or advanced scholars. Lead teachers and instructional support specialists will be able to move around the classroom with ease to assist individual scholars. The room will be configured to allow scholar rotations and divisions, such as the lead teacher may be conducting a lesson while the instructional support specialist conducts a pull out of a small group of scholars at an auxiliary table. Grade 3-5 classrooms will have classrooms that have desks in rows facing the teacher. Auxiliary tables and small stations allow for a small group or one on one support from a supporting teacher or scholar work with an adaptive and learning support software such as IXL. Grades 6-8 will be arranged in pods of 4 scholars per pod, with two scholars facing two. This physical classroom structure helps facilitate the gradual release model of teaching that will be emphasized in the middle school grades. The gradual release instructional model is designed to shift the cognitive load of work to scholars and foster learning

independence in scholars, a key skill that scholars must possess for successful secondary and postsecondary endeavors. Additional individual and group tables will allow for scholar independent work and/or FOCUS time to work with teachers and peers.

Grade K-5 classrooms will have scholars that stay with the same teacher all day and each K-5 teacher teaches all subjects. Grade 6-8 classrooms will have scholars assigned to a homeroom, and content specialist teachers will rotate into grade 6-8 classrooms throughout the day. In CCA classrooms, Chromebook computers will be purchased as funds allow with the goal of having a classroom set for shared use (10-15 per classroom in the early years of CCA when funds or more limited, computer sets may be shared among classrooms). CCA intends to have a class set for middle school grades. The computers will be used primarily for intervention and learning support purposes for scholars such as scholars using adaptive learning modules, researching information for a science project or more advanced scholars during FOCUS time taking on advanced assignments. CCA will not run a 1:1 laptop program and instruction will not depend on constant access to computers. CCA intends to seek a waiver from state summative computer testing to use standard paper and pencil testing. Common elements one can expect to see in a CCA classroom include:

--Whiteboards - provides space for teachers to do model work and students to practice examples

--Doc cam cart - an instructional tool that teachers can utilize to broadcast work

--Homework Guidelines - Clear expectations of student practices that result in quality homework are posted on the wall of every classroom

--Daily schedule & monthly calendar - By the clock of each classroom, monthly calendars and daily schedules are posted to provide teachers and students a guide to set routines and manage time effectively.

--Classroom birthday chart – all scholars will have their names and birthdate listed on a calendar. The class will celebrate each scholar's birthday during the class morning meeting of the scholar's birthday.

--STEER Core Values - Each classroom will have the school's core value and the core value chant posted on the wall. Next to the wall will be a blank paper that will be filled up throughout the quarter and semester and provide an opportunity for teachers and/or students to post shout-outs to peers and/or teachers and lists the specific action that demonstrated a school core value.

--Mission statement - the school's mission statement will be posted in each classroom.

--Morning Meeting rules - A list of rules that will guide each morning meeting as part of the Caring School Community program.

--Student behavior expectation charts - Charts will be posted around the classroom with reminders for student behavior expectations (e.g. STAR -Sit up, Track the speaker, Ask and answer like a scholar, and Respect those around you; Strong Voice and Joy Factor)

--Vocabulary Walls - All classrooms K-8 will have vocabulary words posted around the room. Teachers can

utilize these posted words for vocabulary review exercises.

--Reading royalty den (class library) - A section of the classroom will have space for scholar reading (DEAR). In early elementary classrooms, this will be the carpet space. In upper elementary and middle school grades, there will be dedicated space for beanbags and comfortable places for individual scholar reading.

--Homeroom college paraphernalia - Each CCA homeroom is named after a college or university. This helps scholars rally around a collegiate mindset with their academic work and serves a constant long term goal for scholar achievement.

Each classroom lead teacher is responsible for submitting his/her lesson plans by Friday at 5 pm for not the following week, but the week after (1 week ahead). During the initial summer PD, teachers will have time to prepare lesson plans for the first two weeks of school when the first two weeks of school is more heavily spent on behavior and culture practices. The academic deans, principals, and instructional leads will provide feedback to teachers on the quality of lesson plans submitted each week and may ask a teacher to submit a portion of the lesson plans again if they are not deemed to be of sufficient quality. During the weekly lesson review, emphasis will be placed on ensuring that classroom management strategies or adaptations of the curriculum for certain students (struggling, SPED, ELL, etc) are all well prepped for each unique classroom and set of scholars. This check and review cycle really emphasizes lesson delivery strategies and teachers being prepared well ahead of delivering lessons to ensure high-quality instruction. Lesson plans will also be checked for a clear and coherent plan for the instructional support specialist or co-teacher in the Lead teacher's classroom. Teachers will be provided a scope and sequence roadmap to follow for the school year for each grade and subject to ensure school-wide pacing and progress is consistent across classrooms and is aligned, but teachers will be responsible for preparing lesson plans within each unit or domain of study for their own classrooms. The academic leadership team will develop these roadmaps prior to each academic year. In year 5, CCA has budgeted to hire a Dean of Academics for Middle School (½ year) to help lead the curriculum writing process for middle school and will have a full-time middle school Dean of Academics in year 6, the first year of middle school with 1 class of 6th graders. Additionally, CCA has planned for hiring 4 content teachers for the initial class of 25 students in middle school. This strategy is geared towards building out the middle school curriculum and ensuring a high-quality middle curriculum is in place before the middle school grades open.

Teachers will be given autonomy, oversight, and accountability to develop ways on how to most effectively deliver lesson plans. CCA teachers will be a given a guide on what to teach for the academic year and pacing for when to teach specific content. Teachers will have access to the following resources to craft high-quality lesson plans:

--Core Knowledge domain guides (free curriculum with sample lesson plans and standards highlighted within each guide) - For an example, see: https://www.coreknowledge.org/free-resource/ckla-domain-01-nursery-rhymes-fables/
--Free lesson plans developed by teachers on the Core Knowledge website
--Achieve the Core lesson planning tool
--LearnZillion platform (math lessons)
--The Google Docs CCA teacher library of lesson plans (will take a few years to build up)
--Various websites and materials to source high-quality grade level texts (that varies by author background and experience & range of texts)

For content planning of the lessons, teachers have time during the weekly schedule to plan content and align lessons (both academic content and social and emotional programming). CCA intends to strike a balance to ensure high-quality instruction for scholars while still trusting the professional judgment of teachers for the unique needs of specific scholars in their own classrooms. CCA expects Lead teachers will confer and ask their instructional support specialist/co-teacher for input in writing each week's lesson plans, both for lesson delivery and structure as well as any potential behavior modifications. While Lead teachers are ultimately responsible for creating weekly lesson plan content and structure, regular exposure to the lesson planning process helps prepare instructional support specialists to potentially move into a Lead Teacher role in a subsequent year. CCA wants teachers focused on using the lesson planning process to plan how to execute high-quality lesson plans rather than spending large amounts of planning time on writing new content and aligning the curriculum for the year while still giving teachers freedom to adapt the curriculum as they see fit to the specific scholars and skill needs in their class. As an example of this approach, please see Appendix G-9 for the K-5 ELA Core Knowledge units of study. These units of study will be aligned to SC ELA state standards by grade level in a master CCA ELA K-5 curriculum guide. The scope and sequence roadmaps for each subject and grade will be developed prior to the academic year by school leaders (and will include expected pacing for the year). Continuing to drill down as an example, please see Appendix G-10. This sample Kindergarten English Language arts guide provides the key explicit skills teaching and listening and learning standards aligned to the twelve Core Knowledge Kindergarten domains (this sample guide is from New York, whose standards are similar to SC state standards). Teachers will then have the autonomy to develop lesson plans within each unit of study.

Sample lesson planning templates for elementary teachers can be found in Appendix G-11 and for middle school teachers in Appendix G-12. The middle school planning template emphasizes the gradual release instructional approach (sourced from DePaul University material). Both lesson planning templates will be made into submittable google forms for ease of submission, review, tracking and archiving.

Student day in the life

At 7:15, Charlie T. Riverdog is dressed in his Compass Collegiate Academy uniform and is at the local pickup spot waiting for the school bus in his North Charleston neighborhood. His mother had to leave for work early, so his older brother is waiting with him for the bus. At 7:17 on the dot, the CCA school bus pulls up on time for Charlie's stop. Charlie loads the bus with 5 other of his peers from the neighborhood, also all in elementary school at CCA. Charlie sees the bus driver, Mr. Sam, and says good morning as he loads the bus. Mr. Boggess, one of the school's teachers, is there to greet Charlie and all the scholars. Mr. Boggess extends his hand and says, "good morning Charlie, what are we navigating today?" Charlie, in his CCA loud and proud voice, exclaims "THE ROAD TO COLLEGE!" and shakes Mr. Boggess' hand and then sits down. All other scholars do the same. As the bus continues to school, Charlie is sharing a seat with Naomi in the seat next to him in their Level 1 voices about last night's homework and practicing fractions. Naomi is in the 3rd grade class, the University of Texas, across from Charlie at CCA and recently moved to the neighborhood, enrolling at CCA in October. Naomi moved from another school 1 month ago and was telling Charlie on the bus how much she loves CCA now and all the teachers. Naomi told Charlie how she called her homeroom teacher, Mr. Walthall, last night for a few minutes to ask for clarity on a math problem. Charlie responded that he used to have to do that once or twice a week but is now at a place where he can complete all his homework on his own. The bus arrives at school and Charlie unloads from the bus and walks into school. As he walks into the school, Mr. S, the school principal asks Charlie, what are we navigating today Mr. Riverdog? Charlie exclaims "THE ROAD TO COLLEGE!" and walks into the cafeteria to get 2 breakfast tacos and a bowl of fruit. Charlie likes the food at CCA and often brags to his friends in the neighborhood how tasty it is. At 7:55 AM, the double bell dings, and Charlie finishes his breakfast and makes his way to his homeroom class, Wake Forest University. He walks in and greets Ms. Rios, removes his homework folder from his backpack and puts it in the homework bin. At 8 am the single bell dings and Ms. Rios has already seated herself in the community circle, along with other scholars from Wake Forest University. Charlie's favorite part of the day is the morning circle. Today's circle time was Charlie's Spotlight Student of the week presentation. Ms. Rios had interviewed him during class the past two days and proceeded to share with the class about Charlie. Ms. Rios shared several things about Charlie, including that Charlie had been born in Charleston, had 2 older brothers and 2 older sisters, and that his dad was in the Navy. Charlie gets to talk to his dad for 5-10 minutes every week via Skype because his dad was deployed overseas in the Middle East. Ms. Rios shared that sometimes Charlie feels sad about not getting to play football with his dad after school and misses him a lot, but Charlie understands he is doing important work and that his dad always tells him that he is very proud of him for his scholar effort at CCA. Charlie's favorite NFL team is the Carolina Panthers and really wishes Cam Newton was having a better season. After presenting, Ms. Rios asked the class if they had any questions for Charlie. Bee raised her hand and asked if Charlie had a different favorite NFL quarterback or if Cam Newton was his favorite. Charlie responded that he liked Drew Brees the best but liked the Panthers the

best for a team. Michael raised his hand and then gave Charlie a shout out for having the courage to share that it made him sad sometimes to not be able to play football with his dad after school. Michael shared with the class that he didn't really know his dad and only sees him on holidays. Michael told Charlie he appreciated him sharing and understood what it felt like sometimes. Then, Ms. Rios asked Charlie "What did you appreciate about how your classmates acted during your sharing today? What, if anything, was challenging about today's sharing? and What might we do differently as a class next time?" Charlie responded: I appreciate that everyone listened to my story and that Michael gave me a shout out. I was nervous about sharing that I don't get to see my dad that much because I wasn't sure what others would think of me. I think next time, I'd like to talk more about everyone's favorite NFL team and have everyone share." Next, Charlie's class transitions into FOCUS time. Four of Charlie's classmates move to the small kidney table in the back to practice some vocabulary words with Ms. Rowling, who has come into the class for FOCUS time. Since Charlie has been doing well on his practice exams, he sits silently at his desk and does some additional math practice from last night, working on connecting fractions and simple equivalents. He likes the way Ms. Rios taught his class earlier this week to get the equivalent fraction and enjoys getting to practice more. Ms. Rios sounds the 2-minute warning for the end of FOCUS time and students silently proceed by rows to their cubbies to get their day's work folders that Ms. Rios has prepared. During the first English block of the day, Ms. Rios reads "All About Bones" to the class. Charlie found it very interesting that the skeletal system in a human body is made up of more than 200 bones and that the rib cage protects organs in the chest. While Ms. Rios was finishing up the story, Charlie raised his hand and held his hand to nose, indicating he needed a tissue. Ms. Rios silently gestured to Charlie to give permission to get his tissue in the back. Charlie appreciates that the teachers at CCA use hand signals, gestures, and music to communicate with scholars for behavior expectations and actions so that it doesn't disturb others. As Ms. Rios finishes reading the story, she has the class turn to a partner and writes down a fast fact they remember from the book. When time is up Ms. Rios begins calling on scholars to answer questions. She asks how many bones make up the skull and 5 hands shoot up, including Charlie's. She calls on Eleanor and Eleanor responds "twenty-two." Ms. Rios asks Eleanor to use her loud and proud voice to repeat the answer. "TWENTY-TWO" Eleanor responds. Ms. Rios asks Tim, sitting next to Charlie, who hasn't raised his hand if he agrees or not with Eleanor's answer. Tim said he does and Ms. Rios affirms that is the correct answer. As Ms. Rios continues to move through the lesson, she asks scholars a few questions and asks other scholars to affirm or reject the answer of Charlie's classroom, asking them to cite evidence as to why they agree or disagree. Throughout asking the class questions from the book, Ms. Rios continually asks scholars what certain words from the book mean. Charlie has really enjoyed learning about parts of the human body in school the last couple of days and understands Ms. Rios' next lesson during English block that the common prefixes dis- and mis- are parts of words that Charlie already knows and uses a lot. The class goes over some examples together and Ms. Rios asks individual scholars to use a dis- or mis- word in a sentence. When it's Charlie's turn, he thinks

of the word "mistake" and says, "It was a mistake for Cam Newton to throw 3 interceptions last Sunday, it probably cost the Panthers the game." Ms. Rios gives scholars 5 minutes at the end of English block to review vocabulary cards that she has randomly distributed to the class. She tells the class they will play a game in the afternoon's English block for a chance to win Demon Deacon dollars and everyone gets excited. Ms. Rios gives the 2-minute warning and everyone including Charlie takes out their work folder and flips to the math section and takes out the math worksheets. Next, Ms. Rios reviews fractions for 15 minutes by doing examples on the doc cam, calling on various scholars in the class to respond and answer questions. When Ms. Rios asks scholars to find a fractional equivalent of ¼, she asks Lenny to respond. Lenny responds and says "3/7." Ms. Rios asks the class if they agree or disagree. Charlie raises his hand and says he disagrees and says Lenny may have added 2 to the numerator and 2 to the denominator instead of multiplying by 2 to get 2/8, one example of a fractional equivalent of ¼. Ms. Rios affirms the answer and asks Lenny if he understands his mistake. Lenny says yes and then Ms. Rios sings "way to go Charlie." The whole class then gives thumbs up gestures towards Charlie and sing "way to go Charlie." Ms. Rios gives a two-minute warning and scholars gather their papers and put them back into their work folder, organize their desks, and line up for a bathroom break. Back from the bathroom, Charlie and his class sit back at their desk. Today, Ms. Rios has combined science and social studies to do a longer investigation of bones and dogs throughout history. Continuing with some of the same facts and words his class just learned during English block while reading All About Bones, Ms. Rios has the class watch an interesting video on the skeletal system of dogs. Charlie learns that dogs have roughly 320 bones, almost 100 more than humans. Ms. Rios then gives direction for a research project on the computer with a worksheet to fill in. Half the class paired into groups and worked on completing Ms. Rios worksheet. Since the class had been studying Vikings in social studies, Ms. Rios had Charlie's small group look up how Vikings used dogs. Charlie learned that Vikings really liked dogs and that many dogs were buried in Viking graves. He also learned that the Vikings used hunting dogs like the Norwegian Elkhound and that they had found bones of this type of dog 4000-5000 years ago. The other half the class worked to complete a worksheet to compare and contrast the human bone system and the canine bone system based on the class morning reading of "All About Bones" and the video that the class had watched. As science and social studies winds down, Ms. gives the class the two-minute warning and scholars gather their papers and put them back into their work folders neatly in their desks. As Charlie completes his clean up, he sits in STAR position, and then Ms. Rios gestures silently for Charlie to get up and get in line. Once the class is all ready, they transition to lunch. Charlie gets the school food and thinks the hamburger and sweet potato fries are even better than the morning's breakfast tacos. In the cafeteria, the teachers that are on duty sit with scholars and discuss what they've been learning that day in class and from some of the books they've read. Once lunch is complete, Charlie transitions back with his class to his homeroom. In the afternoon ELA block, Ms. Rios has scholars review the Paragraphs poster they made yesterday as a class before the writing activity: Paragraphs / A paragraph is a set of sentences on

the same topic. / A topic sentence is one sentence, usually the first, which tells the main idea or what the paragraph is mostly about. / A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence. Then, Ms. Rios has the class work silently for 20 minutes to read through "All About Bones" on their own and identify topic sentences and concluding sentences. For about 25 minutes, Ms. Rios writes a prompt on the board and then asks scholars to come up with a paragraph, being sure to craft a topic sentence and concluding the sentence. To her prompt "bones are important" Charlie (building on what he's learned thus far at CCA) writes on his paper, "Bones are important because they help football players have strong bodies. Football players lift weights and grow their muscles thanks to the bones they have. With big strong bodies, they can run fast and score lots of touchdowns to win the game. Bones are important for football players and help them win games." During the afternoon math block, students are grouped by Ms. Rios around the classroom based on a specific way Ms. Rios wants the students arranged. Charlie ends up with Lenny, and they go over the math practice worksheet on fractions together. The practice worksheet has several real-world pictures and examples that they go through to practice identifying the correct equivalent fraction and working through the problems. Once afternoon math is complete, Charlie's class transitions out to the playground. During recess, Charlie throws the football with Tim pretending to be Drew Brees until it's time to transition to music. During music, Charlie has been learning about how to play the drums from Mr. Downey. Charlie enjoys music class even though he doesn't play any music at home and likes that Mr. Downey has such a cool beard. Charlie and his class transition back to Wake Forest University with Ms. Rios for the end of the day and closing circle time. As the class gathers in a circle, Ms. Rios asks the class how the day went and if there were any challenges from the day. Carson raised his hand shyly and Ms. Rios called on him. Carson stood up and said that he was frustrated and bummed out that Charlie and Tim had not played football at recess. Charlie was surprised that Carson had shared that. He apologized to Carson and said that he didn't know that he wanted to play and said for sure he'd ask him to play tomorrow at recess. Carson said thank you. Charlie and Carson gave each other a pound and then sat back down in the circle. Ms. Rios thanked Carson for sharing and asked Tim and Charlie to make sure they included Carson the next day. She thanked Charlie for demonstrating STEER values in respecting Carson's request and for trying to be a team. Ms. Rios asked Carson to be sure to voice his request tomorrow at recess and when he wants to join in for other games. The dismissal bell rings, and Charlie exits the building past Mr. S and boards the bus to go home. Charlie is proud of all that he's learned today at CCA and can't wait to share some of the things he learned about bones in class today with his dad when he gets home and Skypes with him tonight.

Teacher day in the life

Arriving at 7:10 AM, Ms. Scott parks and enters CCA. She places her belongings in her homeroom, Spelman College, and walks to the teacher PD room for the 7:15 staff meeting. Mr. S, the school leader

begins the meeting promptly at 7:15 AM. Mr. S has 2 items for staff - 1: a reminder that the 1st round of benchmark testing will occur next Wednesday and Thursday during the morning ELA and math blocks, and that teachers should go ahead and plan for their modified daily schedules. 2: Mr. S requested 3 teacher volunteers to help craft the Title II plan for the District. Mr. S explained that it would not be a heavy lift, that it would only take a couple of meetings to craft a school-wide plan, and that they had 2 weeks to the deadline and that it should be no problem. Ms. Scott volunteered as she continues to look for extra opportunities to participate in school-wide planning events. Although just 2 years out of college, Mr. S had communicated to Ms. Scott last week that he appreciated her hard work ethic and her continued demonstration of living out the "sweat the small stuff" motto for teaching staff that Mr. S often talks about. Mr. S had informed Ms. Scott that he was hoping Ms. Scott would look at taking on more school leadership opportunities to potentially move into an academic leadership position at CCA next year. Ms. Scott volunteered for the Title II team. The meeting ended at 7:25 and Ms. Scott was back in her classroom, finalizing the worksheets in scholar folders and waiting for her scholars to arrive. Scholars start filing into the Spelman homeroom at 7:53. As scholars enter, Ms. Scott looks each scholar in the eye and gives each scholar a firm handshake and makes sure she gets a firm handshake back, asking each scholar "what are we navigating today?" She ensures each scholar uses their strong voice to affirm "THE ROAD TO COLLEGE." She laughs when Deshaun answers "THE ROAD TO SPELMAN COLLEGE."

At 8 AM sharp, Ms. Scott makes her lasso motion and claps twice, saying "circle time for Spelman, to your seats please!" Scholars get into their seats in 25 seconds, a good day. Ms. Scott has worked with them on quick transitions and knows her scholars expect no time to be wasted. Ms. Scott introduces the day's morning circle lesson for her 1st-grade class, empathy and understanding others. Ms. Scott proceeds to describe what empathy means, gives some examples, and then models being empathic for a pretend sick pet with Mr. Jones, the class instructional support specialist. Ms. Scott monitors the clock and at 8:23, she gives the two-minute warning for scholars to wind down their final question, and then proceeds to clap twice to get the room quiet, then gives the hand signals for scholars to get their work folders for the day and transition to their desks. Ms. Scott moves to the doc cam cart (that she has already warmed up). She watches the clock and tells Diego to quicken his pace to get to his desk on time. At 8:25, she affirms the class for their quick and quiet transition and thanks the class for demonstrating STEER values and working as a Team to quickly transition. Ms. Scott introduces the big idea for the day: students will continue to learn about different cultures from around the world as they explore more folktales. Ms. Scott explains to the class they will read "Hu Go Po." She cold calls on Siddy who appears to be drifting off and not tracking Ms. Scott, and then through a hand signal has Mr. Jones rotate over to Siddy. Ms. Scott then asks if Siddy can tell the class a few facts of Little Red Riding Hood, which they had just read yesterday. Siddy stares blankly, and Ms. Scott quickly asks the class "who can help our friend out?" Hands shoot up. "Siddy – phone a friend." Siddy asks Lebron to help and Lebron recites a few facts of what they had learned in Little Red Riding Hood. Ms. Scott asks the class to think about comparisons and contrasts to

Little Red Riding Hood as they listen to Hu Gu Po. She also asks the class to listen for the central message of "Hu Go Po." Ms. Scott proceeds to read the story out loud, pausing intermittently to ask scholars for word meanings and conceptual understandings of the text that she is reading. Ms. Scott often seeks a 50/50 that she had learned in CCA summer professional development. She tries to limit her voice as necessary to provide the cognitive lift onto the students. She guides as necessary to ensure the questions being asked are central to the story, but she has seen her scholars grow a significant amount with ensuring that she waits and continues to ask questions to ensure scholars are tracking in their understanding of the story. She also really appreciates the team teaching approach with Mr. Jones in her 1st-grade classroom. He can rotate to individual scholars and ask follow-ups for understanding and they can cover the room faster and more in-depth for every scholar. Ms. Scott notes the clock is at 9:06 and wraps up her lesson. At 9:08, she gives the two-minute warning call to scholars and has them line up silently for bathroom and water break. When the scholars are back in the room, she begins a chant that is one of her class' favorites:

It's our time!
Are you ready to learn?
Turn your learning brain on!
To work hard and get ready for college.
It's our time!

Ms. Scott introduces the big math idea for the day: she explains the class will compare two two-digit numbers based on the meanings of the tens and one's digits, using the words greater than, equal to, or less than. She reminds scholars that they've been working hard on understanding counting by 10s. She begins the lesson by doing a quick review of the number line and finding numbers on the number line, modeling a few problems with Mr. Jones. She engages each scholar through a "rapid fire" lesson review and has each scholar identify a number on the number line. She gives the class a "Na-Na-Na Cheer" for doing very well on the rapid-fire review. Using the number line examples, she models a few examples of greater than, lesser than, and equal to. She then calls on students to do some practice examples, and when one student answers, she asks the whole class if they agree or disagree and why, and has scholars turn and pair share the answer. Having gone through the math lesson, she notes that it is time to transition to science, gives the class the two-minute warning and has scholars transition to take out their science worksheets. Ms. Scott begins science block at 10:01 exactly and transitions the main lesson instructional responsibility. CCA expects instructional support specialists to lead at least 1 main lesson per week (academic or morning meeting SEL lesson) during the fall semester, and Ms. Scott appreciates how far Mr. Jones has come in a few months to lead the class. Mr. Jones leads a lesson on the sun and the stars, and most scholars are excited to learn the names of the constellations and their patterns. Ms. Scott

walks around the room to make sure all scholars are tracking Mr. Jones. After Mr. Jones shares some of the main information, Mr. Jones passes out construction paper and markers for students to draw their own constellations. The students work enthusiastically to draw constellations, and then Mr. Jones gives the two-minute warning to wind down and clean up. At 10:46, scholars are out of the classroom for a bathroom break and then recess. Mr. Jones takes the class out to recess and shares duty with Ms. Raley. Ms. Scott is on a break and makes a visit to the teacher workroom to get another cup of coffee and use the restroom. She confers briefly with Ms. Robinson, who is the school's SPED director, about a student with an IEP in her class and the progress he's been making this week. She then goes back to her classroom to make sure all her teaching materials are ready for the afternoon lessons. Scholars have transitioned from the playground and are now preparing for lunch. Ms. Scott makes her way to the cafeteria, where she is on rotating lunch duty this week. She sits with a group of scholars and eats her lunch while ensuring they are using their Level 1 quiet voices during lunch. Lunch ends, and the scholars transition back to the Spelman College homeroom. They are a little wound up and Ms. Scott must spend some extra time transitioning the scholars back to a place where they are all ready to learn. While leading the lesson on the 13 colonies during the social studies block, she makes sure to highlight vocabulary words the class had learned during the morning story. She has already prepared her teaching materials to check for understanding with some of the tier 2 words from the morning – crept, croaky, perplexed, proudly, and wise. Ms. Scott has the scholars identify South Carolina as one of the 13 original colonies and then has the class play a game to identify the original colonies and their locations on a map. As the lesson winds down, she gives the two-minute warning and then transitions the class to the afternoon math block. She spends 7 minutes doing a refresher on the morning's math material and modeling a few problems with Mr. Jones, asking questions about how she should think about greater than, lesser than, and equal to. She then asks 5 scholars to move to the back table that she has identified from last week's math quiz who need extra support for some of the numeracy concepts the class has been dealing with. She has Mr. Jones monitor the rest of the class for their individual and pair share time on the math worksheet while she moves to the back to work with the 5 scholars. At 1:42 pm, she gives the two-minute warning for scholars to clean up and line up. They are moving slowly and Ms. Scott monitors time to ensure that they are lined up by 1:44 pm. Ms. Scott takes scholars to music class and leaves them with Mr. Fulcher. She returns and uses her free period to run off some copies of an additional vocabulary practice worksheets that she puts in scholar's take-home folders. The scholars transition back from music with Mr. Jones and are ready to go for the afternoon literacy block. Ms. Scott introduces the lesson by asking the class to remember the parts of the stories. She emphasizes that stories have characters, setting, plot, and a conflict. She asks the scholars to identify each of these elements from "Hu Go Po" and praises the STEER values of the class as they are working hard as scholars and putting forth great effort. After using 15 minutes, Ms. Scott transitions the class into reading group stations grouped by scholar STEP levels. Ms. Scott takes the 6 scholars with the lowest STEP scores and

works with them in a small group to read parts of Hu Go Po. The school director has rotated in and takes the 2nd group and Mr. Jones takes the more advanced group. Ms. Scott makes sure to work on phonemic awareness with her 6 scholars as they move through some of the text from the story. As the literacy block winds down, she makes a quick adjustment and confers with Mr. Jones. She asks Mr. Jones to lead the whole group DEAR time while she keeps the 6 scholars at the small group table to have extra time to continue practicing decoding words from the story. As the DEAR time winds down, Mr. Jones has the class transition into their closing circle time. Ms. Scott asks scholars how their day went and if there were any challenges. Naomi raises her hand and expressed that she wished she could have participated in story time. Ms. Scott uses the opportunity to remind the class of their lesson on empathy in the morning. She asks scholars who feel and understands Naomi's wish that she could have been a part of story time. A few scholars raise their hand and say they understand. Ms. Scott affirms Naomi's sentiment and makes sure to praise Naomi's effort during small group reading time and that sometimes, some scholars get to do extra practice on some days. She asks for a volunteer who is riding the bus home with Naomi to share what they had learned during story time with Mr. Jones, and Edgar raises his hand. She thanks Edgar for volunteering and shouts out his desire to be a great teammate to Naomi. Closing circle winds down and Ms. Scott has the class line up. Bus riders and car riders transition out to load the bus and line up for car line. Ms. Scott walks back to her classroom and meets with the Academic Dean for 30 minutes to ask for some additional tips on small group lesson delivery for some of the scholars that are struggling with word recognition. They discuss some different techniques and strategies and Ms. Scott writes notes. She uses the next 45 minutes to go over some of her notes for the day and from her meeting to plan any specific instructional shifts or scholars she needs to give extra support or focus to tomorrow. She makes sure all her worksheets and student work folders are in order before she leaves the building at 5:15 PM to head straight to the gym for a CrossFit workout at 5:30 PM. Ms. Scott is energized from the day and can't wait to return tomorrow to make sure she delivers lessons and individual scholar support to make sure all scholars are tracking towards meeting their unit learning goals and ensuring that she's living the All Means All creed for CCA staff which she believes in so strongly.

c) Professional Development

17. Identify the person(s) or position(s) responsible for overseeing professional development (PD).
18. Discuss the core components of the school's PD plan for all staff (all teachers, leaders, other staff) and how they will support effective implementation of the educational program.
19. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

20. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration.
21. How does professional development align with the vision and core academic priorities of the school? How will the effectiveness of PD be evaluated? When teachers have time for common planning or collaboration? How will this time be used?
22. An explanation of how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct, reviews, and provide guidance on professional development and growth.
23. **Additional Requirements for Replications Schools:**
    - Describe any shared PD across campuses. Who will be responsible for developing, leading, and evaluating any shared PD?

Professional development is ultimately owned by the leadership team consisting of the Executive Director, Deans (academic and behavior), principals (elementary and middle), and the SPED coordinators. In year 1, the leadership team primarily conducting PD would consist of the Executive Director, the Dean of Academics, and the SPED Coordinator. Given some of the budgetary limitations without factoring in contemplated P&I funds (which would allow general fund dollars to shift to hiring more instructional support specialists) and Title 1 funds, the year 1 coaching load differs somewhat than other years. In year 1 there is a heavier coaching load on the Executive Director and the Academic Dean. In subsequent years, CCA seeks to balance out the instructional coaching load on any single CCA leadership team member. In year 6 (1st year of middle school), the leadership team primarily conducting PD would consist of the elementary school principal, 3 Dean of Academics (2 for ES, 1 for MS), 2 Deans of Students (1 for ES, 1 for MS), and 2 SPED Coordinators. This group would be overseen by the Executive Director. For sample coaching assignments in year 1, year 5, year 6, and year 10, please see Appendix G-13.

CCA's main focus for professional development draws off the successful data-driven practices and instructional approaches of public schools serving low-income and diverse scholars. This instructional model focuses on frequent observation and feedback loops for instructional staff that will drive a continuous cycle of improvement for student learning. Professional development sessions are grounded in student data to maintain objectivity and allow for action planning of targeted solutions for groups of scholars or individual scholars. For a high-level overview of the CCA PD approach and its core components, please see Appendix G-14.

The draft 11-day summer professional development prior to school opening can be found in Appendix G-

15. As described in other parts of the application, CCA will have 20 days of professional development consisting of full 8 hour days for staff or 160 hours per year in addition to the weekly 2 hours of professional development on Fridays. Two of these professional development days are at the end of the academic year where teachers will wrap up their classrooms and complete a year-end summary of each scholar in his/her class and make notes about specific instructional strategies and development needs that each scholar is facing. The professional development days throughout the year are intentionally selected to fall on federal or state holidays if possible to ease the potential burden of working parents and finding childcare. After each benchmark assessment, there is a full day of teacher PD to ensure that the academic leadership team and instructional staff can have adequate time to review scholar data, make instructional shifts if necessary, and prepare materials to help support identified skill gaps.

Ample time is built into the weekly schedule for teacher coaching, 1 on 1 debriefs, grade level planning meetings and whole school PD. Teachers have at least 105 minutes each day for individual planning time or grade level planning meetings. Please see Appendix G-16 for anticipated PD time blocks. Please also note that these PD time blocks are flexible based on class rotations and scheduling; academic deans and coaches will seek to have a 1:1 debriefs with every Lead Teacher at least weekly in addition to regular observation and coaching. There is also time available each day for the academic leadership team to meet to review data, discuss necessary instructional shifts, plan professional development content, and discuss teacher performance (highlighted green blocks).

The formal state required 4.0 evaluations for certified teachers will occur during the year as required during the observation blocks. The hiring process makes clear that working at CCA requires hard work and dedication. While at school, teachers have planning time and breaks built into their day, but are expected to be focused on student-centered tasks and activities, which could include lesson planning, integrating SEL lessons with academic content, reviewing data, IEP meetings, grade level team meetings, meeting with instructional coaches or meeting with parents to support scholars. As Appendices G-14 and G-17 make clear, the teaching and learning cycle is a core focus of CCA, one that is guided by and informed by regular and quality data on student mastery and growth outcomes. The school calendar, daily schedule, and staffing structure are designed to optimize this cycle to ensure there is ample and focused time to ensure that high-quality instruction is being delivered to EVERY scholar, EVERY day of the academic year (All Means All).

Virtual Charter Schools

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

Not Applicable?

Responses Selected:

Select if the question does not apply to your school

3. Serving Students with Disabilities and Special Populations

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

In addition, a charter school application must demonstrate that the educational program is designed to enable each student to achieve the charter school's stated student achievement goals and academic performance standards. The application requires a clear indication that the prospective charter school understands requirements of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Title III of the Elementary and Secondary Education Act (ESEA) and plans to comply with these requirements, which includes appropriately certified personnel, documentation, assessments, adaptations, and modifications.

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

Narrative Requirements

1. Identify the types and size of the various special populations that the school expects to serve and the basis for these assumptions;
2. Discuss how the curriculum, daily schedule, staffing plans, and support strategies and resources of the proposed educational plan will meet diverse needs of any special populations or any modifications to the educational plan that will be made in order to do so;
3. Describe the school's plan to provide a continuum of services in the least restrictive environment;
4. Clearly define the roles and responsibilities, as well as provide an explanation of the partnership between the proposed charter school and the potential sponsor;
    - *Include an explanation of any contracted services between the proposed school and a local district*

Based on a review of the student demographics of Charleston peninsula elementary and middle schools, we anticipate a student population of 15% special education, 5% gifted and talented, and 5% English Language Learner. Given that CCA does not have an enrolled student population yet, these numbers could change and the CCA governing board and leadership is fully prepared to shift resources to ensure that the needs of all special population scholars are met. CCA fully embraces the fact that it is an open enrollment public school, and we will accept all scholars pursuant to enrollment criteria in the state charter law. By law, public charter schools must be open to any student and must provide a free appropriate public education (FAPE) by offering special education and related services as needed for students with disabilities.

CCA understands the 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 ESSA and plans to comply with these requirements. This means CCA will hire appropriately certified personnel, follow documentation requirements and protocols established by the state and the charter school sponsor, proctor appropriate assessments, and make necessary adaptations and accommodations. While the charter school sponsor serves as the LEA for designation purposes under IDEA and other federal programs, CCA understands that the autonomous nature of public charter schools places the service responsibility for serving students with disabilities and achieving meaningful student outcomes on the charter school.

CCA's approach is to educate special education students in the least restrictive environment as possible and include them with their peers as often as possible. The year 1 budget for CCA contemplates a full-

time Special Education Coordinator who will have the proper training and certification to provide special education services. CCA intends to hire this person effective July 1, 2020, to ensure that the SPED Coordinator can attend all relevant summer training. For all special populations, CCA is also building a group of vetted contract specialists (contract G&T specialists, contract ELL teachers, and exceptional service specialists - OTs, speech therapists, school psychologists, physical therapist, and vision specialists. CCA is fortunate to have CCSD's 2014 teacher of the year, Jaime Cunningham, on its founding planning committee. Jaime is a certified special education teacher and has a number of connections within Charleston special education teachers and service providers.

CCA will have a standardized process for identifying students with disabilities, one that seeks to identify not misidentify or over-identify students. Unless a student has a previously established IEP, it is likely that most students enrolling into the early grades at CCA will be diagnosed as having a disability through school. As described in other parts of the application, CCA has a universal screening tool and established the RTI process for meeting the needs of struggling learners. CCA collects weekly data on student progress and has an established process for monitoring student progress when additional supports are given to the student. If a student fails to demonstrate academic and/or behavioral progress, the school may make a referral for special education evaluation that is grounded in a scholar's data. Consistent with one of its core principles, CCA will also ensure that parents are familiar with their rights under the law to request an evaluation of their scholar. CCA will share evaluation request rights at the family orientation session at the start of each school year and provide information in the Student Family Handbook. A copy of a sample CCA referral for special education form is found in Appendix G-18 (CCA adapted this form from the TN Dept of Education but will use a sponsor's form if preferred or required). Parents may request a pre-evaluation conference to talk with CCA staff members about any potential concerns and will be as transparent as possible about what kinds of assessments may be used in the evaluation and who will conduct the assessments. Parents must provide informed written consent in order for the evaluation to begin. Each student is entitled to receive appropriate and comprehensive evaluations. The evaluation will examine all areas of a scholar's suspected disability. Once evaluations have been performed and results are received, an eligibility meeting is convened with the scholar's parents/guardians, the Special Education Coordinator, the scholar's primary teacher and any other relevant CCA staff members. A decision is then made as to the student's eligibility for special education services. If the student is eligible, an IEP is developed. For a sample list of accommodations for scholars with IEPs, please see Appendix G-19. The continuum of services to scholars with disabilities at CCA may include, but is not limited to:

--consultant teacher services (direct and/or indirect contract support for an individual or group of scholars)

--related services (includes, but not limited to speech-language pathology, audiology services,

interpreting services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation, and mobility services)

--integrated co-teaching (general education teacher and SPED teacher and/or coordinator present to provide scholar services and support)

-resource room (for scholars in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day, scholars move from their general education classroom to a separate space for instruction)

--PE adaptations (specially designed programs of developmental activities, games, sports, and rhythms suited to students with disabilities who may not safely or successfully engage in the regular physical education program)

--Special transportation services (services and supports necessary for a student to travel to and from school, in and around school buildings, and any specialized equipment such as special or adapted buses, lifts, and ramps)

For scholars with new IEPs or existing IEPs, each scholar's IEP is reviewed at least once every school year. In addition to an annual review of the IEP, special reviews will be held if there are concerns with a students' progress or if the parent or team want to discuss the IEP. We believe that scholars with disabilities can achieve at high levels and we will ensure that each scholar has the necessary supports in place to achieve. The school's Special Education Coordinator will also serve as the Section 504 Coordinator. Section 504 requires public schools to provide students with disabilities appropriate accommodations and modifications to ensure that students are not discriminated based on their disability.

The school's daily schedule gives ample time for individual or small group scholar support for students with disabilities. Scholars can be pulled to a section of the classroom or a different space outside of the classroom to receive targeted support pursuant to the scholar's IEP. The school's staffing plan has planned for hiring additional special education staff members as the school grows, and is prepared to shift budgetary resources accordingly if student populations warrant staffing shifts (for example, if the school has a high ELL population, budgetary resources would be shifted to hire a full-time ELL specialist). SPED Coordinators and SPED teachers will be distributed across classrooms to serve scholars as necessary. The curriculum can be adapted to the specific needs of special populations and teachers receive regular training on differentiating and adapting instruction to the needs of all learners, the daily lesson planning template keeps teachers constantly mindful of planning lessons to accommodate the needs of all learners, and the school regularly drills down to examine the progress of all students individually and by subgroup. Teachers also have regular access to the CCA's SPED Coordinator and SPED teachers to make accommodations to lesson plans and the general education classroom.

All 2nd-grade students, if not screened already, will be screened for gifted and talented qualifications pursuant to state rules and regulations. CCA has reviewed state board regulation 43-220 and the state department of education's website on screening assessments and qualification criteria. If a student is designated as a G&T student, CCA will comply with the required minimum minutes per year (week) of service for G&T students: grade 1-3 students 4500 (125) in the room/pull model or 8100 (225) in the special classroom model; grade 4-8 students 7200 (200) in the room/pull out model and 8100 (225) in the special classroom model.

Through the school's intensive literacy program, there is significant time allotted during each day for literacy instruction. CCA teachers will be trained to work with English Language Learner students and integrate them appropriately in daily lesson plans to ensure that ELL learning needs will be met. CCA professional development addresses literacy development for all students, including ELLs and teachers are trained to integrate culturally responsive teaching methods and differentiate as appropriate. As previously discussed, please see Appendix G-8 for a sample of supports that CCA may utilize for ELL scholars. Each support will be tailored to the needs of each ELL scholar.

4. Goals, Objectives, and Assessment Plan

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

The charter school's goals and objectives, along with the strategies to meet such goals, must be clearly described in the application. While it is understood that before the school is established, there are no actual baseline test scores, attendance rates, or other data, an applicant can use the residential district average as a baseline and/or state that a baseline will be established in the first year of operation. **NOTE:** Some, but not all goals and objectives should utilize standardized test data that aligns with the state accountability system. Goals and related objectives may include indicators for students served over multiple years to document growth and educational program outcomes.

The proposed charter school should develop measures or indicators aligned with their mission for which they will be held accountable. These goals and objectives will be used to measure the progress of the school in advancing its mission. Such indicators may include school climate or culture. Be sure to include

only realistic and achievable measures, as these additional indicators will become a part of the school's accountability plan.

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

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

Narrative Requirements

1. Outline goals that are appropriate and manageable and will provide evidence that the school is advancing its mission and meeting the purpose of S.C. Code Ann. § 59-40-20 including closing achievement gaps, as applicable. Goals should be specific, measurable, attainable, realistic of the school's mission, and time-based (SMART).
2. A summary of test scores, attendance rates, or other data of the residential district which will be used as a baseline or an explanation of how the applicant intends to establish a baseline in the first year of operation (assessment plan to include which assessment(s) will be used and at what point in the school year they will be administered).
3. Strategies to meet the goals and objectives that reference the educational program section.
4. A description of the diagnostic, formative, and summative assessments including state-mandated assessments with baseline data gathering and details on the types of assessments. Discuss why the assessments were chosen, the plan to administer the selected assessments, and how the

results will be used to inform instruction. The description should also address how the data will be used to measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole -- throughout the school year, at the end of each academic year, and for the term of the charter.

5. A plan to monitor progress toward meeting the goals and objectives of the school and how the school will make modifications based on data, including revising and redirecting professional development and instruction.
6. Identify the resources (technology, personnel, staff development) that will be needed to successfully implement the proposed assessment plan. Who will be responsible for analyzing and interpreting academic data and communicating student achievement data to the board? Who will communicate student achievement data to parents?
7. **Additional Requirement for Replication Schools:**
    - Please provide a brief description of the school's recent academic performance. In particular, were the goals that were set met? If not, describe the corrective action plan used to address those goals which were not met.
    - Discuss any achievement gaps that were present at the school and how they were addressed.

Compass Collegiate Academy (CCA) has set ambitious goals for itself whose specific targets and indicators may be updated over time as state accountability systems, summative exams, and sponsor accountability frameworks. Consistent with the Purpose of Charter Schools in South Carolina, the school's goals are written to be consistent with Section 59-40-20. Please refer to the "Evidence of Need" section and Appendix C for current student academic outcomes for CCA's intended location, the Charleston peninsula.

Goal 1: CCA will improve student learning.

Measurable Objectives:

--CCA will score a composite school level EVAAS Level 4 or 5 for each year there is a state-issued growth rating. CCA will score this both for elementary and middle school ratings when the school has eligible elementary and middle school grade levels.

--In grades K-6, at least 75% of CCA scholars enrolled at the end of each academic year who had been enrolled 4 months or more at CCA will be on their expected STEP level by the end of each academic year. For example, 75% of Kindergarten scholars will have reached STEP 3 by the end of Kindergarten. 75% of 1st-grade scholars will have reached STEP 6 by the end of 1st grade, etc.

Goal 2: CCA will increase learning opportunities for students.

Measurable Objectives:

--At least eighty (80%) percent of eligible students will re-enroll the following year. Eligible students do not include students that are leaving the school for family relocation reasons or exiting out of the school after completing 8th grade.

--At the end of three (3) years, CCA will have a waiting list to attend the school.

--The vast majority of 8th grade exiting CCA scholars are expected to be at or above the 51st percentile as compared to assessed peers on measures of social and emotional learning. 85% of 8th-grade scholars who take the school's externally developed and validated SEL assessment (anticipated to be the ACT Tessera) will score at least 3 stars in at least 4 of the 5 domains.

Goal 3: CCA will establish new forms of accountability for schools.

Measurable Objectives:

--CCA student demographics will annually be compliant with the racial composition component found in SC 49-40-50(B)(7).

--CCA will be a sound and responsible steward of taxpayer funds as evidenced by clean audits and positive net income for at least 2 of every 3 fiscal years of operation (it may be necessary for CCA to run a net loss in a given year of operation that may be related to a facility investment or downpayment).

Goal 4: CCA will create new professional opportunities for teachers.

Measurable Objectives:

--CCA's annual retention rate of effective teachers will be 75% or higher on an annual basis.

--At least 90% of CCA teachers will rate being satisfied with CCA as a professional learning environment.

Goal 5: CCA will assist South Carolina in reaching academic excellence.

Measurable Objectives:

--CCA will earn state accountability ratings that place it in the top 50% for all elementary/middle schools in the state under the state's accountability system.

--CCA will be in the top 25% of all Charleston peninsula elementary and middle schools according to state rating index scores (applicable to both the elementary and middle school grades and ratings of CCA).

--CCA scholars will achieve at least 25% higher than the average of all geographically comparable elementary and middle schools on ELA and Mathematics state accountability summative exam results (currently designated as Meets/Exceeds on the SC READY exam).

Goal 6: CCA will close achievement gaps.

CCA subgroups to be measured include: economically disadvantaged, students with disabilities, African American, and Hispanic. Subgroups would be measured according to the state's subgroup achievement

indicator and the state's subgroup reporting rules, such as n-size (currently set at 20).

Measurable Objectives:

--CCA subgroups on the state achievement indicator level 3 or greater (Met) compared to their comparison subgroup will annually be less than half the local district, Charleston County Schools. 2017-18 baseline data includes:

----Economically disadvantaged vs non Economically Disadvantaged:

33.7 vs 81.9 (48.2 gap). CCA target would be: less than 24.1.

----Disabled vs. not Disabled:

13.5 vs 61 (47.5 gap). CCA target would be: less than 23.8

----African American vs Caucasian:

26.7 vs 80.9 (54.2 gap) CCA target would be: less than 27.1

----Hispanic:

39.3 vs 80.9 (41.6 gap) CCA target would be: less than 27.1

Measuring progress towards these goals will occur at least annually as soon as state summative data is returned. CCA's board will also examine some of these goals on a monthly basis as part of its board monitoring dashboard. For example, the 80% re-enrollment goal may be tracked throughout the year by monitoring enrollments/withdrawals on the monthly board dashboard. Given that state data for the prior academic year is normally returned in the late fall, the CCA board will examine the school's data and progress towards meeting these goals and make any necessary mid-year adjustments to the budget to shift resources to address any potential gaps in meeting the intended goals.

Assessment Plan

CCA's data-driven instructional culture focuses on using strategically chosen and timed assessments to inform instruction. CCA will review data as a regular part of its teaching and learning cycle and data will be an integral part of the school's professional development planning and content. Data will be used at each step of the professional development cycle (see Appendix G-13 to G-17 for more on the PD plan).

CCA believes in a "test smarter" approach rather than a "test more" approach. Data matters, but the reliability of data and timeliness of data results are critical within a teaching and learning framework to ensure that instructional time is optimized through specific targeting of scholar skills and areas of deficiencies. CCA K-2 interim and formative assessments place an emphasis on informing scholar progress with early math and literacy development, while grades 3-8 interim and formative assessments focus on determining scholar mastery of skills and content in each subject. For a list of anticipated assessments to be used at CCA, please see Appendix G-20.

As mentioned elsewhere in the application, CCA will operate with a shared data ownership framework. Teachers and instructional staff will receive professional development and be familiar with knowing how to read and interpret data from CCA utilized assessments for individual scholars and groups of scholars. This will be coupled by regular data review and oversight of the school's leadership team, consisting of the Executive Director, the Principals, the Deans of Academics, the Deans of Students, and the SPED Coordinator. Assessments will be proctored in the classroom primarily by the homeroom lead teachers. In middle school, CCA will schedule lead teachers (content specialists) to proctor all exams. All teachers will receive necessary test security and test administration training prior to proctoring state exams. CCA will designate one staff member in the elementary grades and one staff member in the middle school grades to serve as the school's test coordinator to be the conduit for all testing communications and training with the charter school sponsor. This will either be the Dean of Academics or the Principal for each set of grade levels.

Primarily, lead teachers will be the primary point of contact with CCA parents on communicating weekly progress for each scholar. Each scholar's summary of progress including results for the week goes home with the scholar on Fridays and is required to be signed by a parent/guardian and returned on Monday. Family Data Nights throughout the year are designed to invite parents into the school by offering a community meal, which allows for creating a school community while also communicating scholar progress on a regular basis. CCA will teach parents what test results mean for their scholars and how they can best support the development of their scholar's academic and social and emotional development. These Family Data Nights will be scheduled in the calendar to closely follow the school's interim testing periods.

CCA is very focused on ensuring literacy mastery for all scholars. As such, CCA has selected the STEP assessment to guide literacy instruction for grades K-6. STEP has been used in other high-performing charter schools, is currently used by Meeting Street Academy, and studies have shown it to be an effective assessment. "An extensive study of STEP and its subscales using item response theory was conducted by David Kerbow and Anthony Bryk in 2005...Kerbow and Bryk's 2005 report showed that students who successfully achieve the benchmarks of STEP 9 by the end of second grade and STEP 12 by the end of third grade are substantially more likely than other children to perform at or above grade level on external standardized assessments in reading. More specifically, over 80% of second and third-grade students in Chicago Public Schools who were at their STEP benchmark scored at or above the 50th percentile on the Iowa Test of Basic Skills, and 86% of third graders met or exceeded state standards on the ISAT. Additionally, every single second grader who had achieved beyond STEP 9 also scored at or above national norms. grade and STEP 12 by the end of third grade are substantially more likely than other children to perform at or above grade level on external standardized assessments in reading."

II. Organizational Plan and Capacity Form

1. Governing Board

Narrative Requirements:

1. Identify the key members of the founding group/planning committee. Key members are individuals who will play a substantial and ongoing role in the school's development, governance and/or operation, and thus will share responsibility for the school's outcomes. Provide a brief biography of each member, highlighting what experience they will bring to the proposed school and any leadership experience and credentials.
2. Describe how and why the founding group/planning committee decided to form a school in South Carolina.
3. Describe the model or philosophy of governance that will guide the board *(the identified model/philosophy should serve as a guide to the board but this question is not requiring the board to formally adopt a specific model/philosophy).*
4. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board and how it will interact with and evaluate the school leader. Include the nature and extent of involvement by key stakeholder groups. Explain how this structure and composition will ensure that the school will be an educational and operational success and that there will be an active and effective representation of key stakeholders. Describe the desired size and composition of the future governing board. *Note: The composition of the board must be aligned with the requirements stated in S.C. Code Ann. § 59-40-50 (B)(9).*
5. Describe how governance will transition from the charter committee to the governing board in the first year of operation.
6. Describe the process to appoint or elect new members of the board, including when and in what manner elections will be held that ensure proper participation of parents and/or employees of the school in voting in a manner that is consistent with the school's by-laws. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members?
7. Describe plans for building the capacity of the governing board and professional development

plans. What kinds of orientation or training will new board members receive, and what kinds of ongoing development will the existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and any requirement to participate

8. Describe the relationship of the governing board to the school's administrators, staff, parents, and students.
9. Describe any advisory bodies or councils that are in place or will be formed, including the roles and duties of each. For each identified group describe:
    1. Its current and/or planned composition and the strategy for achieving that composition; and
    2. The role of parents, students, and teachers, as applicable, and community members.
10. **Additional requirements for Replication Schools:**
    1. How will the governance structure of the new school relate to the school which is being replicated?

Key members of the planning committee include:

Dr. Brittany Bryant, Clinical Instructor and Director, Motivate Adolescent Substance Use Treatment Program, Medical University of South Carolina (MUSC)

Dr. Brittany Bryant is a licensed independent social worker in the state of South Carolina. Dr. Bryant obtained her Bachelor of Science in Psychology from the College of Charleston, her Master of Social Work from the University of South Carolina, and her Doctorate in Clinical Social Work from the University of Tennessee, Knoxville. Dr. Bryant currently provides substance use treatment to adults and adolescent in the tri-county area at the Center for Drug and Alcohol Programs (CDAP) at the Medical University of South Carolina. Dr. Bryant's leadership duties include supervision of MSW advanced practice students and psychiatry fellows completing their adolescent rotation with the Motivate Program within CDAP. Dr. Bryant also collaborates on adolescent research studies with the Addiction Sciences Division at MUSC.

Marcus Bryant, Managing Principal, Vantage Custom Solutions
Marcus has over a decade of success as a transformative change agent and thought leader in the areas of Corporate Diversity and Human Resources. Marcus has served as an executive with diverse organizations such as Charleston Southern University, as its first senior-level Diversity Officer, and Novus Architects Incorporated, as the inaugural Director of Human Resources. Prior to these roles, he has held positions as Director of Operations, Independent Human Resource Consultant (HRBP), and Assistant Customer Service Manager. Marcus brings a wealth of experiences, perspectives, and insights to every

organization he works with. He is a credentialed Senior Certified Professional (SHRM-SCP) whose expertise has been recognized by the nation's largest Human Resource professional network, the Society for Human Resource Management. Marcus Bryant is passionate about helping organizations reach their full impact potential. He believes this is only possible when every team member (employee) feels heard, valued, and empowered to flourish within the organization. As the complexity of hiring, training, and managing people seems to grow year after year, Marcus brings a level of confidence and assurance to every organization he comes in contact with. His attention to detail, passion for the work, and competency in Human Resources and Corporate Diversity makes him a trusted advisor and resource. As Managing Principal of Vantage Custom Solutions, he's able to leverage his passions and expertise to benefit multiple types of organizations ranging from Fortune 500 companies to growing small businesses and nonprofits. Marcus is the proud father of three beautiful and intelligent young girls, and the grateful husband to his wonderful wife, Dr. Brittany Bryant. He and his family live in Goose Creek, South Carolina. When he's not working with corporate clients Marcus can be seen (and heard!) laughing loudly in the kitchen with his family over a good meal.

Jared Carlson, Manager of Customer Success Team, Questis

Since 2014, Jared has been actively involved in the growing Software industry of Charleston. After starting at Blackbaud, the nation's largest software provider for non-profits, Jared moved to a local startup, organization, PeopleMatter which was later acquired by Snag. While working for Snag/PeopleMatter, Jared successfully managed projects for enterprise organizations including McDonald's, Pizza Hut, and KFC. As Snag/PeopleMatter quickly grew, Jared learned the skills required to scale with a growing organization. While working for Snag, Jared was voted by his peers for the Employee Choice award, given to the employee of the year. This year, Jared was given the opportunity to lead the Customer Success team for startup company Questis. In this role, Jared oversees the team who manages all enterprise customers. Outside of work, Jared is actively involved in his local Church, Redeemer Presbyterian, serving as a leader and teacher. Jared brings a strong background in scaling growing organizations as well as project management skills for overseeing complex implementations and ongoing management of success.

Jaime Downey, Instructional Coach, Charleston County School District

Jaime is a certified public education teacher and serves as an instructional coach for the Charleston County School District. Jaimes brings ten years of experience in education, has taught special education in some of Charleston County's alternative school programs, and has also served in a variety of leadership roles. After her first two years teaching at Windwood Farms, Jaime spent one year teaching science in a Thai government school and traveling around Southeast Asia. In 2014, Jaime was named Charleston County School District's Teacher of the Year, which provided her with opportunities around the

state to advocate for teachers and promote the message of education as a tool for social justice. Jaime received her B.S. in Special Education from College of Charleston, and her M.Ed. in Education Leadership through the ASPIRE cohort from The Citadel Graduate College. Jaime enjoys traveling, yoga, and spending time with her husband.

Perry MacLennan, Associate Attorney, Haynsworth Sinkler Boyd

Perry is a workforce and business lawyer helping companies establish or expand operations in South Carolina and comply with various laws applicable to doing business here. Perry focuses on employment law, economic development incentives, contracts and general corporate matters. He teaches Business Law at the College of Charleston and is active in the community and the legal profession. Perry has a passion for employment law. He regularly blogs about workplace issues at www.scemployersblog.com and counsels clients daily on human resource concerns such as hiring, firing, leave, discrimination, safety and immigration. A skilled litigator when business disputes arise, Perry has argued before the Supreme Court of South Carolina and routinely handles lawsuits in both state and federal court. He has experience representing companies in government investigations from OSHA, the EEOC and the Department of Labor. Perry also assists companies with economic incentives related to launching or growing their South Carolina presence such as fee in lieu of tax agreements, job development/tax credits and grant funding. Perry currently serves as the President of the Clemson Young Alumni Council, President-Elect of the South Carolina Bar Young Lawyers Division and Administrative Director of the ABA Young Lawyers Division.

Hunter Schimpff

Hunter Schimpff has nearly a decade of experience improving K-12 education as a teacher, graduate education research assistant, charter school entrepreneur, charter school board member, and charter school authorizer. Hunter has been an educator for 12 years, starting out as a high school math teacher at an international school in Buenos Aires, Argentina. After graduate school at Vanderbilt for public education policy, he worked for Nashville Mayor Karl Dean. He then worked for a number of years at the Tennessee Charter School Incubator to help incubate and operationalize some of Tennessee's highest performing public charter schools including Nashville Classical, Valor Collegiate, Purpose Prep, and Intrepid College Prep. He has also served on the Leadership Team of the South Carolina Public Charter School District (SCPCSD), a statewide charter school authorizer. In his most recent capacity with the SCPCSD, Hunter led the District's work with the South Carolina Legislature and managed key projects related to finance, accountability, and charter school leadership.

Eric Strickland

Eric has over 20 years of experience investing in the financial markets on behalf of hedge funds and international banks such as Citigroup, Susquehanna International Group and currently for the firm he

founded in 2009, Dynamis Capital. Eric currently serves on the boards of Ashley Hall, Horizons at Ashley Hall, and Cusabo Scholars. He is the board chair and volunteer Executive Director for Horizons at Ashley Hall, the first affiliate in South Carolina of Horizons National, an award-winning, tuition-free, academic and enrichment program serving low-income, public school students on the campuses of independent schools, colleges, and universities across the country. He started Cusabo Scholars, an afterschool tutoring and mentoring program along with lacrosse instruction, to serve students from low-income households. Eric has been married to Kim for 21 years and has three children, ages 10-14. Eric attended public schools in Georgia and was the first member of his family to graduate from college, earning a BBA in Finance from the University of Georgia in 1997. He is actively involved in his church as well as other community initiatives and has received numerous awards for his extensive community involvement.

All CCA planning committee members live and/or work in North Charleston and the Charleston peninsula. In short, the Charleston peninsula is home for the planning committee and each member has seen the profound need for high-quality public school options in its own backyard. The CCA planning committee came together throughout 2018 after having many personal experiences and journeys that yielded a common realization: the Charleston peninsula needs new public school options that are academically high achieving and serves all students. Planning committee members have reviewed academic data for Charleston peninsula public schools and understand the urgent need for thousands of students.

The Board of Directors of CCA understands that the Board is ultimately for the success of the school's charter and will be guided by the following governance structure and approach:

--Policy governance mentality: The Board hires the Executive Director to manage operations and the academic program, sets clear outcomes consistent with the school's charter and adheres to performance expectations from the charter sponsor and state authorities. The Board governs through policy and does not micro-manage operational responsibilities that are carried out day to day and week to week through the Executive Director. The Executive Director receives a formal board evaluation at least once annually. Please see the "Administrative Structure/Building Leadership" for additional specifics on the school leader evaluation.

--Committee structure: The Board intends to meet at least 12 times per year as a whole board on a monthly basis. The Board will have committees that allow the CCA board as a whole to operate more efficiently. Detailed work on CCA issues can be done within committees with board members that have specific, content-rich expertise. Recommendations are then presented to the full board for discussion and approval at regular board meetings. Committees envisioned for the initial Board of Directors include a Community Relations committee (will oversee parent and community relations and communications), a Finance committee (will oversee the annual budgeting process and regularly review the school's financials for budgetary and financial health), an Academic Excellence committee (will oversee and monitor academic outcomes and the school's educational program), and a Governance/Executive

As mentioned previously, the school will intentionally cultivate a supportive school community among diverse families. Directors will regularly participate in the life of the school (some as parents of CCA scholars), and in activities to support cultivating a strong school community. Examples of Director participation would include canvassing and knocking doors to enroll new scholars, attending Family Data Nights, workshops and seminars provided by the school, middle school athletic competitions, and PTA meetings. CCA intends to have a PTA that will report to the Board on a regular basis. The PTA will exist to help coordinate and organize parent volunteers to support school activities and keep parents regularly informed of the school life's current events, issues and scholar accomplishments.

2. Education/Charter Management Contracts

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

Not applicable?

Responses Selected:

Select if this question is not applicable to your school

3. Administrative Structure/Building Leadership

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

Narrative Requirements:

1. Describe the administrative structure of the school.
2. Describe the capacity and experience that will be sought for school leadership and management team members along with job descriptions of the administrative positions, including the school leader and any other administrative staff with a clear delineation of employee classification and who is responsible for employment decisions and oversight ateach level. Explain how the capacity of the school's administrative team is tied to the mission, organizational sustainability, and student achievement.
3. Describe how a lead administrator will behired and how the transition of leadership and charter committee responsibilities will happen.
4. Describe the nature and extent of parental, professional educator, and community involvement in

the operation of the charter school.

5. Describe the capacity building plan for leadership and staff development with funding reflected in the budget.
6. Describe the process of evaluating the school leader and management company (if applicable).
7. **Additional Requirement for Replication Schools:**
    - Describe any involvement with the replication of existing successful public charter schools.

Please see Appendix N for an overview of the administrative structure of the school. The CCA Board of Directors governs the school through policy governance. The Board of Directors has one key employee – the Executive Director. The Executive Director manages the school leadership team (academic team and operations team) and is responsible for the day to day academic, financial, and business operations of the school. The Executive Director communicates regularly with the Board of Directors to keep them updated related to the school's business affairs, academic outcomes, and progress towards meeting the goals of the school's charter and the charter sponsor's performance expectations. The Board of Directors will approve an annual budget and will monitor the budget for fiscal health on a monthly basis. The Board sets policies and parameters for the school and expects the Executive Director to carry out the necessary tasks to meet said policies and parameters. For example, with hiring and contracting with employees, the Board would approve compensation levels in the budget, approve the employee and staff handbook (with grievance policies) while delegating the hiring, onboarding and employee management responsibilities to the Executive Director. Delegated responsibilities to the Executive Director with Board oversight include:
--Employ and contract with teachers and non-teaching employees, contract for services, and develop pay scales, performance criteria, and discharge policies for its employees.
--Contracts totaling $15,000 or more must be approved by the Board.
--Conduct a background check for all teachers (certified and
non-certified) prior to teaching.
--Decide all other matters related to the operation of the charter school, including budgeting, curriculum, and operating procedures.

All CCA employees, including members of the school leadership team, will be at-will employees. Sample job descriptions for key administrative positions and the qualifications sought is found in Appendix P. CCA intends to hire a school leadership team of individuals who share a core belief in the school's mission, are willing to work hard in a fast-paced startup school environment, and are open to and embraces regular professional feedback to improve professional practice. As CCA will foster and expects scholars to develop a growth mentality with their education, CCA will expect the same for its adult staff and will hire personnel who are committed to regular professional growth. Appendix N and Appendix G-13 describe

the reporting structure and hierarchy as the school grows. The general philosophy is the Board of Directors hires one primary employee, the Executive Director, and the Executive Director is responsible for establishing and managing an effective school leadership team. As the school grows over time and brings on more administrative staff, the reporting and managing hierarchy becomes more distributed to ensure manageable coaching loads for any one individual. The school leadership team will operate with a collaborative and open dialogue approach during regular leadership team meetings. Each job description details the school's mission and the hiring process for each administrative position will screen for alignment to the school's mission and the required professional skills to ensure organizational sustainability and the effective implementation of the school's academic program to ensure a high level of student achievement. An example of this is prospective leadership team applicants (and teachers) will be asked to submit classroom or school data from a prior or current professional role that demonstrates a prior track record of success in educating scholars. Interviews will also involve an applicant delivering a model lesson and receiving critical feedback on the lesson to gauge how the applicant receives and responds to professional feedback.

Upon anticipated charter approval, the Board of Directors will initiate a nationwide and local search for the school's Executive Director to find the most qualified leader (search anticipated to open in June 2019). The Board of Directors will advertise in national charter school and education reform job boards and will contact established charter school networks to identify potential candidates. The search will emphasize finding a qualified candidate with known and established ties to the Charleston community, experience and advanced knowledge of all aspects of public charter school start-up, including the ability to effectively recruit students of different backgrounds. The Board of Directors expects to have a group of finalists by winter 2019/2020 and make a final decision for hire no later than March 1, 2020 (or aligned to the charter sponsor's required date for School Leader hire). The Executive Director is anticipated to begin formal employment no later than July 1, 2020. The CCA Board intends to apply for start-up funds (state P&I funds) and solicit some private start-up funds. If these funds are secured, the CCA Board will hire the Executive Director in the spring of 2020 to focus full time on all aspects of opening the school successfully. The Planning Committee Chair, Hunter Schimpff, is a likely potential candidate for the Executive Director of the school. His resume is attached in Appendix K. Given this, the CCA planning committee will appoint a board member other than Mr. Schimpff to lead the hiring process for the school's Executive Director and he will abstain in voting on any Executive Director hiring decisions if he is a candidate. A running list of startup tasks is found in Appendix Q. This list will be refined and updated over time to ensure compliance with all charter school sponsor startup tasks. Ultimately, the CCA Board owns these items and is responsible for implementing and completing each prior to school opening. The CCA Board will be active in recruiting students and engaging the community leading up to school opening. If the CCA Board is able to hire the Executive Director prior to year 1, the CCA Board will

collaborate with the Executive Director on these tasks for successful completion. As previously highlighted, CCA values parental, professional educator, and community involvement in the operation of the charter school. Families are considered partners in the academic growth and human development of scholars. Please see other sections of this application where this is covered more in-depth, namely the Evidence of Need and Community Support section.

CCA values administrative and professional development for its professional staff. 3 primary lines in the budget reflect investment capacity in professional development - "Instructional Services", "Exceptional Services" and "Professional Development". In year 1, these amounts total approximately $37,000, year 5 approximately $150,000 and year 10 approximately $250,000. The "travel" line will also support CCA staff to attend workshops and professional development training both in and out of state. Examples of professional development expenses will align to core instructional pieces and foci of the school, such as STEP Assessment training for staff during summer professional development, Uncommon Schools workshop training for school instructional leaders such as Great Habits, Great Readers: K-4 Reading and Reading Reconsidered, Core Knowledge Leadership Institute training, and Success Academy workshop training (currently free, cost is related to covering travel to New York City). CCA will also utilize cost-effective "Plug and Plays" from Uncommon Schools to implement high-quality professional development for leaders and instructional staff: https://uncommonimpact.bigcartel.com/category/plug-and-plays .

The Executive Director serves as the lead administrative staff member for CCA. He or she is the Board's primary employee and works with the Board to achieve the school's mission, adhere to all charter school sponsor requirements, and fulfill the school's charter. The Executive Director manages school personnel and bears ultimate responsibility for staff performance, scholar achievement, school culture, and organizational and financial viability. A special committee of the Board will evaluate the school leader on a rubric annually and present the evaluation to the full Board for approval. The Executive Director's annual evaluation will include key domains and measures as reflected in Appendix G-21. The domains and measures are designed to align with the Executive Director's job description and be consistent with the charter school's goals and objectives and charter sponsor expectations.

4. Employees

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

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

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

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

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

Teacher Employment and Dismissal Procedures

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

Narrative Requirements:

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

CCA will have a robust hiring and development model based on some of the nation's best public schools to ensure a high-quality teaching and learning environment for scholars. Teachers and leaders will be respected as skilled practitioners and professionals in a culture that prioritizes continuous growth and development for adults as well as scholars. CCA will use the flexibility under the Charter Law and hire no more than 25% of non-certified teachers for its instructional staff. The school will ensure that at least one member of the administrative staff holds a current SC certification of administration or has at least one year of experience in the field of school-based administration. For all hires, the general philosophy is to hire individuals who are mission-aligned to CCA's mission, willing to work hard and view scholars with high expectations. Education research has shown that teacher expectations have a significant impact on scholar learning, positively or negatively. As such, CCA will not hire individuals that possess a belief gap related to potential scholar achievements and accomplishments (https://scholar.harvard.edu/jmnoonan/blog/close-belief-gap). High expectations for all students is a fundamental, non-negotiable element of every adult employed at CCA and is consistent with the school's All Means All core value of serving all scholars.

Please see Appendix G-22 for a sample rubric that will be used during the interview process for hiring instructional staff. Administrative staff and school staff will have hiring criteria that are specifically aligned with the respective role. For example, the Executive Director would need to demonstrate competency with planning and monitoring budgets and general fiscal management. For specific criteria competencies for non-instructional roles, please see the sample job descriptions in Appendix P.

CCA will conduct national searches primarily through networks that are known to yield high-quality teachers and instructional staff. CCA will diversify its search in an effort to recruit high-quality candidates that reflect the scholars being served by CCA. CCA has the benefit of seeking to establish a new charter school in Charleston, a highly desirable city for young professionals. CCA will post on national and state job boards specific to charter schools and specific to educators that seek to work in a school like CCA. CCA will also send referral emails to leaders in high-quality charter networks around the country. CCA will intentionally recruit at diverse colleges and universities, including flagship colleges and universities within South Carolina and bordering states as well as Historically Black Colleges and Universities (HCBUs) both in state and bordering states. CCA intends to seek applicants through national and regional Teach for America alumni (the school does not intend to hire any 1st or 2nd year Corps members) as well as the in-state Call Me Mister chapters at South Carolina colleges and universities. For positions such as an ELL specialist, CCA has already been in touch with professionally certified ELL teachers in the local Charleston community and has already received 5-6 interested individuals who could fill a part time or full-time role (based on the ELL scholar need by year which is not yet known). A CCA Board member is a special education teacher currently working in Charleston County and has a well-known network of qualified special education teachers who may be interested in teaching at CCA.

All CCA staff members will be on 1-year contracts and all staff members will be at-will employees. CCA has structured its compensation structure competitively to attract highly qualified applicants and retain staff that demonstrates success in the CCA model. CCA has budgeted a higher salary than the comparative local district for its teachers ($43,000 expected wage for a 1st year CCA teacher, higher than CCSD step 0-4 Bachelors only). While CCA has not established an explicit step and ladder pay structure for its teaching staff, it generally seeks to follow Charleston County School District's step and ladder teacher pay scheme with two key differences: a) higher pay for each comparative grade step and b) will pay a higher maximum amount in future years for highly-qualified teachers (CCA's top teacher pay rate before supplements tops out at $81,500). CCA will offer health insurance coverage to all staff members, including Instructional Support Specialists. Full-time instructional staff and support staff (instructional support specialists are currently not included) are eligible for a 3% 401k employer match benefit. CCA has intentionally selected a defined contribution retirement benefit to incentivize teachers who are more attracted to portable and flexible retirement savings plans. Research has shown that traditional pension defined benefit systems require teachers to teach for 20-25 years before their contributions are worth more in benefits. Many teachers who are starting their careers nowadays are not likely to stay in the same state retirement system or teaching career for 20-25 years; thus CCA believes a 3% match that is portable and flexible will be more attractive as a compensation benefit. Additionally, CCA intends to pay at least a $1,000 retention bonus for instructional and support staff that are invited to remain at the school from one year to the next. The budget has projected an 85% retention rate for staff

to project the total cost by year of this retention strategy for high-quality staff.

In subsequent years, CCA expects to hire a fair number of academic team leaders and lead teachers from within (lead teachers moving into an academic dean role or instructional support specialists moving into a lead teaching role). CCA values the intentionality it will put into its professional development, training, support, and coaching of teachers and is already thinking ahead to future years staffing by decisions it makes during an academic year. Regularly involving instructional support specialists in lesson planning, and providing regular professional development and coaching to these individuals sets up these individuals to step into lead teaching roles with little necessary onboarding required, as these internal employees are already familiar with the school's routines, expectations, and achievement-oriented culture. To the extent that CCA can keep highly-qualified individuals who are well versed in the school's systems and high-achievement culture, it will work proactively to do so.

While the early years of CCA are tighter with respect to available financial resources to allocate to wages, CCA has more flexibility in later years and will prioritize resources in attracting and retaining high-quality staff.

CCA's coaching and instructional support model is geared towards providing ongoing and frequent feedback to grow the professional practice of teachers and instructional staff and therefore provides weekly evaluation and support to teachers. As Appendix G-17 highlights, CCA will conduct a formal school developed evaluation during each teaching cycle as well as use South Carolina's ADEPT Evaluation system (see "Evaluations" column). The school's formal evaluation system is designed for school evaluation purposes to primarily a) create an objective record and body of evidence for each teacher related to improvement and growth plans and in some cases, spring decisions to not invite the teacher back the following academic year and b) the collective evaluations and scores can be used to shift professional development content and training needs. If for example, all teachers or the majority of teachers during a given instructional cycle score low in one particular domain or indicator on CCA's teaching rubric, professional development can be structured to specifically focus on the collective areas of weakness. The teaching rubric helps to break down specific teaching skills that lead to scholar success. The rubric provides specific indicators that can be celebrated for teachers who excel on a particular indicator and diagnosed when improvement is needed and specific coaching and improvement plans can be developed. An example of the in-house evaluation rubric is found in Appendix G-23. The ADEPT evaluation system is tied to the state's teacher certification program and CCA will work collaboratively with its charter sponsor and teaching staff to maintain its teacher's certifications and standing as licensed educators with the state. Based on the year of experience and/or prior failure to pass the annual evaluation, Appendix G-24 outlines the steps and process CCA would take with its teachers based on each teacher's specified contract level as defined by the state. While a CCA teacher may be on a "continuing contract" per terms used by the state, the teacher's employment contract is

subject to annual renewal at the discretion of the school based on satisfactory performance of the teacher for his or her hired position. Each year, every certified teacher will develop an SLO for his or her classroom consistent with ADEPT's 4.0 process and timelines for developing and scoring SLOs. In grades K-6, it is likely the SLO for individual teachers will be tied to class STEP assessment achievement goals. CCA is aware of its responsibilities under ADEPT. Examples include:
--Every certified teacher develops an SLO for his or her classroom, every year.
--Continuing-contract educators must be evaluated on a continuous basis (i.e., every year). The evaluation may be summative or goals-based, at the discretion of the local school district.
--Educators employed under annual contracts who have successfully completed the formal evaluation process during a previous annual-contract year are eligible to participate in GBE.

As part of the process for onboarding new hires, each staff member will receive a staff handbook that outlines the school's employment policies. Staff members are expected to sign and return the last page acknowledging receipt of the handbook and understanding of the school's policies and contents. If teachers have questions on a particular issue, they can ask the Executive Director or the Director of Operations. This is expected to occur every year at the beginning of each academic year (returning staff members would need to sign and acknowledge receipt). If there is any substantive employment policy change that occurs mid-year, teachers and staff will be given notice in writing and alerted of the policy change. CCA will also post required labor law notices via posters in a prominent area such as the teacher break room. Examples of these posters include "Employee Rights and Responsibilities Under The Family and Medical Leave Act" and "Equal Employment Opportunity is the Law."

The grievance procedure is adapted from charterschooltools.org and is a process by which a CCA can bring workplace concerns to upper levels of the school's management and governing body. In the event of a dispute involving employment practices or the enforcement of the personnel policies contained in the school's Employee Handbook, and after a good faith effort with the employee's supervisor to thoroughly resolve the dispute, all employees are eligible to submit a grievance following the procedures outlined below. The good faith effort to resolve the dispute shall be documented, including problem identification, possible solutions, selection of resolution, the timeline for implementation, and follow-up. This documentation may be included in the employee's personnel file. Failure to follow the procedures and timelines as outlined below constitutes a waiver of the employee's right to grieve.

The following issues are not eligible for processing through CCA's Employee Grievance Procedure:
--Issues which are pending or have been concluded by the South Carolina Human Affairs Commission, or through other administrative or judicial procedures.
--Performance responsibilities, expectations, and evaluations.

--Temporary work assignments.

--Budget and organizational structure, including the number or assignments of positions in any organizational unit.

--The selection of an individual to fill a position, unless it is alleged that the selection is in violation of an agency's written policy.

--Termination, demotion, reassignment, furlough, layoff from duties because of lack of work, or other factors causing the school to reduce the workforce or abolish a position.

If the subject of an employee's grievance is related to any of the areas listed above, the grievance cannot be processed through the school's Employee Grievance Procedure. A grievance can have up to four steps: (1) grievance statement; (2) qualification for hearing; (3) hearing with the Board of Directors; and (4) review of the hearing decision. Not all grievances are qualified for hearing.

Step 1: The employee may submit his/her grievance in writing either by email or pre-printed grievance forms to the Personnel Panel within seven calendar days of a failed good faith effort to resolve the dispute. The Personnel Panel consists of the Board Chair, Executive Director and Director of Operations and is subject to change by directive of the school's board of Directors.

Step 2: Within fourteen calendar days of receipt of the written grievance, the Personnel Panel will inform the employee of the decision to schedule a formal meeting. If a formal meeting is scheduled, it will be scheduled at a mutually convenient time and place for discussion of the complaint with all parties involved, but no event later than twenty days after receipt of the written grievance and after notification to the employee.

Step 3: The Personnel Panel will hold a hearing and render a decision. If any member of the Personnel Panel is an involved party, he/she will be precluded from hearing the grievance and participating in the decision. The decision shall be rendered within seven calendar days of the completion of the final hearing. Any such proceedings shall be conducted in closed session unless otherwise requested by the employee. The employee may not have counsel present at the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision shall be made within seven calendar days of the last committee hearing.

Step 4: The decision of the Personnel Panel shall be final unless appealed by the employee to the Board of Directors as a whole, who may review and modify the decision of the Personnel Panel if it finds that the Panel failed to properly follow the grievance process described above. A request for an appeal must be submitted to the Board Chair or Vice-Chair within seven calendar days of the decision of the Personnel

Panel. After receiving an appeal request, the Board Chair shall schedule a meeting of the whole Board of Directors with the Personnel Panel to consider such an appeal as soon as administratively practical. Any Director, employee or affiliate, who is an interested party, shall excuse themselves from any reviews of Personnel Panel decisions. Any such proceedings shall be conducted in closed session unless requested otherwise by the employee. The employee may not have counsel participate in any such proceedings. The Board of Directors shall make a final decision after hearing the employee's grievance issue and the Personnel Panel's decision. Written notice of the result of the review shall be sent to the employee and the members of the Personnel Panel within 7 calendar days.

5. Enrollment

The admission policies and procedures mustreflect compliance with all federal and state laws and constitutional provisionsprohibiting 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 whoare eligibleto 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 eligibleto attend public school in the state. If the number of applications exceeds the capacity of a program, class, grade level, non-graded education groupings, or building, students must be accepted by lottery, as specified in federal or state guidance. There is no appeal to the local school board of trustees.

The policies and procedures mustnot limit or deny admission or show preference to any individual group, except if the application is to create a single-gender charter school.

Enrollment priorities may include:

- A sibling of a pupil currently enrolled and attending or who, within the last six years, attended the school for at least one complete academic year.
- Children of charter school employees and children of the charter committee (these students may not exceed 20 percent of the enrollment of the charter school).
- Fora public conversion school, admission priority must be given to all students enrolled in the school prior to the conversion and those that live in the attendance zone in future years.

- In the case of a charter school designated as an Alternative Education Campus, pursuant to (S.C. Code Ann. § 59-40-111), mission-aligned preference may be given to educationally disadvantaged students as specifically defined in their charter and charter contract approved by their sponsor and as allowed by the ESSA.

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

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

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

If the sponsoring district is under a desegregation order or plan by the U.S. Department of Education's

Office of Civil Rights, the applicant must provide assurance that the school will comply with the plan or order. To ensure compliance with a desegregation plan or order, the charter school applicant should request and receive a letter from the sponsor indicating whether the school will be subject to any desegregation plan or order.

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

Narrative Requirements:[AK2]

1. Describe the policies and procedures that will guide the enrollment and withdrawal of students, including the proposed timeline to reach a diverse student population, processing of applications, lottery process if needed, and the appeal process fora student who is denied admission for a reason other than the lottery;
2. Describe the recruitment strategies that will be utilized. Provide a rationale for each one.
3. Explain how the community will receive information about the formation of a new charter school and any upcoming lottery and enrollment deadlines;
4. Explain the notification of placement process and the timeline for parents to accept the placement or not;
5. Describe any enrollment priorities that will be granted by the school consistent with state charter school law.
6. Explain how the school intends to enroll out-of-district students, including estimated percentage of enrollment, notification to sending district, and approval procedures for receiving and sending districts (not applicable if applying with the SCPCSD as sponsor); and
7. Describe how the proposed charter school intends to ensure that enrollment reflects that of the local school district in which the charter school is located or that of the targeted student population of the local school district that the charter school proposes to serve, to be defined for the purposes of this chapter as differing by no more than 20 percent from that population.

The admission policies and procedures of CCA will maintain 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. CCA is well aware of its obligation under 59-40-50(B)(7) "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)." CCA is intentional about serving all scholars and has researched ways to ensure a charter school model appeals to and serves all families of a community. Research examples include: https://tcf.org/content/report/diverse-design-charter-schools/?session=1 and https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/NCSRC%20Intentionally%20Diverse%20Charter%20School%20Toolkit.pdf).

As a result of the Board's experiences and research, it has structured a number of components of its model to be inclusive and serve all Charleston peninsula scholars in accordance with the state charter law. Components include:

--Diverse governing board - CCA believes that diverse perspectives and backgrounds at the board level make for a stronger governing board and a board that is more authentically reflective of the community that it seeks to serve. A diverse board also allows board members to use their personal connections and social networks in the efforts to recruit a diverse number of scholars.

--Location - Having studied the need for quality education options in Charleston County, the Charleston peninsula (Downtown battery to I-526) represents the greatest need. As such, CCA has prioritized its facility search to locate a facility within this geographic area. Relatively close proximity to diverse neighborhoods is critical to ensuring the opportunity for diverse scholars to access the school as well as ensuring that scholars are not riding a school bus for extensive amounts of time on a daily basis.

--School bus transportation - Despite a lack of capital funding for school bus purchases and no transportation funding for South Carolina charter schools, CCA has budgeted to use its general fund dollars to provide school bus transportation to scholars. Providing access is critical to ensuring the opportunity for diverse scholars to access the school.

--Academic programming - CCA has been intentional to structure its academic programming to appeal to multiple families. CCA's strong focus on early literacy proficiency in the early years and its daily social and emotional curriculum is an appealing model to families of diverse backgrounds. As scholars move to middle school, the social and emotional programming continues to be a core feature of the academic model. CCA may market its school model differently to different families, but the core proposal of a high-achievement culture is appealing to many families.

--Intentional effort to recruit diverse staff - As described in other parts of the application, CCA will

intentionally recruit diverse staff members who meet CCA's standards for high-quality staff working in an achievement-oriented culture and who are reflective of CCA's student population and composition. CCA believes the composition of its teaching and leadership staff has an impact on families when they are considering to apply or enroll in an open enrollment school of choice.

--Use of data - CCA will use data strategically to ensure that it is appealing to all scholars and families for every enrollment cycle. During the enrollment process, for example, CCA will track its student applications by zip code and neighborhood to help approximate the composition of its applicant pool. CCA employs this strategy to gauge whether marketing and outreach efforts are effective in multiple neighborhoods. If the data indicates that scholars in a particular neighborhood are not applying to CCA, CCA can shift strategies, marketing resources, and outreach efforts to that particular neighborhood to ensure that all families across the Charleston peninsula have equitable access to information regarding how to apply for admission to the school.

CCA believes these school design elements and components along with the CCA Board's commitment to serving all scholars on the Charleston peninsula will yield a school whose enrollment reflects that of the local school district in which the charter school is located or that of the targeted student population of the local school district (CCA intends to be in compliance with the state's 20% racial compliance statute).

As described in other parts of the application, CCA will make extensive efforts on an annual basis to recruit scholars to ensure that diverse families throughout the community receive information about CCA, including extensive efforts for year 1 enrollment. Examples of recruitment efforts that CCA will utilize:

1. Community center and church events - CCA will partner with local organizations including the Charleston County Parks Department, local community nonprofits, and various churches on the Charleston peninsula to present information sessions to families. To date, CCA has already met with leaders from Metanoia, Charleston RISE, Radiant Charleston, Charleston Promise Neighborhood, TriCounty Cradle to Career, and Communities in Schools. These nonprofit and church organizations are supportive of the effort to launch a diverse high-achieving public school on the Charleston peninsula and working through community partners helps us focus in on eligible or interested families who may want to apply to CCA.

2. Print media - CCA will also distribute flyers and information brochures about the school and opportunity for enrollment with community partners as well as at sites throughout our targeted enrollment zone. Print media allows parents to learn about CCA's school model and the enrollment process and timelines. Print media will link to CCA's website and social media channels where parents

can find even more information before making the decision to apply.

3. Family living room sessions – Working through prospective parents and social networks, CCA will conduct living room information sessions to share information about the school, enrollment timelines, and processes. These events are smaller and more intimate in nature, typically with 12-15 parents who are invited to a friend or neighbor's house. The smaller format of these events will help build significant support for the school and allow parents to fully understand CCA's school model and design and have any questions answered regarding the application and admissions process and timeline.

4. Day care information sessions – CCA has already researched and identified daycare centers and early childhood centers located within the target community. CCA will connect with daycare center leadership and owners to partner with them on information sessions about enrolling in CCA. CCA will also distribute flyers and information brochures about the school and opportunity for enrollment with these partners. These flyers and brochures will also be in Spanish to ensure Hispanic and Latino families whose first language is not English are provided information about the school.

5. Door to Door – One of the most effective methods of meeting potential families who may have interest in applying for admission is via canvassing neighborhoods and speaking to parents and guardians in their neighborhoods and houses. CCA will hold at least 8 community canvassing weekends where CCA assembles Board members and a group of volunteers that support the school and then will go door to door in targeted areas. CCA will ensure that a diverse set of neighborhoods are canvassed to ensure that CCA is providing information about enrollment to all eligible families.

6. Social media - CCA will run social media channels that will specifically target eligible families. CCA expects social media outreach to reach many families who may apply or have interest in learning more about the school. CCA already has initiated an online presence where families can find information about the school and sign up for updates. For example, please see https://www.facebook.com/CCACharleston/

CCA's Board of Directors will determine on an annual basis if it will utilize CCSD's School Choice Application process, timelines and application software. If it does, CCA will be subject to the district's procedures for running the lottery, but CCA will ensure that paper applications are made available in both English and Spanish and facilitate a way for parents to access the application if they do not have online or internet access. If CCA does not participate in the CCSD's School Choice process, CCA's admissions policies and procedures will admit all students who are eligible to attend public school in the school district where the charter school is operating.

CCA's admissions policies and procedures will admit all students who are eligible to attend public school in the school district where the charter school is operating. During the enrollment process, CCA will use an application form, and if students are accepted, then an enrollment form. There is no fee for families to submit an application. The application form will be available in multiple languages, including English and Spanish, and will be available online as well as via paper applications. The application itself will ask basic family directory and contact information, the scholar's name, the scholar's age, and anticipated grade. The application is meant to be basic so as to not include too many questions that may inadvertently screen or discriminate some families from applying. For example, CCA will not ask about a family's income level on the application form, as related questions can potentially cause some families to not apply. Applications for CCA will be due annually by a date in the late winter/spring preceding the academic year as fixed by the Board of Directors. All applications received after this date would be placed on the waiting list. CCA shall have at least 2 weeks to process applications after the application deadline prior to conducting its lottery. CCA Board of Directors may align its application due dates and timelines to CCSD's school choice process so that parents if accepted to other CCSD schools of choice, will be on similar timelines for making a final decision. If the number of applications received by the annual application deadline exceeds the capacity of a program, class, grade level, non-graded education groupings, or building, students will be accepted by a lottery. CCA will communicate its lottery process to its charter sponsor to ensure compliance. During the lottery process, annual enrollment priorities may include:

Children of charter school employees and children of the charter committee (these students may not exceed 20 percent of the enrollment of the charter school).

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.

If CCA is 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, CCA 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 50% of the total enrollment of the charter school.

Students not selected during the lottery will be placed on the waitlist in order of the lottery results. If CCA denies admission to a student for reasons other than the results of a lottery, the student may appeal the denial to the sponsoring district. For scholars that are selected in the lottery, an amount of time similar to the local district, Charleston County, will be given to the family to accept or deny the seat. If the seat is not accepted by the deadline, the scholar will move to the end of the wait list unless a parent withdraws the application completely. Once a student is accepted, the scholar's family will fill out an enrollment

form that requests more information on the scholar. CCA will continue to have community events leading up to the first day of school to continue to engage accepted families and scholars prior to the first day of school. Not only is this important for engaging parents and building the culture and community of the school, but these events allow CCA to monitor likely enrollment for day 1.

As a charter school seeking to be located in Charleston County, CCA has communicated with Charleston County Schools and the District is not currently subject to a desegregation order (see Appendix S).

As a CCSD charter school, CCA will adhere to the District's policies on out of district scholars and their eligibility for application and acceptance at CCA.

6. Student Conduct, Rights and Responsibilities

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

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

The application must set forth an assurance that the charter school will comply with S.C. Code Ann. § 59-63-235 (Supp. 2001), which provides for the expulsion of any student who brings a firearm to school.

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

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

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

Narrative Requirements:

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

Upon anticipated charter approval, the CCA Board will work to draft its Family Handbook that will outline student conduct expectations, student rights, and responsibilities. CCA will then work with an experienced South Carolina attorney who is familiar with education law and state charter school law finalize the Family Handbook. The school's discipline policy will comply with the Family Education Rights and Privacy Act (FERPA). The CCA Family handbook will be finalized no later than June of 2020. The handbook will be shared with all families and parents during initial orientation, and families will be asked to sign the acknowledgment page and return to the school.

CCA works to establish a positive school climate and culture through regular use of systems, routines and building positive, caring relationships between students and adult staff and among students (peer to peer). Relationships are the foundation of classroom life, and CCA has structured its daily schedule to

Include intentional time for building relationships and fostering students' sense of community. The school's social and emotional curriculum is designed to help students become caring, responsible members of their school communities and, ultimately, to grow into humane, principled, and skilled citizens of a democratic society (all consistent with the school's mission). The social and emotional programming helps teachers and school staff create warm, safe, and disciplined classroom environments where students can develop the skills and dispositions they need to interact constructively with others. Classroom routines are also critical to help foster a safe and orderly school climate. Using well designed instructional routines consisting of high-quality instruction engages scholars and helps prevent behavioral missteps. Teachers and staff at CCA will share a common language for behavioral standards and norms when behavior infractions do occur. Establishing solid classroom routines and behavior norms will look consistent among all classrooms so that scholars are being held to the same standard of behavioral expectations across all classes and with all adult staff members. CCA will use its RTI framework to provide academic and behavioral supports personalized to the scholar. The RTI framework is structured to monitor for consistent implementation and scholar progress. Additionally, CCA's professional development will regularly review teaching strategies and processes to create a positive school and classroom behavioral climates as well as ways to implement individualized behavior plans. The school model at CCA is structured in such a way to proactively create a positive school and behavior culture, as well as address early missteps of behavior that may lead to more severe behavioral incidents.

CCA expects students to engage in instruction and learning, and conduct themselves in a manner that does not inhibit his or her own learning or his or her peer's learning. Violations of such CCA's behavior standards, rules, and regulations are subject to disciplinary actions. Please see Appendix T for a draft policy regarding student conduct, student rights and responsibilities, and student discipline standards and procedures.

Generally speaking, CCA's intentional focus on creating a positive school culture and efforts to address minor discipline infractions positively before they become major infractions is intentionally geared to keep students on task and learning in the classroom as much as possible. CCA takes the view that there are different levels of disciplinary infractions and there are corresponding different levels of disciplinary consequences.

For student due process rights, as well as a reasonable appeal process related to students, recommended for expulsion, please see Appendix T. For the process for addressing IDEA compliance regarding student discipline, suspension, and expulsion for students with IEPs and the continued provision of FAPE, please see Appendix T. Please see Appendix T regarding the rights afforded to students with disabilities.

CCA's discipline and behavior management system is designed to be objective for all scholars. Teachers and school staff will receive professional development on appropriate discipline strategies and processes for students with disabilities and may confer or work with the school's Special Education Coordinator and Special Education teachers. Additionally, as part of its regular data management cycles, CCA will track scholar behavior data and monitor behavior infractions and consequences over time. School administrators will have the ability to break down behavior data to monitor for any specific behavior infractions being applied to students with disabilities in a single class or across the school. The use of data will provide a monitoring tool to ensure that students with disabilities are not disproportionately disciplined under the school's code of conduct policies.

7. Transportation

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

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

Narrative Requirements:

1. Discuss the plan which will be put in place if the school is planning to provide transportation by school bus (must comply with state regulations for driver and training and the state safety requirements for school buses).
2. Discuss the proposed transportation service if the school intends to contract with the local school district or a third party.
3. Regardless of the applicant's intention to contract with a third party for transportation services, describe how the proposed charter school plans to address the transportation needs of its

students and, in particular, if the lack of transportation is preventing a child from attending school.

As an open enrollment public charter school, CCA believes a scholar's ability to access the school is critical. Consistent with this belief, CCA will provide transportation services for scholars out of general fund dollars despite the lack of transportation funding in South Carolina. CCA will operate a hub and spoke network of neighborhood transportation stops rather than a point to point (house to house) route system. A hub and spoke network is more cost effective and is more efficient time-wise. Prior to the beginning of each academic year, every family will designate if they want their scholar transported (or not) at neighborhood pick up locations by designating the information in the scholar's enrollment paperwork. With the known set of scholars, CCA will then utilize mapping software to geolocate transportation stops proximate to the greatest number of scholars that seek transportation services. Similar to the state's policy, a student living within 1.5 miles of the school location is ineligible for school bus transportation unless the student faces hazardous conditions or extenuating circumstances that would prohibit the student's attendance at CCA. CCA will identify and work with community partners and the school's contracted transportation provider to find and designate neighborhood transportation stops. Similar to other public charter schools, pickup locations will likely be church parking lots, city rec center parking lots or business locations. CCA will work with community partners to establish pick up locations and sign any necessary legal paperwork to secure neighborhood pickup locations. Apart from reserved funds for special education transportation, CCA has budgeted a reasonable expense amount per bus and has also included an inflationary cost increase factor over time. Given the anticipated bus rider student population, CCA expects to utilize 1 bus in year 1, 2 buses in year 2, 3 in years 3 and 4, 4 in year 5, 5 in year 6, 6 in year 7, and 7 in years 8 and after. CCA has investigated two potential options for transportation service:

1. Purchase option, hire contract driver, private pay fuel and insurance. CCA has discussed school bus purchase options and has learned from another Charleston charter school of private purchase options for working order buses available for sale in Florida for $6,000-$12,000 each. Website searches of used buses in Florida have confirmed these amounts (CCA would hire a qualified driver that meets all state requirements https://ed.sc.gov/scdoe/assets/File/districts-schools/transportation/drivers/How-to-Become-a-School-Bus-Driver.pdf. Pay for a driver is estimated at 185 days of instruction x $15/hr x 5 hours per day ($13,875). We also estimate $7,000 in fuel for 1 bus for year 1 (2,000 gallons based on average bus MPG (7) and average diesel cost of $3.50 per gallon), and have also reserved funds for additional insurance, vehicle maintenance and/or bus rentals in the case of a needed repair.

2. Contract service. CCA has discussed contracted bus service with representatives from SchoolWheels

Direct (STA), and has discussed different options and pricing (whole service, bus lease only, bus driver hire only). Based on prospective pricing, CCA will likely not engage in a full-service contract with SchoolWheels Direct given that it is the most expensive option. Exact pricing cannot be finalized at this time given the school's opening date is still a number of months away from when the service would be provided. CCA could engage in bus driver hire and training services and potentially leased busses with SchoolWheels Direct. Appendix U is not a contract but reflects this potential relationship.

Apart from providing school bus transportation, CCA will work with families to help organize carpools, organize volunteers, and assist with public transportation options to enable scholar attendance at CCA.

III. Business Plan

Completed - Jan 30 2019

III. Business Plan Form

1. Budget and Finance

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

The proposed budget should be based on reasonable estimates that reflect choices made throughout the rest of the charter application. In nearly all cases, the combination of facility costs, insurance, instructional materials, and staff salaries/benefits represents the bulk of spending in charter schools. As such, close attention should be paid to these areas. In addition to these areas, other items that need to be planned for financially include special education, various professional services, classroom supplies and materials, general supplies and materials, liability insurance, and more. The budget must be based on documented State Department of Education estimated revenues in accordance with the allocations in S.C. Code Ann. § 59-40-140(A)-(C). Please contact Dana Jones, at DNJones@ed.sc.gov to submit a request for a SCDE Per Pupil Estimate Review.

The budget and financial plan for the proposed charter school must include a five-year detailed budget and ten-year budget plan for revenues and expenditures. The plan should demonstrate diligent financial

practices, clear alignment to the other components in the application, and strong oversight.

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

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

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

Narrative Requirements:

Include the following in this section:

1. Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in the following areas: financial management; fundraising and development; and accounting and internal controls.
2. Discuss how the proposed budget will support the mission, vision, and educational program of the school. Describe how the proposed 5-year and 10-year budget support the successful implementation of the school's educational program and increasing student achievement. Highlight any unique instructional strategies or curricular components and how they will be funded. Explain the school's data-driven decision-making process in regards to resource allocations.

3. A detailed description of budget assumptions, calculations, and revenue estimates. The narrative should include, at minimum, the basis for revenue projections, staffing levels, and costs. Provide specific evidence supporting assumptions and/or describe the source of estimated amounts wherever possible.
4. Describe any applicable state and federal money funding sources. Clearly address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.
5. Provide a summary of any negotiated services to be provided by the proposed sponsor (local school district, the SCPCSD, or the institution of higher education/technical college), including but not limited to financial accounting, payroll services, food services, custodial services, maintenance, curriculum, library and media services, and warehousing.
6. Explain how the school will remain fiscally solvent, adhere to generally acceptable accounting practices, have no material breaches, address any financial concerns, and follow the South Carolina pupil accounting system, auditing, and reporting procedures.
7. Describe how the school will maintain its books and records according to generally accepted accounting principles and will create an appropriate system of internal control.
8. Discuss planned client subcontracts to outside providers (if applicable).
9. Discuss the process the school will follow to contract with a certified public accountant to conduct an annual, independent financial audit and to disseminate the results from the audit to the school district and required state agencies.
10. Indicate if the school plan to offer South Carolina Retirement System benefits to its employees? If so, describe the planning committee's understanding of the costs and restrictions associated with such benefits and how the school's budget will absorb applicable costs from year to year.
11. Discuss the school's contingency plans for cash flow challenges, a budget shortfall, lower than expected student enrollment or other financial challenges in the early years of operation.
12. Describe the process of how the annual operating budget will be developed and refined each year based on student achievement data and mission driven priorities. Explain who will be involved in the process and how the budget may be amended during the year.
13. Explain in detail the year one [planning year] cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

The CCA Board has many years of experience with financial management to successfully implement the school's financial plan. 4 members of the board have undergraduate degrees or graduate coursework in

business (Jared, Perry, Eric, Marcus), 2 members of the board own their own small businesses (Marcus, Eric), and 1 member of the board has extensive professional experience in public school finance, charter school operations, and charter school budgets and financial management (Hunter). CCA has also collaborated with Melissa Kiddy, a CPA with extensive South Carolina charter school financial management and accounting experience, on the school's proposed budget and financial plan. The Board has also established a Finance committee and a monthly expectation of financial results reporting for the whole board to monitor the school's fiscal health over time. These individuals, their professional experiences, and the processes CCA has built into place results in a deep knowledge of financial management, and accounting and internal controls to keep the charter school operationally sustainable and fiscally healthy over time. Board members also have experience working with, for, and serving on nonprofit boards and efforts to raise philanthropic support. While CCA's financial model is structured to not depend on variable income (grants, donations, fundraising) and be operationally sustainable over time based on public revenues, board members do have fundraising experience and are prepared to use their experience in this area as appropriate. CCA's Board will secure at least $50,000 in private funds as part of its start-up efforts (please see Appendix AA).

In short, budgets are priorities. As CCA has structured its budget, its budget planning and dollar allocations reflect a clear alignment to its mission, vision, and the core educational model of the school. Specific highlights include:

1. Expenses align with mission and values - CCA's budget has been created to accomplish the mission of providing a rigorous academic foundation and the habits of mind that will prepare scholars to live purposefully oriented lives as citizen-scholars. By intentionally investing in transportation, an optimal staffing structure, focused teacher development, and data-driven instructional tools and processes (such as the STEP Assessment), CCA will draw a diverse student body and serve scholars at a high level through a well-equipped instructional and administrative staff.

Despite a lack of capital funding for school bus purchases and a lack of operational funding for transportation in South Carolina, CCA has budgeted to use its general fund dollars to provide school bus transportation to scholars. As an open enrollment public school of choice, providing access is critical to ensuring the opportunity for diverse scholars to access the school. Providing transportation is another way that budget dollars are being spent to prioritize the school's ability to serve a diverse set of scholars. CCA is dedicated to serving a diverse set of scholars on the Charleston peninsula (downtown to I-526), and as such, has budgeted to lease private space if necessary in the first years of the school's charter to serve scholars that live in the diverse neighborhoods of the Charleston peninsula.

The anticipated staffing structure also reflects the school's priorities. Two teachers in K-2 classrooms and the selection of the STEP Assessment, along with focused professional development over time speak to the school's budget priorities for ensuring a solid early literacy foundation for every scholar. The administrative structure with Academic Deans and Principals (1 of each for both elementary and middle school) is designed to ensure that Academic Deans can regularly spend the bulk of their day ensuring the teaching and learning cycle is functioning at a high-level (coaching teachers, reviewing scholar data, planning PD, ensuring a high-quality curriculum). Four (4) middle school teachers are hired in year 6, the school's first year with middle school grades. These 4 teachers for 25 scholars will be focused on providing excellent instruction for the first middle school class as well as having ample time to build out the middle school curriculum along with the Leadership team. In year 7 (year 2 of MS), there are 4 content specialist teachers per grade as well as an added middle school teacher who will serve as a roving academic interventionist teacher to provide additional small group or one on one instruction to scholars that need additional academic support. As a public school, CCA is prepared to serve all students. As such, CCA has anticipated hiring a Special Education Coordinator in year 1 and adds additional special education teachers each year thereafter. CCA is also prepared to add an ELL specialist or other specialists in later years if the student population reflects the need for such qualified specialists. CCA does not intend to offer South Carolina Retirement System benefits. Rather, it will offer private retirement benefits (such as 401Ks) to its staff which it believes will offer a more appealing option to public school teachers who need to vest for approximately 20 years in the state retirement system before expected benefits are greater than contributions. This is also a more manageable cost for the school's fiscal health over time. This allows the school to use flexibility afforded to it as a charter school and save from expensive state retirement employer contribution rates, putting the dollars into higher salaries for teachers and other priorities of the school. Funds are also reserved in the budget for professional development training and is set to grow each year proportionate to the level of staffing CCA expects to have. CCA anticipates sending administrative staff and instructional leaders of the school to some of the nation's best professional development for public charter schools including workshops through Uncommon Schools, Success Academies and Teach Like a Champion trainings. The budget reflects these anticipated costs as well as the purchase of formative assessments such as the STEP assessment that will help drive the school's literacy program. During every year of operation, the CCA Board monitors the financial picture with monthly budget reports and through its Finance committee. Both the finance committee and the Board as a whole monitor the budget picture and the outcomes of the school on a monthly basis. Through this data, the Board can make mid-year adjustments to the budget and spending plan based on how the school is performing.

2. Fiscally conservative approach to budgeting - In the current 5 year and 10 year budget, without accounting for any start-up P&I revenue, the school anticipates running a net operating surplus every

year while also anticipating a much smaller surplus in year 6 to thoroughly invest in its middle school expansion. CCA is also cash flow positive for every month of operation in years 1-5. CCA winning P&I grant funds would significantly enhance the already projected sound financial position of the organization. The school has intentionally built its program and model to be operationally sustainable from public revenues. This value of the school's financial planning and modeling allows:
--The board to focus primarily on holding the executive director accountable for student outcomes and
--Not having to have the board and school leadership spending copious amounts of time fundraising private dollars to make the operational model sustainable.
--In times of external financial constraints, such as an economic recession or if there were a time when charter schools no longer were seen as favorable for philanthropists to support, the school is not dependent on private dollars to be successful and operate its core program.

While the net surplus is tighter in the early years due to the constraints of being a brand new start-up organization, this anticipated net surplus does not factor in two very plausible conditions that would improve the school's fiscal health even more than currently anticipated. They include:
--Any over enrollments in the early years beyond each year's anticipated enrollment can help boost each year's net surplus as currently anticipated. For example, enrolling 105 scholars in year 1 due to high community demand vs. 100 scholars as anticipated would yield approximately $50,000 in additional revenue. While there would be some additional costs for the 5 additional scholars, it would not require any major cost additions (such as additional staff).
--The revenue picture at present DOES NOT include any revenue from start up state charter P&I grants, which could range from $400,000-$600,000 allocated over "year 0" and the first two operational years of the school. Without factoring any revenue from P&I funds (which would allow the school to purchase furniture, computers, materials, assessments, pay for professional development training, etc), CCA is anticipated to have a positive net surplus for each operating year, including approximately $206,000 for year 4 of operation and nearly $103,000 in year 5.
--Title 1 and additional Title funds (Title II, Title III) revenues are not factored in. While these federal programs are designed to supplement, not supplant general fund operating dollars, CCA has avoided counting on these revenues in its financial picture and has still prepared a sound financial plan in regards to its proposed teaching staff and operational expenditures to fulfill its mission and remain fiscally healthy.

In the event of unforeseen cash shortfalls, CCA is prepared to still meet payment obligations for critical expenses. CCA has already anticipated ways to deal with cash shortfalls (if for example, the charter sponsor does not pay the school on time). CCA has secured a preliminary $120,000 working capital facility with Charter School Capital and has already discussed a banking relationship with Pinnacle Bank,

a bank in Charleston that has worked with charter schools in Tennessee and South Carolina. CCA intends to secure a revolving credit facility from Pinnacle Bank or another bank as part of its banking relationship. These financing tools allow the school to plug short term financing gaps when additional cash may be needed.

3. A responsible approach to facility financing - A number of charter schools over time have experienced hardship or failure due to unsustainable commitments to facilities for which they cannot afford. Facility financing and affordability problems end up impacting the academic model in negative ways and can put the entire charter school at risk of failure. CCA has taken a conservative approach to its facility plan and expenses over the life of its 10-year financial plan, already planning to lease space in years 1-4. CCA may extend leased space after year 4 based on the facility location it secures, which cannot realistically occur until post charter application approval. Leasing in the initial years of the charter also allows the organization to build a sound credit profile and credit history, which can result in more favorable lending terms in year 4 or 5 when the school would be in a better financial position to pursue an owned facility. Avoiding large debt loads associated with early year facility costs helps provide a greater "margin of safety" to the school's fiscal health for any number of unforeseen conditions, such as not securing the enrollment that CCA anticipates, which is unlikely. In budgeting anticipated lease expenses by year, CCA has kept a general rule of thumb of 13-15% of total revenues in planning for facility costs, a range known as a best practice for public charter schools. If CCA needs to grow into a larger space after year 5, in anticipation of its first year of middle school (year 6), CCA anticipates it would have a healthy fund balance of nearly $730,000 after year 5 plus nearly $760,000 allocated for a facility lease expense in year 6. Alternatively, the $760,000 in year 6 could be applied to facility upgrades, renovations, a down payment of an owned facility, or servicing a mortgage on an owned facility.

4. Mechanisms to review annual budget and deal with any revenue shortfalls - On an annual basis in preparing each year's annual operating budget, the Board will use the same data-driven approach to evaluate all of its resources and will prioritize expenditure alignment to achieving the school's mission and its charter goals. The process will begin in the early spring with the Executive Director preparing a budget for the following fiscal year and then presenting it to the Finance committee. In preparing the budget for presentation, the Executive Director will review scholar achievement data and the school's mission to prioritize and align expenditures. Once the Executive Director and the Finance committee finalize the budget after any feedback and input from the finance committee (who also have access to data dashboards and scholar achievement outcomes), the budget will be presented to the Board as a whole for at least 2 readings (at separate meetings) and two action item votes from the Board. Upon the 2nd budget reading and approval, the budget will be considered approved. If a budget reading does not pass the board vote for some reason or due to discussion relating to amending parts of the budget, the

budget will still require two budget readings and action item votes of approval from the Board as a whole before it is deemed approved for the following fiscal year. The process should finalize prior to July 1st of each year.

In the highly unlikely case that CCA is unable to secure its anticipated enrollment in a given year or other unlikely factors such as a major decrease in the revenue funding streams for state charter schools, CCA has the ability to cut expenses to ensure the fiscal health of the school. Lower than anticipated enrollment would mean fewer classes are needed. In lowering the total number of classes, CCA can reduce total staff load while staying consistent to its model, namely providing a solid academic model of instruction that is focused intensely on literacy, including two teachers per K-2 classroom. CCA would also keep its core social and emotional daily programming.

In the event that revenue projections are not met or not met on time, the year one cash flow contingency plan primarily involves trimming expenses to be in line with reasonably anticipated revenues. Not overcommitting or overextending itself to an expensive facility in the early life of the school gives CCA more flexibility to adjust expenses down to ensure sustainability and implementation of its academic model. If for example, enrollment is 80 at the beginning of year 1, instead of 100 as anticipated, the school would trim expenses immediately as necessary, including releasing personnel, to adjust expenses to be more sustainable and in line with revenues. The school would also focus on improving the revenue picture immediately. CCA does not believe the answer to revenue gaps is incurring medium and long term debt to plug revenue shortfalls, as any incurred debt will result in a more expensive medium term financial picture and possibly calamitous impact to the school.

For a detailed description of budget assumptions, calculations, and revenue estimates, please see tab "Budget Assumptions" in the budget document. CCA is familiar with the revenue streams that represent the school's potential funding and has studied the state funding manuals which govern the allocation of specific state revenue streams of funding: https://ed.sc.gov/finance/financial-services/manual-handbooks-and-guidelines/funding-manuals/.

CCA is aware that school revenues may include:
--state revenue streams, including EFA, EIA and local revenue equivalent
--federal revenue streams, such as Title 1, IDEA, etc
--private revenue (grants, donations)

State payment amounts are based on the "base amount" multiplied by the school's total WPU count (based on student EFA primary and add on weightings). This count will be based on average daily

membership counts on the 45th day and 135th day (the latter being the official count for the fiscal year). The school's base amount has been provided by the Department of Education in Appendix W.

CCA will remain fiscally solvent, adhere to generally accepted accounting practices, and follow the South Carolina pupil accounting system, auditing, and reporting procedures. Ultimately, CCA's qualified board will assume the fiduciary responsibility of the school to ensure it operates in a financially responsible manner. CCA's board hires an Executive Director to carry out many of the day to day fiscal responsibilities of the school. Regular checks and balances are built into the school's systems to monitor the appropriate use of public taxpayer funds. These checks and balances include:
--CCA intends to contract with an external bookkeeping/CPA firm with charter school experience to handle day to day accounting while maintaining regular oversight and management of payments and expenditures to/from the school. By separating the functions of payment/receipts from recording the payments/receipts, this reduces the likelihood of financial manipulation or fraud.
--Establishing a nepotism policy (to prevent it from occurring).
--CCA will utilize the state's chart of accounts for public schools as directed to code revenue and expenditures.
--The board will develop a thorough procurement policy that reflects best practices for a charter school.
-Any contract in a total value of $15,000 or more must receive full board approval (majority vote).
--Any check for payment worth $5,000 or more will require two signatures.
--Petty cash will be very limited if not nonexistent. In rare cases, such as uniform sales, where petty cash is a form of payment, at least two different staff members will be responsible for counting, locking and depositing funds. All sales will be recorded by office staff in a notebook.
--Credit cards will have appropriate spending limits, and receipts will be required for all expenditures. Monthly reconciliation of credit card expenditures will be done by the office manager or Director of Operations, a separate person from the credit card holder and user.

On an annual basis, CCA will procure an independent financial audit with a reputable CPA firm. CCA will issue an RFP for the independent audit and seek auditors with experience auditing charter school finances and K-12 federal programs. In some years, it is anticipated the contract may need approval from the full board ($15,000 or more), at which time the board will vote to approve the auditor's contract. The finance committee of the Board will be responsible for this procurement process, as well as reviewing any findings and results from the audit. The finance committee will then present the information to the full board for acceptance. The Executive Director, working with the finance committee, will disseminate the final audit to the charter school sponsor and state department of education by the established deadline.

In using contracts with outside vendors, CCA will utilize its approved procurement policy and process to

establish the contract. At this time, CCA does not have any final negotiated contracts in place, but anticipates vendor contracts with at least: a transportation service provider (bus lease or full service), special education providers (such as an OT or PT), professional development providers (such as STEP Assessment training), custodial service, trash service, nurse service, and an attorney for legal counsel. Any subcontractors serving students or having any interaction with students will be required to pass the school's comprehensive background check process and will be monitored according to their contractual duties and obligations over time.

2. Facilities

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

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

Narrative Requirements:

1. Describe the basic facilities requirements for accommodating your school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.
    - Identify any other significant facilities needs not already specified, including: playground, large common space for assemblies and other large group meetings, athletic facilities, and other special considerations (identify and explain).
2. Explain how the facility will meet the needs of students and provide an assurance that it will be accessible to students with physical disabilities.
3. For virtual schools, provide a plan for maintaining student records and school records, including financial records, at a designated central office of operations.
4. If a facility has been identified, include the address of the facility, a description of the facility, and

the name and address of the owner of the facility.

- If entering into a lease agreement, describe the material terms of the agreement. What specific buildout is required? What are those estimated costs?
- A description of the planning committee's contingency plan should the lease or planned purchase fall through.

5. If a facility has not been identified, specify a plan for obtaining such a facility and include a description of the facility needs, a statement as to whether an existing facility will be remodeled or a new facility will be built, and a schedule for completing or obtaining a suitable facility and, if applicable, a description of and timeline for any plan to raise funds for completing or obtaining the facility.
    - A discussion of the planning committee's process for obtaining facilities.
6. A description how the school's facilities plan is aligned with the projected enrollment growth outlined in the charter application.

Compass Collegiate Academy's governing board is committed to ensuring a learning facility for its scholars is designed in such a way as to support the execution of its instructional model while meeting all federal, state, and local requirements for educational facilities. CCA is familiar with the SCDE's Office of School Facilities (OSF) approval process for all public schools and has already been actively searching for a location and has identified potential facility sites and options. CCA will also comply with all traffic management regulations per SCDOT. CCA is also committed to ensuring fiscal health and sustainability for the school over the short, medium and long-term, and understands charter school facility financing challenges given that public charter schools typically do not have access to capital funds and must use operating dollars to finance facilities. CCA is aware of predatory charter school facility lenders and lending schemes and will make sound financial decisions with respect to facility financing and any associated facility debt obligation. As a result of these factors, CCA will likely have to lease space during its early years of existence (estimated to be years 1-4) before building up an appropriate fund balance and establishing a sound credit profile to invest in a permanent/owned facility home. CCA has also had discussions with Charleston County School District Superintendent Gerrita Postlewait regarding cooperative facility sharing arrangements with current district properties, and these discussions are ongoing.

It is expected that CCA will have a comparatively smaller facility than district-managed schools and will use applicable flexibility requirements for public charter school facilities while prioritizing facility expense on quality instructional space, the primary environment where the core of CCA's school model will occur. CCA will adhere to all ADA (for students with physical disabilities), fire-life safety, and security requirements for educational facilities. CCA's top priority in the facility search is a geographic location on

the Charleston peninsula or proximate to the Charleston peninsula to be able to serve the school's target student population. Given that the CCA governing board values ensuring access and equity for scholars as a public school of choice, CCA believes that location is a key component in fulfilling the school's intent to serve a diverse set of scholars.

CCA has researched information on school facilities as linked to student achievement and will employ pieces of effective facility design while managing costs to create an effective learning environment. A summary of these findings can be found at: http://www.ncef.org/pubs/outcomes.pdf. Key highlights from the brief include:

"School facilities affect learning. Spatial configurations, noise, heat, cold, light, and air quality obviously bear on students' and teachers' ability to perform. Empirical studies will continue, focusing on fine-tuning the acceptable ranges of these variables for optimal academic outcomes. But we already know what is needed: clean air, good light, and a quiet, comfortable, and safe learning environment."

"There is a definite consensus about the positive effects of small school size, and the effects seem to be the strongest with students from lower socioeconomic groups. This is an area, however, where policymakers need the support of studies that better establish the tradeoffs between small schools and other community needs and resources."

More specifically, a small school and building footprint can result in benefits to scholars, teachers, and overall school culture:

"Small schools can reduce violence and disruptive behavior."

"Small schools can improve a wide range of student attitudes and behavior"

"Small schools can improve teacher attitudes."

"Public opinion data confirm a preference for small schools."

CCA has researched educational facilities, charter school facilities data and space use data for assemblies (family nights and community meetings). More of these input estimates can be found in Appendix BB along with a sample 725 sq ft classroom layout. These projected inputs represent projected space needs for CCA by year of operation; actual square footage of facility components may vary based on a specific property configuration and future needs and demands of the schools. CCA has focused space needs on classroom space, specials classrooms that can also be used as reset rooms or intervention rooms during the school day, a cafeteria/assembly space, reception, and office space and a teacher workroom. In later years, CCA anticipates adding a gym and athletic fields as part of a permanent home. In the early years of anticipated leased space (with early elementary grades) CCA intends to erect a playground surrounded by a privacy fence to ensure student security and space for

outdoor play.

CCA has been working with Charleston-based Bridge Commercial, a regionally focused commercial real estate firm, and real estate agents Simons Johnson and Will Crowell to identify prospective facility sites. The search has focused on a) existing buildings that can be leased and potentially owned long term and b) available land for lease to establish a modular campus. CCA has also discussed leasing vacant or underutilized land from CCSD with Superintendent Gerrita Postlewait to establish a modular facility campus. The viable sites identified thus far in working with Bridge Commercial can be found in Appendix CC. Of identified sites, 1691 Turnbull is a leading candidate for the school. Located on the Navy Base, the site is located within the targeted geographic zone for CCA and will facilitate CCA's ability to serve a diverse set of scholars living in different neighborhoods on the Charleston peninsula. 1691 Turnbull is for sale or the lease rate is currently listed at $15.50 (triple net lease). Based on an initial review, 1691 Turnbull is already ADA compliant along with many of the most expensive features of life-safety components required for educational facilities (such as a sprinkled building). Based on the school's projected space needs in year 1, prior to any lease negotiations to reduce the rate, the school could lease approximately half of 1691 Turnbull - 8,000 sq feet in year 1 and remain within projected budget (8,000 x $15.50 = $124,000). This would provide more than enough space needed for the school in year 1 and also accommodate year 2. In year 3, the school could lease the remaining space in the 1691 Turnbull building and still remain within its projected budget (16,000 x $15.50 = 248,000). The topography of the site is flat, there is space available, and the building already has existing utilities and is already ADA and fire-life safety compliant. Years 3 and 4, CCA is projected to need no more than 16,000 square feet of educational space and CCA has budgeted $380,000 (year 3) and $505,000 (year 4) for lease payments. CCA has additional budget flexibility in these years to add modular campus space if the need arises for additional space. Additional Capital Funds have been reserved in the budget for facility upfit/renovation or for the potential purchase of school buses. In years 4,5,6, when the school is anticipating a facility that will be owned, $2 million is reserved for facility construction, renovation or other capital fund purposes. This is in addition to funds reserved for leasing a facility, which alternatively coul

Additionally, CCA has been working with Innovative Modular Solutions (IMS) on a modular facility design that would be coupled with a land lease, either secured through a private land lease arrangement working with CCA's commercial real estate representatives or through partnering with CCSD on available public space. A modular building that meets CCA space needs can be found at the end of Appendix CC. In conversations with IMS, due to delivery costs, CCA has discussed various space configuration options with the possibility of delivering space for years 1&2 prior to the first year of operation and then during the summer after year 2 of operation, deliver and establish space for years 3&4 (potentially the most cost-effective option). At the time of application submission, CCA was working with Innovative Modular to

determine pricing.

The CCA board has already been active in determining a suitable facility located in the target geographic area. CCA's board has determined initial space needs for the school facility and a projected budget for facility expense that will still keep the school fiscally healthy. CCA has then taken a multi-option approach to identify potential sites and/or building configurations. In knowing OSF and SCDOT requirements upfront, construction cost requirements can be explored at the outset of identifying a potential facility location prior to much time and expense is wasted on a facility that won't be approved according to educational facility code requirements and/or has expensive upfit and renovation costs to come into educational facility code compliance. CCA recognizes that time is of the essence for securing a facility and upon charter approval, will prioritize securing a facility. Having a secured charter in hand gives CCA a stronger position to negotiate with landlords and secure any necessary financing that otherwise is near impossible without an approved charter. The CCA Board intends to work through a process and narrow down a final decision on a site location by December of 2019. That will then give the Board enough time during the winter and spring of 2020 for any renovations, final building preparations, and line up OSF and SCDOT inspections for final approval and final occupancy prior to summer 2020 PD.

The school's approach is aligned with projected enrollment growth and is projected to grow space as needed. After year 4, the school intends to have a large enough fund balance along with a stronger credit profile (3+ years of fiscal health) to secure affordable facility financing and invest in a larger space and a more permanent home. Monies reserved for lease payments could be applied towards construction and/or servicing a mortgage on a permanent facility home. CCA anticipates being able to pay for additional items such as a gym and larger cafeteria in later years of operation to further enhance the school model and programming to scholars. As described in other parts of the application, CCA's facility approach and the budget as a whole relies primarily on available public resources from school operating dollars; the CCA board is confident that it can secure facility space as the school grows and operates in a fiscally responsible manner. The school will pursue P&I grant funds and other sources of private capital but is not dependent on these funds for a sustainable facility (winning of P&I funds would allow more CCA general fund dollars to be shifted to facility expenses while using P&I dollars for allowable operational costs).

3. Insurance Coverage

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

Narrative Requirements:

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

Appendix Items Information

Incomplete

Appendix Items Information

The table below presents the appendix items that correspond to specific sections of the application. Applicants are encouraged to use this table to ensure that their application includes all required appendix items. Items in the table noted with **, indicate they are required only if applicable.

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

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

Application Section	Appendix Item
Section I	*Educational Plan and Capacity*
Executive Summary	*No appendix items in this section*
1. Evidence of Need and Community Support	A. Signature Certification Page B. **Evidence of Notification C. Evidence of Support D. **Conversion School Support E. **Private School Support
2. Curriculum and Instructional Model	F. School Calendar and Daily Schedule G. Supporting Documents for Educational Plan H. List of Teaching Positions I. **Virtual School List of Courses
3. Serving Students with Disabilities	J. **Agreement with Sponsoring District
4. Goals, Objectives, and Assessment Plan	*No appendix items in this section*
Section II	***Organizational Plan and Capacity***
1. Governing Board	K. Charter Committee L. Bylaws M. Articles of Incorporation N. Organizational Chart
2. Education/Charter Management Contracts	O. **EMO/CMO Documentation
3. Administrative Structure/Building Leadership	P. Sample Job Descriptions Q. School Start-Up Plan
4. Employees	R. **Letter of Agreement from Sponsor Regarding Compliance with S.C. Code Ann. § 59-25-410 *et seq.* (2004)
5. Enrollment	S. **Letter(s) from Sponsor regarding Desegregation Plan or Order

6. Student Conduct, Rights, and Responsibilities	T. Draft Discipline Policy
7. Transportation	U. **Transportation Services Contract
Section III	***Business Plan and Capacity***
1. Budget and Finance	V. Student Enrollment Projection Form W. SCDE Per Pupil Estimate Review X. Five-Year Budget Y. Ten-Year Budget Z. **Memorandum of Agreement for Negotiated Services AA. Documentation of any "Soft Funds"
2. Facilities	BB. **Floor Plan of Identified Facility CC. **Proposed Lease or Rental Agreement DD. **Documentation from SCDE's Office of School Facilities EE. **Documentation from SCDOT School Traffic Engineering
3. Insurance Coverage	FF. Applicable Insurance Documents

A. Signature Certification Page

Completed - Jan 30 2019

Signature Certification Page

Statement of Assurances for Charter Schools

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

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

A. Will comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. S.C. Code Ann. § 59-40-40(2)(b)

B. Will not charge tuition or other charges of any kind except as may be allowed by the sponsor and is comparable to the changes of the local school district in which the charter school is located. S.C. Code Ann. § 59-40-40(2)(d)

C. Will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to other public schools operating in the same school district or, in the case of the South Carolina Public Charter School District (SCPCSD) or a public or independent institution of higher learning, the local school district in which the charter school is located. S.C. Code Ann. § 59-40-50(B)(1)

D. Will meet, but may exceed, the same minimum student attendance requirements as are applied to public schools. S.C. Code Ann. § 59-40-50(B)(2)

E. Will adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools. S.C. Code Ann. § 59-40-50(B)(3)

F. Will report to its sponsor and the South Carolina Department of Education (SCDE) documentation of the appropriate use of federal funds the charter school may receive.

G. Will use the same pupil accounting system as required of public schools and districts.

H. Will employ noncertified teachers in a ratio of up to 25 percent of its entire teaching staff (10 percent for conversion schools). All teachers in core academic areas will be highly qualified as defined in the Elementary and Secondary Education Act (ESEA). S.C. Code Ann. § 59-40-50(5)

I. Will employ one administrative staff member who is certified or experienced in the field of school administration. S.C. Code Ann. § 59-40-50(6)

J. Will be secular in its curriculum, programs, governance, and all other operations. S.C. Code Ann.
§ 59-40-40(1)

K. Will comply with the Freedom of Information Act. S.C. Code Ann. § 59-40-50(10)

L. Will comply with the ESEA legislation and applicable provisions of the SCDE's ESEA

waiver.

M. Will adhere to all provisions of reporting student truancy, discipline incidents, and persistently dangerous situations as required by ESEA.

N. Will assume liability for the activities of the charter school and will indemnify and hold harmless the school district, its servants, agents, and employees from any and all liability, damage, expense, causes of action, suits, claims, or judgments arising from injury to persons or property or otherwise which arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school. S.C. Code Ann. § 59-40-60(F)(15)

O. Will report to its sponsor and the SCDE any changes to information provided under its application in a timely manner. S.C. Code Ann. § 59-40-140(H)

P. Will report at least annually to its sponsor and the SCDE all information required by the sponsor and by the SCDE, including, at a minimum, the number of students enrolled in the charter school, the success of students in achieving the specific educational goals for which the charter school was established, and the identity and certification status of the teaching staff. S.C. Code Ann. § 59-40-140(H)

Q. Will adhere to all provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 that are applicable. S.C. Code Ann. § 59-40-50(B)(1)

R. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. S.C. Code Ann. § 59-40-50(B)(1)

S. Will comply with S.C. Code Ann. § 59-63-235 (2004), which provides for the expulsion of any student who brings a firearm to school.

T. Will comply with the Family Education Rights and Privacy Act (20 U.S.C. § 1232).

U. Will comply with any school district desegregation plan or order in effect. S.C. Code Ann. § 59-40-60(F)(9)

V. Will adhere to all requirements of the Office of School Facilities as detailed in the Charter School Facilities Approval Form.

W. Understand that, as a charter, we gain autonomy to make decisions in exchange for accountability to our authorizer.

Signature Certification Page

Name of Proposed School

Compass Collegiate Academy

Mailing Address (if known)

TBD

City

Charleston

State

South Carolina

Zip Code

TBD

Name of Applicant Group

Compass Collegiate Academy

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

Charleston County School District

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

Jan 30 2019

Authorization:

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

Charter School Committee Chair Name:

Hunter Schimpff

Signature

Date

Jan 30 2019

Sponsor Representative Name:

Gerrita Postlewait

Signature

Date

Jan 30 2019

B. Evidence of Notification

Completed - Jan 30 2019

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

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

Charleston delegation notification letter

Filename: Charleston_delegation_notification_letter.pdf **Size:** 79.2 kB

C. Evidence of Support

Completed - Jan 31 2019

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

Appendix C - CCA Evidence of Support

Filename: Appendix_C_-_CCA_Evidence_of_Support_U9DnXVn.pdf **Size:** 3.2 MB

D. Conversion School Support

Incomplete

(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

E. Private Schools

Incomplete

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

F. School Calendar and daily schedule

Completed - Jan 30 2019

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

Appendix F - School Calendar & Daily Schedule

Filename: Appendix_F_-_School_Calendar__Daily_Sc_Eq59nsG.pdf **Size:** 658.0 kB

G. Supporting Documents

Completed - Jan 30 2019

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

Appendix G - Supporting Documents

Filename: Appendix_G_-_Supporting_Documents_jK0nOyn.pdf Size: 5.8 MB

H. List of Teaching Positions

Completed - Jan 30 2019

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

Appendix H - List of Teaching Positions

Filename: Appendix_H_-_List_of_Teaching_Position_Hq9eq3D.pdf Size: 177.0 kB

I. Virtual School List of courses

Incomplete - Hidden from applicant

J. Agreement with Sponsoring District for Special Education Services

Incomplete

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

K. Charter Committee

Completed - Jan 30 2019

Charter Committee —resumes of charter committee members

Appendix K - Charter Committee

Filename: Appendix_K_-_Charter_Committee_yxYp9Zk.pdf Size: 2.5 MB

L. Bylaws

Completed - Jan 30 2019

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

- The election process of the governing board, including when elections will occur and the voting procedures. Procedures should include that parents/legal guardians will have one vote for each student enrolled in the school. In addition, each employee will have one vote.

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

Appendix L - CCA bylaws

Filename: Appendix_L_-_CCA_bylaws_Mql6QMf.pdf **Size:** 163.3 kB

M. Articles of Incorporation and signed Certificate of Incorporation.

Completed - Jan 30 2019

Appendix M - Articles of Incorporation

Filename: Appendix_M_-_Articles_of_Incorporation_HIhiJ1I.pdf **Size:** 2.2 MB

N. Organizational Chart

Completed - Jan 30 2019

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

Appendix N - Organizational Chart

Filename: Appendix_N_-_Organizational_Chart_DkNnGEM.pdf **Size:** 175.5 kB

O. EMO/CMO Documentation

Incomplete - Hidden from applicant

EMO/CMO Documentation:

1. Term sheet – for the proposed management of the charter school to include clear performance measures and contract severance provision(s)
2. Conflict of Interest Form(s) –for any individual of an EMO/CMO with which the planning committee plans to partner
3. Proposed EMO/CMO Management Agreement/Contract to include:
    i. the scope of services and costs of all resources to be provided by the EMO/CMO;
    ii. the compensation structure and payment schedule, including clear identification of all fees, bonuses, and any other compensation to be paid to the EMO/CMO;
    iii. the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the

contract. How often will the management agreement be renewed; and

iv. the conditions that both the EMO/CMO and the school must satisfy for the management agreement to be renewed. On what grounds may the EMO/CMO or the school terminate the management agreement for cause, and without cause? List any indemnification provisions in the event of default or breach by either party.

4. Copy of EMO's/CMO's SC business license
5. Draft copy of employee contract
6. Copy of the EMO/CMO employee policy manual
7. Evidence of the financial health of the EMO/CMO – include the most recent independent financial audit report of the organization and its most recent annual report.

P. Sample job descriptions

Completed - Jan 30 2019

Sample job descriptions (for administrators and key employees)

Appendix P - Sample job descriptions

Filename: Appendix_P_-_Sample_job_descriptions_n4fPxAB.pdf Size: 2.5 MB

Q. School start-up plan

Completed - Jan 30 2019

Appendix Q - School start up plan

Filename: Appendix_Q_-_School_start_up_plan_sUingi4.pdf Size: 373.2 kB

R. Letter of Agreement

Incomplete

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

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

Completed - Jan 30 2019

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

Appendix S - Desegregation Order Letter

Filename: Appendix_S_-_Desegregation_Order_Lette_0kPce9i.pdf Size: 166.4 kB

T. Draft Discipline Policy

Completed - Jan 30 2019

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

Appendix T - draft policy

Filename: Appendix_T_-_draft_policy_bggJiNR.pdf **Size:** 288.2 kB

U. Transportation Services Contract

Incomplete

U. Transportation Services Contract (if applicable)

V. Student Enrollment Projections Form

Completed - Jan 30 2019

Student Enrollment Projections Form

Student Enrollment Projections Form

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

Name of Charter School

Compass Collegiate Academy

Student Enrollment Projections for 10-Year Charter

None None None None None None None None None None None None None None

	N/A	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Pre-Kindergarten	✔										
Kindergarten	✖	75	80	80	80	80	80	80	80	80	80
First	✖	25	75	80	80	80	80	80	80	80	80
Second	✖	0	25	75	80	80	80	80	80	80	80
Third	✖	0	0	25	75	80	80	80	80	80	80
Fourth	✖	0	0	0	25	75	80	80	80	80	80
Fifth	✖	0	0	0	0	25	75	80	80	80	80
Sixth	✖	0	0	0	0	0	25	75	80	80	80
Seventh	✖	0	0	0	0	0	0	25	75	80	80
Eighth	✖	0	0	0	0	0	0	0	25	75	80
Ninth	✔										
Tenth	✔										
Eleventh	✔										
Twelfth	✔										

W. SCDE Per Pupil Estimate Review

Completed - Jan 30 2019

Appendix W - SCDE Per Pupil Review

Filename: Appendix_W_-_SCDE_Per_Pupil_Review_KVwPnf4.pdf **Size:** 78.0 kB

X. Five-Year Detailed Budget

Completed - Jan 30 2019

(an Excel spreadsheet showing realistic assumptions and their basis, a cash-flow projection ofoperation, 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.**

CCA Budget_CCSD (1)

Filename: CCA_Budget_CCSD_1.xlsx **Size:** 128.1 kB

Y. Ten-Year Budget Plan

Completed - Jan 30 2019

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

CCA Budget_CCSD (1)

Filename: CCA_Budget_CCSD_1_JciS2Ad.xlsx **Size:** 128.1 kB

Z. Memorandums of Agreement

Incomplete

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

AA. Documentation of Any "Soft Funds"

Completed - Jan 30 2019

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

Appendix AA - Soft Funds

Filename: Appendix_AA_-_Soft_Funds_LmSKJvi.pdf **Size:** 76.6 kB

BB. Floor Plan of Identified Facility

Completed - Jan 30 2019

Appendix BB - Space needs

Filename: Appendix_BB_-_Space_needs_ZcVGRDn.pdf **Size:** 208.6 kB

CC. Proposed Lease or Rental Agreement (if applicable)

Completed - Jan 30 2019

Appendix CC - Proposed sites & Modular configuration

Filename: Appendix_CC_-_Proposed_sites__Modular__0iRpdxs.pdf **Size:** 8.9 MB

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

Incomplete

EE. Documentation from SCDOT School Traffic Engineering

Incomplete

FF. Insurance Documentation

Completed - Jan 30 2019

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

Upload the following:

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

Appendix FF - CCA Insurance Premium Estimate

Filename: Appendix_FF_-_CCA_Insurance_Premium_Es_2m07Blc.pdf **Size:** 146.3 kB

SCPCSD Sponsor Addenda Information

Incomplete - Hidden from applicant

A charter school sponsor has the ability to request information in addition to the standard application requirements. This section contains the additional requests of the South Carolina Public Charter School District. Please upload all SCPCSD Sponsor Addenda in the designated sections.

Appendix Items Information

The SCPCSD has requested the following addenda in addition to the standard application template. You will complete each addenda as an individual task in the subsequent sections. Each of the addenda are listed below and hyperlinked to the PDF outlining the requirements for each.

1. Food Services Addendum
2. Transportation Services Addendum
3. Mission Specific Measures Addendum
4. Alternate Education Campus Addendum
5. Alternative Education Campus Measures Form
6. Baseline Targets Template
7. Education Service Provider Addendum

SCPCSD Sponsor Addenda Responses

Incomplete - Hidden from applicant

SCPCSD Addenda

Food Services Addendum

There are two options for consideration in development of the food service program.

Option 1: A school may choose NOT to participate in any federal Child Nutrition Program through a School Food Authority. Under this option, the school may elect not to operate a lunch program or may choose to operate its own meal service(s) that are unsubsidized by federal funds.

Option 2: A school may choose to participate in federal Child Nutrition Programs and receive full or partial federal reimbursement funds. Within this option, a school may elect to contract with a School Food Authority, or obtain state designation as a School Food Authority.

In your response:

1. Provide rationale for selection of Option 1 or Option 2.

2. Include details about how the food service will be provided.

3. If operating within a federal program, provide evidence of a plan for partial or full reimbursement through an authorized School Food Authority.

4. Provide evidence of compliance with applicable state and federal regulations. Information on rules, regulations, and additional resources can be found here: https://ed.sc.gov/districts-schools/nutrition/.

5. Provide cost details within the school's budget.

6. Address how the school will provide services to students who forget or cannot provide a lunch.

(No response)

Transportation Services Addendum

South Carolina law does not require a charter school to provide transportation. However, a charter school may choose to negotiate with a school district or private vendor to provide transportation services.

In your response:

1. Include a plan with provisions for transporting students to and from the charter school and their homes, as well as to and from the school for any extracurricular activities.

2. Include with the plan, a description of how the charter school plans to meet the transportation needs specifically of at-risk students and students with an IEP that may require transportation accommodations.

3. Provide a description of the anticipated routes and/or regional coverage that aligns with the transportation plan to meet student needs.

4. Provide cost details within the school's budget.

5. Include a plan to address insurance and liability issues pertaining to transportation services using private or school vehicles.

6. Include a description of adequate safety measures that will be implemented for the transportation of students.

7. Provide evidence of compliance with state rules and regulations related to the provision of transportation services found here: https://ed.sc.gov/districtsschools/transportation/generalinformation/statutes-policies-etc/#Policies. Additional information can be found via the following link: https:// ed.sc.gov/districts-schools/ transportation/.

(No response)

Mission Specific Measures

For this addendum requirement, you will complete and upload the Mission Specific Measures tables in the designated upload task. A template may be found at this link: http://www.sccharter.org/wp-content/uploads/2018/11/Mission-Specific-Measures-Addendum.20181.pdf

Alternative Education Campus

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

In your response:

1. Identify the particular high-risk student population or populations your school will be focused on serving. Be sure your application specifically addresses how your recruitment and marketing will reach the high-risk student populations required for designation.

2. Describe how the proposed model is scalable, measurable, and sustainable at its proposed size, and with consideration of any independent or wraparound supports and services.

3. Include a copy of the Baseline Targets Template for AECs. This table will supplement the Goals & Objectives section of your application. This document will be attached in designated task.

4. Address how the proposed model will address student transition and/or student readiness for post-completion activity and success.

5. Provide evidence of compliance with requirements related to the establishment of an AEC in accordance with Section 59-40-111. Additional state information can be found here: https://ed.sc.gov/districts-schools/studentintervention-services/alternativeschools/.

(No response)

Alternative Education Campus Measures Addendum

For this addendum requirement, you will complete and upload the Alternative Education Campus Measures tables in the designated upload task. A template may be found at this link: http://www.sccharter.org/wp-content/uploads/2018/11/AEC.AlternativeMeasuresForm.20181-1.pdf

Baseline Targets Template

For this addendum requirement, you will complete and upload the Baseline Targets tables in the designated upload task. A template may be found at this link: http://www.sccharter.org/wp-content/uploads/2018/11/BaselineTargetsTemplate.20181.pdf

Education Service Provider Addendum

Although the application contains a section specific to Education or Charter Management Organizations, that portion of the application does not extend to services such as incubation, utility of a charter collaborative or consortium, or other services. If the school intends to contract on the design or implementation of some or all of its educational programming or operations, the following items should be addressed and included in the submission of the application.

An Education Service Provider (ESP) is defined as an entity that contracts with a charter school to develop, provide, manage, or oversee significant portions of the educational services provided by the charter school. A collaborative is defined as two or more charter schools contracting with one another to provide any function, service, or facility. An incubator is defined as any organization contracted to support the development of the charter school including, but not limited to, application development, professional development, human resources, and other services in the early years of the school's operations.

In your response:

1. Provide the rationale used for selection of the ESP.

2. Provide evidence that demonstrates the effectiveness of the ESP with other schools, particularly including schools in South Carolina or schools serving a similar population. This should include performance data around academic, financial, and operational success.

3. Include an explanation of any existing or potential conflicts of interest between the governing board of the proposed charter school and the ESP.

4. Include a detailed description of cost sharing, fee structures, and financial obligations to the ESP. This should include considerations of increases, decreases, or consistency in costs throughout the duration of the charter term.

5. Include a copy of the actual or proposed performance contract between the governing board for the proposed charter school and the ESP that specifies, at a minimum, the following material terms: *(use the designated upload task for any attachments needed)*

- Performance evaluation measures.
- Methods of contract oversight and enforcement that the governing board will use.
- Delineation of central (ESP) vs. school-level functions.
- Conditions for contract renewal and termination.
- Information around which staff will be hired, trained, and/or evaluated by the ESP, report to the ESP, or interface with the ESP.

(No response)

SCPCSD Sponsor Addenda Attachments

Incomplete - Hidden from applicant

You will need to upload any and all applicable SCPCSD Sponsor Addenda attachments in this section. Such attachments include:

- Mission Specific Measures
- Alternative Education Campus Measures
- Baseline Targets
- Education Service Provider contracts

Charter Institute at Erskine Sponsor Addenda Information

Incomplete - Hidden from applicant

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

Appendix Items Information

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

Charter Institute at Erskine Sponsor Addenda Responses

Incomplete

Form for "Charter Institute at Erskine Sponsor Addenda Respo

Application History Questionnaire

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

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

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

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

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

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

(No response)

Church and State Compliance

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

1. Is there a church or other religious organization connected to the school building?

2. What proportion of the School's planning committee/governing board are also officers, board members, or employees of the church or other religious organization? Also, what proportion of the School's planning committee/ governing board are members of the church or other religious organization?

3. Will there be any shared time programs with the church or other religious organization?

4. If the church or other religious organization is connected to the school building, does the school building have a separate entrance? Is the separate entrance clearly marked and identified?

5. Will there be any religious symbols, pictures, or statues in the school building? Will there be any religious symbols, pictures, or statues in the classrooms and common areas used by school students?

6. Does the church or other religious organization conduct any programs in the building during school hours? If so, will those programs and the school share common areas in the building or at the building site (e.g., bathrooms, teacher's lounge, playground, or lunchroom)?

7. Does the school have its own signage separate from the church or other religious organization to indicate that it is not organized by or affiliated with the church or other religious organization?

8. Does the school and church or other religious organization plan to share employees, textbooks, or services such as food services and transportation?

9. Is the school parking lot separate from the church or other religious organization parking lot?

10. Is the school being operated or organized by the church or other religious organization? Will the school have any organization, ties, or affiliations with the church or other religious organization that would be prohibited by state and federal constitutional laws?

11. Will there be any other tenants occupying the school building? If so, please list those additional tenants by name (including church or other religious organization personnel).

12. Are there any provisions in the proposed lease agreement requiring the school to teach or promote religion?

Racial Composition

The Charter Institute retains responsibility for racial composition of schools and must ensure that "the racial composition of the charter school enrollment" at each of the Charter Institute's schools "reflect[s] 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 purpose of this chapter as differing by no more than twenty percent from that population." (S.C. Code Ann. § 59-40-50 (7)).

Because the resolution of racial composition is of critical importance and required by law, the planning groups that plan to apply the charter application with the Charter Institute at Erskine, should provide a plan on how the planning group will develop enrollment plans to ensure that the school's enrollment will reflect the local school district in which the charter school is located.

1. Provide school's enrollment plan

2. Provide schools plan for transportation

3. Provide schools plan for food services

4. Provide other plan to overcome barriers in the area you plan to open the school.

(No response)

Charter Institute at Erskine Sponsor Addenda Attachments

Incomplete

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

Compass Collegiate Academy

Compass Collegiate Academy exists to provide a rigorous academic foundation and the habits of mind that will prepare scholars to live purposefully oriented lives as citizen-scholars. Consistent with the purpose of public charter schools in the State of South Carolina to improve student learning and increase learning opportunities for students, Compass Collegiate Academy (CCA) will be the first public school on the Charleston peninsula that is both academically high-achieving and one that seeks to be diverse. CCA will be a proof point of what is possible with a public school that is open and accessible to all scholars, in a city and a state where educational inequities have existed for far too long. In creating this proof point, Compass Collegiate Academy will close achievement gaps and will serve to assist the state of South Carolina in reaching academic excellence. Currently, demand for high-quality elementary and middle school public school options on the Charleston peninsula (downtown to the I-526 boundary) far outstrips current supply. Of note:

- For the 2018-19 school year, K-8 Buist Academy, known as one of the top public schools in Charleston, received 1,931 applications for 52 seats[1] (harder to get into than Harvard).
- Charleston peninsula elementary schools including Mary Ford, Sanders-Clyde, Memminger, Chicora, and James Simons have persistently had among the lowest math and English Language Arts (ELA) proficiency rates in Charleston and the entire state[2].
- Charleston peninsula middle schools including Sanders-Clyde, Simmons Pinckney, Morningside, and James Simons have persistently had among the lowest math and English Language Arts (ELA) proficiency rates in Charleston and the entire state[3]
- Single-family homes and apartment developments continue to grow at a steady pace on the peninsula and the Park Circle area, an area that is forecast to be the 2nd most populous area of Charleston by 2030[4]. Existing families and the additional families that will live on the peninsula with the added housing supply will increase demand for public school seats on the Charleston peninsula. Whether these families decide to attend private schools or pursue public school options off the peninsula as is common practice currently with many families will depend on the quality of available public schools.

In serving the Charleston peninsula, home to a wide range of family income levels, Compass Collegiate Academy anticipates that some low-income students will have significantly lower reading, math, and vocabulary skills upon enrollment than their more affluent peers[5]. Across all family income levels, achievement gaps will also exist with students with disabilities and English Language Learners. Some of the strategies to address these academic challenges include: CCA will have two highly qualified teachers per class in the early grades to allow for personalization and additional scholar support, employ a longer school day and school year and provide additional support via tutoring partnerships to ensure that academic challenges are addressed on a personalized level. In terms of non-academic challenges, the school anticipates that transportation and meal affordability will be a challenge for

[1] https://www.postandcourier.com/news/odds-of-getting-into-buist-academy-a-little-worse-than/article_9e6bdb40-2ba6-11e8-9277-63e2fb0edb9d.html
[2] https://static1.squarespace.com/static/59fa5ba6d7bdea6f0003efb4/t/5a8ddfb1f9619ae7e9aa6282/1518247282088/ES-Ranking-All.pdf
[3] https://static1.squarespace.com/static/59fa5ba6d7bdea6f0003efb4/t/5a8de0b8ec212d7e4edd9365/1518247504743/MS-Ranking-All.pdf
[4] https://www.charleston-sc.gov/DocumentCenter/View/518
[5] http://journals.sagepub.com/doi/abs/10.1177/0741932507309712

some families. The school will offer transportation and maintain a lunch and snack program. Six key features of the school model and design will provide the foundation for improving the academic achievement of all scholars:

All Means All - The school will operate with a non-negotiable belief in the potential of every child. Every adult employed at the school will operate with a daily mindset that every scholar can achieve at high levels irrespective of a scholar's family income, disability, language proficiency or prior developmental experience.

Rigorous Curriculum - The school's rigorous curriculum and academic program is designed to assist scholars to acquire a foundation of knowledge and advanced literacy skills in the early grades that will prepare scholars to undertake higher order analysis, evaluation, and critical thinking skills in later grades.

An Intentional Commitment to Scholar Social and Emotional Growth - Preparing scholars for successful educational pursuits involves growing both sharp minds and big hearts. CCA will focus on helping scholars to better understand their own identities, their communities, and how to successfully build relationships with peers across lines of difference. Scholars will develop character strengths such as kindness, determination, curiosity, gratitude and integrity and will be better equipped to positively impact their diverse local communities and world.

High-quality Staff - The school will have a robust hiring and development model based on some of the nation's best public schools to ensure a high-quality teaching and learning environment for scholars. Teachers and leaders will be respected as skilled practitioners and professionals in a culture that prioritizes continuous growth and development for adults as well as scholars.

Personalized Learning through Data-Driven Instruction - Through a continuous cycle of assessment, analysis, and action, the school will identify personalized needs to close academic gaps while also differentiating instruction for scholars with more advanced achievement.

Parental Involvement and Intentional Community - The school values families as partners in the academic growth and human development of scholars. Families can expect daily updates on scholar progress, weekly phone communication and availability with a scholar's teacher, open doors to the school, and access to workshops and seminars on childhood human development. The school will intentionally cultivate a supportive school community among diverse families.

The founding planning committee of CCA came together throughout 2018 after having many personal experiences and journeys that yielded a common recognition: the Charleston peninsula needed a new public school option that is academically high achieving and seeks to be diverse. The founding group itself possesses a diverse set of professional skills and backgrounds that will give it the capacity to be successful in realizing the school's mission.

Compass Collegiate Academy is committed to partnering with the Charleston County School District (CCSD) and is willing to explore innovative approaches in partnership with CCSD to serve the needs of the district through any number of possibilities, including but not limited to: an existing school transformation or a hybrid charter school where Compass Collegiate Academy would serve an existing zoned student population or a combination of zoned students and other eligible Charleston county students (open enrollment).

Charleston County Local Delegation
Post Office Box 190016
North Charleston, SC 29419-9016

January 27, 2019

Dear Charleston County Local Delegation,

Please be advised, Compass Collegiate Academy is applying for a charter school with the South Carolina Public Charter School District (SCPCSD) and seeks to be located within Charleston County. If you have any questions or would like a copy of the charter school application, please do not hesitate to contact me.

Sincerely,

Hunter Schimpff

Hunter Schimpff
hunter.schimpff@gmail.com

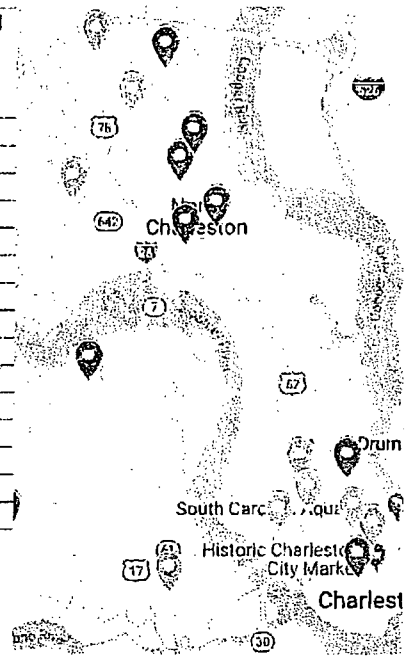
Evidence of Need

C-1

CCSD Choice School Name	Total # of SEATS	Submitted APPLICANTS	Yield
Countywide Magnets			
Buist Academy	52	1,926	2.70%
Charleston School of the Arts	172	1,194	14.40%
	224	*3,120*	
Partial and Theme Magnets			
James Simons ES	44	543	8.10%
MC Hursey ES	75	402	18.70%
Memminger School of Global Studies	10	66	15.20%
Military Magnet Academy	207	253	81.80%
North Charleston Creative Arts Elem.	79	292	27.10%
Data as of 2/12/18	*415*	*1,556*	

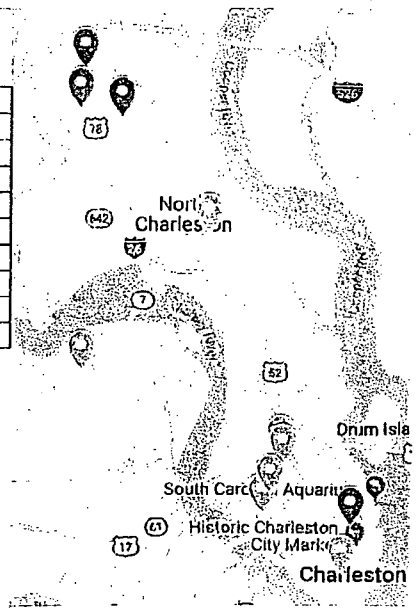
C-2

School Name	SPAN	2017-18 Elementary Report Card Rating	Overall Rating
Buist Academy	K-8	Average	52
Charleston Development Academy	PK-8	Below Average	38
Charleston Progressive Academy	PK-5	Below Average	41
Chicora Elementary	PK-5	[illegible]	22
Edmund A. Burns Elementary	PK, 2-5	[illegible]	29
James Simons Elementary School	PK-8	Average	45
Malcolm C. Hursey	PK-8	Below Average	36
Mary Ford Elementary	PK-5	[illegible]	26
Meeting Street Elementary At Brentwood	PK-4	Average	45
Memminger Elementary	PK-5	[illegible]	31
Mitchell Elementary	PK-5	Below Average	41
North Charleston Creative Arts Elementary	PK-5	Average	45
North Charleston Elementary	PK-5	[illegible]	18
Prestige Preparatory Academy	K-5	[illegible]	33
Sanders-Clyde Elementary	PK-5	[illegible]	31



C-3

School Name	SPAN	2017-18 Middle Report Card Rating	Overall Rating
Allegro Charter School Of Music	6-11	Below Average	35
Buist Academy	K-8	Excellent	80
Charleston Charter School For Math And Science	6-12	Average	38
Charleston Development Academy	PK-8	Average	42
Charleston School Of The Arts	6-12	Excellent	63
James Simons Elementary School	PK-8	Average	47
Malcolm C. Hursey	PK-8	Excellent	57
Military Magnet Academy	6-12	Below Average	31
Morningside Middle School	6-8	[illegible]	15
Simmons-Pinckney Middle	6-8	Average	42



C-4

Elementary Schools

School Name	SCHOOLTYPECD	E_NbrExceed ing	E_NbrReady	E_NbrClose	E_NbrInNee dOfSupport	E_PctME	E_PctExceed ing	E_PctReady	E_PctClose	E_PctInNeed OfSupport	M_NbrExce ding	M_NbrReady	M_NbrClose	M_NbrInNee dOfSupport	M_PctME	M_PctExceed ing	M_PctReady	M_PctClose	M_PctInNeed OfSupport
Buist Academy	E	81	60	9	3	81.8	56.5	37.3	5.6	6.1	100	46	15		90.7	82.1	28.6	9.3	1.2
Charleston Development Academy	E	6	15	23	9	39.6	11.3	28.3	43.4	16.9	10	16	19	6	52.8	38.5	34	35.8	27.4
Charleston Progressive Academy	E	9	12	37	46	21.1	8.6	14.3	42.9	34.3	13	21	47	51	26.5	9.8	36.5	25.3	37.8
Chicora Elementary	E	1	9	46	178	4.2	0.4	3.8	19.1	76.5	4	16	37	177	8.5	1.7	6.8	15.7	77.8
James Simons Elementary School	E	36	36	30	39	81.7	15.8	15.8	29.7	38.6	16	9	23	53	74.8	15.8	8.9	22.8	52.5
Malcolm C. Nunery	E	8	16	30	32	27.9	9.3	18.6	34.9	37.2	4	14	30	33	20.9	4.7	16.3	34.9	44.2
Mary Ford Elementary	E	1	7	31	63	7.3	0.9	6.4	34.5	58.2	1	6	21	81	8.4	0.9	5.5	19.3	74.3
Meeting Street Elementary At Brentwood	E	35	35	16	47	37.6	11.3	26.3	27.1	35.3	29	35	31	26	43.9	21.8	27.1	24.1	26.3
Memminger Elementary	E	2	12	38	36	15.7	2.2	13.5	40.4	43.8	8	14	30	41	29.2	4.5	15.7	23.7	46.1
Mitchell Elementary	E	5	20	49	39	22.1	4.4	17.7	43.4	34.5	10	32	42	29	37.2	8.8	28.3	37.2	25.7
North Charleston Creative Arts Elementary	E	25	43	64	79	31.6	11.6	20	31.6	48.4	40	48	56	70	41.4	18.6	22.8	26	32.2
North Charleston Elementary	E	8	26	62	141	15.1	3.3	11.7	26.9	58.9	19	28	77	119	28	8.3	11.7	32.2	47.8
Prestige Preparatory Academy	E		4	17	23	13.3		13.8	41.4	44.8	3	3	8	19	6.9	3.4	3.4	27.6	65.5
Sanders-Clyde Elementary	E	3	30	37	95	7.6	0.7	6.9	25.7	65.7	7	33	34	91	10.4	1.4	9	23.6	65.3
				44.2% ⟶									44.2% ⟶						

Middle Schools

School Name	SCHOOLTYPECD	E_NbrExceed ing	E_NbrReady	E_NbrClose	E_NbrInNee dOfSupport	E_PctME	E_PctExceed ing	E_PctReady	E_PctClose	E_PctInNeed OfSupport	M_NbrExce ding	M_NbrReady	M_NbrClose	M_NbrInNee dOfSupport	M_PctME	M_PctExceed ing	M_PctReady	M_PctClose	M_PctInNeed OfSupport
Allegro Charter School Of Music	M	3	24	49	34	24.8	2.8	22	45	30.3	1	15	33	57	14.7	0.9	13.8	34.9	50.5
Buist Academy	M	108	44	12		92.7	65.9	26.8	7.3	0	120	34	10		91.9	73.2	20.7	6.1	0
Charleston Charter School For Math And Sci	M	37	55	91	69	35.1	17.9	17.2	37.1	45.9	31	41	83	91	29	12.5	16.5	33.5	37.5
Charleston Development Academy	M	5	15	21	7	42.9	10.2	32.7	42.9	14.3	2	9	24	14	22.4	4.1	18.4	49	28.6
Charleston School Of The Arts	M	242	181	63	19	83.3	49.9	33.2	13	3.9	261	116	60	19	81.9	57.9	23.9	14.2	3.9
James Simons Elementary School	M	1	7	31	23	13.8	1.7	12.1	41.3	44.8	1	3	16	31	6.9	1.7	5.2	27.6	65.5
Malcolm C. Nunery	M	9	36	32	1	80.8	29.5	36.4	40.9	2.3	6	18	11	16	38.6	6.1	70.5	25	36.4
Military Magnet Academy	M	6	22	89	239	12.1	3.2	8.9	36.9	50.9	12	31	74	127	17.3	4.8	12.5	31.5	51.2
Morningside Middle School	M	8	35	156	347	7.8	1.5	6.4	26.4	66.1	8	26	171	392	6.2	1.1	5.1	22	71.8
Sanders-Clyde Elementary	M	1	18	81	109	8.8	0.5	8.3	40.6	50.6	2	13	69	121	7.4	1.4	6	31.8	60.4
				51.5% ⟶									40.8% ⟶						

Elementary Schools

School Name	SCHOOLTYPECD	SC_NbrExceeding	SC_NbrReady	SC_NbrClose	SC_NbrInNeedOfSupport	SC_PctME	SC_PctExceeding	SC_PctReady	SC_PctClose	SC_PctInNeedOfSupport	SO_NbrExcep	SO_NbrMet	SO_NbrNot Met	SO_PctME	SO_PctExcep	SO_PctMet	SO_PctNotMet
Buist Academy	E	29	16	1		94.3	68.6	31.5	1.8	0	43	6	1	98.2	87.5	10.9	1.8
Charleston Development Academy	E	3	10	9	3	57	12	40	36	12	7	8	6	82.5	17.5	55	27.5
Charleston Progressive Academy	E	2	8	12	9	24.4	4.9	19.5	33.7	41.5	5	18	27	45.1	8.8	35.3	54.9
Chicora Elementary	E		5	23	56	6.4		6.4	16.7	76.9	2	13	63	20.2	2.6	16.7	80.8
James Simons Elementary School	E	4	6	5	23	28.5	10.5	15.8	13.2	60.5	2	3	74	17.2	6.9	10.3	82.8
Malcolm C. Nunery	E		7	8	20	23.2		23.2	34.2	58.6	6	10	11	59.8	22.2	37	40.7
Mary Ford Elementary	E		1	4	29	2.9		2.9	11.8	85.3	2	10	25	33.4	5.4	27	67.6
Meeting Street Elementary At Brentwood	E	3	7	22	30	15.9	4.8	11.1	34.9	47.6							
Memminger Elementary	E		2	13	15	6.1		6.1	39.4	54.5	2	11	7	65	10	55	35
Mitchell Elementary	E	1	10	20	9	27.5	2.5	25	50	22.5	2	20	10	68.6	6.3	62.5	31.3
North Charleston Creative Arts Elementary	E	15	15	26	15	41.1	22.7	20.8	36.1	41.2	25	29	14	79.4	36.8	42.6	20.6
North Charleston Elementary	E	3	25	29	46	18.5	2.1	16.3	31.5	50	3	27	23	29.1	2.9	26.2	70.9
Prestige Preparatory Academy	E			5	8				38.5	61.5	3	4	2	71.4	14.3	57.1	28.6
Sanders-Clyde Elementary	E		3	11	37	2		2	25.5	72.5	3	5	34	15	7.5	12.5	85
				45.8% ⟶									51.8% ⟶				

Middle Schools

School Name	SCHOOLTYPECD	SC_NbrExceeding	SC_NbrReady	SC_NbrClose	SC_NbrInNeedOfSupport	SC_PctME	SC_PctExceeding	SC_PctReady	SC_PctClose	SC_PctInNeedOfSupport	SO_NbrExcep	SO_NbrMet	SO_NbrNot Met	SO_PctME	SO_PctExcep	SO_PctMet	SO_PctNotMet
Allegro Charter School Of Music	M	7	15	24	15	54.4	10.9	23.4	37.5	27.2	5	21	15	64.4	17.8	46.7	35.6
Buist Academy	M	85	18	4	1	95.4	76.7	16.7	3.7	1.1	51	4		100	92.9	7.1	0
Charleston Charter School For Math And Sci	M	19	42	47	58	36.5	11.4	25.1	36.1	27.4	19	27	40	30.6	23.5	27.2	49.3
Charleston Development Academy	M		10	11	21	31.3		31.3	34.4	34.4	3	10	5	70.6	11.8	58.8	29.4
Charleston School Of The Arts	M	171	114	28	8	68.8	53.3	33.5	8.7	4.5	123	35	6	96.9	75	21.3	3.8
James Simons Elementary School	M		4	13	22	30.8		30.8	33.3	35.9	2	6	11	42.3	10.5	31.6	57.9
Malcolm C. Nunery	M	30	9	9	5	51.6	30.3	17.3	27.3	24.9	4	6	1	90.9	36.4	54.5	9.1
Military Magnet Academy	M	5	20	36	81	17.6	3.5	14.1	25.4	57.1	17	38	51	51.9	16	35.8	48.1
Morningside Middle School	M	4	29	78	221	8.3	1	7.3	20.2	63.5	20	36	104	35.4	12.2	23.2	64.6
Sanders-Clyde Elementary	M	1	22	64	90	14.6	0.6	13.9	27.8	57.6	6	16	37	37.9	10.2	27.3	62.9
				39.1% ⟶									37.8% ⟶				

Note: Social Studies has 3 score categories: Exemplary, Met, Not Met

C-5

School Name	2017-18 Elementary EVAAS Growth Index	2017-18 Elementary EVAAS Level
Buist Academy	-4.18	1
Charleston Development Academy	-1.99	2
Charleston Progressive Academy	-0.64	3
Chicora Elementary	-3.03	1
Edmund A Burns Elementary	-0.66	3
James Simons Elementary	2.09	5
Malcolm C Hursey Elementary	-0.31	3
Mary Ford Elementary	-2.57	1
Meeting St at Brentwood	-1.28	2
Memminger Elementary	-2.38	1
Mitchell Elementary	-1.56	2
North Charleston Creative Arts Elementary	-1.49	2
North Charleston Elementary	-8.07	1
Prestige Academy Charter School	-0.46	3
Sanders-Clyde Elementary	-1.35	2

School Name	2017-18 middle EVAAS Index	2017-18 middle EVAAS Level
Allegro Charter School	-3.1	1
Charleston Charter Math & Science	-2.33	1
Charleston Development Academy	0.65	3
James Simons	1.76	4
Malcom Hursey	2.53	5
Military Magnet	0.45	3
Morningside Middle	-6.3	1
Simmons Pinckney	2.1	5

C-6

Math	MAP Tested Grade Levels	Black # Tested	Black # Met 1.0 Year Growth	Black % Met/Exceeded 1.0 Year Growth	Hispanic # Tested	Hispanic # Met 1.0 Year Growth	Hispanic % Met/Exceeded 1.0 Year Growth	White # Tested	White # Met 1.0 Year Growth	White % Met/Exceeded 1.0 Year Growth	Minority Gap White - (Black + Hispanic)
Allegro Charter School	N/A	-	-	-	-	-	-	-	-	-	-
Buist Academy	K-8	46	26	56.5%	6	6	100.0%	383	279	72.8%	11.3%
Charleston Charter Math & Science	6-8	140	39	27.9%	7	4	57.1%	99	41	41.4%	12.2%
Charleston Development Academy	K-8	161	85	52.8%	2	1	50.0%	0	0	-	-
Charleston Progressive Academy	K-5	325	107	32.9%	0	0	-	1	1	100.0%	67.1%
Chicora Elementary	K-5	439	181	41.2%	18	11	61.1%	5	1	20.0%	-22.0%
Edmund A Burns Elementary	1-5	267	87	32.6%	8	3	37.5%	12	5	41.7%	8.9%
James Simons Elementary	K-8	243	64	26.3%	2	1	50.0%	78	33	42.3%	15.8%
Malcolm C Hursey Elementary	K-8	144	64	44.4%	21	7	33.3%	61	34	55.7%	12.7%
Mary Ford Elementary	K-5	228	36	15.8%	0	0	-	0	0	-	-
Meeting St at Brentwood	K-3	213	163	76.5%	26	24	92.3%	18	11	61.1%	-17.1%
Memminger Elementary	K-5	204	91	44.6%	0	0	-	8	6	75.0%	30.4%
Military Magnet	6-8	202	69	34.2%	70	30	42.9%	14	7	50.0%	13.6%
Mitchell Elementary	K-5	231	150	64.9%	0	0	-	5	4	80.0%	15.1%
Morningside Middle	6-8	359	136	37.9%	110	36	32.7%	22	5	22.7%	-13.9%
North Charleston Creative Arts Elementary	K-5	251	100	39.8%	33	21	63.6%	99	49	49.5%	6.9%
North Charleston Elementary	K-5	298	131	44.0%	80	31	38.8%	22	14	63.6%	20.8%
Prestige Academy Charter School	K-4	46	12	26.1%	1	1	100.0%	1	0	0.0%	-27.7%
Sanders-Clyde Elementary	K-8	365	162	44.4%	4	1	25.0%	6	2	33.3%	-10.8%
Simmons Pinckney	6-8	135	60	44.4%	0	0	-	0	0	-	-
Totals		*4297*	*1763*	*41.0%*	*388*	*177*	*45.6%*	*834*	*492*	*59.0%*	*17.6%*

Reading	MAP Tested Grade	Black # Tested	Black # Met 1.0 Year Growth	Black % Met/Exceeded 1.0 Year	Hispanic # Tested	Hispanic # Met 1.0 Year Growth	Hispanic % Met/Exceeded 1.0 Year	White # Tested	White # Met 1.0 Year Growth	White % Met/Exceeded 1.0 Year	Minority Gap White - (Black + Hispanic)
Allegro Charter School	N/A	-	-	-	-	-	-	-	-	-	-
Buist Academy	K-8	44	25	56.8%	5	3	60.0%	338	227	67.2%	10.0%
Charleston Charter Math & Science	6-8	140	60	42.9%	7	4	57.1%	99	56	56.6%	13.0%
Charleston Development Academy	K-8	137	67	48.9%	2	1	50.0%	0	0	-	-
Charleston Progressive Academy	K-5	275	116	42.2%	0	0	-	1	0	0.0%	-42.2%
Chicora Elementary	K-5	364	158	43.4%	17	5	29.4%	4	1	25.0%	-17.8%
Edmund A Burns Elementary	1-5	265	96	36.2%	8	6	75.0%	12	5	41.7%	4.3%
James Simons Elementary	K-8	218	71	32.6%	2	0	0.0%	52	27	51.9%	19.7%
Malcolm C Hursey Elementary	K-8	124	51	41.1%	20	11	55.0%	42	22	52.4%	9.3%
Mary Ford Elementary	K-5	196	91	46.4%	0	0	-	0	0	-	-
Meeting St at Brentwood	K-3	142	74	52.1%	17	10	58.8%	11	4	36.4%	-16.5%
Memminger Elementary	K-5	160	82	51.3%	0	0	-	1	1	100.0%	48.8%
Military Magnet	6-8	219	116	53.0%	82	39	47.6%	14	7	50.0%	-1.5%
Mitchell Elementary	K-5	187	125	66.8%	0	0	-	4	2	50.0%	-16.8%
Morningside Middle	6-8	373	158	42.4%	110	53	48.2%	21	11	52.4%	8.7%
North Charleston Creative Arts Elementary	K-5	220	99	45.0%	30	16	53.3%	82	57	69.5%	23.5%
North Charleston Elementary	K-5	273	130	47.6%	73	21	28.8%	20	11	55.0%	11.4%
Prestige Academy Charter School	K-4	40	15	37.5%	1	1	100.0%	0	0	-	-
Sanders-Clyde Elementary	K-8	329	118	35.9%	4	1	25.0%	5	2	40.0%	4.3%
Simmons Pinckney	6-8	135	73	54.1%	0	0	-	0	0	-	-
Totals		*3841*	*1725*	*44.9%*	*378*	*171*	*45.2%*	*706*	*433*	*61.3%*	*16.4%*

C-7

School	Total # Actively Enrolled Students	% Black or African American	% Hispanic or Latino	% Two or More Races	% White	75% or more one race	75% or more minority or 75% or more white
Allegro Charter Sch of Music	181	39.2%	3.9%	3.9%	51.9%		
Buist Academy	484	8.1%	1.2%	3.9%	81.4%	x	x
Charleston Charter Math/Scienc	540	55.7%	4.4%	1.7%	36.3%		
Charleston Develop. Charter	175	93.1%	1.7%	2.9%	1.1%	x	x
Charleston Progressive	319	95.6%	0.0%	0.9%	1.9%	x	x
Charleston School Of The Arts	1,107	12.8%	3.8%	4.9%	78.0%		
Chicora Elem	532	83.2%	5.8%	1.1%	1.7%	x	x
Edmund A Burns Elem	279	91.0%	2.9%	2.9%	3.2%	x	x
James Simons Elem	386	58.0%	1.3%	0.8%	39.9%		
Malcolm C Hursey Elem	354	48.6%	11.0%	7.1%	31.4%		
Mary Ford Elem	342	95.6%	2.0%	0.6%	1.8%	x	x
Meeting Street Elem at Brentwood	576	80.6%	9.4%	2.6%	6.1%	x	x
Memminger Elem	332	81.6%	0.0%	2.4%	13.6%	x	x
Military Magnet Academy	460	71.5%	22.4%	0.9%	5.2%		x
Mitchell Elem	327	96.3%	0.3%	0.6%	2.8%	x	x
Morningside Middle	633	73.8%	20.2%	1.3%	4.3%		x
N. Charleston Creative Arts Elem	499	56.1%	11.8%	4.2%	27.5%		
North Charleston Elem	496	69.0%	20.4%	1.4%	9.3%		x
Prestige Preparatory Academy	51	94.1%	0.0%	5.9%	0.0%	x	x
Sanders-Clyde Elem	452	98.2%	0.4%	0.9%	0.4%	x	x
Simmons Pinckney Middle School	248	96.0%	0.8%	2.0%	1.2%	x	x

Elementary	3,753	12	15
Middle	3,169		*71.4%*
K-8	1,851		

Donald L. McLaurin

13 Water St, Charleston, SC 29401

Board of Trustees

South Carolina Public Charter School District

Columbia, SC

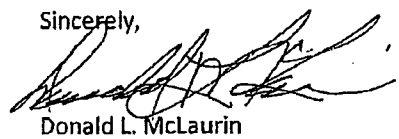
Dear Board Members:

I am writing this letter to offer my support for the Compass Collegiate Academy charter school application and the school's approval. Charleston families need an additional high-quality public school option, and Compass Collegiate Academy's proposed K-8 charter school projected to open in August of 2020 is designed to serve all scholars and deliver a high-quality preparatory education. I am excited about their proposal for rigorous academics and their daily social and emotional development program.

I was able to observe Hunter's work during my time on the board, and believe his experience and talents augur well for this school. I was particularly impressed by the obvious respect and affection many of the people we met at schools in Nashville had for Hunter. These are folks who had worked with him in the trenches while getting schools started, so they know from experience what he is made of. I would urge you to vote in the affirmative with regard to this application.

Thank you for your consideration, and I wish the absolute best for Compass Collegiate Academy charter school's fruition.

Sincerely,



Donald L. McLaurin

CHARTER SCHOOL CAPITAL

222 SW Columbia, Ste 1750
Portland, OR 07201
(877) 272-1001
www.charterschoolcapital.org

January 02, 2019

VIA EMAIL

Hunter Schimpff, Founding Board Chair
Compass Collegiate Academy
45 Rose Ln
Charleston, SC 29403

Re: Qualification for Funding – Compass Collegiate Academy

Ladies and Gentlemen:

Please be advised that Compass Collegiate Academy has prequalified for funding with Charter School Capital, Inc. (CSC) based on the information contained in its application and other documents submitted to CSC. Based on the initial information provided by the school, CSC has indicated that it can offer a contract to cover funding in the amount of $120,000.

Funding for Compass Collegiate Academy is generally contingent on the following factors and is subject to satisfaction of CSC's underwriting requirements:

1. Having a valid charter with defined beginning and ending dates of the charter term;
2. Being recognized as a valid charter school in good standing with the State of South Carolina, including the South Carolina Department of Education;
3. CSC receiving a copy of the approved charter;
4. Having a not for profit corporation in good standing with the South Carolina Secretary of State;
5. A "Good Standing Certification" being executed by the school's Sponsor upon approval of the charter that is either unconditional or with conditions that are acceptable to CSC;
6. Being in compliance with its charter and South Carolina laws governing charter schools.

Please feel free to call if any other information is needed.

Sincerely,

Dylan Smith

Dylan Smith
Inside Sales Rep

InnovativeModular solutions

Innovative Modular Solutions, Inc.
200 E. Broadway Ave., Suite 411
Maryville, TN 37804
Phone: 865-238-2234
Fax: 865-238-5212
Cell: 865-257-6325
innovativemodular.com

January 4, 2019

Dear Board of Trustees:

I am writing this letter to offer my support for the Compass Collegiate Academy charter school application and the school's approval. Charleston families need an additional high-quality public school option, and Compass Collegiate Academy's proposed K-8 charter school projected to open in August of 2020 is designed to serve all scholars and deliver a high-quality preparatory education. I am excited about their proposal for rigorous academics and their daily social and emotional development program.

Our company, Innovative Modular Solutions, has been involved with new and expanding charter schools for almost 20 years. We have seen what schools like Compass Collegiate Academy can do in communities such as Charleston, to provide an opportunity for children to reach their highest potential, both academically and socially.

Thank you for your consideration, and I wish the absolute best for Compass Collegiate Academy charter school's fruition.

Sincerely,

SE Sales Manager
Innovative Modular Solutions, Inc.

January 4, 2019

Board of Trustees
Compass Collegiate Academy
By E-Mail

Ladies and Gentlemen:

I am writing this letter in support of the Compass Collegiate Academy charter school application and for the school's approval. As a member of the State Board of Education, I am frequently reminded that Charleston families need more high-quality public school options. Compass Collegiate Academy's proposed K-8 charter school, projected to open in August of 2020, designed to serve all students and to deliver a complete and competitive preparatory education, is just the high-quality option that is needed. I am excited about your proposal for rigorous academics and the daily social and emotional development program.

Thank you for your dedication to high quality education for all children. Best wishes for the success of your application and for Compass Collegiate Academy charter school. If I may be of assistance, please do not hesitate to contact me.

Sincerely,

Jonathan H. Butzon

Jonathan H. Butzon

402 Summercourt Dr.
Summerville, SC 29485
jbutzon@sc.rr.com
843-478-1451

MEETING STREET
ACADEMY
CHARLESTON

January 20, 2019

Dear Board of Trustees:

I am writing this letter to offer my support for the Compass Collegiate Academy charter school application and the school's approval. Charleston families need an additional high-quality public school option, and Compass Collegiate Academy's proposed K-8 charter school projected to open in August of 2020 is designed to serve all scholars and deliver a high-quality preparatory education. I am excited about their proposal for rigorous academics and their daily social and emotional development program.

Meeting Street Academy is committed not only to serving the families that attend our school, but also to serving the greater Charleston community. We are excited to collaborate with the Compass Collegiate Academy staff and to connect our families with theirs. With CCA's intentional commitment to scholar social and emotional growth we see many opportunities for partnership and growth that would benefit both schools as we work together to serve the Charleston community – particularly those families living on the peninsula.

Thank you for your consideration, and I wish the absolute best for Compass Collegiate Academy charter school's fruition.

Sincerely,

Dirk Bedford
Principal

Be the change that you want to see in the world.

January 31, 2019

Dear Board of Trustees:

I am writing this letter to offer my support for the Compass Collegiate Academy charter school application and the school's approval. Charleston families need an additional high-quality public school option, and Compass Collegiate Academy's proposed K-8 charter school projected to open in August of 2020 is designed to serve all scholars and deliver a high-quality college preparatory education. I am excited about their proposal for rigorous academics, focus on early literacy, and their daily social and emotional development program.

Thank you for your consideration, and I look forward to the positive impact Compass Collegiate Academy charter school will have on our community.

Sincerely,

Hilary P Johnson

Hilary P Johnson
Hatch Tribe Founder & CEO
www.hatchtribe.com

Arnold D. Matthews
5051 Westview Street
North Charleston, SC, 29418

January 27, 2019

Dear Board of Directors,

I am writing this letter to offer my support for Compass Collegiate Academy Charter School. The need for quality education is of upmost importance in our community. It is my hope that Compass Collegiate Academy's proposed K-8 charter school will open in August of 2020 to benefit many children in our community who need an academically rigorous, non-failing school to attend.

It is my intention to support the school through volunteerism, rallying community support, and other resources through my mentoring organization, Emergified, LLC.

Thank you for reading! I look forward to being a part of this awesome new community.

Regards,

Arnold D. Matthews, MPA
Founder & CEO, Emergified, LLC

Ted Legasey
343 Surfsong Rd.
Kiawah Island, SC 29455

10 January 2019

Board of Trustees
Charleston County School District
75 Calhoun St.
Charleston, SC 29401

Dear Trustees:

I write to you today to offer my support for the Compass Collegiate Academy charter school application and to recommend that you approve the establishment of the proposed school. It has become abundantly clear that Charleston families, particularly those is less affluent neighborhoods in our County, are in dire need of high quality public school options. Compass Collegiate Academy's proposed K-8 charter school, which is planned to open in August of 2020, is specifically designed to deliver a high-quality education for all scholars, independent of their Zip Code. I am excited about their proposal for rigorous academic offerings and their daily focus on the social and emotional development of enrolled students. This school will be a worthy addition to the portfolio of high quality options that CCSD seeks to offer all students and their families.

Thank you for your consideration. I wish you great success in strengthening CCSD's schools and am confident that approval of Compass Collegiate Academy's charter application will be a positive step toward that end.

Sincerely,

Ted Legasey

Edward E. (Ted) Legasey

January 14, 2019

Dear Board of Trustees:

I am writing this letter to offer my support for the Compass Collegiate Academy Charter School. I currently work for Meeting Street Academy Brentwood and I am aware of the demand for an additional high-quality public school option. Compass Collegiate Academy's proposed K-8 charter school projected to open in August of 2020, is designed to serve all scholars and deliver a high-quality preparatory education that Charleston County families and students need. I am excited about their proposal for rigorous academics and their proposed ability to address the social and emotional needs of each child. I enthusiastically and without reservation believe in the mission and vision of Compass Collegiate Academy, and I look forward to witnessing the positive outcomes Compass Collegiate has to offer future scholars.

Thank you for your consideration, and I wish the absolute best for Compass Collegiate Academy charter school's fruition.

Sincerely,

Corey Shaw

Dean Culture and Instruction

843-425-1096

corey_shaw@charleston.k12.sc.us

January 29, 2019

Dear Board of Trustees:

I am writing this letter to offer my support for the Compass Collegiate Academy charter school application and the school's approval. Charleston families need an additional high-quality public school option, and Compass Collegiate Academy's proposed K-8 charter school projected to open in August of 2020 is designed to serve all scholars and deliver a high-quality college preparatory education. I am excited about their proposal for rigorous academics, focus on early literacy, and their daily social and emotional development program.

Through my conversations with Hunter Schimpff, I was impressed by the dedication to the scholars in Charleston and the focus to ensure a quality education for all. I am also impressed by the dedication to the community, and the focus to ensure appropriate programming for each scholar's support network outside of the classroom. It is a blend of the academic programs with these co-curricular efforts that will help ensure the highest quality of education for scholars with lasting impacts on the community at large.

Thank you for your consideration, and I look forward to the positive impact Compass Collegiate Academy charter school will have on our community.

Sincerely,

Carol Varano

JOHN C. READ
343 Ralston Creek Street
Charleston SC 29492

December 20, 2018

TO: The Board of Trustees:

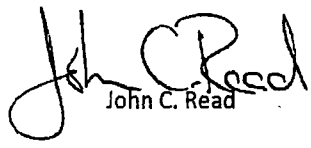
I am writing to commend to you Hunter Schimpff, whose application to establish a school in the Charleston area is before you for consideration.

As a resident of Charleston and in my capacity as the chief executive of a non-profit directly involved in education attainment here and across the state (Tri-county Cradle to Career Collaborative), I have come to know Hunter both professionally and personally. He is a man of high ethical standards and intelligence with a deep understanding of the issues that impede education progress. His broad experience here and elsewhere has provided a solid foundation for establishing a school that will capitalize on best practice while avoiding the pitfalls that cause schools of this type to fail.

Hunter's dedication to equity and to seeing to it that every child has the opportunity to learn will assure that the resources developed in support of this school will flow to where the need is greatest. This quality in him is the single most important attribute that prompts my letter to you.

Neither I personally nor my organization are in a position to endorse the detailed plan for this school as such an endorsement would require far more due diligence than our resources allow. However, based on my personal knowledge of Hunter, I have high confidence that the commitments made in this application will be pursued with diligence and rigor in the best interests of the children and their families.

Sincerely yours;



January 31, 2019

Dear Board of Trustees:

I am writing this letter to offer my support for the Compass Collegiate Academy charter school application and the school's approval. Charleston families need an additional high-quality public school option, and Compass Collegiate Academy's proposed K-8 charter school projected to open in August of 2020 is designed to serve all scholars and deliver a high-quality preparatory education. I am excited about their proposal for rigorous academics and their daily social and emotional development program.

My husband and I have nieces and nephews entering the school system, and aim to have children of our own in the coming years so we are becoming hyper aware of the challenges and realities of the education choices available to our area youth. I have witnessed the work of Hunter and some of the board members over the last three or more years and deeply believe in their character, intentions and abilities. It is these individuals and the collective hope for Compass Collegiate that inspire community members like myself to remain invested in the Lowcountry and its future generations.

Thank you for your consideration, and I wish the absolute best for Compass Collegiate Academy charter school's fruition.

Sincerely,

Jordan Amaker

To the Charleston County School Board of Trustees:

I am pleased to offer my support for the Compass Collegiate Academy charter school application. I urge you to approve the school for acceptance as a charter in the Charleston County School District so that they may open in the fall of 2020.

Compass Collegiate represents a high-quality option for parents and families in Charleston. In addition to a focus on literacy and rigorous academics, Compass Collegiate will have a heavy thematic focus on social and emotional development.

Today's students are bombarded with pressures and stimuli that previous generations have not faced. By integrating social and emotional development programs into everyday classroom time, Compass Collegiate will prepare students for happy adulthood and equip them with the ability to adapt to constantly changing environments. Indeed, school may be the only place where students receive this type of training, which is sorely needed in our society today.

I have personally met with one of their Board members as well as with their planning committee chair—Hunter Schimpff. Hunter's extensive expertise in education policy and deep understanding of the needs of the public education student lend further credibility and evidence to the probable success of Compass Collegiate.

As you review their application, I am sure you will find further evidence of the need for a school like Compass Collegiate, as well as proof that they will be successful in the education of students they will serve.

Thank you for your service as a Trustee in Charleston, and I appreciate your consideration.

Best,

Matthew Brady

North Charleston, SC

Sea Island Habitat for Humanity®

2545 Bohicket Road | Johns Island, SC 29455 | Phone: 843.768.0998 | Fax: 843.768.9968 | seaislandhabitat.org

1/24/19

Dear Board of Trustees:

My name is Peter Mathias, Director of Development at Sea Island Habitat for Humanity and I am writing this letter to offer my support for the Compass Collegiate Academy charter school application and the school's approval.

Charleston families need an additional high-quality public school option, and Compass Collegiate Academy's proposed K-8 charter school projected to open in August of 2020 is designed to serve all scholars and deliver a high-quality preparatory education. I am excited about their proposal for rigorous academics and their daily social and emotional development program.

Having seen so many kids throughout the community come through Habitat for Humanity's doors I can assure you there is a great need for this. Thank you for your consideration, and I wish the absolute best for Compass Collegiate Academy charter school's fruition.

Sincerely,

Peter Mathias

Dear Board of Trustees,

I am writing this letter to offer my support for the Compass Collegiate Academy charter school application and the school's approval. Charleston needs a high-quality education option especially for those in historically underserved areas. Compass Collegiate Academy's proposed K-8 charter school projected to open in August of 2020 and is on track to offer an unparalleled academic environment with highly skilled and diverse leadership.

As a Pastor in North Charleston, I plan to continue to support Compass Collegiate Academy in every way possible.

Thank you for your consideration, and I wish the absolute best for Compass Collegiate Academy charter school.

Sincerely,

Philip Pinckney
Lead Pastor | Radiant Church
Director | 1Charleston

List of parents that have expressed interest in enrolling their scholar(s) in CCA. Parent last name, directory information and scholar names have been masked to protect the identity of potential students.

Parent First Name	Parent Last Name	Best phone number to reach you:	Email address:	Scholar's first name
Olivia	W	[redacted]		
Katie	M			
Jessica	W			
Ensley	M			
Britt	F			
Jacqueline	E			
Abby	W			
Jessica	G			
Jason	C			
Brandon	H			
Kyle	D			
Melissa	W			
Kayla	M			
Justin	B			
Blake	H			
Blake	H			
Toni	R			
Ashley	B			
Ian	B			
Eliza	M			
Jenny	K			
Sarah-Katherine	G			
Marybeth	L			
Madison	M			
Madison	M			
Bonnie	L			
Emily	G			
Daniel	T			
John	B			
Kimberly	S			
Melissa	P			
Leslie	R			
Anne	M			
Elena	S			
Melissa	M			
Courtney	A			
Courtney	A			
Kerri	L			

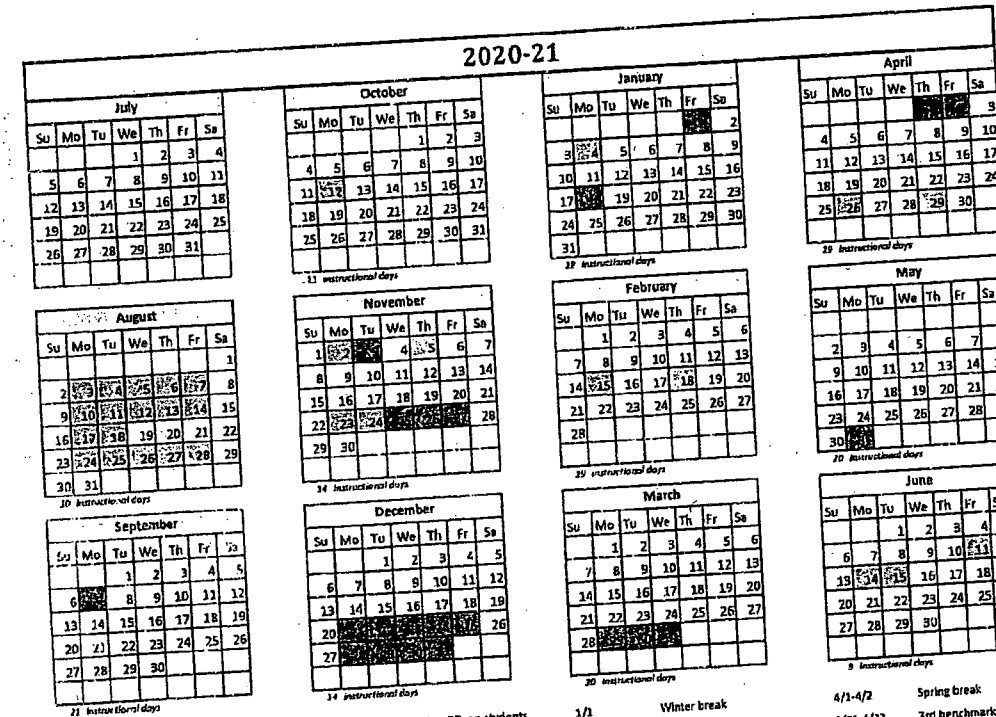
List of parents that have expressed interest in enrolling their scholar(s) in CCA. Parent last name, directory information and scholar names have been masked to protect the identity of potential students.

Parent First Name	Parent Last Name	Best phone number to reach you:	Email address:	Scholar's first name
Michelle	D	[redacted]		
Kerry	W			
Abbie	A			
Will	K			
Troy	G			
Ryan	H			
Joellen	R			
Miranda	A			
Danielle	H			
Cristina	L			
Lisa	T			
Cheri	R			
Adam	C			
Phil	K			
Sarah	M			
Chelsea	L			
Kathleen	S			
Dawn	L			
Shauna	S			
Michelle	F			
John	J			
Chanita	C			
Jamie	G			
Franklin	M			

SC 59-40-60

(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.

2020-21



8/3-8/17	Teacher PD, no students
8/18	First day of school
8/24-8/28	Parent orientation
9/7	Labor Day

10/12	Teacher PD, no students
10/28-30	1st benchmark assessment
11/2	Teacher PD, no students
11/3	Election Day
11/23-24	Teacher PD, no students
11/25-11/27	Fall break
12/21-1/1	Winter break

1/1	Winter break
1/4	Teacher PD, no students
1/18	MLK Day
2/10-2/12	2nd benchmark assessment
2/15	Teacher PD, no students
3/29-4/2	Spring break

4/1-4/2	Spring break
4/21-4/23	3rd benchmark assessment
4/26	Teacher PD, no students
5/24-6/4	State testing (when CCA has grades 3-8)
5/31	Memorial Day
6/11	Last day of school
6/14-6/15	Teacher PD, no students

Instructional Days

10	August
21	September
21	October
14	November
14	December
18	January
19	February
20	March
19	April
20	May
9	June
185	

Teacher PD Days

11	August
	September
1	October
3	November
	December
1	January
1	February
	March
1	April
	May
2	June
20	

Teacher PD, no students attend
Holiday, students and staff off
Key dates for start/end of year
Key testing dates
Parent orientation or Family Data Night

CCA Draft Academic Calendar 2020-21

Subject Focus *Curriculum*	Grades Covered	Rationale	Primary Interim and Formative assessment(s) utilized
ELA Listening and Speaking *Core Knowledge Language Arts, Success Academy Literacy Curriculum*	K-8	Scholars develop oral language skills before developing the ability to identify words and read texts. Oral language competence is strongly predictive of a scholar's ability to read and write.	STEP, TE21 CASE
ELA Phonemic awareness and phonics skills *Core Knowledge Language Arts, Success Academy Literacy Curriculum, Sound Partners*	K-2	Learning to read effectively requires understanding the building blocks of language. Mastering sounds and the components of language through explicit and systematic phonics instruction enables scholars to become effective at decoding and encoding texts.	STEP, TE21 CASE, LRI
ELA Vocabulary *Core Knowledge Language Arts, Words Their Way, Quizlet*	K-8	Vocabulary and background knowledge is critical to develop for becoming effective with written language (reading and writing). In grades 6-8, additional word study programs will help scholars learn additional vocabulary in preparation for the ACT and SAT.	STEP, TE21 CASE
ELA Reading and Comprehension *Core Knowledge Language Arts, Success Academy Literacy Curriculum, Great Books*	K-8	Guided reading and independent reading provides opportunity for teachers to guide reading instruction at a scholar's level and provides opportunities for scholars to practice reading texts, build confidence, and develop a love for reading. Reading comprehension and ability involves concepts of print awareness, phonological and phonemic awareness print, and accurate decoding. Reading texts provide scholars an outlet to practice and improve their literacy skills.	STEP, TE21 CASE
ELA Writing (and Keyboarding) *Core Knowledge Language Arts, Success Academy Literacy Curriculum, Handwriting without Tears, TypingClub*	K-5, 6-8	In addition to Core Knowledge Language Arts for writing, the Handwriting and Keyboarding without Tears curriculum (K-5) provides handwriting and keyboarding instruction progressing from basic skills to more advanced. Grades 6-8 scholars can utilize TypingClub in a game based format with the ability to earn badges to develop effective keyboarding skills.	STEP, TE21 CASE
Math Reasoning, using concepts, procedures, facts, and tools *Eureka Math (K-5 primary), LearnZillion Companion (K-5 supplement), LearnZillion Illustrative (6-8 primary)*	K-5, 6-8	Eureka math and LearnZillion are aligned with SC state mathematics standards. Both are among the most highly rated K-8 math curricula based on edreports.org (https://www.edreports.org/compare/results/math-k8). In addition, LearnZillion is specifically selected based on its platform and delivery modules to assist teachers on delivering high-quality lesson plans and not spending great amounts of time gathering content.	Eureka, LearnZillion, TE21 CASE
Science *Core Knowledge K-8 Sequence, FOSS, SCDE Science Unit resources*	K-8	No single science curriculum provides a cohesive and sequential curriculum aligned to SC state science standards. CCA will utilize 3 curricula to develop instructional units and lessons aligned to state standards while also integrating the CCA ELA curriculum into science lessons. The combined material provides hands on learning opportunities for scholars to understand inquiry based science.	TE21 CASE (grades 4-8)
Social Studies *Core Knowledge Social Studies, Alexandria Plan (K-5), SCDE Social Studies Unit resources, Junior Achievement Financial Literacy*	K-8	Utilizing these curricular resources provides a way for CCA to align units of social studies instruction throughout grades K-8 to SC state social studies standards while also integrating the CCA ELA curriculum. The online materials provided by Junior Achievement provide real world financial literacy lessons and applications for scholars in grades K-8.	TE21 CASE (grades 3-8)
Social and Emotional *Caring School Community*	K-8	Developing scholar's social and emotional skills are just as important to their future success in secondary and postsecondary pursuits as developing their academic skills.	ACT Tessera

Appendix G-2

Compass Collegiate Academy - Curriculum Scope & Sequence

	K	1	2	3	4	5	6	7	8
Reading	Core Knowledge Language Arts (CKLA), Success Academy Literacy Curriculum								
	Sound Partners (phonics)			*(supplemental phonics as needed for struggling readers)*			Great Books 6-8, teacher selections, Success Academy		
	Teacher selections (primarily CKLA indicated), Success Academy Literacy Curriculum						Quizlet		
	Words Their Way: Word Study								
Writing	Core Knowledge Language Arts (CKLA), Success Academy Literacy Curriculum								
	Handwriting Without Tears, Keyboarding Without Tears						TypingClub		
Math	Eureka Math								Eureka Math Algebra 1
	LearnZillion Companion						LearnZillion Illustrative		
Science	Core Knowledge K-8 Sequence Science, SCDE Science Instructional Unit materials								
	FOSS Next Generation K-8								
	Exploring Organisms and the Environment, Exploring Weather Patterns, Exploring Properties of Objects and Materials	Exploring Light and Shadows, Exploring the Sun and Moon, Earth's Natural Resources, Plants and Their Environments	Weather, Properties of Solids and Liquids, Exploring Pushes and Pulls, Animals and Their Environments	Properties and Changes in Matter, Energy Transfer – Electricity and Magnetism, Earth's Materials and Resources, Environments and Habitats	Weather and Climate, Stars and the Solar System, Forms of Energy – Light and Sound, Characteristics and Growth of Organisms	Matter and Mixtures, Changes in Landforms and Oceans, Forces and Motion, Interdependent Relationships in Ecosystems	Earth's Weather and Climate, Energy Transfer and Conservation, Diversity of Life – Classification and Animals, Diversity of Life – Protists, Fungi, and Plants	Classification and Conservation of Matter, Organization in Living Systems, Heredity – Inheritance and Variation of Traits, Interactions of Living Systems and the Environment	Forces and Motion, Waves, Earth's Place in the Universe, Earth Systems and Resources, Earth's History and Diversity of Life
Social Studies	Core Knowledge K-8 Sequence History & Geography, Alexandria Plan, SCDE Social Studies Instructional Unit materials								
	Junior Achievement Financial Literacy								
	The Community Around Us	Life in South Carolina	Life in the United States	South Carolina and World Geography	United States & South Carolina Studies Part I	United States & South Carolina Studies Part II	World Civilizations	Geography of World Regions	South Carolina and the United States
P.E.	Individual Fitness and Body Self-Control			Team Games, Team Sports			Competitive Sports		
Fine Art	Drawing, Chorus			Painting, Introduction to Instrumental Music			Dramatic Arts		
Specials							Community Informed (Options may include: Spanish, Art, Music, Computer Science)		
Social Emotional	Caring School Community (Sequential Weeks, then Topic Weeks)								

CCA Sample texts

Grade	Stories	Dramas	Poetry	Nonfiction/informational texts
K	*King Midas and the Golden Touch; The Legend of Jumping Mouse; The Little Red Hen; Little Red Riding Hood; Johnny Appleseed; Casey Jones*	*The Wonderful Wizard of Oz*	*"Jack and Jill"; "April Rain Song"; "Happy Thought"; "I Do Not Mind You, Winter Wind"*	*My Five Senses, Truck, I Read Signs, What Do You Do With a Tail Like This?, Amazing Whales!*
5	Alice's Adventures in Wonderland; The Secret Garden; The Little Prince	Esperanza Rising; Eight Days: A Story of Haiti;	"The Echoing Green; "The New Colossus"; "Casey at the Bat"; "They Were My People"	Promises to Keep: How Jackie Robinson Changed America; Good Pet, Bad Pet; Telescopes; Kenya's Long Dry Season
8	The Adventures of Tom Sawyer; Elijah of Buxton; The Hero Two Doors Down; The Watsons Go to Birmingham	Re-enactment Script: Brown v. Board of Education; The Diary of Anne Frank: A Play	"The Road Not Taken"; "I, Too, Sing America"; "The Railway Train";	United States Constitution; Brown v. Board of Education; In Darkest South Carolina

Texts used in CCA classrooms will be appropriate for grade level ability & will be selected to ensure diversity of authors, backgrounds & cultures

Compass Collegiate Academy
RTI Referral

Student Name _____ **Grade** _____

Individual Making Referral _____ **DOB** _____

Reason for Referral:

☐ Academic ☐ Attendance ☐ Health ☐ Behavior

Please list observed behaviors: Must be specific and descriptive.

_____

_____

_____

_____

Parent Contact (Required prior to RTI referral):

Date(s) _____

Parent contacted _____

What was discussed _____

_____

Parent reaction _____

_____

Relevant Academic Data:

Please include relevant academic data that provides supporting evidence for the referral:

Others to invite besides the referring teacher: _____

_____

_____

Teacher Signature _____ **Date** _____

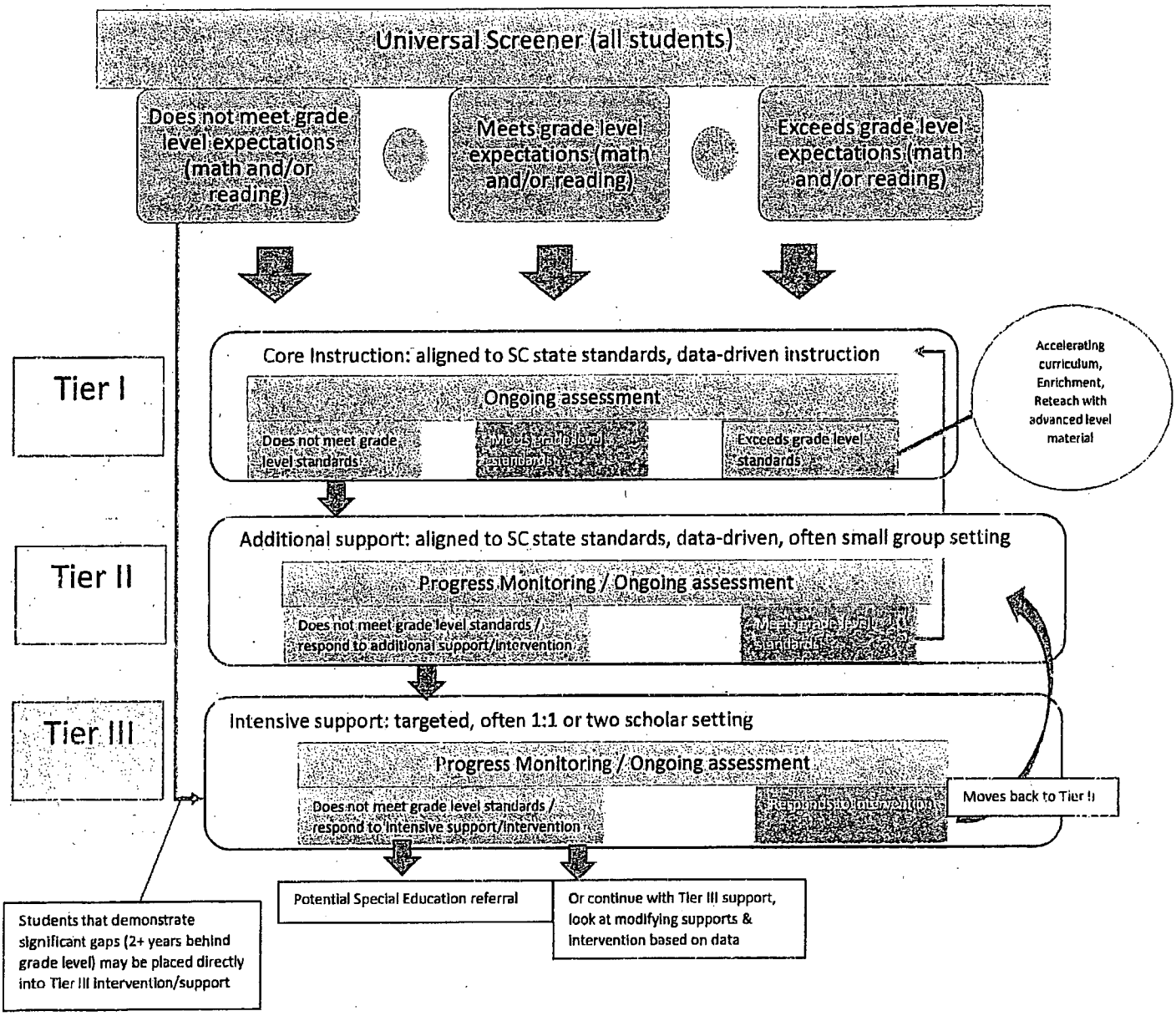
Instructional Strategies and Accommodations

Please indicate instructional strategies that you have implemented with the student.

Instructional	
Adaptation/Accommodation	**Dates Implemented and Outcome**
☐ Access to classroom aids	
☐ Motivational Conferences	
☐ Read/re-read directions	
☐ Additional processing time	
☐ Examples/extra examples	
☐ Model responses	
☐ Provide repetitions	
☐ Gave student work at his/her level	
☐ Use of specific learning strategies	
☐ Permit seat work for homework, rather than keep student in during recess	
☐ Frequent checks for comprehension or understanding of directions	
☐ Pre-teach concepts/vocabulary	
☐ After school or after class support	
☐ Other:	
Organizational	
☐ Home/school note	
☐ Use of contracts	
☐ Visual Aides (e.g. write instructions, memory cues, highlight key words)	
☐ Multicolored folders for various subject areas	
☐ Use of recording device to record thoughts prior to writing activities	
☐ Webbing/outlining information/framing	
☐ Visualization strategies	
☐ Practice silent rehearsal	
☐ Assign study partner/tutor	
☐ Use of marker to maintain place	
☐ Guides for writing mechanics (e.g. graph paper, margin guides)	
☐ Write all homework and long-term assignments on board	
☐ Write any changes in routine on board	
☐ Break longer assignments into shorter assignments	
☐ Provide written outline and/or guided notes	
☐ Review/Teach/Provide peer assistance with organizational skills	
☐ Allow student to have an extra set of books at home	
☐ Provide student with homework assignment book	
☐ Nightly assignment check signed by teacher and parents	
☐ Provide list of study skill strategies for student and parents	
☐ Review student notes on a regular basis for accuracy and detail	
☐ Assist student in long term assignments by using a calendar	
☐ Provide periodic assistance in organizing folders, notebooks, etc.	
☐ Other:	
Environmental/Behavioral	
☐ Preferential seating	
☐ Use behavioral modification techniques	
☐ Stand near the student when giving directions or presenting lessons	
☐ Avoid distracting stimuli, i.e., computers, heaters, doorways, bathrooms	
☐ Seat student near positive role model	
☐ Use of individual study areas	
☐ Give extra privileges and rewards	
☐ Cue student to stay on task (non-verbal signal)	
☐ Ignore inappropriate behaviors not drastically outside classroom limits	
☐ Allow movement	
☐ Allow for short breaks between assignments/tasks	
☐ Adaptive seating (seat cushion, movement cushion, foot rest, etc.)	
☐ Behavior Intervention Plan	
☐ Other:	

Adapted from Williamson SD

CCA RTI Overview



When analyzing scores from a norm-referenced achievement test, composite scores that include a sufficient number of items from more than one subtest should be used whenever possible. The score used to document underachievement must correspond to the area of suspected disability. Furthermore, this score should correspond to the deficit area identified through tiered interventions. For example, if a student was identified as needing phonics intervention, an achievement test to measure Basic Reading would be appropriate. The chart below provides guidance on matching deficits to suspected areas of disability:

Area of Disability	Definition	Associated Deficits	Appropriate Intervention will include
Basic Reading	Basic reading skills include the ability to identify and manipulate individual sounds in language; to identify printed letters and their associated sounds; to decode written language.	Difficulty identifying letters and their corresponding sounds; recognizing words that rhyme, alliteration, manipulating phonemes; phonics/decoding, sight word recognition, encoding	Systematic, direct, and explicit phonological awareness and phonics instruction. Intervention should focus on the systematic development of letter-sound correspondence, word analysis skills, and sight word recognition
Reading Fluency	Reading fluency refers to the ability to read words accurately, quickly, and effortlessly. Moreover, fluency skills include the ability to read with appropriate expression and intonation (prosody).	Poor automaticity of sight word recognition, rate and accuracy of oral reading.	Guided oral reading to include repeated readings on instructional level: echo read, shadow reading, paired reading; explicit instruction in chunking or phrasing.
Reading Comprehension	The ability to understand and make meaning of text.	Difficulty acquiring oral language and vocabulary, poor working memory; difficulty inferring, monitoring comprehension, drawing conclusions.	Explicit specific skills instruction: e.g., vocabulary, fact finding, making inferences; Explicit strategy instruction: e.g., activating prior knowledge, comprehension monitoring, and understanding how to read for different purposes.

Math Calculation	The knowledge and retrieval of facts and the application of procedural knowledge in calculation	Deficits in number sense and operations, one-to-one correspondence; learning and remembering basic facts	Explicit instruction that teaches in sequential stages: concrete-representational- abstract; strategies for learning basic facts (i.e., mnemonics, fact families, etc.)
Math Problem Solving	Involves using mathematical computation skills, language, reasoning, reading, and visual-spatial skills in solving problems; applying mathematical knowledge at the conceptual level	Difficulty identifying important information; filtering out unimportant information, and determining necessary steps in problem solving; deficits in math vocabulary and metacognition (i.e., the inability to monitor one's own learning)	Explicit instruction that teaches in sequential stages: concrete- representational-abstract; cognitive strategies, use of manipulatives, explicit instruction in math vocabulary
Written Expression	Involves basic writing skills (transcription) and generational skills (composition).	**Transcription:** difficulty producing letters, words, spelling; **Composition:** difficulty with word and text fluency, sentence construction, genre-specific discourse structures, planning processes, and reviewing and revising processes	**Transcription:** explicit, systematic instruction in letter formation and in associating the shape with the name of the letter **Composition:** Explicit instruction in: mechanics (capitalization and punctuation); word (grammar, including more mature synonyms, antonyms for verbs, adjectives, and adverbs); sentence construction; paragraph construction; multi-paragraph essays.

Analyzing Data to Determine Underachievement

All formal and informal data should be considered by the school team when determining underachievement. Systematic observations are also required in order to document the student's academic performance and behavior in the areas of difficulty and to establish a pattern of strengths and weaknesses. It is important to compile all data and compare for consistencies/inconsistencies across all sources. This allows teams to verify that a student's underachievement is, in fact, due to a Specific Learning Disability rather than to other environmental variables.

Appendix G-7

RTI Student Intervention Plan

* Required

1. **Student First Name ***

_____

2. **Student Last Name ***

_____

3. **Grade ***

Mark only one oval.

- ◯ K
- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5
- ◯ 6
- ◯ 7
- ◯ 8

4. **Teacher Name ***

Mark only one oval.

- ◯ John Smith
- ◯ Bart Starr
- ◯ John Elway
- ◯ Joe Montana

5. **Date**

_____

Example: December 15, 2012

Service Plan

6. **Select Plan Type ***

Mark only one oval.

- ◯ Initial Intervention plan
- ◯ Revised Intervention plan

7. **Area of Concern** *
Check all that apply.

- [ ] Phonological Awareness
- [ ] Phonics
- [ ] Reading Comprehension
- [ ] Reading Fluency
- [ ] Vocabulary
- [ ] Math Calculation
- [ ] Math Reasoning
- [ ] High Achievement
- [ ] Other: _____

8. **Tier Selection** *
Mark only one oval.

- ◯ Tier I with ongoing assessment
- ◯ Tier II with progress monitoring
- ◯ Tier III with progress monitoring
- ◯ Referral to next level of support with parent/guardian

9. **Description of research based intervention (owner(s), frequency, setting, targeted skill)** *

_____

_____

_____

_____

_____

10. **Additional Notes**

_____

_____

_____

_____

_____

Powered by
Google Forms

		• Expand student simple responses by encouraging responses in complete sentences... Model for student • Do not overly correct grammatical errors • Model appropriate language • Use shared and paired reading • Collaborative learning groups
Level 3 ***Developing*** Stage Intermediate Speech Emergent Simple Sentences Short Phrases 1-3 years in the K-12 school system	• Student understands and speaks conventional and academic English with less hesitancy and difficulty • Student possesses some English literacy skills that demonstrate academic knowledge in content areas with assistance • Student still makes grammatical, word order and usage errors • Limited vocabulary development, comprehension of texts, and spoken English • Uses newly acquired receptive vocabulary to experiment with English	• Explicit core instruction with appropriate supports (sentence frames, sentence starters, etc.) • 60 minute ELD block outside core • May be able to access academic intervention • Tiered Instruction • List instructions to procedures • Build on student's prior knowledge • Incorporate more reading and writing • Explicitly teach writing skills • Ask students to describe personal experiences being mindful that refugees and some immigrants may have had emotional experiences. • Use meaningful context where students can express ideas in speech and print • Use thinking maps to develop vocabulary and ideas • Provide content-area texts rich in visuals • Encourage creative expression to Provide optimal opportunity for language production • Cooperative learning groups
Level 4 ***Expanding*** **Stage** Early Advanced High Academic	• Student understand and speaks conversational English without difficulty • Understands and speaks academic English with some hesitancy • Student continues to acquire	• Explicit Core Instruction • May need remediation and/or intervention • Tiered Instruction • Expose to more academic language/ vocabulary both oral

Language Stage 3-5 years in K- 12 U.S. School System	reading and writing skills in content areas needed to achieve grade level expectations with assistance • Student can communicate thoughts more completely • Participates in every day dialogue without heavy support • May demonstrate acceptable comprehension: higher order language, persuades, evaluates, etc. • Conducts research	and written • Ask questions soliciting opinions, judgment, explanation • Thinking maps for brainstorming, listing, production of writing, etc. • Structure group discussions with discussion starter frames if needed • Guide use of reference materials • Expose to advanced literature studies • Encourage/ model realistic writing experiences • Publish student work: writing wall, student success wall, Shiny Star, etc. • Teach organizational skills • Teach study skills
Level 5 ***Bridging*** Advanced Near Fluent Academic Language Stage 5-7 years in K- 12 school system	• Student understands and speaks conversational and academic English comfortably • Student is near proficient in reading, writing, and content area skills needed to meet grade level expectations • Student requires occasional support • Advanced skills in cognitive/academic language • Academic level with age/grade peers • Maintains advanced conversations around academic content	• Explicit core instruction • May need remediation • 60 minute ELD block can be structured for content enrichment w/ EO peers • Incorporate note-taking skills • Teach study skills • Teach test-taking skills • Demonstrate how to verify answers (oral and written) • Expand figurative language (idioms) • Continue on-going language development through integrated language arts and content-area activities
Level 6 ***Reaching*** Full English Proficiency	• Student was formerly limited-English proficient and is now fully English proficient, moving toward fluency • Student reads, writes, speaks and comprehends English within academic classroom settings	• Explicit core instruction • Support for language and academics when needed • Continue best teaching practices

Exemplary ESL instruction should focus on communication. Areas of vocabulary development, sentence level communication, and discourse should be taught concurrently, not in isolation. WIDA suggests that at the end of each level, the English Learner (EL) should be able to accomplish the following:

Level	Discourse Level	Sentence Level	Word/Phrase Level
Entering – Level 1	• Single words • Phrases/chunks of language	• Phrase level grammatical structures • Phrasal patterns associated with common social and instructional situations	• Content related words • Social and instructional works and expressions
Emerging – Level 2	• Phrases or short sentences • Expression of ideas	• Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions • Social and instructional words and expressions across content areas
Developing – Level 3	• Some expanded sentences with emerging complexity • Expanded expression of one idea or multiple related ideas	• Sentence patterns across content areas • Repetitive grammatical structures	• Specific content language • Words or expressions with multiple meanings
Expanding – Level 4	• Some complex sentences • Organized expression of ideas with emerging cohesion	• A variety of grammatical structures • Sentence patterns characteristic of content areas	• Specific content area languages • Words and expressions with expressive meaning through the use of idioms and collocations
Bridging – Level 5	• Multiple complex sentences • Cohesiveness and coherency	• Grammatical structures matched to purpose • Broad range of sentences patterns characteristic of particular content areas	• Technical and abstract content area language including content specific collocations • Connotations of meaning across content areas

2012 Amplification of the English Language Development Standards: University of Wisconsin Systems, Madison Wisconsin, 2012.

Source: http://www.wida.us/standards/CAN_DOs/

Individual Learning Plan for English Learners

Student Name:	
Birthdate:	
Grade Level:	
Current Date:	

Progress review should be based on the collection and analysis of data. A process for data collection needs to be in place. Sources could be:

- Universal screener and progress monitoring
- Summative assessments, curriculum based measures for formative assessments
- Classroom assessments, quizzes, projects
- Student/parent/teacher feedback

This document needs to be revised regularly to show growth and current needs of the student.

Concentrate on 3-5 goals at a time. As goals are met, the plan needs to be revised with new goals. This plan may be used to help with scaffolding and accommodations. This plan should help ELs access core language acquisition instruction and with RTI² intervention decisions. This should be shared with all of the EL's teachers.

Measurable Learning Improvement Goals

Improvement goals should link to the learning outcomes. Consider issues of culture, engagement, behavior, attendance, skills.

1.	
2.	
3.	
4.	
5.	

Observed learning outcomes or improvements, data from progress monitoring on curriculum based measures:

Link to the Learning Improvement Goals. Note dates and rate of success that an improvement was noted. A record of progress monitoring will be available when teams review data.

Student comments:

Teachers' comments:

When possible, include all teachers involved in the EL's education when discussing a student in data meetings.

Parents' comments:

Accommodations needed to access core instruction: e.g., visual, behavior charts, scaffolding:

Also list skill based needs.

Core Knowledge Language Arts

Core Knowledge

Domains of Study

Preschool	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
All About Me	Nursery Rhymes and Fables	Fables and Stories	Fairy Tales and Tall Tales	Classic Tales: Wind in the Willows	Personal Narratives	Personal Narratives
Families and Communities	The Five Senses	The Human Body	Early Asian Civilizations	Classification of Animals	The Middle Ages	Early American Civilizations
Animals	Stories	Different Lands, Similar Stories	The Ancient Greek Civilization	Human Body: Systems and Senses	Poetry	Poetry
Plants	Plants	Early World Civilizations	Greek Myths	The Ancient Roman Civilization	Islamic Empires	The House on Mango Street
Habitats	Farms	Early American Civilizations	The War of 1812	Light and Sound	Quest: Europe	Adventures of Don Quixote
Classic Tales*	Native Americans	Astronomy	Cycles in Nature	The Viking Age	Geology	The Renaissance
Important People in American History*	Kings and Queens	The History of the Earth	Westward Expansion	Astronomy: Our Solar System and Beyond	The American Revolution	The Reformation
*These two domains are dispersed throughout the school year.	Seasons and Weather	Animals and Habitats	Insects	Native Americans: Regions and Cultures	Treasure Island	Quest: A Midsummer Night's Dream
	Columbus and the Pilgrims	Fairy Tales	The U.S. Civil War	European Exploration of North America		Native Americans
	Colonial Towns and Townspeople	A New Nation	Human Body: Building Blocks and Nutrition	Colonial America		
	Taking Care of the Earth	Frontier Explorers	Immigration	Ecology		
	Presidents and American Symbols		Fighting for a Cause			

Appendix G-10

Reading Standards for Literature: Kindergarten		Listening & Learning Domain												Skills Unit									
Key Ideas and Details		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD RL.K.1	With prompting and support, ask and answer questions about key details in a text.																						
	With prompting and support, ask and answer questions (e.g., *who*, *what*, *where*, *when*) requiring literal recall and understanding of the details and/or facts of a fiction read-aloud	♦		♦	♦			♦	♦														
	Answer questions that require making interpretations, judgements, or giving opinions about what is heard in a fiction read-aloud, including answering *why* questions that require recognizing cause/effect relationships	♦		♦	♦			♦	♦														
	With prompting and support, ask and answer questions (e.g., *who*, *what*, *where*, *when*) requiring literal recall and understanding of the details and/or facts of a fiction text that has been read independently																	♦	♦	♦	♦	♦	♦
STD RL.K.2	With prompting and support, retell familiar stories, including key details.																						
	With prompting and support, retell or dramatize fiction read-alouds, including key details	♦		♦	♦	♦		♦			♦												
STD RL.K.3	With prompting and support, identify characters, settings, and major events in a story.																						
	With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud	♦		♦	♦	♦	♦	♦			♦												
	With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently																		♦	♦	♦	♦	♦

© Core Knowledge Foundation, 2013

Reading Standards for Literature: Kindergarten		Listening & Learning Domain												Skills Unit									
Craft and Structure		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD RL.K.4	Ask and answer questions about unknown words in a text.																						
	With prompting and support, ask and answer questions about unknown words in fiction read-alouds and discussions	♦		♦	♦			♦	♦														
	With prompting and support, ask and answer questions about unknown words and phrases from a fiction text that has been read independently																					♦	
STD RL.K.5	Recognize common types of texts (e.g., storybooks, poems).																						
	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems	♦		♦	♦	♦	♦	♦	♦		♦		♦										
STD RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.																						
	With prompting and support, describe the role of an author and illustrator in a fiction text			♦				♦															
Integration of Knowledge and Ideas		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).																						
	With prompting and support, describe illustrations from a fiction read-aloud, using the illustrations to check and support comprehension of the read aloud	♦		♦	♦			♦	♦														
	With prompting and support, describe illustrations from a fiction text read independently, using the illustrations to check and support comprehension of the story																		♦	♦		♦	
STD RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.																						
	With prompting and support, compare and contrast similarities and differences within a single fiction read-aloud or between two or more fiction read-alouds	♦		♦																			
Range of Reading and Level of Text Complexity		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD RL.K.10	Actively engage in group reading activities with purpose and understanding.																						
	Actively engage in fiction read-alouds	♦		♦	♦			♦	♦														
	Read aloud in a group, with a partner, or alone at least 15 minutes each day																		♦	♦	♦	♦	♦

© Core Knowledge Foundation, 2013

Reading Standards for Informational Text: Kindergarten		Listening & Learning Domain												Skills Unit									
Key Ideas and Details		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD RI.K.1	With prompting and support, ask and answer questions about key details in a text.																						
	With prompting and support, ask and answer questions (e.g., *who*, *what*, *where*, *when*) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud		♦		♦	♦	♦	♦	♦	♦	♦	♦	♦											
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering *why* questions that require recognizing cause/effect relationships		♦		♦	♦	♦	♦	♦	♦	♦	♦	♦											
STD RI.K.2	With prompting and support, identify the main topic and retell key details of a text.																						
	With prompting and support, identify the main topic and retell key details of a nonfiction/informational read-aloud		♦		♦	♦			♦	♦	♦	♦												
STD RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.																						
	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud		♦		♦	♦	♦	♦		♦	♦	♦	♦											
Craft and Structure		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.																						
	With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions		♦		♦	♦	♦	♦	♦	♦	♦	♦	♦											
STD RI.K.5	Identify the front cover, back cover, and title page of a book.																						
	Identify the parts of books and function of each part (front cover, back cover, title page, table of contents)																♦	♦	♦		♦		
	Demonstrate correct book orientation by holding books correctly and turning pages																		♦		♦		
STD RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.																						
	With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text					♦					♦	♦	♦											

© Core Knowledge Foundation, 2013

Reading Standards for Informational Text: Kindergarten		Listening & Learning Domain												Skills Unit									
Integration of Knowledge and Ideas		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).																						
	With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud		♦		♦	♦	♦	♦	♦	♦	♦	♦	♦										
STD RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.																						
	With prompting and support, identify the reasons or facts an author gives to support points in a nonfiction/informational read-aloud							♦		♦			♦										
STD RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).																						
	With prompting and support, compare and contrast similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds		♦		♦	♦	♦				♦	♦	♦										
Range of Reading and Level of Text Complexity		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD RI.K.10	Actively engage in group reading activities with purpose and understanding.																						
	Actively engage in nonfiction/informational read-alouds		♦		♦	♦	♦	♦	♦	♦	♦	♦	♦										
Reading Standards for Foundational Skills: Kindergarten		**Listening & Learning Domain**												**Skills Unit**									
Print Concepts		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD RF.K.1	Demonstrate understanding of the organization and basic features of print.																						
STD RF.K.1a	Follow words from left to right, top to bottom, and page by page.																						
	Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud																♦	♦	♦	♦			
	Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back)													♦	♦				♦				
	Establish bodily and spatial awareness													♦									
STD RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.																						
	Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds															♦	♦	♦	♦	♦	♦		
STD RF.K.1c	Understand that words are separated by spaces in print.																						
	Point to each word in a line of print while reading aloud																		♦		♦		
STD RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.																						
	Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms																		♦	♦	♦	♦	

© Core Knowledge Foundation, 2013

Reading Standards for Foundational Skills: Kindergarten		Listening & Learning Domain												Skills Unit									
Phonological Awareness		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).																						
	Identify environmental sounds													♦									
	Count the number of environmental sounds heard (e.g., clapping, rhythm band instruments)													♦									
	Identify whether environmental sounds are the same or different													♦									
	Segment spoken sentences into words													♦									
STD RF.K.2a	Recognize and produce rhyming words.																						
	Recognize and produce rhyming words																		♦		♦		
STD RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.																						
	Blend syllables to form words														♦								
STD RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.																						
	NOTE: CKLA FOCUSES ON THE INDIVIDUAL PHONEME AS THE UNIT OF SOUND, NOT ONSETS AND RIMES; SEE OBJECTIVES UNDER RF.K2.d																						
STD RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words* (This does not include CVCs ending with /l/, /r/, or /x/).																						
	Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/															♦	♦			♦			♦
	Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/															♦	♦	♦		♦			♦
	Indicate whether a target phoneme is present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of *mat* and /g/ at the end of *bag*															♦	♦	♦		♦			♦
	Listen to one-syllable words and tell the beginning or ending sounds, e.g., given *dog*, identify initial /d/ or final /g/														♦	♦				♦			
	Orally blend sounds to form words, e.g., given the sounds /k/ . . . /a/ . . . /t/, blend to make *cat*														♦	♦			♦			♦	♦
STD RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.																						
	Add or substitute phonemes to spoken one-syllable words														♦							♦	

© Core Knowledge Foundation, 2013

Reading Standards for Foundational Skills: Kindergarten		Listening & Learning Domain												Skills Unit									
Phonics and Word Recognition		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.																						
STD RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.																						
	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant 'b', 'bb' > /b/; 'd', 'dd' > /d/; 'f', 'ff' > /f/; 'g', 'gg' > /g/; 'h' > /h/; 'j' > /j/; 'c', 'k', 'ck', 'cc' > /k/; 'l', 'll' > /l/; 'm', 'mm' > /m/; 'n', 'nn' > /n/; 'p', 'pp' > /p/; 'r', 'rr' > /r/; 's', 'ss' > /s/; 't', 'tt' > /t/; 'v' > /v/; 'w' > /w/; 'x' > /ks/; 'y' > /y/; 'z', 'zz', 's' > /z/; 'ch' > /ch/; 'sh' > /sh/; 'th' > /th/ (*thin*); 'th' > /th/ (*then*); 'qu' > /qu/; 'ng', 'n' > /ng/															♦	♦	♦		♦	♦	♦	
STD RF.K.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.																						
	Read and write any one-syllable short vowel CVC words, e.g., *sit, cat, wet, not, cup*															♦	♦	♦		♦			♦
	Read and write one-syllable short vowel words with initial or final blends/clusters, e.g., *tr-, fl-, sp-, -st, -nd, -lt,* etc. and initial or final consonant digraphs, e.g., *ch-, sh-, th-, -ch, -sh, -th, -ck, -ng*																		♦	♦	♦		
	Read and write one-syllable short vowel words containing a double consonant final spelling, e.g., *mess, bill, cuff*, etc.																				♦		
	Begin to read and write one-syllable words containing a long vowel sound with the final *–e* spelling, e.g. *late, bike, note,* and *cute*																						♦
	Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted, e.g., *at> bat> bad> bid*															♦	♦					♦	♦
	Read, spell, and write chains of one-syllable short vowel words with consonant blends/clusters and/or consonant digraphs, e.g., *stab> slab>slap>slash*																			♦	♦	♦	♦
	Read, spell, and write chains of one-syllable long vowel words with the final *–e* spelling, e.g., *nine>line>lime>time>tame>come>cope>tape*																					♦	♦
STD RF.K.3c	Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).																						
	Read high-frequency words identified as tricky words: Unit 8: *the, a, of, all, one, from, was* Unit 9: *word, to, I, no, when, where, why, what, which, so, once, said, says, are, were, here, there* Unit 10: *he, she, we, be, me, they, their, my, by, you, your*																				♦	♦	♦
STD RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.																						
	Distinguish between similarly spelled words by identifying the sounds of the letters that differ, e.g., *peg* and *pig*, *pin* and *pen*, etc.																						
Fluency		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD RF.K.4	Read emergent-reader texts with purpose and understanding.																						
	Read, with purpose and understanding, decodable text that incorporates the letter-sound correspondences that have been taught with purpose and understanding																♦	♦	♦	♦	♦	♦	♦
	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary																					♦	♦

© Core Knowledge Foundation, 2013

Writing Standards: Kindergarten		Listening & Learning Domain												Skills Unit									
Text Types and Purposes		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is ...*).																						
	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the fiction or nonfiction/informational text they are writing about and state an opinion or preference about the text			♦									♦										
STD W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.																						
	Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details		♦	♦	♦		♦	♦	♦	♦	♦	♦	♦										
STD W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.																						
	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened					♦			♦		♦	♦	♦										
Production and Distribution of Writing		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD W.K.4	(Begins in Grade 3)																						
STD W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.																						
	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed										♦	♦	♦										
STD W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in																						
	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers								♦			♦	♦										
Research to Build and Present Knowledge		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).																						
	Participate in shared research and writing projects (e.g., group scientific research and writing)								♦			♦											
STD W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.																						
	With assistance, categorize and organize facts and information within a given domain to answer questions		♦				♦	♦	♦	♦	♦	♦	♦										
STD W.K.9	(Begins in Grade 4)																						
Range of Writing		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD W.K.10	(Begins in Grade 3)																						

© Core Knowledge Foundation, 2013

Speaking and Listening Standards: Kindergarten		Listening & Learning Domain												Skills Unit									
Comprehension and Collaboration		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD SL.K.1	Participate in collaborative conversations with diverse partners about *Kindergarten topics and texts* with peers and adults in small and large groups																						
STD SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).																						
	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦										
STD SL.K.1b	Continue a conversation through multiple exchanges.																						
	Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦										
STD SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.																						
	Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud	♦	♦	♦	♦	♦	♦	♦		♦	♦	♦	♦										
	Ask questions to clarify information in a fiction text																		♦	♦	♦		
STD SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.																						
	Ask questions to clarify directions, exercises, and/or classroom routines									♦	♦	♦											
Presentation of Knowledge and Ideas		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.																						
	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail	♦	♦	♦		♦					♦	♦							♦	♦			
STD SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.																						
	Add drawings or other visual displays to descriptions as desired to provide additional detail		♦	♦	♦		♦	♦	♦	♦	♦	♦	♦										
STD SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.																						
	Speak audibly and express thoughts, feelings, and ideas clearly	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦					

© Core Knowledge Foundation, 2013

Language Standards: Kindergarten		Listening & Learning Domain												Skills Unit									
Conventions of Standard English		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																						
STD L.K.1a	Print many upper- and lowercase letters.																						
	Hold a writing utensil with a tripod (or pincer) grip and make marks on paper													♦	♦	♦	♦	♦	♦	♦			
	Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form															♦	♦	♦	♦	♦		♦	
	Write from left to right leaving spaces between words, and top to bottom using return sweep																	♦					
	Write own name														♦								
STD L.K.1b	Use frequently occurring nouns and verbs.																						
	Use frequently occurring nouns and verbs in oral language	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦										
STD L.K.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog*, *dogs*; *wish*, *wishes*).																						
	Use regular plural nouns orally by adding /s/, /z/, or /es/																		♦				
STD L.K.1d	Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*).																						
	Ask questions beginning with *who*, *what*, *where*, *when*, *why*, or *how*			♦			♦			♦	♦											♦	
STD L.K.1e	Use the most frequently occurring prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*).																						
	Use spatial words: *there*, *here*; *in*, *on*; *in front of*, *behind*; *at the top of*, *at the bottom of*; *under*, *over*; *above*, *below*; *next to*, *in the middle of*; *near*, *far*; *inside*, *outside*; *around*, *between*; *up*, *down*; *high*, *low*; *left*, *right*; *front*, *back*													♦	♦	♦	♦	♦	♦				
STD L.K.1f	Produce and expand complete sentences in shared language activities.																						
	Answer questions orally in complete sentences	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦										
	Produce and expand complete sentences in shared language activities	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦										
STD L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																						
STD L.K.2a	Capitalize the first word in a sentence and the pronoun *I*.																						
	Capitalize the first word in a sentence and the pronoun *I*																			♦			
STD L.K.2b	Recognize and name end punctuation.																						
	Name and use commas and end punctuation while reading orally																	♦	♦	♦		♦	
STD L.K.2c	Write a letter or letters for most consonant and short vowel sounds (phonemes).																						
	Recognize, isolate, and write the spellings for short vowel sounds															♦	♦					♦	
	Recognize, isolate, and write single letter, double letter, and digraph spellings for consonant sounds															♦	♦	♦		♦		♦	
STD L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.																						
	Spell and write any CVC, CCVC, CVCC, or CCVCC word that uses the letter-sound correspondences taught in Kindergarten																			♦			♦
	Begin to write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write *won* for *one*, *sum* for *some*, etc.																			♦			
Knowledge of Language		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD L.K.3	(Begins in grade 2)																						

© Core Knowledge Foundation, 2013

Language Standards: Kindergarten		Listening & Learning Domain												Skills Unit									
Vocabulary Acquisition and Use		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
STD L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.																						
STD L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).																						
	Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*)	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦										
STD L.K.4b	Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.																						
	Use the inflections *-s*, *-es*, and *-ed* as a clue to the meaning of an unknown word																			♦			
STD L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.																						
STD L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.																						
	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent		♦		♦																		
STD L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).																						
	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)		♦					♦	♦	♦	♦	♦	♦										
STD L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).																						
	Identify real-life connections between words and their use (e.g., note places at school that are *colorful*)	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦										
STD L.K.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.																						
	Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings		♦								♦												
STD L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.																						
	Use words and phrases acquired through conversations, being read to, and responding to texts	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦										
	Learn the meaning of common sayings and phrases	♦	♦	♦	♦	♦	♦		♦		♦	♦	♦										

Key To Listening & Learning Domain Numbers:
1 Nursery Rhymes and Fables
2 The Five Senses
3 Stories
4 Plants
5 Farms
6 Native Americans
7 Kings and Queens
8 Seasons and Weather
9 Columbus and the Pilgrims
10 Colonial Towns and Townspeople
11 Taking Care of the Earth
12 Presidents and American Symbols

© Core Knowledge Foundation, 2013

CCA Daily Lesson Plan Template

Teacher: **Lesson Date:**
Subject: **Unit Title/Lesson (if applicable):**

SC Standards: *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*	**Agenda:** *(What is the snapshot of my class flow?)*
Lesson Objective: *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*	
Relevant Assessment: *(How will students be assessed on standards mastery and/or understanding of the content)?*	

TIME	INSTRUCTIONAL SEQUENCE	FORMATIVE ASSESSMENT Note which formative assessments will be used to check scholar understanding.
min	**Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*	
min	**Engage/Motivation:** *(How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*	
min	**Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)*	
min	**Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)	
min	**Independent Practice:** *(individual practice, discussion, writing process.)*	
min	**Evaluate Understanding/Assessment:** *(How will I know if students have achieved today's objective?)*	
min	**Closing Activities/Summary:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*	
	Enrichment/Extension/Re-teaching: *(What do I need to emphasize from prior lessons or covered standards?)*	

Resources/Instructional Materials Needed: *(What do I need in order to teach the lesson?)*

Adaptations/Accommodations Needed: *(What do I need to modify the lesson to ensure content reaches all scholars effectively?) List specific adaption for specific scholar.*

Vocabulary or background knowledge to emphasize:

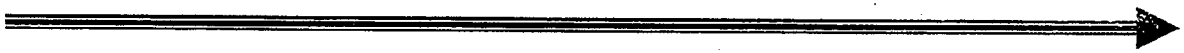
Homework/Follow-up:

Adapted from Baltimore City Schools

Strategic Lesson/Learning Plans

A Lesson Plan is a Learning Plan when teachers guide students with the gradual release of responsibility across the week.

The Teaching/Learning Path



Monday **Preview Model Interest**	***Tuesday*** **Model and GUIDE**	***Wednesday*** **GUIDE and go farther**	***Thursday*** **ASSESS and Clarify**	***Friday*** **Fix and Finish UP**
Teacher Models	*Teacher Leads*	*Teacher guides*	*Students demonstrate/ apply*	*Students complete with independence.*
Students begin.	*Students go farther.*	*Students go "deeper"*	*Teacher clarifies and responds with guidance and added challenge.*	*Teacher guides students needing additional development.*
Teacher assesses and prepares for more progress.	*Teacher assesses and prepares for more progress.*	*Teacher assesses and prepares for more progress.*	*Teacher prepares end-of-week fix-up and finish UP activities.*	*Students who "Meet" on Thursday move to Exceed!*

Polk Bros. Foundation Center for Urban Education

CCA Daily Lesson Plan Template

Teacher: **Lesson Date:**
Subject: **Unit Title/Lesson (if applicable):**

SC Standards: *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*	**Agenda:** *(What is the snapshot of my class flow?)*
Lesson Objective: *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*	
Relevant Assessment: *(How will students be assessed on standards mastery and/or understanding of the content)?*	
Gradual Release Focus: *(Where does this lesson fit with shifting more cognitive load to scholars)?*	

TIME	INSTRUCTIONAL SEQUENCE	FORMATIVE ASSESSMENT Note which formative assessments will be used to check scholar understanding.
min	**Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*	
min	**Engage/Motivation:** *(How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*	
min	**Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)*	
min	**Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)	
min	**Independent Practice:** *(individual practice, discussion, writing process.)*	
min	**Evaluate Understanding/Assessment:** *(How will I know if students have achieved today's objective?)*	
min	**Closing Activities/Summary:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*	
	Enrichment/Extension/Re-teaching: *(What do I need to emphasize from prior lessons or covered standards?)*	

Resources/Instructional Materials Needed: *(What do I need in order to teach the lesson?)*
Cognitive Shift Strategies: *(What do I need to do in my classroom to align to place more learning load onto scholars?)*

Adaptations/Accommodations Needed: *(What do I need to modify the lesson to ensure content reaches all scholars effectively?) List specific adaption for specific scholar.*

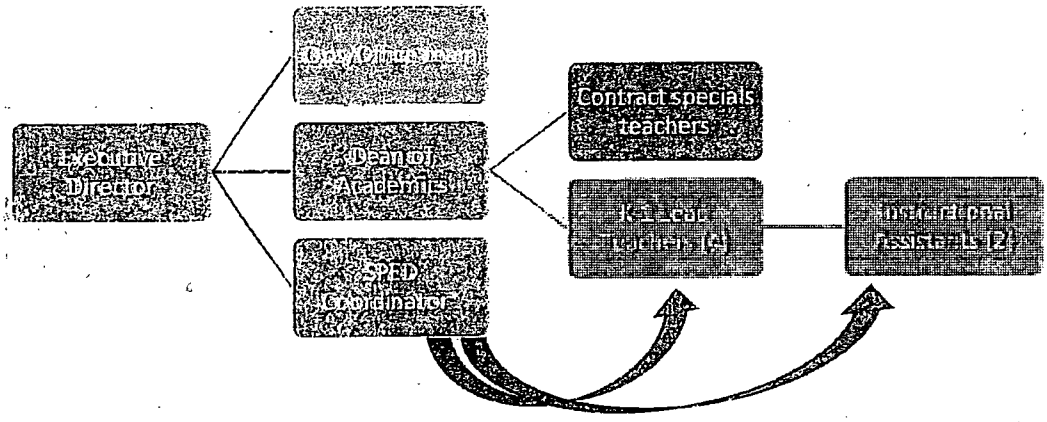
Vocabulary or background knowledge to emphasize:

Homework/Follow-up:

Adapted from Baltimore City Schools

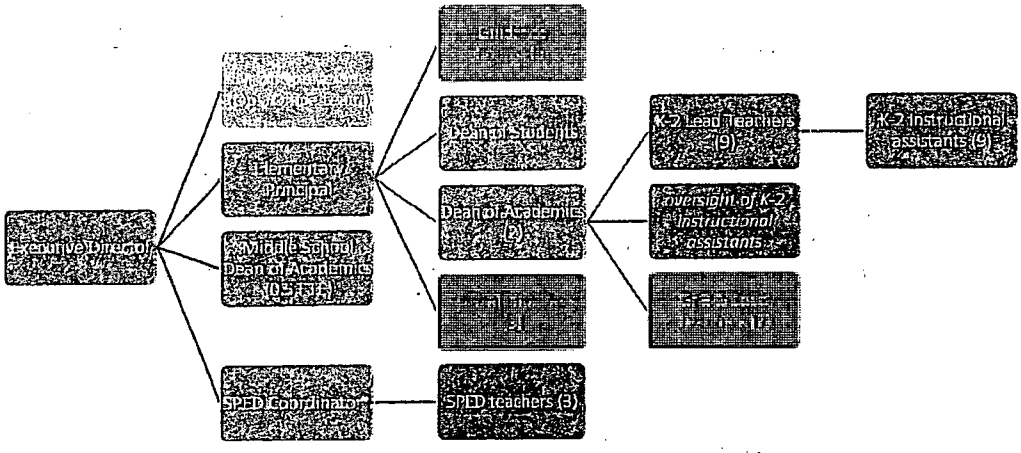
(Lighter blue indicates members of the leadership team; the Director of Operations will become a member of the leadership team when added as an FTE)

Year 1 coaching assignments



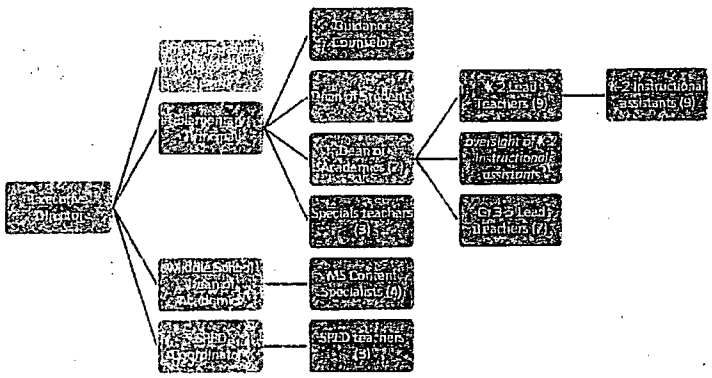
*The SPED Coordinator will help support Lead Teachers & Instructional Assistants for students that have IEP and 504 plans.

Year 5 coaching assignments

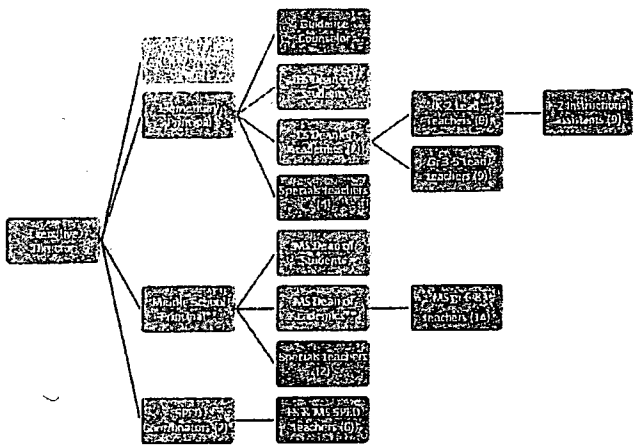


Appendix G-13

Year 6 coaching assignments



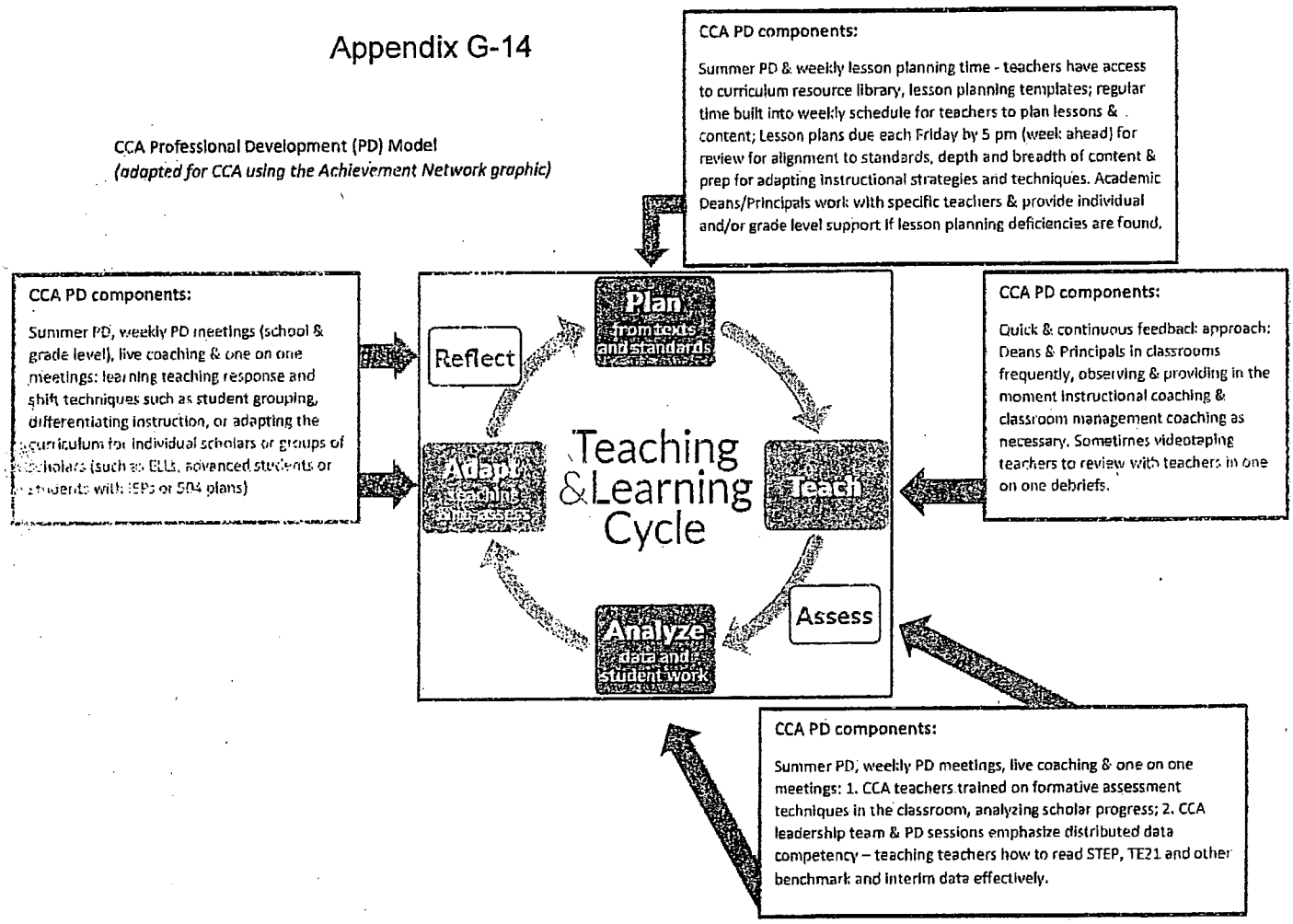
Year 10 coaching assignments



** The Middle School Principal and Middle School Dean of Academics will share coaching duties for 16 middle school teachers.

Appendix G-14

CCA Professional Development (PD) Model
(adapted for CCA using the Achievement Network graphic)



Appendix G-15

CCA Anticipated Summer PD Schedule

Week 1

Start Time	End Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM	9:00 AM	Mission of CCA	Leadership story #3 & #4 (30 minutes each)	Leadership story #7 & #8 (30 minutes each)	Leedership story #11 & #12 if necessary (30 minutes each)	Lesson modeling & feedback
9:00 AM	10:00 AM	History of education in South Carolina (tool, at subgroups)	Review of summer study: teaching techniques (all hired teachers will have been given a copy of Teach Like a Champion 2.0 to read during the summer)	Introduction to STEP and TE21 assessments	Introduction to Caring School Community (SEL program), including how to integrate lessons into the academic curriculum	Introduction to Caring School Community (SEL program), including how to integrate lessons into the academic curriculum
10:00 AM	11:00 AM	Scholar Need on the Charleston peninsula (data dive)		Introduction to core curriculum (Core Knowledge)		
11:00 AM	12:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 PM	1:00 PM	Leadership story #1 & #2 (30 minutes each)	Leadership story #5 & #6 (30 minutes each)	Leadership story #9 & #10 (30 minutes each)	Lesson modeling & feedback	Mapping Caring School Community plan & lessons for individual classrooms for the academic year
1:00 PM	2:00 PM	CCA Behavior Systems & Routines (intro)	High Quality Lesson plans: what's expected, process & teacher resources	Lesson planning time (teams of 2)	Lesson planning time (teams of 2)	
2:00 PM	3:00 PM					Lesson planning time (teams of 2)
3:00 PM	4:00 PM	Practice: CCA Behavior Systems & Routines	Practice: CCA Behavior Systems & Routines	Practice: CCA Behavior Systems & Routines	Practice: CCA Behavior Systems & Routines	Lesson plans due by 5 pm (for week 2)
4:00 PM	5:00 PM					Happy Hour (ED buys with personal funds)

Week 2

Start Time	End Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM	9:00 AM					
9:00 AM	10:00 AM	STEP training	STEP training	Planning & Setting up rooms	Planning & Setting up rooms	Planning & Setting up rooms
10:00 AM	11:00 AM					
11:00 AM	12:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 PM	1:00 PM					
1:00 PM	2:00 PM			Planning & Setting up rooms	Planning & Setting up rooms	
2:00 PM	3:00 PM	STEP training	STEP training			Planning & Setting up rooms
3:00 PM	4:00 PM			Practice: CCA Behavior Systems & Routines	Practice: CCA Behavior Systems & Routines	
4:00 PM	5:00 PM					

Week 3 (1st week of school)

Start Time	End Time	Monday	Tuesday
8:00 AM	9:00 AM		
9:00 AM	10:00 AM	Monday will be a practice day and the schedule will run according to the school schedule. Teachers will have lesson planning time during the main academic blocks, but we will practice transitions & routines according to the daily calendar without students	First Day of School
10:00 AM	11:00 AM		
11:00 AM	12:00 PM		
12:00 PM	1:00 PM		
1:00 PM	2:00 PM		
2:00 PM	3:00 PM		
3:00 PM	4:00 PM		
4:00 PM	5:00 PM		

Appendix G-16

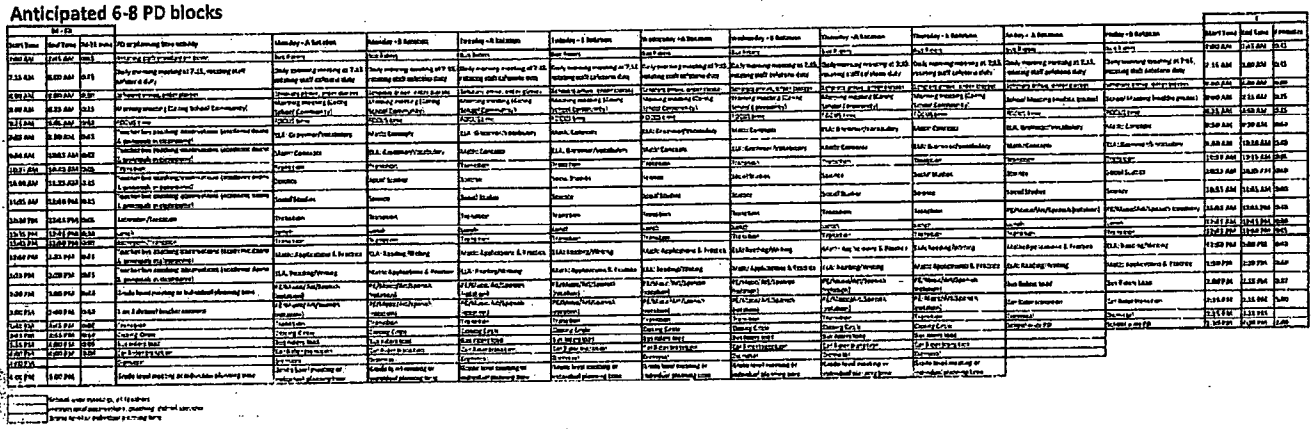
Anticipated K-5 PD time blocks

M - Th											F		
Start Time	End Time	M-Th mins	PD or planning time activity	Monday	Tuesday	Wednesday	Thursday	Friday	Start Time	End Time	F minutes
7:00 AM	7:45 AM	0:45	Rotating staff schedule on buses	Rotating staff schedule on buses	Rotating staff schedule on buses	Rotating staff schedule on buses	Rotating staff schedule on buses	Bus Riders	7:00 AM	7:45 AM	0:45
7:15 AM	8:00 AM	0:45	Daily morning meeting at 7:15, rotating staff cafeteria duty (primarily instructional assistants)	Daily morning meeting at 7:15, rotating staff cafeteria duty (primarily instructional assistants)	Daily morning meeting at 7:15, rotating staff cafeteria duty (primarily instructional assistants)	Daily morning meeting at 7:15, rotating staff cafeteria duty (primarily instructional assistants)	Daily morning meeting at 7:15, rotating staff cafeteria duty (primarily instructional assistants)	Daily morning meeting at 7:15, rotating staff cafeteria duty (primarily instructional assistants)	7:15 AM	8:00 AM	0:45
8:00 AM	8:00 AM	0:00	Scholars arrive, enter classes	Scholars arrive, enter classes	Scholars arrive, enter classes	Scholars arrive, enter classes	Scholars arrive, enter classes	Scholars arrive, enter classes	8:00 AM	8:00 AM	0:00
8:00 AM	8:25 AM	0:25	Morning meeting (Caring School Community)	Morning meeting (Caring School Community)	Morning meeting (Caring School Community)	Morning meeting (Caring School Community)	Morning meeting (Caring School Community)	Morning meeting (Caring School Community)	8:00 AM	8:25 AM	0:25
8:25 AM	9:10 AM	0:45	Teacher live coaching/observations (academic chairs & principals in classrooms)	ELA: Grammar/Vocabulary	ELA: Grammar/Vocabulary	ELA: Grammar/Vocabulary	ELA: Grammar/Vocabulary	ELA: Grammar/Vocabulary	8:25 AM	9:10 AM	0:45
9:10 AM	9:16 AM	0:06	Bathroom/Transition	Bathroom/Transition	Bathroom/Transition	Bathroom/Transition	Bathroom/Transition	Bathroom/Transition	9:10 AM	9:16 AM	0:06
9:16 AM	10:01 AM	0:45	Teacher live coaching/observations (academic chairs & principals in classrooms)	Math: Concepts	Math: Concepts	Math. Concepts	Math: Concepts	Math: Concepts	9:16 AM	10:01 AM	0:45
10:01 AM	10:46 AM	0:45	Teacher live coaching/observations (academic chairs & principals in classrooms)	Science	Science	Science	Science	Science / Social Studies	10:01 AM	10:43 AM	0:45
10:46 AM	10:52 AM	0:06	Bathroom/Transition	Bathroom/Transition	Bathroom/Transition	Bathroom/Transition	Bathroom/Transition	Bathroom/Transition	10:46 AM	10:51 AM	0:06
10:52 AM	11:37 AM	0:45	Grade level meeting or individual planning time	Specials / PE / Recess / FOCUS time (rotation)	Specials / PE / Recess / FOCUS time (rotation)	Specials / PE / Recess / FOCUS time (rotation)	Specials / PE / Recess / FOCUS time (rotation)	Specials / Recess / FOCUS time (rotation)	10:52 AM	11:37 AM	0:45
11:37 AM	11:43 AM	0:06	Bathroom/Transition	Bathroom/Transition	Bathroom/Transition	Bathroom/Transition	Bathroom/Transition	Bathroom/Transition	11:43 AM	12:13 PM	0:30
11:43 AM	12:18 PM	0:36	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	12:13 PM	12:20 PM	0:07
12:18 PM	12:29 PM	0:06	Bathroom/Transition	Bathroom/Transition	Bathroom/Transition	Bathroom/Transition	Bathroom/Transition	Bathroom/Transition	12:20 PM	1:03 PM	0:43
12:29 PM	12:59 PM	0:30	Teacher live coaching/observations (academic chairs & principals in classrooms)	Social Studies	Social Studies	Social Studies	Social Studies	ELA: Reading/Writing	12:29 PM	1:03 PM	0:43
12:59 PM	1:44 PM	0:45	Teacher live coaching/observations (academic chairs & principals in classrooms)	Math: Applications & Practice	Math: Applications & Practice	Math: Applications & Practice	Math: Applications & Practice	Math: Applications & Practice	1:03 PM	1:50 PM	0:45
1:44 PM	1:50 PM	0:06	Bathroom/Transition	Bathroom/Transition	Bathroom/Transition	Bathroom/Transition	Bathroom/Transition	Closing Circle	1:50 PM	2:00 PM	0:10
1:50 PM	2:35 PM	0:45	1 on 1 debrief teacher sessions	Specials / PE / Recess / FOCUS time (rotation)	Specials / PE / Recess / FOCUS time (rotation)	Specials / PE / Recess / FOCUS time (rotation)	Specials / PE / Recess / FOCUS time (rotation)	Specials / PE / Recess / FOCUS time (rotation)	2:00 PM	2:10 PM	0:10
2:35 PM	3:20 PM	0:45	ELA: Reading/Writing	ELA: Reading/Writing	ELA: Reading/Writing	ELA: Reading/Writing	ELA: Reading/Writing	ELA: Reading/Writing	2:10 PM	2:15 PM	0:05
3:20 PM	3:40 PM	0:20	ELA: DEAR	ELA: DEAR	ELA: DEAR	ELA: DEAR	ELA: DEAR	ELA: DEAR	2:15 PM	2:35 PM	
3:40 PM	3:50 PM	0:10	Closing Circle	Closing Circle	Closing Circle	Closing Circle	Closing Circle	School wide PD	2:35 PM	4:00 PM	1:00
3:50 PM	3:55 PM	0:05	Bathroom/Transition (bus riders load)	Bathroom/Transition (bus riders load)	Bathroom/Transition (bus riders load)	Bathroom/Transition (bus riders load)	Bathroom/Transition (bus riders load)				
3:55 PM	4:05 PM	0:10	Car Rider transition	Car Rider transition	Car Rider transition	Car Rider transition	Car Rider transition				
4:00 PM			Dismissal	Dismissal	Dismissal	Dismissal	Dismissal				
4:00 PM	5:00 PM		Grade level meeting or individual planning time	Grade level meeting or individual planning time	Grade level meeting or individual planning time	Grade level meeting or individual planning time	Grade level meeting or individual planning time				

School wide meetings, all teachers
Instructional observations, coaching, debrief sessions
Grade level or individual planning time

Specials & instructional leaders will schedule meetings on a consistent basis and special meetings as necessary. The bolded green blocks above represent possible time blocks for the respective PD component
i.e., elective Deans & Principals connect with their supervisors during morning meetings, closing circle time or highlighted green blocks if the deans are not in a particular classroom.

Anticipated 6-8 PD blocks



CCA Instructional Foci SY 2020-21

Focus 1: Consistently implement literacy instruction (whole class, small group) aligned to scholar's STEP Assessment levels.

Focus 2: Create and implement cognitively demanding tasks in math based on the primary standards and skills expected for the grade.

Cycle 1: Aug 24 - October 23

Week	Dates	Content Focus	Friday PD Content Focus	Relevant Standards	TLAC Strategy to review	Academic Leadership Team Meetings	Observations
1	Aug 24-Aug 28	Behavior / Literacy	Shifts + Adjustments / Previewing Unit	*Will be added*	STAR	TBD	Classrooms
2	Aug 31-Sep 4	Literacy	Explicit skills: strategies and processes	*Will be added*	Engineer Efficiency	TBD	Professional Growth and Development Plans by Day 20 (if applicable)
3	Sep 8-Sep 11	Math	Explicit skills: strategies and processes	*Will be added*	Strong Start	TBD	Classrooms
4	Sep 14-Sep 18	SEL + Academics	Integrating SEL lessons, strategies + successes	*Will be added*	Radar/Be Seen Looking	TBD	SLO Approval Conferences (ADEPT)
5	Sep 21-Sep 25	Literacy	Review initial STEP data / plan	*Will be added*	Do It Again	TBD	Classrooms
6	Sep 28-Oct 2	Literacy	Peer Obsv / Video	*Will be added*	Positive Framing	TBD	Classrooms
7	Oct 5-Oct 9	Literacy / Math	Review universal screener data / plan	*Will be added*	Joy Factor	TBD	Classrooms
8	Oct 12-Oct 16	Literacy / Math	Data/RTI	*Will be added*	Strong Voice	TBD	CCA Cycle 1
9	Oct 19-Oct 23	Literacy / Math	Benchmark administration + reading benchmark results effectively	*Will be added*	Precise Praise	TBD	Classrooms

Cycle 2: Oct. 26-Dec. 18

Week	Dates	Content Focus	Friday PD Focus Activity	Relevant Standards	TLAC Strategy to review	Academic Leadership Team Meetings	Observations
10	Oct 26-Oct 30	Literacy / Math	Lesson planning improvements	*Will be added*	Begin With the End	TBD	Approx 45 days: Pre-conferences / ADEPT Observation #1 (within 2 days of preconference)
11	Nov 2-6	Literacy / Math	Benchmark results (data review + plan)	*Will be added*	Do Now	TBD	Classrooms
12	Nov 9-13	Math	Peer Obsv / Video	*Will be added*	4 Ms	TBD	Classrooms
13	Nov. 16-20	Literacy	Explicit skills: strategies and processes	*Will be added*	Double Plan	TBD	Classrooms
14	Nov. 23-24	Math	Explicit skills: strategies and processes	*Will be added*	No Opt Out	TBD	Classrooms
15	Nov 30-Dec 4	Literacy	Texts and Tasks	*Will be added*	Format Matters	TBD	Classrooms
16	Dec 7-Dec 11	Math	Tasks	*Will be added*	At Bats	TBD	CCA Cycle 2
17	Dec 14-18	Literacy / Math	Data/RTI	*Will be added*	Fail Ticket	TBD	Classrooms

Cycle 3: January 4 - Feb 26

Week	Dates	Content Focus	Friday PD Focus Activity	Relevant Standards	TLAC Strategy to review	Academic Leadership Team Meetings	Observations
18	Jan. 4-8	Literacy	Peer Obsv / Video	*Will be added*	Threshold	TBD	Classrooms
19	Jan 11-15	Literacy / Math	Lesson planning improvements	*Will be added*	Make Compliance Visible	TBD	Classrooms
20	Jan. 18-22	Literacy	Texts and Tasks	*Will be added*	Least Invasive	TBD	Classrooms
21	Jan. 25-29	Literacy	Review STEP data / plan	*Will be added*	Art of the Consequence	TBD	Classrooms
22	Feb. 1-5	Literacy / Math	Data/RTI	*Will be added*	Plan for Error	TBD	Approx 110 days: ADEPT Observation #2 (unannounced)
23	Feb. 8-12	Math	Explicit skills: strategies and processes	*Will be added*	Culture of Error	TBD	ADEPT post conferences (within 5 days)
24	Feb. 15-19	Literacy / Math	Benchmark results (data review + plan)	*Will be added*	Excavate Error	TBD	Classrooms
25	Feb. 22-26	Literacy	Explicit skills: strategies and processes	*Will be added*	Own and Track	TBD	CCA Cycle 3

Cycle 4: March 1 - April 30

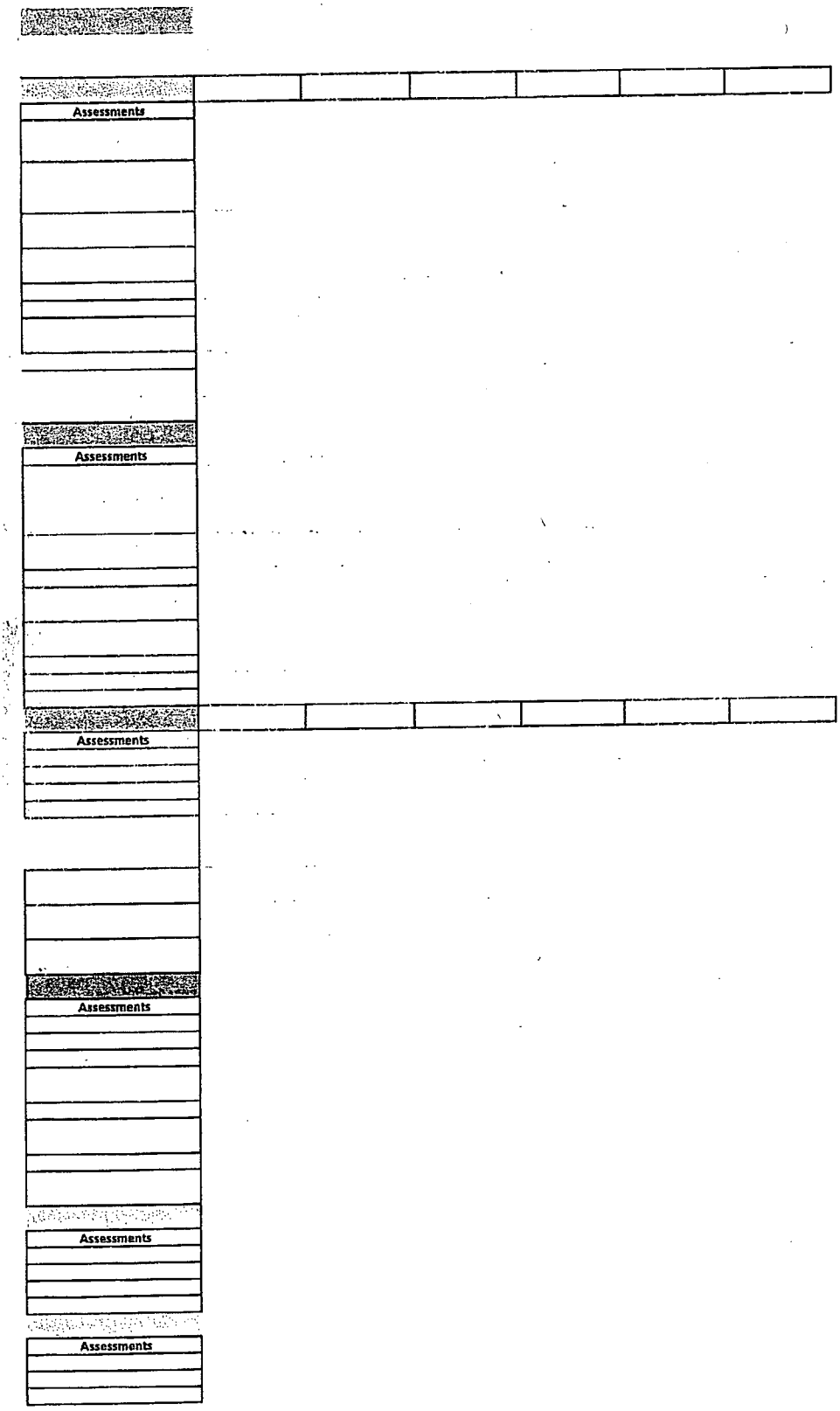
Week	Dates	Content Focus	Friday PD Focus Activity	Relevant Standards	TLAC Strategy to review	Academic Leadership Team Meetings	Observations
26	March 1-5	Math	Peer Obsv/ Video	*Will be added*		TBD	Classrooms
27	March 8-12	Literacy	Texts and Tasks	*Will be added*		TBD	Classrooms
28	March 15-19	Literacy	Review STEP data / plan	*Will be added*		TBD	Classrooms
29	March 22-26	Literacy	Explicit skills: strategies and processes	*Will be added*		TBD	Classrooms
30	April 5-April 9	Literacy / Math	Data/RTI	*Will be added*		TBD	Classrooms
31	April 12-16	Math	Explicit skills: strategies and processes	*Will be added*		TBD	Classrooms
32	April 19-23	Literacy	Peer Obsv/ Video	*Will be added*		TBD	Classrooms
33	April 26-30	Math	Benchmark results (data review + plan)	*Will be added*		TBD	CCA Cycle 4

Cycle 5: May 3 - May 28

Week	Dates	Content Focus	Friday PD Focus Activity	Relevant Standards	TLAC Strategy to review	Academic Leadership Team Meetings	Observations
34	May 3-7	Literacy	Texts and Tasks	*Will be added*		TBD	Classrooms
35	May 10-14	Literacy	Peer Obsv/ Video	*Will be added*		TBD	Final SLO Conference
36	May 17-21	Literacy	Review STEP data / plan	*Will be added*		TBD	Classrooms
37	May 24-28	Math	Planning Tasks	*Will be added*		TBD	Classrooms

Cycle 6: June 6 - June 22

Week	Dates	Content Focus	Friday PD Focus Activity	Relevant Standards	TLAC Strategy to review	Academic Leadership Team Meetings	Observations
38	June 1-4	SY 2021-22 Planning	Retention/Summer School	-	-	TBD	-
39	June 7-11	SY 2021-22 Planning	Class Lists	-	-	-	
40	June 14-18	-	-				


Assessments
Assessments
Assessments
Assessments
Assessments
Assessments

Compass Collegiate

CHARLESTON CHARTER SCHOOL

This referral form is completed to refer a student for comprehensive evaluation for Special Education consideration. Data and documentation gathered through the tiered intervention and support process should be reviewed prior to referral.

☐ Parent Referral ☐ School / Teacher Referral

Name:_____

Birth date:_____

Age:_____

Race/Ethnicity: _____

Gender: _____

Grade:_____

Teacher: _____

Primary language:_____

Parent(s):_____

Phone:_____

Email address: _____

Address:_____

Area of Challenge (check all that apply)

☐ Phonological Awareness ☐ Phonics ☐ Reading Fluency ☐ Reading Comprehension

☐ Vocabulary ☐ Math Calculation ☐ Math Problem Solving ☐ Written Expression

☐ Attention/ Behavior ☐ Speech/Language ☐ High Achievement ☐ Other:_____

Cumulative Record Review

Attendance

Current year:
Days present: ____ Days absent: _____ Days tardy: _____

Last year:
Days present: ____ Days absent: _____ Days tardy: _____

Discipline

Number of discipline reports:_____

List violations:_____

Number of out-of-school suspensions: _____

In-school suspensions: _____

Detentions: _____

Testing Information

Test:	Year:	Year:	Year:
Area	Results / Percentiles	Results / Percentiles	Results / Percentiles
Reading / ELA			
Math			
Science			
Social Studies			

Academic Grades

Subject Area	Year / Semester	Year / Semester	Year / Semester	Year / Semester
Reading				
Math				
Science				
Social Studies				
Language Arts				
Spelling				
English				
Other:				

Exclusionary Factors

Please include relevant information as it applies to the following.

Limited English Proficiency

Is there another language other than English spoken by the student?

_____

Is there another language other than English spoken in the student's home?

_____

Have English Learner services been provided?

_____

Visual Impairment

Does the student have a history of significant vision problems?

_____

Hearing Impairment

Does the student have a history of significant hearing problems?

_____

Orthopedic Impairment

Does the student have any physical or motor impairments?

_____

Behavior

Does the student exhibit behavior(s) or emotional difficulties that interfere with learning?

Does the student have a current behavior plan?

Environmental / Cultural / Economic Factors

Are you aware of any environmental factors that may be impacting this student's ability to learn?

Motivational Factors

Does the student want to succeed in school?	☐ Yes	☐ No
Does the student seek assistance from teachers, peers, or others?	☐ Yes	☐ No
Does the parent report efforts made at home to complete assignments?	☐ Yes	☐ No
Is the student making an effort to learn?	☐ Yes	☐ No
Are the student's achievement scores consistent with the student's grades?	☐ Yes	☐ No

Situational Trauma

Has the student experienced recent trauma? (Parent divorce, death or illness of family member, etc.)

Are there other situations that could create stress or emotional upsets?

Has there been a significant change in the student's classroom performance within a short period of time (6-12 months)?

Medical

Does the student have any known medical issues that interfere with learning?

Describe classroom interaction with peers and teacher:

Additional comments:

Person completing form

Name / Job Title _____ Signature _____ Date _____

Sample list of accommodations that may be utilized at Compass Collegiate Academy for scholars with disabilities:
Source:
https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/common-classroom-accommodations-and-modifications

Presentation accommodations allow a student to:

- Listen to audio recordings instead of reading text
- Learn content from audiobooks, movies, videos and digital media instead of reading print versions
- Work with fewer items per page or line and/or materials in a larger print size
- Have a designated reader
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions

Response accommodations allow a student to:

- Give responses in a form (oral or written) that's easier for him
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"

Setting accommodations allow a student to:

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)

Timing accommodations allow a student to:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task
- Scheduling accommodations allow a student to:
- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take a test at a specific time of day

Organization skills accommodations allow a student to:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment modifications allow a student to:

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum modifications allow a student to:

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions)
- Get graded or assessed using a different standard than the one for classmates

CCA Anticipated Assessments

Test Name	Grades Covered	Type of Test	Purpose	Frequency given
STEP	K-6 (Construct & Stabilize - K-3), Strengthen & Expand (3-6)	Formative	Measures student reading level & progress, informs teachers & instructional staff about specific scholar reading skills in the areas of print concepts, letter/sound ID, reading accuracy, rate, and comprehension. The initial STEP assessment also provides a baseline picture of a scholar's entering reading skills.	Initial STEP assessment within 2 weeks of enrollment; Enrolled scholars every 8-10 weeks, 1:1 teacher/scholar assessment
FAST	K-8	Universal screener / norm referenced	Measures scholar baseline skills in ELA & math; provides baseline read on student skill set and deficiencies. CCA will primarily use the CBMreading, earlyMath, and CBMmath assessments. Also provides norm-referenced reports to compare CCA scholars to same-grade peers nationally.	For K-1, the universal screening process is expected to occur within the first semester, approximately 4-6 weeks after the first day of school. Allows young scholars to adapt to the school environment prior to assessing academic skills; Grades 2-8, universal screening will occur approximately 2-3 weeks after the 1st day of school; Scholars that enroll mid-year expected to be screened 2-3 weeks after enrolling.
LRI	K-1	Formative	Auditory assessments to help teachers with baseline data pinpoint any specific phonemic awareness deficiencies.	As needed. Primarily a grades K-1 assessment but may be used for scholars in grades 2-5 demonstrating severe reading deficiencies.
TE21 Case Benchmark	2-8	Interim / Formative	Externally developed interim assessments that align to SC state standards. The assessments typically have above 90% predictability and are valid predictors of how well students are likely to perform on state tests. These interims will gauge the academic progress of students and provide timely feedback to CCA staff that can be used by instructional staff to guide instruction.	ELA & Math, 3 times per year in grades 2-8 (approximately every 10 weeks); science & social studies 2 times per year in grades 3-8 (fall/spring).
Eureka, Learn7illion, IXL	K-8	adaptive, formative	Mini quizzes and adaptive tests used as companions to specific lessons during the year to guage scholar progress & understanding.	As needed, daily & weekly.
ACT Tessera	8			fall of 8th grade year
Caring School Community	teachers	Survey	A teacher facing survey/assessment to monitor fidelity of Caring School Community practices within classrooms.	Twice a year: End of semester 1, end of semester 2.
SC READY	3-8	Summative	A comprehensive ELA and math assessment that measures student performance relative to ELA and math state standards. CCA will use data to inform teacher assignments & support structures (for example, CCA's strongest instructional staff may be paired with students demonstrating the lowest mastery of state standards). CCA will also use EVASS data derived from state assessments to inform instruction.	Annually in grades 3-8, end of the year.
SC PASS	4-8	Summative	A comprehensive science and social studies assessment that measures student performance relative to science and social studies standards. CCA will use data to inform teacher assignments & support structures (for example, CCA's strongest instructional staff may be paired with students demonstrating the lowest mastery of state standards)	Annually, grades 4,6,8 for science; grades 5,7 for social studies
Algebra 1 EOC	8	Summative	Math assessment that measures student performance relative to Algebra 1 state standards.	spring state testing window
Cognitive Abilities Test (CogAT) and Iowa Assessments (IA)	2	G&T screener	Required state test	2nd grade in the fall
KRA	K	Kindergarten Readiness Assessment	Required state test	Kindergarten within the first 45 days of school; CCA will seek a waiver to use its universal screener as its Kindergarten readiness assessment. If not approved, CCA will procure the KRA as required.
ACCESS, Alt-ACCESS for	K-8	ELL screener	Required state test for limited English proficient students.	required state testing window, normally spring

Appendix G-21

DOMAIN	PRIMARY JOB RESPONSIBILITY	MEASUREMENT
Academic Program	Oversee the design and implementation of core academic programs.	| Curriculum units and assessments adhere to grade-level South Carolina Standards | All teachers are implementing curriculum units and assessments as designed and scheduled | Effectively implement the school's SEL program
Student Achievement and Testing	All grade-appropriate students take South Carolina summative exams during required testing windows.	| Scholar scores meet or exceed CCA charter goals | In grades K-6, at least 75% of CCA scholars enrolled at the end of each academic year who had been enrolled 4 months or more at CCA will be on their expected STEP level by the end of each academic year
Human Resources	Recruit, hire, and retain outstanding faculty members.	| Start the 2020-21 school year 100% staffed | CCA's annual retention rate of effective teachers will be 75% or higher on an annual basis | At least 90% of CCA teachers will rate being satisfied with CCA as a professional learning environment
Staff Development	Provide quality professional development.	| All teachers have developed professional goals for each quarter in conjunction with their assigned coach. | Faculty attendance at professional development meetings is 90% or greater | Each teacher's classroom performance has been evaluated three times by assigned coach
Operations Management	The school has a waiting list and is operationally compliant with all charter sponsor requirements.	| CCA will have a waiting list to attend the school (at least 10% of enrolled population) | The Executive Director attends all board meetings and presents as requested.
Facility	Provide CCA students with a safe and clean facility to learn.	| The school environment is reflective of CCA's values and standards | The facility cost is consistent with budgeted resources
Fiscal Management	Work with the Board to develop and manage the annual operating budget.	| Budget is created on schedule | Financials are presented to the board in a timely manner | The school is on budget | The school receives a clean audit
Parents and Community	Oversee the implementation of a yearly parent satisfaction survey and positively represent CCA in the community.	| Achieve an 80% return rate on the parent survey | 85% of parents report that they are "satisfied or "very satisfied overall with their child's academic and SEL development | At least 75% of parents attend a school-sponsored event during the academic year.

Adapted from Nashville Classical School Leader Evaluation Rubric

Appendix G-22

Competency/Criteria	Indicators	Rating	Notes
Teaching Ability: Demonstrates an appropriate knowledge of content and pedagogy • Provides reasonable examples of effective lesson planning, instructional strategies, and/or scholar assessment strategies • Instruction is focused on scholar achievement • Conveys ideas and information clearly	o Addresses the multiple and varied needs of scholars in the classroom, adapts lessons and materials as necessary o Makes content meaningful to scholars in the district o Sets concrete, ambitious goals for scholar achievement o Indicates confidence that all scholars should be held to high standards o Demonstrates command and depth of content knowledge o Maintains high expectations for scholars when confronted with setbacks; continues to focus on scholars' academic success		
Classroom Management: Demonstrates ability to manage scholar behavior and deal effectively with negative scholar behavior • Remains productive and focused when confronted with challenges • Displays willingness to adapt classroom management style to meet the particular needs of the school or culture	o Assumes accountability for classroom management and culture o Conveys reasonable understanding of potential challenges involved in teaching o Demonstrates ability to deal effectively with negative scholar behavior o Persists in offering viable and realistic strategies to deal with classroom management challenges o Conveys willingness to try multiple strategies or something new when things change or when confronted with challenges		
School Fit: Demonstrates skills and development needs that are a good fit with the school • Demonstrates interests and skills that enrich the school's culture and needs • Demonstrates alignment with CCA's mission • Possesses positive belief about potential achievements and accomplishments for all scholars	o Interacts with interviewer in an appropriate and professional manner o Respects the opinion of others o Recognizes that families influence scholar achievement o Provides consistent (high) expectations for academic achievement and behavior for a range of scholars		
Critical Thinking: Analyzes situations thoroughly and generates effective strategies • Identifies key issues or questions • Generates effective/creative strategies or responses to situations • Develops logical responses to address challenges	o Understands and responds directly to questions o Organizes responses and instruction in a coherent manner o Supports response or points with specific and relevant examples/evidence o Stays on point o Analyzes situations thoroughly and generates multiple effective strategies o Has realistic picture of potential challenges		
Achievement: Demonstrates success in achieving scholar learning and other goals • Focuses on concrete, measurable results • Teaching success related to data driven instructional practices • Demonstrates initiative and general willingness to take on challenges as well as a history of overcoming them • Sets and meets ambitious goals	o Describes, in detail, a significant, quantifiable goals demonstrating excellence o Uses data to inform instruction/adjust in the moment as necessary o Demonstrates pattern of going above and beyond normal expectations o Possesses accomplishments with scholars and/or in other endeavors o Sets ambitious and concrete goals for teaching performance and/or scholar success o Describes specific examples of taking on challenges or initiatives o Discusses using benchmarks and/or concrete goal setting as a general habit		
Personal Responsibility: Assumes accountability for reaching outcomes despite obstacles • Focuses on own capacity to impact situations rather than on external barriers • Understands challenges within larger context • Takes initiative to solve own problems	o Holds self accountable for scholar learning o Assumes responsibility for classroom environment and culture o Takes ownership of failures o Identifies lessons from past failures o Provides examples of maintaining focus on the big picture and addressing obstacles in past professional or personal experiences o Speaks specifically about setbacks in past experiences and/or scenario questions and is able to maintain appropriate focus and optimism o Persists in offering viable/realistic strategies to address scenarios o Provides examples of being self-reliant		

Competency/Criteria	Indicators	Rating	Notes
Professional Interaction: Respectful of scholars and others in all situations	o Handles difficult situations appropriately		
• Aware of how one's own background & assumptions can influence one's perspective & interactions with others • Strives to understand the opinions and experiences of others • Demonstrates the ability to effectively & appropriately interact with scholars and others in the school community	o Can articulate how he/her own background and understanding of a situation plays a role in situations they describe o Shows ability to consider others' perspectives in scenarios and past experiences o Demonstrates self-confidence and presence o Shows evidence of being able to contribute to a school's effectiveness by working collaboratively with others o Exhibits professional conduct and tone throughout interview o Effectively navigates scenarios or experiences with challenging interpersonal situations, with appropriate norms of interactions o Understands appropriate role as a teacher o Speaks of scholars, teachers and community with respect o Demonstrates willingness to learn from & understand perspectives of others		
Constant Learning: Draws lessons from previous experiences ad applies them to future endeavors	o Incorporates a variety of resources to achieve results		
• Reflects regularly on performance to identify areas for improvement • Seeks and welcomes feedback from others • Accesses resources to support self-development • Draws lessons from previous experience and applies them to future endeavors • Demonstrates growth mentality	o Generates strategies that involve a range of resources o Seeks out and welcomes feedback from others o Describes examples of professional development and other learning in order to become a more effective teacher o Reflects on previous professional experience and how they relate to teaching o Conveys willingness to learn from other perspectives		

Rubric adapted for CCI, from open source TNTP rubrics
https://tntp.org/teacher-talent-toolbox/templates/rubrics

CCA Teachers will be evaluated at least 4 times per year, ideally teachers are evaluated once per instructional cycle. An evaluator will observe at least two blocks of instruction in different subjects, over at least two different days within the same week to gather evidence before finalizing a rubric's score.

The CCA teaching rubric uses a four-level rating scale:

4 – Highly Effective	Master teacher performance that meets very demanding criteria
3 – Effective	Solid, expected professional performance; teachers should feel good about scoring at this level
2 – Improvement Necessary	Performance is mediocre; no teacher should be content to remain at this level
1 – Does Not Meet Standards	Unacceptable performance leading to an improvement plan, intensive support, and, if improvement isn't made within a reasonable amount of time, dismissal

A. Planning and Preparation for Learning

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject and few ideas on how to help students learn.
b. Standards	Has a detailed plan for the year that is tightly aligned with high standards and ensures success on standardized assessments.	Plans the year so students will meet high standards.		...tion and has little ...ent with state standards and tests.
c. Units			Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an ad hoc basis with little or no consideration for long-range curriculum goals.
d. Assessments	...stic, on-the- spot, ...rm, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	Designs each lesson with clear, measurable, achievable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable, achievable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
g. Engagement	Designs highly relevant lessons that will motivate virtually all students and en- gage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
h. Materials	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address students' learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
j. Environment	Uses room arrangement, materials, and displays to create an inviting climate and maximize student learning.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

Sample rubric with applied ratings for selected indicators and demonstration purposes.

Domain Rating, Circle One: Highly Effective Effective Improvement Necessary Does Not Meet Standards

B. Classroom Management

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with ad hoc rules and consequences as events unfold during the year.
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes harsh, unfair, and disrespectful with students and/or plays favorites.
c. Respect	Creates a climate of respect and buy-in such that disruption of learning is virtually unthinkable.	Wins almost all students' respect and discipline problems are few and far between.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. Social-emotional	Implements a program that successfully develops positive interactions and social- emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
f. Responsibility	Gets virtually all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self- discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and some students are not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
h. Efficiency	Skillfully uses coherence, momentum, and transitions so that almost every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, inefficient transitions, and off-task teacher behavior.	Loses a great deal of instructional time because of confusion, interruptions, ragged transitions, and off- task teacher behavior.
i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.

Domain Rating, Circle One: Highly Effective Effective Improvement Necessary Does Not Meet Standards

C. Delivery of Instruction

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Exudes high expectations, urgency, and determination that all students will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars; virtually all students can articulate them.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Hooks virtually all students in units and lessons by activating knowledge, experience, reading, and vocabulary.	Activates students' prior knowledge and hooks their interest in each lesson and new vocabulary.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Presents material clearly and explicitly, with well-chosen examples and vivid, appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
f. Repertoire	Uses a wide range of well- chosen, effective strategies, questions, materials, technology, and groupings to accelerate student learning.	Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.	Uses a limited range of classroom strategies, questions, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
g. Engagement	Gets virtually all students involved in focused activities, actively learning and problem- solving, losing themselves in the work.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h. Differentiation	Successfully reaches virtually all students by skillfully differentiating and scaffolding and using peer and adult helpers.	Differentiates and scaffolds instruction and uses peer and adult helpers to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
i. Nimbleness	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j. Closure	Consistently has students summarize and internalize what they learn and apply it to real-life situations and future opportunities.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

Domain Rating, Circle One: Highly Effective Effective Improvement Necessary Does Not Meet Standards

D. Monitoring, Assessment, and Follow-Up

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Criteria	Consistently posts and reviews clear criteria for good work, with rubrics and exemplars of student work at each level of proficiency.	Posts criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives students a well- constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. On-the-Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self- assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition	Frequently posts students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly posts students' work to make visible their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
f. Interims	Works with colleagues to immediately use interim assessment data to fine-tune teaching, re-teach, and help struggling students.	Promptly uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Returns tests to students and follows up by clarifying a few items that caused problems.	Is slow getting test results back to students and moves on without analyzing data and following up with students.
g. Tenacity	Relentlessly follows up with struggling students with personal attention so that virtually all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Domain Rating, Circle One: Highly Effective Effective Improvement Necessary Does Not Meet Standards

E. Family and Community Outreach

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief that he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectations	Gives parents clear, user- friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
f. Homework	Assigns highly engaging homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
h. Reporting	Uses student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
i. Outreach	Successfully contacts and works with virtually all parents, including those who are hard to reach.	Reaches out to all parents and is tenacious in contacting hard- to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

Domain Rating, Circle One: Highly Effective Effective Improvement Necessary Does Not Meet Standards

F. Professional Responsibilities

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Attendance	Has perfect or near-perfect attendance (98-100%).	Has very good attendance (95-97%).	Has moderate absences (6-10%). If there are extenuating circumstances, state below.	Has many absences (11% or more). If there are extenuating circumstances, state below.
b. Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
c. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e. Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student information.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
f. Above-and- beyond	Is an important member of teacher teams and committees and frequently volunteers for extra activities.	Shares responsibility for grade- level and schoolwide activities and takes part in extra activities.	When asked, will serve on a committee and attend an extra activity.	Declines invitations to serve on committees and attend extra activities.
g. Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
h. Openness	Actively seeks out feedback and suggestions from students, parents, and colleagues and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
i. Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
j. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

Domain Rating, Circle One: Highly Effective Effective Improvement Necessary Does Not Meet Standards

Overall Rating	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards

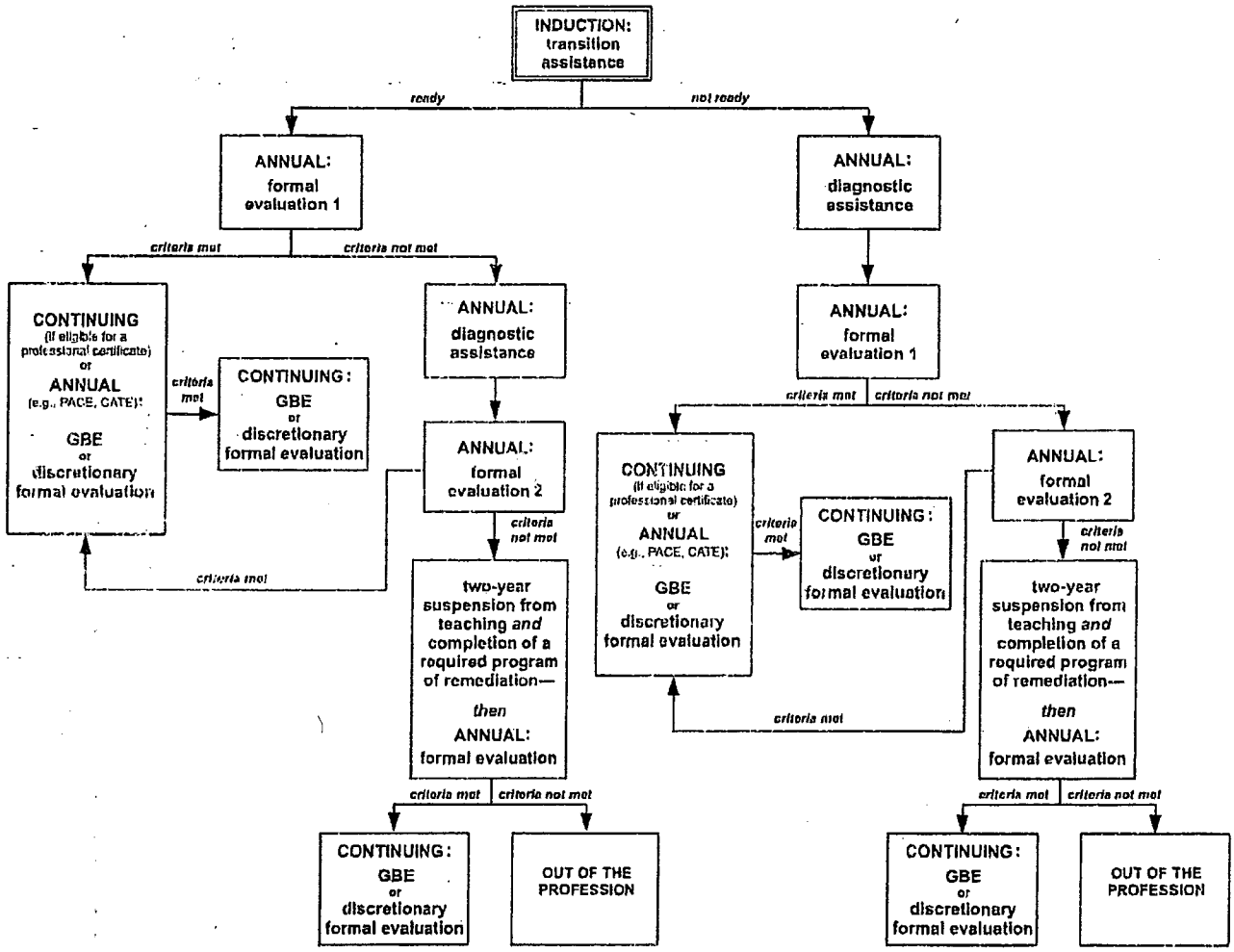
Key Areas of Strength

Key Areas of Growth

Additional Notes

Adapted from Kim Marshall Open Source teacher evaluation rubric

Flow Chart:
Contract Types, ADEPT Processes, and District Options



Contract Types, ADEPT Processes, and District Options

INDUCTION CONTRACT

- **Issued to educators who have less than one year of teaching experience**
- **Required for all educators, except for experienced out-of-state or nonpublic school teachers**

ADEPT process: **induction**	Resulting **year-end options** for school districts:
• Induction program and mentoring support and assistance • Formative feedback • Formal evaluation not required	• Annual-contract formal evaluation 1—if educator was successful in induction-contract year • Annual-contract diagnostic assistance—if more time is needed before formal evaluation • Contract nonrenewal* (educator has no due process rights in statute)

ANNUAL CONTRACT

- **Issued to educators who**
  - **have completed an induction-contract year, *or***
  - **are from out of state or from a nonpublic school setting and have more than one year of teaching experience, *or***
  - **are returning to teaching following ADEPT-related state sanctions**
- **Required for all educators except NBPTS-certified educators from out of state or from a nonpublic-school setting**

ADEPT process: **diagnostic assistance**	Resulting **year-end options** for school districts:

• Provided to educators who
  ◦ need additional assistance following an induction-contract year, *or*
  ◦ have an unsuccessful annual-contract formal evaluation 1 year, *or*
  ◦ have more than one year of teaching experience in another state or a nonpublic school setting, *if* time is needed for an orientation to the district and/or the ADEPT system prior to formal evaluation
[Note: Educators are eligible for no more than one annual-contract diagnostic assistance year.]
	• Annual-contract formal evaluation 1—if the annual-contract diagnostic assistance year followed the induction-contract year
	• Annual-contract formal evaluation 2—if the annual-contract diagnostic assistance year followed an unsuccessful annual-contract formal evaluation 1 year
	• Contract nonrenewal* (educator has limited due process rights in statute)
	[Note: An annual-contract diagnostic assistance year is always followed by an annual-contract formal evaluation during the next year of teaching employment.]

ADEPT process: **formal evaluation 1** Required for all educators except NBPTS-certified educators from out of state or from a nonpublic-school setting	Resulting **year-end options** for school districts: • Continuing-contract GBE—if educator was successful on formal evaluation and is eligible for a professional teaching certificate • Annual-contract diagnostic assistance—if teacher was not successful on formal evaluation and has had no previous annual-contract diagnostic assistance • Annual-contract formal evaluation 2—if educator was not successful on formal evaluation and has had a previous annual-contract diagnostic assistance year • Annual-contract GBE—if educator was successful on formal evaluation but is not yet eligible for a professional teaching certificate (e.g., PACE, CATE, international teachers) • Contract nonrenewal* (educator has limited due process rights in statute)

Contract Types, ADEPT Processes, and District Options

ADEPT process: **formal evaluation 2** Required for all educators who did not successfully complete an annual-contract formal evaluation 1 year	Resulting **year-end options** for school districts: • Continuing-contract GBE—if educator was successful on formal evaluation and is eligible for a professional teaching certificate • Annual-contract GBE—if educator was successful on formal evaluation but is not yet eligible for a professional teaching certificate (e.g., PACE, CATE, international teachers) • Contract nonrenewal*—if educator was successful on formal evaluation (educator has limited appeal procedure in statute) • State sanctions**—if educator was not successful on second formal evaluation (educator has limited due process rights in statute)
ADEPT process: **informal GBE** Provided *only* to educators (most often PACE, CATE, or international teachers) who have completed a successful annual-contract formal evaluation 1 year or annual-contract formal evaluation 2 year but who have not yet completed all other requirements for a professional teaching certificate	Resulting **year-end options** for school districts: • Continuing-contract GBE—if educator was successful on annual-contract GBE and is eligible for a professional teaching certificate • Annual-contract GBE—if educator was successful on previous annual-contract GBE but is not yet eligible for a professional teaching certificate (e.g., PACE, CATE, international teachers) • Annual-contract discretionary formal evaluation—if educator was not successful on annual-contract GBE • Contract nonrenewal* (educator has limited due process rights in statute)

CONTINUING CONTRACT

Issued to individuals who

- **have successfully completed a formal evaluation at the annual-contract level and have fulfilled all requirements for a professional teaching certificate *or***
- **hold a valid teaching certificate and have been employed under a previous continuing contract**

ADEPT process: **informal GBE**	Resulting **year-end options** for school districts: • Continuing-contract GBE • Continuing-contract discretionary formal evaluation • Contract nonrenewal* (educator has full due process rights in statute)
ADEPT process: **formal evaluation** (If recommended for formal evaluation, the educator must be notified in writing no later than April 15 or at the time of hire if the educator is new to the district.)	Resulting **year-end options** for school districts: • Continuing-contract GBE • Continuing-contract discretionary formal evaluation • Contract nonrenewal* (educator has full due process rights in statute)

The *most typical* sequence for traditionally prepared educators is as follows:

Year 1: *Induction* → **Year 2: *Annual* Formal Evaluation 1** → **Year 3: *Continuing* GBE**

* Educators whose contracts are not renewed are still eligible for employment in another school district.

** Educators may remain an *annual* contract for up to four years. However, after two unsuccessful formal evaluations at the annual-contract level, state sanctions are imposed. In these instances, educators may not teach for a minimum of two years and must complete a state-approved remediation plan in order to become eligible to reenter the profession.

CCA Anticipated Instructional Staff Position	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025		2025-2026		2026-2027		2027-2028		2028-2029		2029-2030	
	Anticipated # Certified Instructional Staff	# of Employees	Anticipated # Certified Instructional Staff	# of Employees	Anticipated # Certified Instructional Staff	# of Employees	Anticipated # Certified Instructional Staff	# of Employees	Anticipated # Certified Instructional Staff	# of Employees	Anticipated # Certified Instructional Staff	# of Employees	Anticipated # Certified Instructional Staff	# of Employees	Anticipated # Certified Instructional Staff	# of Employees	Anticipated # Certified Instructional Staff	# of Employees	Anticipated # Certified Instructional Staff	# of Employees
Instructional Support Specialist	-	2	-	4	-	6	-	8	-	9	-	9	-	9	-	9	-	9	-	9
K-2 teachers	4	4	7	7	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
3-5 teachers	-	0	0	0	1	1	4	4	7	7	9	9	9	9	9	9	9	9	9	9
MS 6-8 teachers	-	0	0	0	0	0	0	0	0	0	4	4	9	9	14	14	14	14	14	14
Guidance Counselor	-	0	0	0	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2
Physical Education Teacher	-	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1
Music Teacher	-	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1
Art Teacher	-	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1
Added Specials Teachers	-	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1
Other Resource (part time music, art, PE)	1	1	1	1	1	1	2	2	-	-	-	-	-	-	-	-	-	-	-	-
Special Needs Teacher	-	0	2	2	3	3	3	3	4	4	4	4	5	5	5	5	6	6	6	6
Elementary Principal	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
SPED Coordinator	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2
Dean of Academics	1	1	1	1	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3
Dean of Students	0	0	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2
Middle School Principal	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1
Total:	7	9	13	17	19	25	24	32	29	38	41	50	49	58	54	63	55	64	55	64
% Certified Instructional (Teacher) Staff	78%		76%		76%		75%		76%		82%		84%		86%		86%		86%	

SECTION 59-40-50(B)(2) ...Does a public charter school to hire up to 25% noncertified instructional staff. CCA will comply with this requirement and ensure that at least 75% of instructional staff has approved SCDE teaching certifications.

K-2 and 3-5 teachers will teach all subject areas.

Middle school 6-8 teachers are primarily content specialists. In year 6, the first year of MS, 3 content specialist will be hired for the 4 core subjects - (math, ELA, science, social studies. Year 7 = 2 content specialists per core subject (8 total) Year 8 and after = 3 content specialists per core subject (12 total). Additional middle school teachers are certified and serve as intervention aides.

All CCA teachers will hold at least one of the approved SCDE teaching field certifications, anticipated to be:

K-2 teachers:	Early Childhood Education (PK–Grade 3) or Elementary Education (Grades 2–6)
3-5 teachers:	Early Childhood Education (PK–Grade 3) or Elementary Education (Grades 2–6)
6-8 teachers:	Middle Level Ela/Language Arts (Grades 5–8)
	Middle Level Mathematics (Grades 5–8)
	Middle Level Science (Grades 5–8)
	Middle Level Social Studies (Grades 5–8)
Specials:	Art (PK–Grade 12) or equivalent field
	Music Education (PK–Grade 12) or equivalent field
	Spanish (PK–Grade 12)
	Physical Education (PK–Grade 12)
Guidance counselor:	School Counselor - Elementary (PK–Grade 6)
Special Education:	1 of the approved SCDE teaching fields (currently 6)
Dean of Academics /	Literacy Coach (PK–Grade 12)
Specialist:	Literacy Specialist (PK–Grade 12)
	Literacy Teacher (PK–Grade 12)
	Or Equivalent Teaching Field
Principals:	Elementary Principal - Tier 1 (PK–Grade 8)
	Elementary Principal - Tier 2 (PK–Grade 8)
	Secondary Principal - Tier 1 (Grades 6–12)
	Secondary Principal - Tier 2 (Grades 6–12)

Compass Collegiate Academy

Board of Directors: Job Description

Primary Responsibility

Steadfastly uphold the mission of the school:

Compass Collegiate Academy exists to provide a rigorous academic foundation and the habits of mind that will prepare scholars to live purposefully oriented lives as citizen-scholars.

Personal Expectations

1. Work respectfully with fellow board members in a collaborative manner to fulfill the governing duties of Compass Collegiate Academy.
2. Serve as a volunteer on the Compass Collegiate Academy Board of Directors without compensation.
3. Place the duties of the nonprofit corporation and compliance with the terms of the charter school ahead of any personal preferences.
4. Support collective board decisions once they are made and speak with one voice as a collective board.
5. Regularly attend board and committee meetings having prepared appropriately.
6. Inform the Board of Directors of any potential conflicts of interest, whether real or perceived, and respect any resulting decisions from the board related to the potential conflict.
7. Within one year of taking office, complete an orientation program in the powers, duties, and responsibilities of being a charter school board member (provided through the SC Department of Education).
8. Conduct self and collective group evaluations to ensure a high standard of governance.

School Leader Relationship

1. Build a constructive, candid relationship with the school leader.
2. Hold the school leader accountable to the mission of the school and the expected academic outcomes for scholars.
3. Assist in maintaining the policy governance board/school leader relationship when board members overstep their governing roles.
4. Participate in an evaluation of the school leader at least annually.
5. When necessary, participate in a careful search process to find the most qualified individual to be the next school leader.

Financial Stewardship

1. Comprehend financial matters of the school.
2. Take a proactive role to receive reliable and timely financial information.
3. Participate in the school budgeting process and prioritize resources to achieve the school's mission, achieve expected student academic outcomes and maintain fiscal health of the organization.
4. Monitor the school's budget health through regular financial reports and governance monitoring dashboards.
5. Approve accounting and expense policies when necessary.
6. Ensure an independent annual audit is conducted by a qualified CPA and submitted to charter authorities on time.
7. Ensure adequate insurance is in force to cover students, staff, visitors, the board and the assets of the organization.
8. Handles all work related to school's financial affairs with integrity.

Organizational Sustainability

1. Participate in establishing policies to govern board members and school personnel.
2. Develop and maintain personnel policies and procedures (including grievance policies).
3. Adhere to and ensure compliance with local, state and federal laws and regulations that apply to Compass Collegiate Academy.
4. Ensure compliance with FOIA requirements.
5. Recruit and train new board members that will carry out the school's mission with fidelity.
6. Serve as advocates and representatives of the organization in the community (speaking with the collective voice of the Board of Directors).

Brittany Bryant, DSW, LISW-CP

231 Archibald Dr.
Goose Creek, South Carolina 29445
United States
Phone: (843) 973-0867
Email: bebryant7@gmail.com

EDUCATION:

(08/2014-05/2017) University of Tennessee, Knoxville
Doctorate of Social Work in Clinical Practice and Leadership, G.P.A 3.4
Related coursework: Neuroscience for Clinical Practice, Advanced Evidence-Based Practice for Addictions and Dual Diagnosis Treatment, Trauma Focused Interventions, Cognitive Behavioral Therapy, Psychopathology and Psychopharmacology, Translational Research, Clinical Management, and Clinical Supervision.

(08/2008-05/2011) University of South Carolina,
Master of Social Work, G.P.A. 3.9
Related course work: Human Behavior, Research Methods, Policy and Procedures, cultural diversity, Individual and Family Therapy, Group Therapy, Practice with the Military, Veterans, and their families, and Psychopathology.

(08/ 2004 – 12/2007) College of Charleston,
Bachelors of Arts in Psychology, G.PA 3.0
Related course work: Developmental Psychology, Physiological Psychology, Cognitive Psychology, Health Psychology, Abnormal Psychology, Social Psychology, and Conditioning and Learning.

PROFESSIONAL EXPERIENCE:

Clinical Instructor and Director of the Adolescent Substance Use Treatment Program, Medical University of South Carolina, Center for Drug and Alcohol Programs *(May 2017- present)*
40hrs/week
Responsibilities:
-Facilitates group and individual therapy for individuals with substance use disorder.
-Provides case management and support services to individuals enrolled in the Intensive Outpatient Program.
-Oversees program development and therapeutic services for adolescents ages 12-18 in need of substance use services.
-Facilitates Opiate Recovery Group for women receiving long-term medication management to prevent relapse.
- Provides support and therapeutic services to sickle cell patients that have engaged currently or in the past with medication mismanagement and abuse.

Clinical Instructor, Charleston Southern University *(June 2016-May 2017)*
40hrs/week
Responsibilities:
-Supports undergraduate students in the class, Introduction to Social Work, as they gradually make decision to go into the field of social work practice.
-Provides practical knowledge about the study of psychology in the class, General Psychology, as students pursue general core requirements for their undergraduate degree.
-Facilitates student's understanding of the history, philosophy, methods, and settings of the social work and psychology profession.
-Maximizes in-class time with thought-provoking discussions, lectures, and hands-on activities.

Clinical Counselor, Charleston Southern University (*January 2016-May 2017)*
15hrs/week

Responsibilities:
- Provides services to undergraduate students in need of counseling.
-Supports the counseling center's staff with student activities as needed.
-Ensures that students comply with treatment plans and recommendations.
-Documents client's progress during treatment and discharge from counseling services.

Adjunct Professor, University of South Carolina (*January 2016- May 2016)*
1 course/semester
Responsibilities:
-Supports graduate students in the class, Social Behavior and the Environment and Cultural Diversity as they learn about contributors to social behavior as well as social and class differences.
-Facilitates student's understanding of the philosophy, methods, and theoretical frameworks that support social behaviors in various settings.
-Maximizes in-class time with thought-provoking discussions, lectures, and hands-on activities.

Adjunct Professor, Charleston Southern University (*August 2015- December 2015)*
1 course/semester
Responsibilities:
-Supports junior and senior students in the class, Introduction to Social Work as they gradually make decision to go into the field of social work practice.
-Facilitates student's understanding of the history, philosophy, methods, and settings of the social work profession.
-Maximizes in-class time with thought-provoking discussions, lectures, and hands-on activities.

Program Coordinator, Medical University of South Carolina, College of Nursing *(January 2015-July 2015, FT); (August 2015- June 2016, PT)*
FT; 40 hrs/week
PT; 20 hrs/week
Responsibilities:
-Coordinate all grant activities between multiple sites, including scheduling of research sites, working with neighborhood tenant associations, community health workers, and research participants.
-Complete and track all IRB policies/procedures, including protocol revisions, informed consent revisions, data safety monitoring, and other required IRB policies.
-Develop and maintain regulatory compliance manual.
-Implement and track research protocols at neighborhood levels, peer group levels, and individual level interventions at all sites.
-Coordinate and schedule all data collection procedures.
-Coordinate data entry and work with MUSC Data Coordination Unit to monitor databases.
-Provide reports on daily activities and operations; tracking of participant recruitment and retention processes; data safety monitoring; intervention fidelity; and multi-site operations including budget.
-Develop protocol manuals for intervention components and monitor fidelity.
-Schedule, coordinate and participate in all research meetings with research scientists and neighborhood participants related to grant activities.
-Prepare reports for monthly research team meetings, annual sponsor progress reports, bi-annual data safety monitoring board, IRB, and others as needed for the grant.
-Facilitate diabetes prevention groups with community residents and participants.

Expanded Learning Site Coordinator, Communities In Schools, Inc. (*August 2014-December 2014)*
40 hrs/week
Responsibilities:
-Provide Level One Services at Sanders-Clyde Elementary/Middle School. Level one services include: supplying

basic needs, awareness events, career and shadowing experiences, monitoring of the positive behavior intervention, and truancy intervention.
-Provide Level Two Services (Case Managed Services) at Sanders-Clyde Elementary/Middle School in the form of group or individual counseling to children and families who are in need of life skills, anger management, decision-making skills, positive behavior interventions, and self-esteem awareness.
-Manage 18-20 community partners providing enrichment activities to the students of Sanders Clyde.
-Manage Expanded Learning budget of $300,000.
-Facilitate trainings on school culture, positive intervention strategies, and effective classroom management.
-Conduct partner observations and feedback meetings.
-Managed and negotiated partner contracts.
-Provided interventions as needed to the students participating in expanded learning.

Student Support Specialist, Communities In Schools, Inc *(December 2011-August 2014)*
40hrs/week
Responsibilities:
- Provide Level One Services at Sanders-Clyde Elementary/Middle School. Level one services include supplying basic needs, awareness events, career and shadowing experiences, monitoring of the positive behavior intervention, and truancy intervention.
-Provide Level Two Services (Case Managed Services) at Sanders-Clyde Elementary/Middle School in the form of group or individual counseling to children who are in need of life skills, anger management, decision-making skills, positive behavior interventions, and self-esteem awareness.

-Implements truancy initiatives to improve attendance for grades K5-8th grade.

-Recruits volunteers to aid children grades 3rd-8th with tutoring for PASS testing.

Health Educator and Social Work Intern, Charleston County Teen and Family EMPOWERR Program (Ethnic Minority Preventative Outreach and Web-Based Education for Risk Reduction (MUSC's National Crime Victims Center) *(March 2010-July 2011)*
40 hours/week
Responsibilities:
-Provide adolescents and child victims of trauma with Trauma Focused Cognitive Behavioral Therapy.
-Educate high-risk youth about safe sex with use of evidence-based curriculums in a group setting.
-Assist other key personnel (e.g. program coordinator, case manager) in duties pertaining to the implementation of programs such as helping to coordinate the locations, dates, and times of the programs, and scheduling transports for participants.
-Bring HIV and substance use prevention into the local African American community through faith-based organizations, health expositions, and other community events involving the young people of Charleston County.
-Helps the Program Coordinator and Evaluator with evaluation activities. These involve assisting in all measurement strategies and evaluation of the Program's success in achieving objectives, as well as the assessment of efficacy and satisfaction of all products developed by the EMPOWERR Program.

Early Interventionist Specialist, Kids in Development Services *(May 2009- November 2009)*
40 hours/week
Responsibilities:
-Demonstrates Special Instruction and Family Training in the natural environment to families who have children with developmental delays.
-Demonstrates structure and order in the keeping of paperwork and documentation.
-Implements service coordination (i.e. referrals to pre-school, and abc voucher applications) for families assigned to one's caseload.

Outreach Victims Advocate, People Against Rape (PAR) *(Sept. 2008- August 2010)*
40 hours/week

Responsibilities:
- Demonstrates outstanding case management and dedication to clients.
- Assists in preparation for volunteer trainings.
- Initiated and developed the protocol and brochure for the Victims of Sexual Assault Safety Plan at PAR.
- Co-facilitate support groups.
- Distribute awareness literature about PAR throughout the Tri-County Area.
- Accompany clients to the hospital, court, and medical appointments.

-Provided CBT and TF-CBT to adult and adolescent victims of trauma.

Human Services Specialist, MUSC Impact Program *(May 2008- Sept. 2008)*
15-38 hours/week
Responsibilities:
-Competent at assisting children and at-risk adolescents with various disorders in the completion of treatment goals/plans.
-Efficient in the facilitation of group sessions for adolescents on a variety of topics ranging from family issues to stress management and coping skills.
-Set the example of a positive role model for troubled teens within the S.T.A.R. and I.M.P.A.C.T. program.

VOLUNTEER EXPERIENCE / TRAINING/ LICENSING:

People Against Rape (PAR) (January 2006-Sept. 2008)

-Provided crisis counseling to victims of sexual assault.

-Responded to and provided support services to victims of sexual assault at the hospital.

- Victims Service Provider VSP Number: 02-0315 January 2009
- Completed TF-CBT Training September 2010
- Completed Clinical Core Research Training September 2010/2015
- Licensed Independent Social Worker License #9331 September 2016

Marcus Bryant, SHRM-SCP

[Email: mdbryant7@icloud.com | Phone: 843-513-0822]
Linked in: https://www.linkedin.com/in/marcusdbryant

Human Resources | Change Management | Strategic Planning | Leadership | Retention | Strategy | Workforce Planning | Executive Coaching | Diversity & Inclusion | Talent Acquisition | People Operations | Recruiting | EEO | ADA | Title IX | Global Workforce Strategy and Planning

PROFESSIONAL CERTIFICATIONS:

Senior Certified Professional (SHRM-SCP), Society of Human Resource Management

PROFESSIONAL AFFILIATIONS

Member, Society of Human Resource Management (SHRM)
Member, National Association of African Americans in Human Resources (NAAAHR)
Member, National Association of Diversity Officers in Higher Education (NADOHE)

PROFESSIONAL EXPERIENCE

Vantage Custom Solutions: Founded in 2017, Vantage Custom Solutions is a Human Resource Management and Diversity Training firm located in Charleston South Carolina. Vantage has experienced great success including landing its first contract with a multi-billion dollar client. The company has continued to spread its reach throughout South Carolina and will continue to expand its services throughout the Southeast region.

July 2017-Present

Managing Principal, Human Resources and Diversity

As Managing Principal, I provide leadership, management, and vision necessary to ensure that the company has the proper operational controls, administrative and reporting procedures, and people systems in place to effectively grow the organization and to ensure financial strength and operating efficiency. My role carries primary and authoritative leadership within the following business units: Operations, Human Resources (HR), Sales, Marketing, Vendor and Supplier Management. The essential functions of my role include:

- Provide day-to-day leadership and management that mirrors the adopted mission and core values of the company.
- Responsible for driving the company to achieve and surpass sales, profitability, cash flow and business goals and objectives.
- Responsible for the measurement and effectiveness of all processes internal and external. Provides timely, accurate and complete reports on the operating condition of the company.
- Spearhead the development, communication and implementation of effective growth strategies and processes.
- Collaborate with the management team to develop and implement plans for the operational infrastructure of systems, processes, and personnel designed to accommodate the rapid growth objectives of our organization.
- Motivate and lead a high-performance management team; attract, recruit and retain required members of the executive team not currently in place; provide mentoring as a cornerstone to the management career development program.
- Act as lead "client-care officer" through direct contact with every client and partner.

- Assist, as required, in raising additional capital at appropriate valuations to enable the Company to meet sales, growth, and market share objectives.
- Foster a success-oriented, accountable environment within the company.
- Represent the firm with clients, investors, and business partners.

Novus Architects Incorporated: Founded in 1992, Novus Architects, Inc. is a multi-million-dollar architect firm headquartered in Mount Pleasant, South Carolina. Currently, the firm operates in 41 states across the U.S. and has had the opportunity to acquire several competing firms.

March 2017-July 2017

DIRECTOR OF HUMAN RESOURCES (MOST SENIOR HR EXECUTIVE)

- Served as the company's Chief Human Resource Officer providing overall leadership and guidance to the HR function by overseeing compensation, talent acquisition, employee relations, career development, succession planning, retention, training, leadership development, EEO, ADA, Title VII, and benefits administration.
- Function as a strategic business advisor to the executive management team
- Established and implemented HR efforts that effectively communicate and support the firm's mission and strategic vision.
- Lead change management initiatives and functioned as the company's chief workforce strategist
- Developed HR plans and strategies to support the achievement of the overall business operations objectives.
- Worked with the firm's executive management to establish a sound plan of management succession that corresponds to the strategy and objectives of the firm.
- Developed comprehensive strategic recruiting and retention plans to meet the human capital needs of strategic goals.

Charleston Southern University (CSU): Founded in 1964, CSU is a liberal arts university and is one of South Carolina's largest accredited, independent universities, enrolling 3,800 students in undergraduate, graduate and online degree programs. In addition to the institution offers 60+ Bachelors and Master degree programs, it competes in NCAA Division 1 athletics.

May 2014-March 2017

DIVERSITY OFFICER (MOST SENIOR DIVERSITY EXECUTIVE)
AND DEPUTY TITLE IX COORDINATOR

- Served on the President's Cabinet as the institutions Chief Diversity Officer
- Advised the President on policy, strategic planning, and goal development as it pertains to diversity
- Collaborated with Senior Officers to implement strategic planning efforts and tactical changes within their individual scopes of leadership
- Served as Chair, Faculty Diversity Committee
- Advised and provided organizational oversight for diversity and inclusion training and resources for campus wide use including, but not limited to: EEO, ADA, Title VII, Title IX, Employee Relations, Multicultural Education, and Cultural Fluency
- Advised Human Resources, Marketing, Public Relations, Brand Management, Editorial, and Graphic Design staff on developing diversity-focused material and strategies designed to recruit and retain under-represented and underserved minority faculty, staff and students,
- Trained and advise search committees on recruiting best practices for faculty, staff, and students
- Developed and implemented quantitative and qualitative accountability metrics for diversity related outcomes
- Managed budget and resource alignment for all diversity efforts on campus
- Serve the community through events, forums, and panel discussions on various diversity and inclusion topics

DIRECTOR OF OPERATIONS

- Execute on behalf of the President/ Executive Director of the Whitfield Center for Christian Leadership and International Programs
-Improve and refine the operational systems, processes and policies in support of the CSU's organizational mission – specifically to include management reporting, information flow and management, business process, organizational planning and program/project execution
- Manage and increase the effectiveness and efficiency of Support Services (HR, IT, Catering, Facilities and Finance) through improvements to each function as well as coordination and communication between support and operational functions.
- Provides leadership and implementation oversight in long-term strategic planning
- Oversee overall financial management, planning, systems and controls.
- Budget management in addition to development of individual program budgets
- Oversees all management and operational functions within division
- Actively engages corporate CEO's to build sustainable and trusting relationships
- Identifies and implements evolving trends in technology and/or social media to better support and manage communication efforts
- Seeks external funding through grant research and collaboration with Vice President for Institutional Advancement
- Engages internal and external collaborative partners to advance initiatives and strategic planning efforts

**Promoted by the President with unanimous vote from President's cabinet to Chief Diversity Officer **

Self-employed: After leaving my role at Publix Supermarkets to pursue my Bachelor's degree, I was an independent human resource and diversity consultant. I worked with several large enterprises, in addition to, smaller localized companies and non-profits.

January 2010-May 2014

INDEPENDENT HUMAN RESOURCE CONSULTANT

- Advised C-Suite and senior management on the formulation and administration of plans and policies for human resource activities within their organizations
- Acted as an external consultant by analyzing and recommending solutions in various business divisions (most work was in the Human Resource and Diversity and Inclusion space).
- Developed, revised and implemented HR policies and procedures including state and federal regulations for hiring (including EEO, ADA, ADAAA, Title VII compliance).
- Worked with various companies to ensure their people strategy was aligned with their overall mission and vision
- Established policies and procedures to ensure compliance with relevant state federal, state or local legislation.
- Provided organizational design, diversity and inclusion, and strategic planning expertise as needed on each project

Medical University of South Carolina (MUSC): Founded in 1824, MUSC educates and trains more than 3,000 students and residents in six colleges and has nearly 13,000 employees, including approximately 1,500 faculty members. As the state's only academic health science center and largest non-federal employer in Charleston, the university and its affiliates have collective annual budgets in excess of $2.3 billion, with an annual economic impact of nearly $4 billion and annual research funding in excess of $250 million. MUSC operates a 700-bed medical center, which includes a nationally recognized children's hospital, the NCI-designated Hollings Cancer

Center, a Level I trauma center, Institute of Psychiatry, more than 100 outreach locations across the state, and South Carolina's only transplant center.

June 2011-September 2012

OFFICE MANAGER/ EXECUTIVE ASSISTANT

- Served as Human Resource Liaison and Benefits Liaison
- Managed $800k+ budget and served as purchasing agent
- Provided Executive Level administrative support to Senior Director (700+ employees)
- Coordinated all aspects of the general office
- Coordinated and maintained records for staff
- Collect and maintain inventory of office equipment and supplies
- Support staff in assigned project-based work.

Publix Supermarkets Incorporated: Founded in Winter Haven, Florida in 1930, Publix has become the largest and fastest-growing employee-owned supermarket chain in the United States. In 2016, Publix reached 34 billion dollars in sales and the company employed over 188,000 employees.

June 2005-January 2010

ASSISTANT CUSTOMER SERVICE MANAGER

- Functioned as localized HR Manager overseeing payroll procedures, talent acquisition and management, training (on the job and class settings), onboarding, new hire orientation, employee engagement, EEO investigations and reporting, ADA compliance, and discipline.
- Served as Charleston-based Corporate Culture Trainer
- Provided oversight for 18 million budget
- Managed 81 employees and 10 supervisors
- Lead and developed associates through effective leadership and evaluation
- Managed accounting system and implemented processes to decrease cash fluctuation
- Assisted with local Risk Management
- Managed scheduling system
- Evaluated profit and loss reports, balance sheets, and income statements to ensure local store profitability
- Conducted employee performance evaluations (merit-based and pay for performance)
- Managed accounting department and sales operations

Sterling Jewelers (Kay Jewelers): Founded in 1910, Sterling Jewelers is a publicly traded 6.4 billion dollar, international conglomerate selling specialty jewelry as various brands including Kay Jewelers, Jared, Marks and Morgan, Zales, and JB Robinson.

March 2006-March 2007

SALES REPRESENTATIVE

- Consistently broadened client base.
- Demonstrated professional knowledge of all products.
- Assisted with Marketing and Advertising of products and store
- Consistently exceeded sales goals in a one year time period.
- Rejected full time District Sales Lead promotion to further career at Publix Supermarkets Inc.

BOARD EXPERIENCE

Trident United Way: Through collective impact, Trident United Way serves Charleston, Berkeley and Dorchester counties through fostering and cultivating financial stability, health, and education.

July 2018- Present

BOARD MEMBER (CIC)

The Community Impact Committee (CIC) provides strategic direction to the organization for all matters relating to community impact and investment, including, but not limited to, TUW initiative and strategic investments, partner investments, policy, strategic planning, collective impact, product development and partner relationships, as well as Investment Review Teams responsibilities/ operations.

Small Enough Ministries: is a Christian-based ministry located in Boone, NC with a specific focus on women finding their life's purpose.

February 2017- Present

BOARD CHAIR

-Convene meetings
-Hire Executive Director
-Approve executive appointments
-Monitor and assess sustainability and future growth
-Lead strategic planning efforts

1Charleston Organization: is a diversity-training platform for churches, corporations, and Higher Education Institutions

June 2014-Present

FOUNDING AND EXECUTIVE BOARD MEMBER

- Support and undergird the Strategic Planning process
- Appoint Executive Director
- Raise support for continued growth
- Ensure mission and vision of the organization is being carried out to fidelity

EDUCATION

Graduate Coursework in Business and HR, Charleston Southern University, 9200 University Blvd., Charleston, South Carolina 29406, Courses include: Contemporary Business Law, Advanced Managerial Accounting, Marketing and Management

B.A, Charleston Southern University, 9200 University Blvd., Charleston, South Carolina 29406, January 2010-May 2014

PRESENTATIONS

God in the Workplace — December 2017
Topic: The Scars of Racism, Division, and Apathy

Charleston Southern University Town Hall — January 2017
Topic: Diversity and Inclusion Principals for the Helping Higher Ed Professional

Real Men Conference — April 2016
Leadership with Conviction and Care Where You Live, Work, and Play

1Charleston Conference — February 2016
An Executives Perspective on Talent, Employee Care, and Diversity

South Carolina Baptist Convention — January 2016
Spirituality and its Role in Caring for Vulnerable Individuals in the Workplace

God in the Workplace — July 2015
Topic: People and Processes: Workforce Strategies for Growth and Influence

Global Kingdom Business Conference — March 2015
Topic: Change Management Leadership and Buy In Strategies from a Upper Mid-level Professional

1Charleston Conference — February 2015
Topic: Introducing the Multi-Ethnic Gospel as an Imperative for Change in the Church and Religious Based Sectors

TRAININGS

Charleston Southern University Faculty Training — November 2016
Topic: Modern Perspectives of Inclusive Learning

Charleston Southern University Resident Life Training — September 2016
Topic: Intercultural Dynamics for the Modern Day Student

COMMITTEES

Chair, Faculty Diversity Committee
Chair, Global Diversity Committee
Title IX Committee
Executive in Residence Committee

SEARCH COMMITTEES

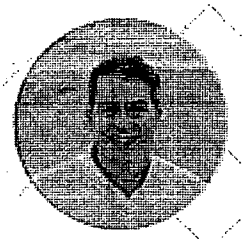
Executive Vice President
Assistant Dean of Resident Life
Assistant Campus Minister
Professor of Education
Professor of Theology
Director of Counseling

COMMUNITY INVOLVMENT

Partner, Institute for Community Involvement: Diversity and Inclusion as a Community Imperative
Executive Advisory Council Member, Marketplace Initiative for the Whitfield Center for Christian Leadership
Fundraising Coordinator, Trident United Way

JARED GARY CARLSON

Customer Success and Sales-Enablement Professional



757-439-5273 | jaredcarlson10@gmail.com

www.linkedin.com/in/jgcarlson | 5224 E. Dolphin St., North Charleston, SC

WORK EXPERIENCE

Manager of Customer Success Team

Questis

10/2018 - Ongoing | Charleston, SC

Questis provides Financial Wellness software through employer benefits to increase the overall wellbeing of employees

- Oversee all customer relationships, tracking and analyzing key success metrics for the business unit
- Established new Quarterly Business Review process to monitor the success of customers, and identify sales opportunities
- Collaborate across business units to create a core culture of customer success, through better sales process and ongoing product enhancements

Solutions Engineer

Snag

04/2017 - 10/2018 | Charleston, SC

www.snagajob.com

Snag is America's Largest Network for Hourly Workers

- Voted as the 2017 Employee of the Year across the entire organization
- Complete demonstrations to prospects and current customers on existing Snag Solutions
- Support both new business and customer success teams resulting in high volume of demonstrations and solution questions
- Lead internal training sessions to educate sales team on product
- Complete RFPs for prospects on a moments notice

Implementation Consultant

Snag/PeopleMatter

02/2016 - 03/2017 | Charleston, SC

Snag acquired PeopleMatter in 2017

- Lead implementation projects for 75+ clients ranging in size from 1 location to 14,000 locations
- Developed a training plan and resources to train over 10,000 end-users from a single company

Implementation Project Coordinator

PeopleMatter

10/2015 - 02/2016 | Charleston, SC

- Established core role parameters as the first employee in this position
- Started all implementation projects leading the planning and data gathering phases of the implementation project

A LITTLE ABOUT ME...

Professionally

Motivated by a passion for seeing customers succeed, my experience in the entirety of the customer life cycle from pre-sale through ongoing management, has equipped me to bring harmony between Sales, Implementation and Customer Success.

Personally

I am married to my college sweetheart, with a wild puppy at home. Lover of all things outdoors, including mountains, beach, snow or water. My ideal Friday night would be by a fire reading a book.

EDUCATION

Bachelor of Arts

Wheaton College '13

Wheaton, IL

Masters of Divinity

Reformed Theological Seminary

2018 - Ongoing | Charlotte, NC

CERTIFICATION

Lean Six Sigma Green Belt

University of Georgia

VOLUNTEERING

Founding Board

Compass Collegiate Academy

Jaime Downey

5346 Hartford Circle
North Charleston, SC 29405
Jaime_Downey@charleston.k12.sc.us

OBJECTIVE: To obtain a leadership position that allows me to serve students with special needs.

EDUCATION/CERTIFICATIONS:

- Masters of Education, Educational Leadership, The Citadel 2015, K-8 certified school administrator
- Bachelor of Science, Special Education, College of Charleston 2008, K-12 certified special needs teaching certificate
- National Board Certified Teacher, Exceptional Needs Specialist, 2013-2023
- Charleston County School District Teacher of the Year, 2014

EDUCATION EXPERIENCE:

August 2018-Current, Instructional Coach, Jerry Zucker Middle School

- Lead weekly MTSS meetings to analyze school wide systems of support and identify students with greatest needs
- Lead instructional planning meetings weekly for all teachers, promoting engaged and collaborative instructional planning
- Coach and supervise reading intervention teachers
- Design reading and math intervention programs that are highly effective for students
- Coach all teachers through monthly observations and 1:1 coaching meetings
- Serve as MAP proctor for Fall, Winter, and Spring testing
- Develop data wall to promote student growth and teacher learning
- Serve as liaison for adaptive digital content
- LEA for IEP meetings
- Serve on PBIS team
- Analyze data and deliver meaningful PD to teachers

August 2017-June 2018, Special Education Teacher (Low Incidence), Hursey Elementary

- Designed instruction for students with severe cognitive delays (including autism and developmental delays)
- IEP case manager
- Managed, coached, and mentored two paraprofessionals through weekly meetings on strengths and needs
- Cohort teacher for all of CCSD's induction special education teachers; lead monthly meetings to motivate and grow first year teachers in our profession
- Advocated for students' needs at the district level through teacher advisory councils and focus groups
- Served as cooperating teacher for clinical intern from College of Charleston
- Wrote and received grants for classroom furniture and materials from Donor's Choose
- Communicated regularly with parents, school psychologists, speech and occupational therapists, in order to collaborate and best meet the needs of the students

June 2016-June 2017, Director of Special Education, Meeting Street Elementary @Brentwood

- Coached and supervised special education and kindergarten teachers
- Reviewed all IEPs for compliance
- Served as evaluator for special education and kindergarten teachers
- Developed scheduling for all special education students based on IEP service needs
- Collaborated with CCSD's Department of Exceptional Children coordinators and service providers
- Developed Title 1 plan, oversaw programming and compliance
- Organized ESOL services with CCSD's service providers

- Served as LEA in all IEP meetings
- Selected and implemented new curriculum in special education classes
- Provided weekly professional development to special education teachers
- Recruited, interviewed, and hired highly effective candidates
- Planned school-wide events to foster positive relationships with parents and community members (African American History Breakfast, Grandparents Breakfast, etc.)
- Lead weekly Community Celebrations for Pre-K and Kindergarten

August 2015- June 2016, Teacher Effectiveness Specialist, Central Office

- Analyzed and used data to develop standardized and consistent measures for teacher evaluation
- Used Classroom Observation Tool (COT) to evaluate and provide feedback to teachers in various content areas from 14 schools
- Provided professional development to teachers across the district in teacher evaluation and developing student learning objectives
- Obtained donations and funding for Charleston County School District's annual gala to honor educators
- Organized *Charleston Heals*, CCSD's first annual district-wide art contest to raise funds for Reverend Pinckney Scholarship Fund

September 2014-August 2015, Principal Internships

- Completed internship at Morningside Middle School, Title 1 middle school with the highest poverty index in Charleston County-Summer of 2015
- Completed internship at Liberty Hill Academy, specialized alternative K-12 school for students with severe behavioral needs- Fall of 2014
- Completed internship at James Simons Montessori Elementary School-Spring of 2015
- Created needs assessments using school PASS data
- Completed LEA training
- Participated in multiple IEP meetings as a member of the IEP team
- Processed IEP paperwork for case managers
- Disaggregated PASS data to identify strengths and needs
- James Simons created an after school program tailored to the needs identified in the needs assessment
- Processed discipline referrals through educator's handbook
- Created class schedules and grade reports through Powerschool
- Participated in CORE and leadership weekly meetings with staff
- Created a streamlined process for teachers to communicate with administration for CORE team
- Mentored and observed teachers using COT (Classroom Observation Tool)
- Provided professional development on best practices in classroom/behavior management for all staff
- Created behavior charts for students with repeated behavioral problems
- Served on interview panel to interview potential teaching and paraprofessional candidates
- Represented schools at CCSD's recruitment fairs
- Collaborated with teachers at weekly TCT meetings
- Increased parent participation at Liberty Hill by creating new ways to communicate with parents (parent spotlight)

March 2015- June 2015- Lead Teacher, Windwood Farm School

- Supervisor for teachers and teacher's assistants
- Led weekly staff meetings/professional developments
- Reviewed case manager's IEPs for compliance
- Served as liaison between school and Windwood Farm Home for Children (nonprofit)
- Collaborated with local public schools to best serve our regular education students
- Served as testing site coordinator for state assessments and attended all necessary trainings
- Conducted COT observations and provided feedback to teachers
- Implemented PBIS systems in school and created matrices, lessons, and school-wide incentives
- Provided necessary resources to teachers to implement engaging lessons
- Enrolled/withdrew students
- Organized summer program/staffing using Title 1 funds

May 2014 – May 2015- Charleston County School District's Teacher of the Year

- Served as Teacher of the Year for Charleston County School District, the 2nd largest school district in the state
- Co-chair of Teacher Forum/Leadership Advisory Council
- Advocated for teacher representation on Superintendent selection panel
- Developed interview questions and scoring rubric for top 3 Superintendent candidates
- Created committees for Teacher Roundtable to enhance teacher leadership and engagement
- Met monthly with district officials and Superintendent to discuss pertinent issues within CCSD
- Attended and spoke at Board meetings on behalf of Teacher Roundtable
- Delivered speeches at several engagements, including: Rotary Club, Citadel, College of Charleston, and CCSD's induction seminar
- Served as a trainer at the Mentor Academy during Charleston Educator's Symposium
- Maintained a blog and social media presence with important updates
- Collaborated with district officials and teachers regularly on district policies and critical issues
- Observed and interviewed top 5 candidates for 2015-2016 Teacher of the Year
- Attended SC Teacher Forum conference in Myrtle Beach

2012-2015- Special Education Teacher, Liberty Hill Academy

- **CCSD Teacher of the Year, 2014**
- Selected as a member of ASPIRE Cohort V, a competitive program provided through Charleston County to promote educational leadership and enhance school leadership
- Taught self-contained class for elementary and middle school students with emotional and mild intellectual disabilities
- IEP case manager for 6 students
- Mentored first year teachers
- Served as a cooperating teacher for graduate level student seeking her Masters in the Art of Teaching
- Served on the PBIS team, developing and implementing school wide behavioral interventions
- Wrote and received grants for Action Based Learning materials, numerous field trips, and common core materials from Donor's Choose
- Communicated regularly with parents, DMH case workers, school psychologists, speech and occupational therapists, in order to collaborate and best meet the needs of the students
- Planned field trips for all elementary and middle school students in the school to the pumpkin patch, African American Heritage Day, and aquarium
- Analyzed behavior data from Educator's Handbook and used it to design and implement new behavior strategies

2011-2012- Middle School Interventionist, Daniel Jenkins Creative Learning Center

- Taught Language! Intervention curriculum in a resource setting for students with various disabilities: (OHI, ED, LD)
- IEP case manager for 10 students throughout the school
- Lead teacher for connections community: led community meetings with 5 other teachers, acted as communication liaison between teachers and administration, assisted teachers with lesson planning
- Mentored master's degree-seeking practicum student as a cooperating teacher
- Collaborated with the nonprofit Yo Art! to bring a photography class to the students
- Designed a book buddies program with the special education class at Burns Elementary, providing the students with community and service learning experience
- Provided IEP/Excent training for other special education teachers in the school
- Communicated with parents, DSS case workers, school psychologists, special education therapists, speech therapists, regular education teachers, and mental health workers frequently in order to best meet the needs of the students

2008- 2010-Special Education Teacher, Windwood Farms/Liberty Hill Academy

- **Rookie Teacher of the Year, Charleston County School District 2008-2009**

- Self-contained middle/ high school class, high management group home
- IEP case manager for students with emotional/behavioral disabilities
- Collaborated with other special educators through weekly TCT meetings
- Collaborated with counselors, DSS case workers, and DJJ probation workers
- Mainstreamed 50% of students into regular education classroom environment
- Title 1 program
- Taught reading, writing, math, science, and social studies using direct instruction materials aligned with state standards

TECHNOLOGY PROFICIENCIES:

- Smartboard and Promethean Board technologies
- Enrich
- NWEA MAP Reports
- Powerschool Reports

REFERENCES:

Jacob Perlmutter	Principal, Jerry Zucker Middle School	843-860-2540
Sarah Jamme	Principal, Turning Point Academy	843-270-1298
Amy Buckheister	Instructional Coach, Jerry Zucker Middle School	843-532-0267
Anita Huggins	Director, Student Services	843-251-2897
Jennifer Coker	Executive Director, Alternative Programs	843-745-7150

HAYNSWORTH
SINKLER BOYD

PIERCE T. MACLENNAN

ASSOCIATE

CONTACT

pmaclennan@hsblawfirm.com
P 843.720.4429
F 843.772.2266

134 Meeting Street
3rd Floor
Charleston, SC 29401

INDUSTRIES

Corporate & Business
Government, Utilities & Nonprofit
Information Technology
Manufacturing
Nonprofit Institutions

SERVICES

Economic Development
Employment
Intellectual Property & Litigation
Nonprofit Organizations
Nonprofit Practice
Shareholder Litigation

EDUCATION

University of South Carolina, J.D., magna cum laude, 2014
Clemson University, B.A., 2011

ADMISSIONS

South Carolina, 2014

Perry MacLennan is a workforce and business lawyer helping companies establish or expand operations in South Carolina and comply with various laws applicable to doing business here. Perry focuses on employment law, economic development incentives, contracts and general corporate matters. He teaches Business Law at the College of Charleston and is active in the community and the legal profession.

Perry has a passion for employment law. He regularly blogs about workplace issues at www.scemployersblog.com and counsels clients daily on human resource concerns such as hiring, firing, leave, discrimination, safety and immigration. A skilled litigator when business disputes arise, Perry has argued before the Supreme Court of South Carolina and routinely handles lawsuits in both state and federal court. He has experience representing companies in government investigations from OSHA, the EEOC and the Department of Labor.

Perry also assists companies with economic incentives related to launching or growing their South Carolina presence such as fee in lieu of tax agreements, job development/tax credits and grant funding.

Perry currently serves as the President of the Clemson Young Alumni Council, President-Elect of the South Carolina Bar Young Lawyers Division and Administrative Director of the ABA Young Lawyers Division.

HONORS AND AWARDS

- American Bar Association Young Lawyers Division "Star of the Year" 2018
- *South Carolina Super Lawyers*® "Rising Stars" Employment & Labor 2018
- Order of the Coif
- Order of the Wig and Robe
- *South Carolina Law Review*, Associate Editor-in-Chief
- Awarded top overall score in the 2012 Law Review Journal Writing Competition
- Finished in the top 5 of his law school class

PIERCE T. MACLENNAN ASSOCIATE

PROFESSIONAL AND CIVIC ACTIVITIES

- South Carolina Economic Development Institute, 2018
- Palmetto Society for Human Resource Management, Board of Directors, General Counsel (2017-2018)
- Helping And Lending Outreach Support (HALOS), Board Member (2016-Present)
- Clemson University Young Alumni Council, President
- American Bar Association, South Carolina Delegate to House of Delegates, Administrative Director of the Young Lawyers Division (2018-Present)
- South Carolina Bar Young Lawyers Division, President-Elect, co-chair of Professional Development Committee and Make-a-Wish Committee, ICivics Committee, Bar Convention Committee, Special Olympics Committee
- LEADSC, Executive Committee
- Charleston Metro Chamber of Commerce Leadership Discovery Program, Class of 2016
- South Carolina Chamber of Commerce, Human Resources Committee

PRESENTATIONS AND PUBLICATIONS

- "What Every CPA Needs to Know about Intellectual Property," HSB 2018 Corporate Law for Accountants Seminar Series
- "The Aging Workforce: Generational Challenges and Discrimination," HSB 2018 Employment Law Seminar Series
- "Do's and Don'ts for Business Visitors," International Association of Young Lawyers Labour and Immigration Law Annual Conference, Turin, Italy, October 5, 2018
- "Protecting Your Intellectual Property," Charleston Metro Chamber of Commerce Lunch and Learn, Charleston, SC, August 21, 2018
- "Workplace Relationships, Sexual Harassment & #MeToo Movement in the Food & Beverage Industry," HSB 2018 Restaurant Seminars
- "Politics in the Workplace," HSB 2017 Employment Law Seminar Series
- "Top Ten Employment Law Issues for CPAs," HSB 2017 Corporate Law for Accountants Seminar Series
- "LGBT Discrimination," South Carolina Manufacturer's Alliance Regional HR Meeting, August 31, 2017
- "Marijuana: Legal Issues at Work," American Bar Association Annual Meeting, August 11, 2017
- "Employees v. Independent Contractors," South Carolina Healthcare Financial Managers Association Annual Meeting, June 1, 2017
- "Employment Law Update," SC Special Purpose District Association, May 16, 2017
- "Americans with Disabilities Act Update," Palmetto Society Human Resources, May 9, 2017
- "Substance Abuse in the Workplace," CSRA SHRM Chapter, March 16, 2017
- "Advance Legal Writing: Affidavits," Guest Lecturer, Charleston School of Law, February 23, 2017
- "Local Government Update: Employment Law and Litigation," National Business Institute, February 28, 2017
- "Legal Ethics and ESI," National Business Institute, February 23, 2017
- "Substance Abuse in the Workplace," HSB 2016 Employment Law Seminar Series
- "FLSA Update," Pee Dee Education Roundtable, November 9, 2016
- "Worker Classification in the Gig Economy," Disrupt HR, October 19, 2016
- "The New FLSA Overtime Regulations," Greene Finney & Horton and HSB Tax and Legal Update, May 11, 2016 and SC Association of Residential Care Homes Meeting, April 27, 2016
- "HR Law Update," Southern Carolina Alliance HR Meeting, February 2016
- "Pregnancy Discrimination in Light of Young v. UPS," HSB 2016 and 2015 Employment Law Seminars
- "Employees Versus Independent Contractors," HSB 2015 Corporate Law for Accountants Seminar
- "Who's the Boss? You May Be a Joint Employer of Temporary Workers," Association of Corporate Counsel South Carolina's October 2015 newsletter

HUNTER **SCHIMPFF**

Hunter.Schimpff@gmail.com · 210-764-6119
https://www.linkedin.com/in/hunter-schimpff-3684077

Experienced professional in public charter school start-ups, charter school finance and operations, and high-quality charter authorizer practices.

JULY 2016 – JANUARY 2019

DIRECTOR OF POLICY & ANALYTICS, SCPCSD

- Served on the Leadership Team of the South Carolina Public Charter School District (SCPCSD).
  - As a statewide charter authorizer for 20,000 students and 34 brick and mortar and virtual charter schools, the SCPCSD is committed to being one of the nation's leading charter school authorizers.
  - Supported SCPCSD's ongoing differentiated oversight and accountability work with regular data analysis and financial reviews of portfolio schools.
- Led the organization's external policy efforts and legislative affairs work.
- Supported the SCPCSD's Charter Development and Accountability team with charter school application analysis during annual charter application cycles.

OCTOBER 2011 – JUNE 2016

SR. DIRECTOR OF OPERATIONS & ANALYTICS, TN CHARTER SCHOOL CENTER

- Served in various roles for the TN Charter School Incubator/TN Charter School Center including: Special Projects Manager, Director of School Quality, and Sr. Director of Operations & Analytics (COO/CFO role).
- Led TCSC's finance and operations work, managed the budget (~$2.7 million annual), and provided support to the CEO with strategic budget planning and allocation.
- Led TCSC's data and research efforts, which included providing policy and data leadership to the organization's government relations and policy team as well as publishing data and research on the Tennessee charter school sector for both external and internal audiences.

Highlights and work samples from this role include:

- Clean organizational audits
- Establishing a Continuous Improvement Model for charter schools within the state (the Charter Quality Framework)
- Leading the Center's annual reporting on the TN charter sector
- Developed and performed the annual school quality seat analysis to examine school performance by specific neighborhood and cluster in Nashville (MNPS Seat Analysis)
- Provided operations, finance and start-up support to incubate and launch 16 new charter schools in Memphis and Nashville over 5 years. This work included charter application support, leadership training, budget preparation and implementation, facility technical assistance, human capital recruitment and hiring, curriculum creation and implementation, student recruitment, board governance and training, and more.

EDUCATION

MAY 2010

M.ED., INTERNATIONAL EDUCATION POLICY AND MANAGEMENT (IEPM) - VANDERBILT UNIVERSITY (PEABODY COLLEGE)

Completed a 2-year Education Policy Master's degree program. The IEPM degree closely follows Peabody's Master of Public Policy (MPP) degree requirements, but with a broader focus on international education systems and international development.

Overall GPA: 3.8

MAY 2005

B.A., SPANISH –

WAKE FOREST UNIVERSITY

Major: Spanish Double minor: mathematics and international relations.

Overall GPA: 3.438, Cum laude; Major GPA: 3.63

SKILLS

- Charter school application support (preparing budgets, drafting written narratives, data research).
- Charter school budgets and financial management
- Charter school board governance training and support
- Charter school leadership and operations
- Experienced with PowerSchool and SIS systems
- Creating and implementing performance frameworks for charter school authorizers
- Data and research
- Experienced in education policy, government relations and legislative affairs (drafting bills and advocating for legislative priorities).
- Proficient with Tableau and data visualization software
- Fluent in Spanish

PROFESSIONAL AFFILIATIONS

• Member, NACSA (National Association of Charter School Authorizers)
• Former Board Member, Finance Committee member, Purpose Preparatory Academy (unpaid volunteer position)

REFERENCES AVAILABLE UPON REQUEST

Eric Strickland

15 Thomas St
Charleston, SC 29403
(404) 783-5863
epstrick@gmail.com

EXPERIENCE

Dynamis Capital, LLC, Charleston, SC–Owner

July 2009-present

Launched successful independent proprietary trading firm focusing on investments primarily in the energy sector including natural gas and electricity

Horizons at Ashley Hall, Charleston, SC–Executive Director

October 2017–present

Started the first Horizons affiliate in South Carolina. Horizons is a 6 week summer academic enrichment program for under resourced children. Serve as Board Chair and volunteer Executive Director in charge of fundraising, recruiting families, and managing relationships with partner CCSD schools

Susquehanna International Group — *Trader/Desk Manager*

January 2005-June 2009

Started an electricity trading desk for the largest market making firm in the world focused on futures and options.

Citigroup — *Vice President*

January 2004-January 2005

Helped to establish a global commodities desk for one of the world's largest financial institutions. Created new investment vehicles for the institution.

EDUCATION

University of Georgia, Athens, GA — *BBA Finance*

January 1996-December 1997

Georgia State University, Atlanta, GA — *Associate, transfer*

August 1993-December 1995

Board Affiliations

Ashley Hall, Horizons at Ashley Hall, Cusabo Scholars

SKILLS

Entrepreneur

Started several nonprofits

Investing

Coaching

LANGUAGES

Seven years of Spanish classes

ARTICLE I – Definitions

Section 1.01 Name.

The "Corporation" shall mean: Compass Collegiate Academy, its successors and assigns.

Section 1.02 Board.

The "Board" shall mean the Board of Directors of the Corporation.

ARTICLE II – Mission Statement, Purposes, and Governing Instruments

Section 2.01 Mission Statement.

Compass Collegiate Academy exists to provide every scholar with the academic foundation and habits of mind that inspire lifelong learners who possess purposefully oriented lives.

Section 2.02 Purposes.

Compass Collegiate Academy is organized exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code. The Corporation's purpose is to operate, advise and support public charter schools in the State of South Carolina pursuant to the South Carolina Charter Schools Act of 1996 (as amended, supplemented or replaced, "The Charter Schools Act"), under agreements with its charter school sponsor.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributed to, its Directors, Officers, or other private persons, except that the Corporation shall be authorized to pay reasonable compensation for services rendered and make payments and distributions in furtherance of the purposes previously set forth. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for political office.

Section 2.03 Governing Instruments.

The Corporation shall be governed by its Articles of Incorporation, any Amendments to the Articles of Incorporation, and its Bylaws.

ARTICLE III – Membership

Section 3.01 Designation.

The Corporation shall not have members.

Article IV - Board of Directors

Section 4.01 Powers and Duties.

The Corporation shall be managed under the direction of the Board in accordance with the provisions of the Corporation's Articles of Incorporation, these Bylaws, and applicable federal and state law. the Board shall have the control and management of the affairs, assets, and operations of the Corporation and shall exercise all the powers that may be exercised by the Corporation.

Section 4.02 Number and Qualifications.

The number of Directors constituting the entire Board shall be an odd number fixed by the Board, but such number shall be at least seven (7) and no more than eleven (11). Qualifications for Directors of the Corporation shall adhere to the applicable laws of South Carolina.

Section 4.03 Initial Board Composition and Term of Office.

The initial Directors of the Corporation shall be those persons specified in the Certificate of Incorporation of the Corporation. The initial Directors may elect additional Directors by simple majority, and these initial Directors and additionally elected Directors shall serve as the Charter Committee. In accordance with S.C. Code 59-40-40 (7), the Charter Committee will act as the initial governing body of the School through the charter application and school opening process until such reasonable time that an election for at least 50% of the Board of Directors may be held. Each Director of the Board serving as the Charter Committee shall hold office until his or her death, resignation, removal. A Director of the Board serving as the Charter Committee may serve as an elected Director.

Section 4.04 Elected and Appointed Directors and Term of Office.

All elected and appointed Directors will serve two (2) year terms, except initial terms for the first set of elected and appointed Directors shall be divided, as equal in number as possible with one (1) year and (2) year terms. Thereafter, each elected and appointed Director's term of office shall be for two (2) years until a successor is qualified and elected. Directors are eligible to serve additional terms but may not serve more than three (3) total terms.

Prior to the election of at least 50% of the Board of Directors in accordance with S.C. Code 59-40-40 (7), the Board which serves as the Charter Committee shall vote to appoint Directors of the Corporation whose number in total will not surpass 50% of the total number of Directors in an effort to maintain continuity of governance of the Corporation. These initial appointed Director terms will be split between one (1) year and two (2) year terms, and these appointed Director terms will take effect on the same day that the elected Directors.

After the initial election of Directors for at least 50% of the Directors of the Board, which are to be split between one (1) year and two (2) year terms, an election for elected Directors shall occur

every year at the Corporation's Annual Meeting for those Directors whose term is expiring. Each Director of the Board shall hold office until his or her death, resignation, removal or expiration of term.

Section 4.05 Removal.

Any Director may be removed for cause by vote of the Board provided there is a quorum. The Board may remove any Director by a two-thirds (2/3) vote of the entire Board of Directors at any regular or special meeting of the Board, provided that a statement of the reason or reasons shall have been transmitted to the Director proposed for removal at least fourteen (14) days before any final action is taken by the Board. This statement shall be accompanied by a notice of the time when, and the place where, the Board is to take action on the removal. The Director shall be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

Section 4.06 Resignation.

Any Director may resign from office at any time by delivering a resignation in writing to the Chair of the Board, and the acceptance of the resignation, unless required by its terms, shall not be necessary to make the resignation effective.

Section 4.07 Vacancies.

Any vacancy occurring on the Board arising at any time and from any cause may be filled by the vote of a majority of the Directors then in office at any Directors' meeting. A Director elected to fill a vacancy shall hold office for the unexpired term of his or her predecessor.

Section 4.08 Compensation.

All Directors shall serve as volunteers without compensation. By resolution of the Board and by at least two-thirds (⅔) majority vote, Directors may be reimbursed for their reasonable travel and meeting expenses incurred as part of official business of the Corporation and in accordance with applicable law and consistent with non-profit peer charter schools.

Section 4.09 Standard of Care.

Each Director shall perform all duties of a Director according to state and federal law, including duties on any Board Committee, in good faith, and be willing and able to make decisions in the best interests of the Corporation.

Each Director has a duty to maintain the confidentiality of all Board discussions held in Executive Session. Any Director violating this confidence may be removed from the Board.

Any Director who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the Corporation shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

Article V – Officers

Section 5.01 – Offices and Duties.

The Officers of the Corporation shall be a Chair, Vice-Chair, Secretary, and Treasurer. All officers shall be Directors who are entitled to vote on matters of the Corporation before the Board. The same person may hold more than one office, except that the same person may not be both Chair and Secretary. The Board may appoint such other Temporary Officers as may be deemed appropriate from time to time, including one or more Vice-Chairs, one or more Assistant Secretaries, and one or more Assistant Treasurers. Such Officers shall serve for such period as the Board may designate. Duties of the named Officers include:

A. The Chair shall be a Director of the Board and shall preside at all meetings of the Board. The Chair shall have the power to sign, with any other appropriate Officer, deeds, mortgages, bonds, contracts, or other instruments which may be lawfully executed on behalf of the Corporation, except where required or permitted by law to be otherwise signed and executed and except where the signing and execution thereof shall be delegated by the Board to some other officer or agent. The Chair shall, in general, perform all duties consistent with the office of Chair as may be prescribed by the Board.

B. The Vice Chair shall be a Director of the Board and shall exercise the powers of the Chair during that Officer's absence or inability to act. Any action taken by the Vice Chair in the performance of the duties of the Chair shall be presumptive evidence of the absence or inability to act of the Chair at the time the action was taken. The Vice Chair shall have such powers and perform other duties from time to time as assigned to the Vice Chair by the Chair or by the Board.

C. The Secretary shall be a Director of the Board and shall be responsible for keeping the minutes of the Board meetings and seeing that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. The Secretary shall maintain custody of and manage the corporate books and records. The Secretary shall sign such instruments as may require the signature of the Secretary and in general shall perform all duties consistent with the office of Secretary, and perform other duties from time to time as assigned to the Secretary by the Chair or by the Board.

D. The Treasurer shall be a Director of the Board and shall: have charge and custody of and be responsible for all funds and securities of the Corporation; keep accurate books and records of receipts and disbursements; deposit all monies and securities received by the Corporation in such financial institutions as shall be selected by the Board; and ensure that all required corporate filings are made.

The Treasurer shall, in general, perform all duties consistent with the office of Treasurer, and perform other duties from time to time as assigned to the Secretary by the Chair or by the Board. The Treasurer shall serve as the chair of the Finance Committee.

Section 5.02 Election and Term.
The Officers shall be elected by simple majority vote of the Board at a meeting designated by the Board. Each Officer shall hold office until the next annual meeting and until such Officer's successor has been elected or appointed and qualified, unless such Officer shall have resigned or shall have been removed as provided in this Article IV. The newly elected Officers shall take office upon being elected or being appointed according to the provisions of this Article in the case of a vacancy.

Section 5.03 Vacancies.
In the event that the office of the Chair becomes vacant, the Vice-Chair shall become Chair for the unexpired portion of the term. In the event that the office of Vice-Chair, the office of Secretary or the office of Treasurer becomes vacant, the Chair shall appoint interim Officers to fill the vacancy until a scheduled meeting of the Board can be held to fill the vacancy.

Section 5.04 Removal as Officer.
Any Officer elected by the Board may be removed with or without cause at any time by a majority vote of the Board.

Section 5.05 Resignation as Officer.
Any Officer may resign his or her office at any time. Such resignation is to be made in writing and to take effect immediately without acceptance by the Board.

Section 5.06 Compensation.
All Officers shall serve their Office as volunteers without compensation.

Section VI - Meetings

Section 6.01 Annual Meeting.
A meeting of the Board shall be held annually in the month of December at such place, on such date and at such time as may be scheduled by the Board, for the purpose of electing Directors, receiving annual reports of the Board and Officers, and for the transaction of such other business as may be brought before the meeting. For the first annual meeting and the election of Directors to comply with S.C. Code 59-40-40 (7), the Board shall appoint a Committee to oversee and carry out the election process for at least 50% of the Directors.

Section 6.02 Regular and Special Meetings.
Regular meetings of the Board may be held at such times as the Board determines by majority vote. Special meetings of the Board may also be called at any time by the Chair or by a majority of the Directors then in office.

Section 6.03 Notice of Meetings.
The Board shall inform its charter school sponsor of regular meetings with at least 48 hours notice in accordance with the South Carolina Charter Schools Act. Meeting notices will comply with the laws of the State of South Carolina.

Section 6.04 Quorum.

At any meeting of the Board, a majority of the Directors then in office shall be necessary to constitute a quorum for the transaction of business. However, should a quorum not be present, a majority of the Directors present may adjourn the meeting from time to time to another time and place, without notice other than announcement at such meeting, until a quorum shall be present.

Section 6.05 Voting.

Every Director has the right to participate in discussions and vote on all issues before the Board or any Board Committee, except a Director shall be excused from the discussion and vote on any matter involving a self-dealing transaction, a conflict of interest, matters related to indemnification of that Director or any other matter at the discretion of the Directors then present by majority vote.

Section 6.06 Manner of Acting.

Except as otherwise provided in this section or as required by South Carolina law, the resolution or act of the majority of the Directors present in person at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 6.07 Action Without a Meeting.

Any action required or permitted to be taken by the Board or any committee thereof may be taken without a meeting if all members of the Board or any such committee consent in writing to the adoption of a resolution authorizing the action. The resolution and the written consents thereto by the members of the Board or any such committee shall be filed with the minutes of the proceedings of the Board or such committee.

Section 6.08 Participation by Telephone.

Any one or more members of the Board or any committee may participate in a meeting of the Board or such committee by means of a conference telephone or similar communications equipment allowing all persons participating in the meeting to hear each other at the same time. Participation by such means shall constitute presence in person at a meeting.

Section VII - Committees.

Section 7.01 Committees.

The Board, by resolution adopted by a majority of the entire Board, may designate from among the Directors an executive committee and other standing committees, each consisting of three or more Directors, to serve at the pleasure of the Board, and each of which, to the extent provided in such resolution, shall have the authority of the Board. The Board may designate one or more Directors as alternate members of any such committee, who may replace any absent member or members at any meeting of such committee. Directors may serve on more than one committee.

Section 7.02 Committee Rules.

Each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Board of its activities as the Board may request. There shall be no quorum requirements for any committee.

ARTICLE VIII - Fiscal Year

Section 8.01 Fiscal year defined.

The fiscal year of the Corporation shall begin on July 1 of each calendar year and terminate on June 30 of the following year.

ARTICLE IX - Indemnification

Section 9.01 Indemnity Under Law.

The Corporation shall indemnify its Directors, Officers, employees, and volunteers to the fullest extent permitted by the laws of the state of South Carolina. A Director or Officer shall not be personally liable to the Corporation for damages for breach of any duty owed to the Corporation, its beneficiaries, or the Board, except that nothing contained herein shall relieve a Board member or Officer from liability for breach of a duty based on an intentional act of omission: (a) in breach of such person's duty of loyalty to the Corporation; (b) not in good faith or involving a knowing violation of law; or (c) resulting in receipt of an improper personal benefit.

ARTICLE X - Amendments

Section 10.01 Changes to Bylaws.

These Bylaws may be altered, amended, added to or repealed at any meeting of the Board called for that purpose by the vote of two-thirds (2/3) of the Directors then in office.

Article XI - Dissolution

11.01 Dissolution.

If, for any reason, the Corporation should dissolve, upon dissolution its assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future Federal tax code, or shall be distributed to the Federal government, or to a state or local government, for a public purpose. Any such asset not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

The State of South Carolina

Office of Secretary of State Mark Hammond

Certificate of Existence

I, Mark Hammond, Secretary of State of South Carolina Hereby Certify that:

Compass Collegiate Academy, a nonprofit corporation duly organized under the laws of the State of South Carolina on October 31st, 2018, has as of the date hereof filed as a nonprofit corporation for religious, educational, social, fraternal, charitable, or other eleemosynary purpose, and has paid all fees, taxes and penalties owed to the State, that the Secretary of State has not mailed notice to the company that it is subject to being dissolved by administrative action pursuant to S.C. Code Ann. §33-31-1421, and that the nonprofit corporation has not filed articles of dissolution as of the date hereof.

Given under my Hand and the Great Seal of the State of South Carolina this 31st day of October, 2018.

Mark Hammond

Mark Hammond, Secretary of State

CERTIFIED TO BE A TRUE AND CORRECT COPY
AS TAKEN FROM AND COMPARED WITH THE
ORIGINAL ON FILE IN THIS OFFICE

Oct 31 2018
REFERENCE ID: 232934

Mark Hammond
SECRETARY OF STATE OF SOUTH CAROLINA

Filing ID: 181031-1039244

Filing Date: 10/31/2018

STATE OF SOUTH CAROLINA
SECRETARY OF STATE

ARTICLES OF INCORPORATION
Nonprofit Corporation – Domestic
Filing Fee $25.00

Pursuant to S.C. Code of Laws Section 33-31-202 of the 1976 S.C. Code of Laws, as amended, the undersigned corporation submits the following information

1. The name of the nonprofit corporation is

Compass Collegiate Academy

2. The initial registered office (registered agent's address in SC) of the nonprofit corporation is
45 Rose Ln

(Street Address)

Charleston, South Carolina 29403

(City, State, Zip Code)

The name of the registered agent of the nonprofit corporation at that office is

Hunter Schimpff

(Name)

I hereby consent to the appointment as registered agent of the corporation.

(Agent's Signature)

3. Check "a", "b", or "c", whichever is applicable. Check only one box.

a. [X] The nonprofit corporation is a public benefit corporation.

b. [ ] The nonprofit corporation is a religious corporation.

c. [ ] The nonprofit corporation is a mutual benefit corporation.

4. Check "a" or "b" whichever is applicable

a. [X] This corporation will have members.

b. [ ] This corporation will not have members.

5. The principal office of the nonprofit corporation is
45 Rose Ln

(Street Address)

Charleston, South Carolina 29403

(City, State, Zip Code)

Form Revised by South Carolina Secretary of State, August 2016
F0014

SC Secretary of State
Mark Hammond

CERTIFIED TO BE A TRUE AND CORRECT COPY
AS TAKEN FROM AND COMPARED WITH THE
ORIGINAL ON FILE IN THIS OFFICE

Oct 31 2018
REFERENCE ID: 232934

Mark Hammond
SECRETARY OF STATE OF SOUTH CAROLINA

Compass Collegiate Academy

Name of Corporation

oration is either a **public benefit** or **religious corporation** complete either "a" or "b", whichever is applicable, to describe how the remaining assets of the corporation will be distributed upon dissolution of the corporation. **If you are going to apply for 501(c)(3) status, you must complete section "a".**

a. [X] Upon dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future Federal tax code, or shall be distributed to the Federal government, or to a state or local government, for a public purpose. Any such asset not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

[ ] If you choose to name a specific 501(c)(3) entity to which the assets should be distributed, please indicate the name of the selected entity.

OR

b. [ ] If the dissolved corporation is not described in Section 501(c)(3) of the Internal Code, upon dissolution of the corporation, the assets shall be distributed to one or more public benefit or religious corporation or to one or more of the entities described in (a) above.

[ ] If you chose to name a specific public benefit, religious corporation or 501(c)(3) entity to which the assets should be distributed, please indicate the name of the selected entity.

7. If the corporation is mutual benefit corporation complete either "a" or "b", whichever is applicable, to describe how the (remaining) assets of the corporation will be distributed upon dissolution of the corporation.

a. [ ] Upon dissolution of the mutual benefit corporation, the (remaining) assets shall be distributed to its members, or if it has no members, to those persons to whom the corporation holds itself out as benefiting or serving.

b. [ ] Upon dissolution of the mutual benefit corporation, the (remaining) assets, consistent with the law, shall be distributed to

8. The optional provisions which the nonprofit corporation elects to include in the articles of incorporation are as follows [See S.C. Code of Laws Section 33-31-202(c)].

This nonprofit corporation is organized and operated for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code to operate, advise and support public charter schools in the State of South Carolina.

Form Revised by South Carolina Secretary of State, August 2016
F0014

CERTIFIED TO BE A TRUE AND CORRECT COPY
AS TAKEN FROM AND COMPARED WITH THE
ORIGINAL ON FILE IN THIS OFFICE

Oct 31 2018
REFERENCE ID: 232934

Mark Hammond
SECRETARY OF STATE OF SOUTH CAROLINA

Compass Collegiate Academy

Name of Corporation

9. The name and address of each incorporator is as follows **(only one is required, but you may have more than one).**

Hunter Schimpff
(Name)
45 Rose Ln
(Business Address)
Charleston, South Carolina 29403
(City, State, Zip Code)

(Name)
(Business Address)
(City, State, Zip Code)

(Name)
(Business Address)
(City, State, Zip Code)

10. Each original director of the nonprofit corporation must sign the articles but only if the directors are named in these articles.

Hunter Schimpff
(Name – only if names in articles)
Signed as Filer: Hunter Schimpff
(Signature of Director)

Jared Carlson
(Name – only if names in articles)
Signed as Filer: Hunter Schimpff
(Signature of Director)

Jaime Downey
(Name – only if names in articles)
Signed as Filer: Hunter Schimpff
(Signature of Director)

Form Revised by South Carolina Secretary of State, August 2016
F0014

CERTIFIED TO BE A TRUE AND CORRECT COPY
AS TAKEN FROM AND COMPARED WITH THE
ORIGINAL ON FILE IN THIS OFFICE

Oct 31 2018
REFERENCE ID: 232934

Mark Hammond
SECRETARY OF STATE OF SOUTH CAROLINA

Compass Collegiate Academy

Name of Corporation

11. Each incorporator listed in #9 must sign the articles

Signed as Filer: Hunter Schimpff

(Signature of Incorporator)

(Signature of Incorporator)

(Signature of Incorporator)

12. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date/time is:

Form Revised by South Carolina Secretary of State, August 2016
F0014

CERTIFIED TO BE A TRUE AND CORRECT COPY
AS TAKEN FROM AND COMPARED WITH THE
ORIGINAL ON FILE IN THIS OFFICE

Oct 31 2018

REFERENCE ID: [illegible]

Mark Hammond
SECRETARY OF STATE OF SOUTH CAROLINA

Business Name: Compass Collegiate Academy

Signature Page for a Secretary of State Business Filing

ompleted, scanned, and attached to any business filing where one of the following is true.

y signs the digital form on behalf of official signee.

- An attorney's signature is required. (Articles of Incorporation for Corporation and Benefit Corporation)

Official Signatures

(Officer, Incorporator, Director, Agent, Partner, etc)

Required for forms where the signee is not present upon online submission and a filing party is providing a digital signing on their behalf. If the provided space is not enough, please attach multiple pages.

Jared Carlson	10/26/18
Name	Date
Jared G Carlson	Director
Signature	Title / Position
Name	Date
Signature	Title / Position
Name	Date
Signature	Title / Position
Name	Date
Signature	Title / Position
Name	Date
Signature	Title / Position

Scan and Upload this document to the Business Filing System during the filing process.
File must be PDF format.

CERTIFIED TO BE A TRUE AND CORRECT COPY
AS TAKEN FROM AND COMPARED WITH THE
ORIGINAL ON FILE IN THIS OFFICE

Mark Hammond
SECRETARY OF STATE OF SOUTH CAROLINA

Oct 31 2018

Business Name: Compass Collegiate Academy

REFERENCE ID:

Signature Page for a Secretary of State Business Filing

This [illegible] completed, scanned, and attached to any business filing where one of the following is true.

- [illegible]irty signs the digital form on behalf of official signee.
- An attorney's signature is required. (Articles of Incorporation for Corporation and Benefit Corporation)

Official Signatures

(Officer, Incorporator, Director, Agent, Partner, etc)

Required for forms where the signee is not present upon online submission and a filing party is providing a digital signing on their behalf. If the provided space is not enough, please attach multiple pages.

Jaime Downey	10/26/18
Name	Date
Jaime Downey	director
Signature	Title / Position
Name	Date
Signature	Title / Position
Name	Date
Signature	Title / Position
Name	Date
Signature	Title / Position
Name	Date
Signature	Title / Position
Name	Date
Signature	Title / Position

Scan and Upload this document to the Business Filing System during the filing process.
File must be PDF format.

CERTIFIED TO BE A TRUE AND CORRECT COPY
AS TAKEN FROM AND COMPARED WITH THE
ORIGINAL ON FILE IN THIS OFFICE

Mark Hammond
SECRETARY OF STATE OF SOUTH CAROLINA

Business Name: Compass Collegiate Academy

Oct 31 2018
REFERENCE ID: 232934

Signature Page for a Secretary of State Business Filing

This page must be completed, scanned, and attached to any business filing where one of the following is true.

- A third party signs the digital form on behalf of official signee.
- An attorney's signature is required. (Articles of Incorporation for Corporation and Benefit Corporation)

Official Signatures

(Officer, Incorporator, Director, Agent, Partner, etc)

Required for forms where the signee is not present upon online submission and a filing party is providing a digital signing on their behalf. If the provided space is not enough, please attach multiple pages.

Hunter Schimpff	10/31/18
Name	Date
Hunter Schimpff	Incorporator / Director
Signature	Title / Position
Name	Date
Signature	Title / Position
Name	Date
Signature	Title / Position
Name	Date
Signature	Title / Position
Name	Date
Signature	Title / Position

Scan and Upload this document to the Business Filing System during the filing process.
File must be PDF format.

CERTIFIED TO BE A TRUE AND CORRECT COPY
AS TAKEN FROM AND COMPARED WITH THE
ORIGINAL ON FILE IN THIS OFFICE

Filing ID: 181031-1039266

Filing Date: 10/31/2018

Name of Corporation:
Carolina Collegiate Academy

Mark Hammond
SECRETARY OF STATE OF SOUTH CAROLINA

501(c)(3) Attachment

If your nonprofit is applying for 501 (c)(3) tax exempt status with the Internal Revenue Service, you must include this attachment with your articles of incorporation. Incorporating as a nonprofit in South Carolina does not ensure tax exempt status. A determination of tax exempt status can only be made by the Internal Revenue Service upon submission of an Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code (Form 1023).

I. Purpose of the Nonprofit Corporation

Notwithstanding any other provisions of these articles, the corporation is organized and operated exclusively for one or more of the following purposes (you may check as many as are applicable):

[X]	Charitable	[ ]	Scientific
[ ]	Religious	[ ]	Testing for Public Safety
[X]	Educational	[ ]	Fostering National or International Amateur Sports Competition
[ ]	Literary	[ ]	Prevention of Cruelty to Animals or Children

II. Prohibited Activities

Notwithstanding any other provisions of these articles, no part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 1 above. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for political office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) pf the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170 (c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III. Distributions Upon Dissolution

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code (See Article I above), or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Filing ID: 181116-0928079

Filing Date: 11/15/2018

STATE OF SOUTH CAROLINA
SECRETARY OF STATE

NONPROFIT CORPORATION
ARTICLES OF AMENDMENT

Pursuant to the provisions of Section 33-31-1005 of the 1976 S.C.Code of Laws, as amended, the applicant delivers to the Secretary of State these articles of amendment:

1. The name of the nonprofit corporation is (must match name on record with Secretary of State):

Compass Collegiate Academy

2. Date incorporated (must match date on record with Secretary of State): 10/31/2018

3. On 11/15/2018 (date the amendment was decided upon), the following amendment was adopted:

Amended Additional Info: Compass Collegiate Academy will not have members. (An inadvertent filing error checking the incorrect box occurred while filing the original Articles of Incorporation).

4. [X] By checking this paragraph **#4** the applicant represents that (a) approval of the amendment by the members was not required, (b) the amendment was approved by a sufficient vote of the board of directors or the incorporators. (Do not check this paragraph **#4** if member vote was required or if the required vote of directors or incorporators was not obtained.

5. If the approval of the members was required to adopt the amendment(s), provide the following information:

Designation (classes of membership)	Number of Memberships Outstanding	Number of Votes Entitled to be Cast by each Class	Number of Votes of Each Class Voting	Complete one of the following as appropriate: Number of Votes Cast* For -AND- Against	Total Number of undisputed votes cast for approval

6. [ ] By checking this paragraph **#6** the applicant represents that approval of the amendment by some person or persons other than the members, the board, or the incorporators is required pursuant to Section 33-31-1030 of the 1976 S.C. Code of Laws, as amended, and that the approval was obtained. (Do not mark paragraph **#6** if either of these statements is not true.)

Form Revised by South Carolina Secretary of State, August 2016
F0084

SC Secretary of State
Mark Hammond

Compass Collegiate Academy

Name of Corporation

7. If the amendment provides for an exchange, reclassification, or cancellation of memberships, provisions for implementing the amendment must be set forth here if provisions are not contained in the amendment itself:

No members of the Corporation existed as of the filing of the Amendment.

8. ☐ If this corporation is converting from either a public benefit or religious corporation into a mutual benefit corporation, mark this paragraph #8 which certifies that a notice, including a copy of the proposed amendment, was delivered to the South Carolina Attorney General at least twenty days before the consummation of the amendment.

Date: 11/15/2018

Name of Corporation:

Compass Collegiate Academy

Signed as Filer: Hunter Schimpff

(Signature of Officer)

Jared Carlson

(Print Name)

Director/Temporary Chair

(Position of Officer)

Form Revised by South Carolina Secretary of State, August 2016
F0084

Business Name: Compass Collegiate Academy

Signature Page for a Secretary of State Business Filing

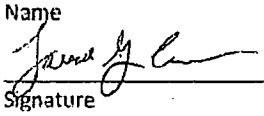
This page must be completed, scanned, and attached to any business filing where one of the following is true.

- The filing party signs the digital form on behalf of official signee.
- An attorney's signature is required. (Articles of Incorporation for Corporation and Benefit Corporation)

Official Signatures

(Officer, Incorporator, Director, Agent, Partner, etc)

Required for forms where the signee is not present upon online submission and a filing party is providing a digital signing on their behalf. If the provided space is not enough, please attach multiple pages.

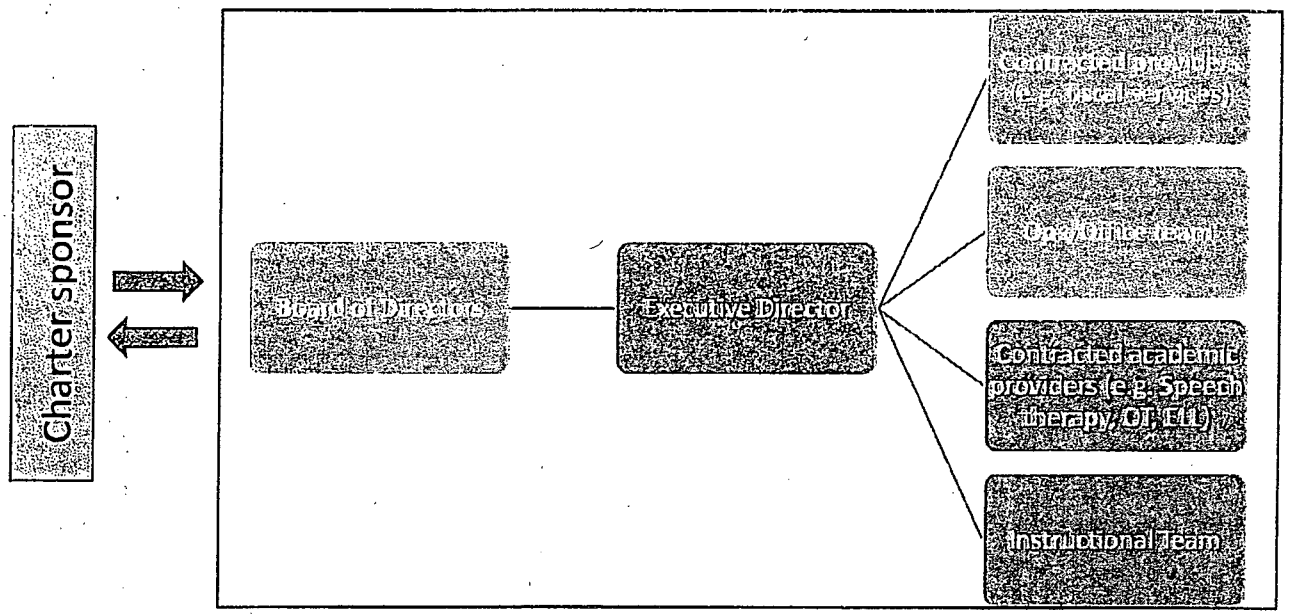
Jared Carlson	11-15-18
Name	Date
	Director
Signature	Title / Position
Name	Date
Signature	Title / Position
Name	Date
Signature	Title / Position
Name	Date
Signature	Title / Position
Name	Date
Signature	Title / Position

Scan and Upload this document to the Business Filing System during the filing process.
File must be PDF format.

The CCA Board of Directors governs the school through policy governance. The charter sponsor holds a charter contract with the school's Board of Directors, who are ultimately responsible for adhering to the charter and the charter contract. The Board of Directors has one key employee – the Executive Director. The Executive Director manages the school leadership team (academic team and operations team) and is responsible for the day to day academic, financial, and business operations of the school. The Executive Director communicates regularly with the Board of Directors to keep them updated related to the school's business affairs, academic outcomes, and progress towards meeting the goals of the school's charter and the charter sponsor's performance expectations. The Board of Directors will approve an annual budget and will monitor the budget for fiscal health on a monthly basis. The Board sets policies and parameters for the school and expects the Executive Director to carry out the necessary tasks to meet said policies and parameters. For example, with hiring and contracting with employees, the Board would approve compensation levels in the budget, approve the employee and staff handbook (with grievance policies) while delegating the hiring, onboarding and employee management responsibilities to the Executive Director. Delegated responsibilities to the Executive Director with Board oversight include:

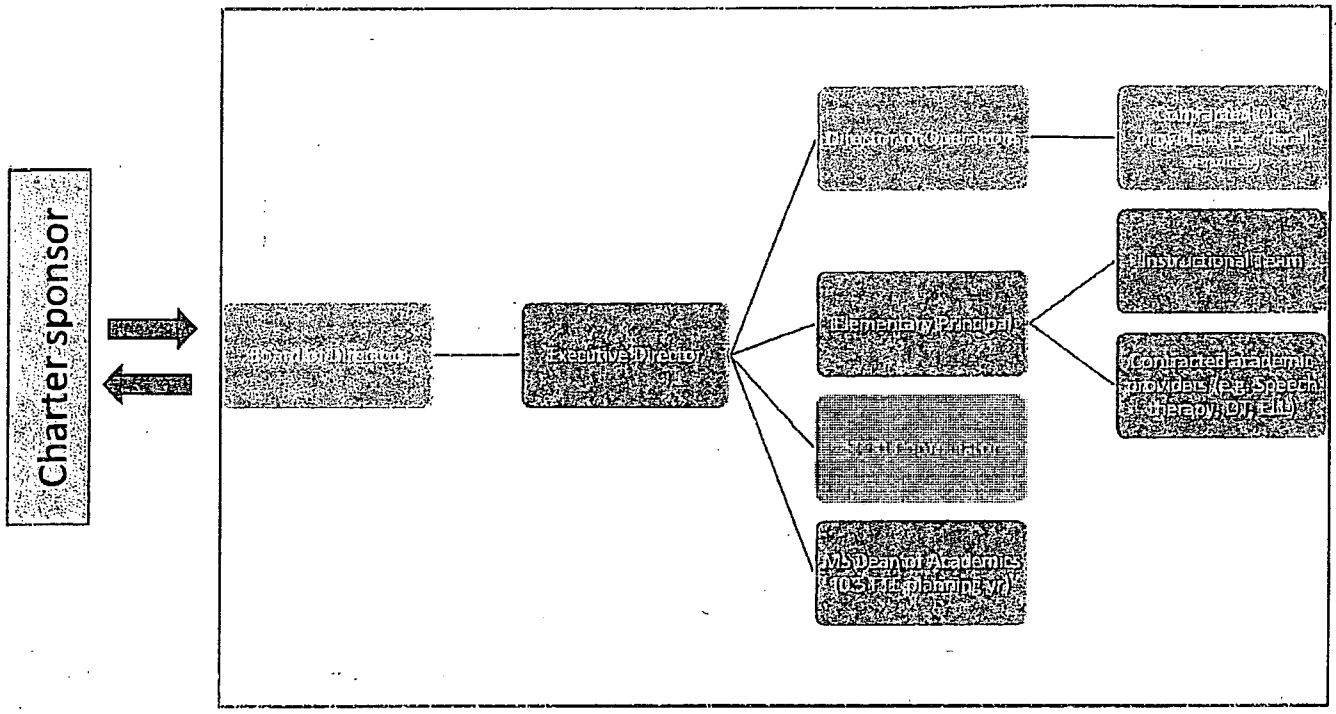
- Employ and contract with teachers and non-teaching employees, contract for services, and develop pay scales, performance criteria, and discharge policies for its employees.
    - Service contracts totaling $15,000 or more must be approved by the Board.
- Conduct a background check for all teachers (certified and non-certified) prior to teaching.
- Decide all other matters related to the operation of the charter school, including budgeting, curriculum, and operating procedures.

Year 1 CCA Administrative Structure



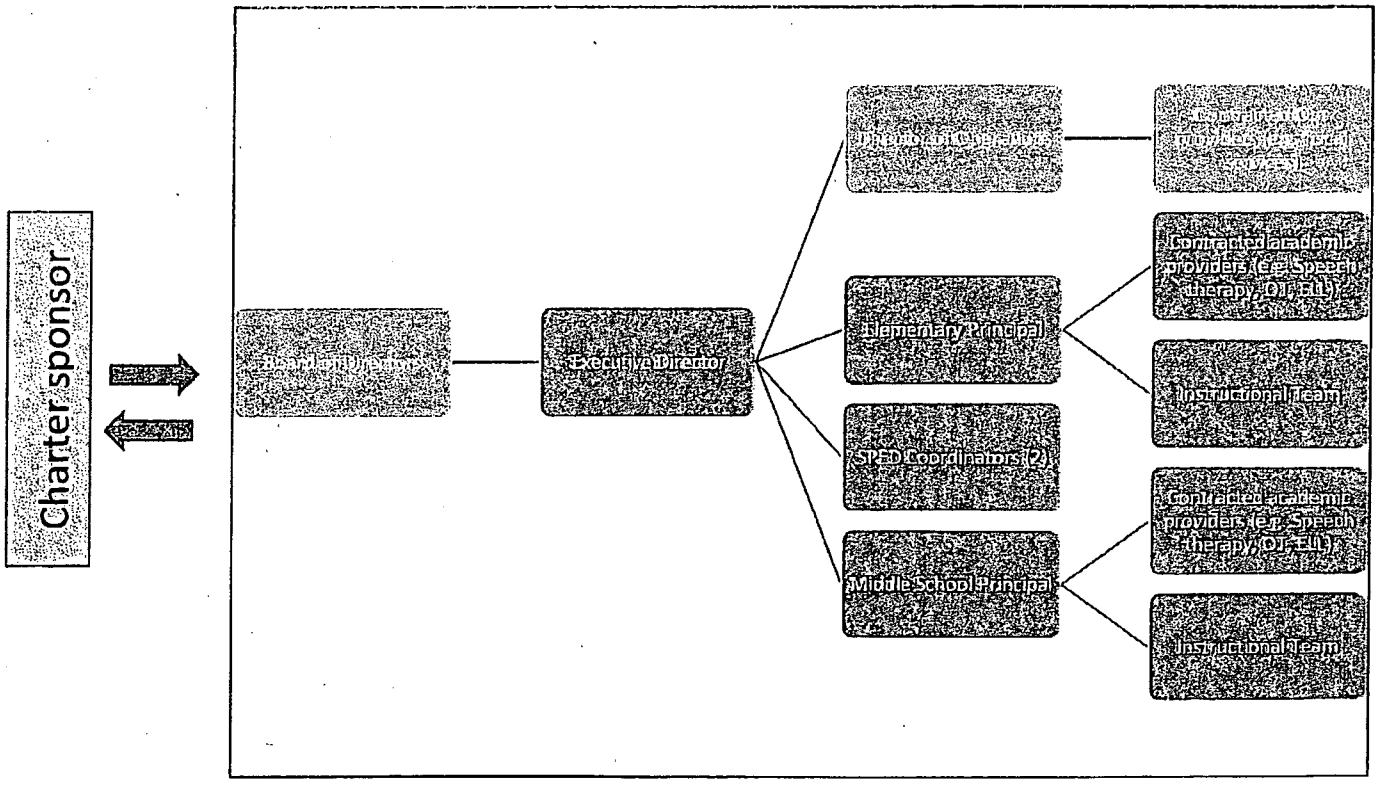
Year 5 CCA Administrative Structure

(for detail on specific roles within the instructional team, please see the PD coaching assignment attachment, G-13)



Year 10 CCA Administrative Structure

(for detail on specific roles within the instructional team, please see the PD coaching assignment attachment, G-13)



Compass Collegiate Academy

Job Description: Executive Director

Compass Collegiate Academy is accepting applications for the Founding Executive Director.

School Mission

Compass Collegiate Academy exists to provide a rigorous academic foundation and the habits of mind that will prepare scholars to live purposefully oriented lives as citizen-scholars.

School Overview

Compass Collegiate Academy (CCA) is a new public charter school opening with grades K-1 in August of 2020. The school will add a grade each year thereafter until it is a full K-8 school serving approximately 720 scholars. CCA has intentionally built its school model and structured its budget to ensure that the student body is representative of the student population on the Charleston peninsula, the school's geographic target area. CCA is driven by the following core beliefs for its school model:

All Means All - The school will operate with a non-negotiable belief in the potential of every child. Every adult employed at the school will operate with a daily mindset that every scholar can achieve at high levels irrespective of a scholar's family income, disability, language proficiency or prior developmental experience.

Rigorous Curriculum - The school's rigorous curriculum and academic program is designed to assist scholars to acquire a foundation of knowledge and advanced literacy skills in the early grades that will prepare scholars to undertake higher order analysis, evaluation, and critical thinking skills in later grades.

An Intentional Commitment to Scholar Social and Emotional Growth - Preparing scholars for successful secondary and postsecondary pursuits involves growing both sharp minds and big hearts. CCA will focus on helping scholars to better understand their own identities, their communities, and how to successfully build relationships with peers across lines of difference. Scholars will develop character strengths such as kindness, determination, curiosity, gratitude and integrity and will be better equipped to positively impact their diverse local communities and world.

High-quality Staff - The school will have a robust hiring and development model based on some of the nation's best public schools to ensure a high-quality teaching and learning environment for scholars. Teachers and leaders will be respected as skilled practitioners and professionals in a culture that prioritizes continuous growth and development for adults as well as scholars.

Personalized Learning through Data-Driven Instruction - Through a continuous cycle of assessment, analysis, and action, the school will identify personalized needs to close academic gaps while also differentiating instruction for scholars with more advanced achievement.

Parental Involvement and Intentional Community - The school values families as partners in the academic growth and human development of scholars. Families can expect daily updates on scholar progress, weekly phone communication and availability with a scholar's teacher, open doors to the school, and access to workshops and seminars on childhood human development. The school will intentionally cultivate a supportive school community among diverse families.

Role Expectations

The Executive Director is responsible for achieving the school's mission through the effective operation and management of all academic, operational, and financial aspects of the school. He or she or will administer and supervise the school and its employees, oversee the school's academic program to ensure scholar achievement at consistently high levels. He or she will report to the CCA Board of Directors and regularly inform them of the school's progress and health on academic, operational and financial matters. He/she will also work collaboratively with the school leadership team to provide consistent and effective leadership for this new school.

Responsibilities and Duties:

Academic Program

- Hire quality instructional staff who embrace the school mission.
- Assemble and manage a high-quality academic leadership team.
- Ensure academic program is consistent with and aligns to school mission.
- Monitor and analyze student performance data.
- Ensure the school's social and emotional program is implemented with fidelity and is aligned to the academic program.
- Develop and coach instructional personnel to ensure they are serving the needs of all scholars.
- Provide oversight and direction for professional development, staff/teacher meetings, and instructional planning meetings.
- Ensure educational and regulatory compliance at all local, state and federal levels.
- In conjunction with staff, develop and implement discipline policies.

Operations Management

- Provide clear direction and oversight in launching the 1st academic school year, including developing initial programmatic, staffing, curriculum, and opening procedures.
- Develop school office procedures, methods and practice.
- Ensure compliance with all applicable local, state, and federal laws and regulations.
- Supervise day-to-day operations of the school.
- Manage all vendors, including, but not limited to fiscal services, payroll, facilities, transportation, education program service providers.
- Attend and participate in CCA Board meetings and committee meetings.
- Manage recruitment and selection of staff.
- Serve as the primary liaison and school's primary advocate to the school's charter sponsor.
- Establish and maintain professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
- Annually review the school's performance relative to the charter goals and objectives.
- Supervise staff and foster positive, collaborative working relationships.

Fiscal Management

- Work with the CCA Board of Directors to set financial and accounting policies, internal controls, and other fiscal policies and practices.
- Develop the school's annual budget for approval by the school's Board of Directors.
- Ensure school's enrollment meets budget expectations to fund the school's operation and academic program.
- Manage budgets and fiscal resources, and regularly inform the CCA Board of Directors of the school's financial health.
- Provide financial reports to the Board, the charter school sponsor, and other authorities as required by law.

- Arrange for the annual audit with a qualified independent auditor.

The Executive Director will perform other duties as required to achieve the school's mission.

Qualifications

Education and Experience

- Bachelor's degree required (Master's degree or higher preferred).
- Minimum of two years teaching experience required.
- South Carolina certification in school administration or experience in the field of school administration preferred.
- Experience with charter school finance and budgets required.
- Knowledge of South Carolina Charter School Law and applicable education laws required.
- Experience coaching and developing staff.
- Experience working with a culturally diverse student body preferred.

Ability to:

- Work hard to achieve the school's mission.
- Improve the minds and lives of scholars in and out of the classroom.
- Communicate clearly and effectively in both oral and written language.
- Establish and maintain positive relationships with a variety of people.
- Engage families and the larger community in the life of the school.
- Plan, coordinate, and direct work and activities of teaching professionals.
- Manage budgets, prioritize expenditures, and seek innovative methods for providing school resources.
- Promote and market the educational program and services of the school.

Compass Collegiate Academy is committed to providing equal access to educational and employment opportunities regardless of race, color, religion, national origin, disability, pregnancy, age, sex, or any other protected characteristic, as may be required by law.

Compass Collegiate Academy

Job Description: Founding Dean of Academics

Compass Collegiate Academy is accepting applications for the Founding Dean of Academics.

School Mission

Compass Collegiate Academy exists to provide a rigorous academic foundation and the habits of mind that will prepare scholars to live purposefully oriented lives as citizen-scholars.

School Overview

Compass Collegiate Academy (CCA) is a new public charter school opening with grades K-1 in August of 2020. The school will add a grade each year thereafter until it is a full K-8 school serving approximately 720 scholars. CCA has intentionally built its school model and structured its budget to ensure that the student body is representative of the student population on the Charleston peninsula, the school's geographic target area. CCA is driven by the following core beliefs for its school model:

All Means All - The school will operate with a non-negotiable belief in the potential of every child. Every adult employed at the school will operate with a daily mindset that every scholar can achieve at high levels irrespective of a scholar's family income, disability, language proficiency or prior developmental experience.

Rigorous Curriculum - The school's rigorous curriculum and academic program is designed to assist scholars to acquire a foundation of knowledge and advanced literacy skills in the early grades that will prepare scholars to undertake higher order analysis, evaluation, and critical thinking skills in later grades.

An Intentional Commitment to Scholar Social and Emotional Growth - Preparing scholars for successful secondary and postsecondary pursuits involves growing both sharp minds and big hearts. CCA will focus on helping scholars to better understand their own identities, their communities, and how to successfully build relationships with peers across lines of difference. Scholars will develop character strengths such as kindness, determination, curiosity, gratitude and integrity and will be better equipped to positively impact their diverse local communities and world.

High-quality Staff - The school will have a robust hiring and development model based on some of the nation's best public schools to ensure a high-quality teaching and learning environment for scholars. Teachers and leaders will be respected as skilled practitioners and professionals in a culture that prioritizes continuous growth and development for adults as well as scholars.

Personalized Learning through Data-Driven Instruction - Through a continuous cycle of assessment, analysis, and action, the school will identify personalized needs to close academic gaps while also differentiating instruction for scholars with more advanced achievement.

Parental Involvement and Intentional Community - The school values families as partners in the academic growth and human development of scholars. Families can expect daily updates on scholar progress, weekly phone communication and availability with a scholar's teacher, open doors to the school, and access to workshops and seminars on childhood human development. The school will intentionally cultivate a supportive school community among diverse families.

Role Expectations

The Founding Dean of Academics will provide assistance to the Executive Director (ED) for the overall administration of the academic program at the school. The Dean of Academics will have multiple instructional responsibilities, such as coaching teachers and instructional assistants, collaborating and helping to author curriculum pieces, or direct instruction of scholars.

As an instructional coach, and through the direct management of instructional staff members, the Dean of Academics will focus on maximizing scholar mastery of academic standards and scholar social and emotional development. The Dean of Academics will provide expertise in coaching teachers, writing curriculum, and providing data-driven instructional leadership for the school's literacy program.

Responsibilities and Duties:

Academic Program

- Assist the ED to provide clear direction and oversight in launching the 1st academic school year, including developing initial programmatic, staffing, curriculum, and opening procedures.
- Ensure academic program is consistent with and aligns to school mission.
- Monitor and analyze scholar performance data.
- Participate in the development and evaluation of educational programs.
- Ensure the school's social and emotional program is implemented with fidelity and is aligned to the academic program.
- Maintain internal and external assessment systems and help teachers use assessment data to further improve the quality of instruction
- In conjunction with staff, develop and implement discipline policies.
- Develop expertise with the school's literacy program, including the STEP Assessment.
- Monitor and manage compliance for special populations; collaborate and provide assistance to the Special Education Coordinator for special education and 504 compliance.
- Coordinate and manage school testing programs.

Instructional Staff Management

- Assist the ED in hiring quality instructional staff who embrace the school mission.
- Assess curriculum by monitoring lesson plans that teachers submit on a weekly basis.
- Develop and coach instructional personnel to ensure they are serving the needs of all scholars.
- Collaborate and advise instructional staff on classroom management methods and interventions.
- Regularly observe employee performance, record observations and conduct teacher evaluations.
- Conduct one on one meetings with teachers, instructional assistants and other instructional staff.
- Provide oversight and direction for professional development, staff/teacher meetings, and instructional planning meetings.
- Regularly check in with instructional staff and assess overall morale at school.

Scholar Management

- Monitor overall academic progress for all scholars.
- Intervene with support when scholars have challenges with attendance, academics or behavior.
- Work with scholars to set goals and increase scholar motivation.
- Administer disciplinary actions as appropriate.

General Responsibilities

- Regularly participate in CCA's professional development program, including CCA's annual summer professional development prior to school opening.
- Actively participate in CCA's instructional coaching program (coach and be coached).

- Supervise scholars in out-of-classroom activities on rotating schedules. Examples include, but are not limited to: cafeteria duty, bus monitor, and recess duty.
- Assist teachers to develop strong partnerships with parents by enhancing and collaborating on classroom-home communications.
- Attend school wide functions and community events as requested.
- Manage the school in the Executive Director's absence.

The Founding Director of Academics will perform other duties as required to achieve the school's mission.

Qualifications

Education and Experience

- Bachelor's degree is required; Master's degree is preferred
- South Carolina teaching certification in relevant teaching field is required
- Proven track-record of achievement as a teacher, instructional coach, or academic leader.
- Mastery of and enthusiasm for teaching and coaching academic subjects.
- Experience working with a culturally diverse student body preferred.

Ability to:

- Work hard to achieve the school's mission.
- Improve the minds and lives of scholars in and out of the classroom.
- Communicate clearly and effectively in both oral and written language.
- Establish and maintain positive relationships with a variety of people.
- Engage families and the larger community in the life of the school.

Compass Collegiate Academy is committed to providing equal access to educational and employment opportunities regardless of race, color, religion, national origin, disability, pregnancy, age, sex, or any other protected characteristic, as may be required by law.

Compass Collegiate Academy

Job Description: Founding Special Education Coordinator
Compass Collegiate Academy is accepting applications for the Founding Special Education Coordinator.

School Mission
Compass Collegiate Academy exists to provide a rigorous academic foundation and the habits of mind that will prepare scholars to live purposefully oriented lives as citizen-scholars.

School Overview
Compass Collegiate Academy (CCA) is a new public charter school opening with grades K-1 in August of 2020. The school will add a grade each year thereafter until it is a full K-8 school serving approximately 720 scholars. CCA has intentionally built its school model and structured its budget to ensure that the student body is representative of the student population on the Charleston peninsula, the school's geographic target area. CCA is driven by the following core beliefs for its school model:

All Means All - The school will operate with a non-negotiable belief in the potential of every child. Every adult employed at the school will operate with a daily mindset that every scholar can achieve at high levels irrespective of a scholar's family income, disability, language proficiency or prior developmental experience.

Rigorous Curriculum - The school's rigorous curriculum and academic program is designed to assist scholars to acquire a foundation of knowledge and advanced literacy skills in the early grades that will prepare scholars to undertake higher order analysis, evaluation, and critical thinking skills in later grades.

An Intentional Commitment to Scholar Social and Emotional Growth - Preparing scholars for successful secondary and postsecondary pursuits involves growing both sharp minds and big hearts. CCA will focus on helping scholars to better understand their own identities, their communities, and how to successfully build relationships with peers across lines of difference. Scholars will develop character strengths such as kindness, determination, curiosity, gratitude and integrity and will be better equipped to positively impact their diverse local communities and world.

High-quality Staff - The school will have a robust hiring and development model based on some of the nation's best public schools to ensure a high-quality teaching and learning environment for scholars. Teachers and leaders will be respected as skilled practitioners and professionals in a culture that prioritizes continuous growth and development for adults as well as scholars.

Personalized Learning through Data-Driven Instruction - Through a continuous cycle of assessment, analysis, and action, the school will identify personalized needs to close academic gaps while also differentiating instruction for scholars with more advanced achievement.

Parental Involvement and Intentional Community - The school values families as partners in the academic growth and human development of scholars. Families can expect daily updates on scholar progress, weekly phone communication and availability with a scholar's teacher, open doors to the school, and access to workshops and seminars on childhood human development. The school will intentionally cultivate a supportive school community among diverse families.

Role Expectations

The Special Education Coordinator works closely with Lead Teachers, the Dean of Academics and the Executive Director to support CCA scholars who are at-risk for academic underperformance due to emotional and/or physical challenges so that they can succeed in the school's rigorous academic program. The Special Education Coordinator holds primary responsibility for managing the school's special education program, monitoring scholar IEPs, and providing academic, emotional, and physical support and interventions for scholars who require additional support to thrive within the school's inclusion model. Special Education Coordinators will support teachers in all academic subject areas.

Responsibilities and Duties:

Special Education Program

- Ensure that the school operates in compliance with special education law and procedures at all times.
- Serve as the primary liaison with the charter school sponsor's Special Education Team.
- Attend all required charter school sponsor special education training and workshops.
- Monitor and respond to special education scholar data requests from the charter school sponsor.
- Manage the school's pre-referral and IEP and 504 processes.
- Develop Individual Educational Programs (IEPs) and 504 plans as required.
- Ensure scholar IEP requirements and 504 plan accommodations are being met.
- Assess and report mastery of IEP goals to parents and other members of the scholar's support team.
- Maintain all special education records according to privacy and confidentiality requirements.
- Communicate regularly with parents and as required by law to support special education scholar learning needs.
- Lead multi-disciplinary team meetings, including but not limited to annual, eligibility, re-evaluation, and manifestation determination meetings.
- In collaboration with the Executive Director, select, schedule and supervise appropriate service providers including, but not limited to speech/language, occupational therapy, psychological services, etc.
- Develop expertise with the school's literacy program and ways to successfully adapt literacy instruction to all special education scholars.

Instructional Collaboration and Support

- Provide direct intervention (i.e. instruction) to scholars in accordance with their IEP requirements.
- Assist teachers to adapt weekly lesson plans and instructional for individual scholars that require additional support to experience a high-quality curriculum.
- Assist teachers to utilize effective teaching strategies to support special education scholars in the least restrictive manner.
- Implement scholar behavior supports consistent with special education laws and scholar IEPs to achieve an optimal learning classroom learning environment.

Assessment and Data

- Participate cooperatively in CCA's assessment system and data platforms to monitor special education scholars' learning and progression.
- Administer alternative assessments in accordance with CCA's testing programs and state testing requirements.
- Evaluate scholar's academic and SEL growth, keep appropriate records, prepare scholar reports and regularly communicate with parents regarding their scholar's progress.

General Responsibilities

- Regularly participate in CCA's professional development program, including CCA's annual summer professional development prior to school opening.
- Actively participate in CCA's instructional coaching program (coach and be coached).
- Supervise scholars in out-of-classroom activities on rotating schedules. Examples include, but are not limited to: cafeteria duty, bus monitor, and recess duty.
- Communicate with parents, CCA leadership team, and CCA colleagues in a timely, consistent manner.
- Attend school wide functions and community events as requested.

The Founding Special Education Coordinator will perform other duties as required to achieve the school's mission.

Qualifications

Education and Experience

- Bachelor's degree is required; Master's degree is preferred.
- South Carolina teaching certification in relevant special education teaching field is required.
- Expertise and knowledge of applicable special education laws and procedures.
- At least 1 year serving as a special education coordinator required.
- Proven track-record of achievement as a teacher, instructional coach, or academic leader.
- Mastery of and enthusiasm for teaching and coaching academic subjects.
- Experience working with a culturally diverse student body preferred.

Ability to:

- Work hard to achieve the school's mission.
- Improve the minds and lives of scholars in and out of the classroom.
- Communicate clearly and effectively in both oral and written language.
- Establish and maintain positive relationships with a variety of people.
- Engage families and the larger community in the life of the school.

Compass Collegiate Academy is committed to providing equal access to educational and employment opportunities regardless of race, color, religion, national origin, disability, pregnancy, age, sex, or any other protected characteristic, as may be required by law.

Compass Collegiate Academy

Job Description: Founding K-1 Lead Teacher
Compass Collegiate Academy is accepting applications for the Founding K-1 Lead Teachers.

School Mission
Compass Collegiate Academy exists to provide a rigorous academic foundation and the habits of mind that will prepare scholars to live purposefully oriented lives as citizen-scholars.

School Overview
Compass Collegiate Academy (CCA) is a new public charter school opening with grades K-1 in August of 2020. The school will add a grade each year thereafter until it is a full K-8 school serving approximately 720 scholars. CCA has intentionally built its school model and structured its budget to ensure that the student body is representative of the student population on the Charleston peninsula, the school's geographic target area. CCA is driven by the following core beliefs for its school model:

All Means All - The school will operate with a non-negotiable belief in the potential of every child. Every adult employed at the school will operate with a daily mindset that every scholar can achieve at high levels irrespective of a scholar's family income, disability, language proficiency or prior developmental experience.

Rigorous Curriculum - The school's rigorous curriculum and academic program is designed to assist scholars to acquire a foundation of knowledge and advanced literacy skills in the early grades that will prepare scholars to undertake higher order analysis, evaluation, and critical thinking skills in later grades.

An Intentional Commitment to Scholar Social and Emotional Growth - Preparing scholars for successful secondary and postsecondary pursuits involves growing both sharp minds and big hearts. CCA will focus on helping scholars to better understand their own identities, their communities, and how to successfully build relationships with peers across lines of difference. Scholars will develop character strengths such as kindness, determination, curiosity, gratitude and integrity and will be better equipped to positively impact their diverse local communities and world.

High-quality Staff - The school will have a robust hiring and development model based on some of the nation's best public schools to ensure a high-quality teaching and learning environment for scholars. Teachers and leaders will be respected as skilled practitioners and professionals in a culture that prioritizes continuous growth and development for adults as well as scholars.

Personalized Learning through Data-Driven Instruction - Through a continuous cycle of assessment, analysis, and action, the school will identify personalized needs to close academic gaps while also differentiating instruction for scholars with more advanced achievement.

Parental Involvement and Intentional Community - The school values families as partners in the academic growth and human development of scholars. Families can expect daily updates on scholar progress, weekly phone communication and availability with a scholar's teacher, open doors to the school, and access to workshops and seminars on childhood human development. The school will intentionally cultivate a supportive school community among diverse families.

Role Expectations

K-1 Founding Lead Teachers will be part of a hardworking team to help launch Charleston's newest open enrollment public charter school serving all scholars on the Charleston peninsula. K-1 Lead Teachers are responsible for achieving the school's mission through leading joyful classrooms that are academically rigorous, intensely focused on literacy skill development for all scholars, and intentional about daily scholar social and emotional growth. He or she will report to a member of the academic leadership team and contribute to creating the school's achievement-oriented culture.

Responsibilities and Duties:

Instructional Leader

- Develop weekly lesson plans and instructional materials that are informed by data. Adapt plans and materials as necessary to ensure that every scholar experiences a high-quality curriculum.
- Utilize effective teaching strategies to deliver effective whole class, individualized and small group instruction.
- Lead a daily classroom-based social and emotional learning (SEL) program and link SEL lessons to the academic program.
- Regularly collaborate with classroom co-teachers and school staff to provide effective instruction to all scholars.
- Identify, record, reflect on scholar needs and participate regularly in professional development to assess, plan, monitor, and implement methods to solve scholar learning challenges.
- Communicate regularly with parents to support scholar learning needs.
- Lead Teachers are accountable for scholar's mastery of academic standards.
- Develop expertise with the school's literacy program, including the STEP Assessment.

Classroom Management

- Establish and maintain high standards of scholar behavior needed to achieve an optimal learning classroom learning environment.
- Regularly input, review, and use CCA's schoolwide data system for tracking scholar behavior.
- Provide a functional and attractive classroom learning environment with teaching aides and materials aligned to the curriculum.
- Regularly collaborate with classroom co-teachers and school staff to provide effective behavior interventions and supports to all scholars.

Assessment and Data

- Participate cooperatively in CCA's assessment system and data platforms to monitor scholar learning and progression.
- Develop classroom based formative assessments as necessary to check for scholar progress and mastery.
- Advance professional knowledge of CCA data systems, data reports consistent with CCA's distributed data philosophy and approach.
- Administer assessments in a variety of forms (formative, summative, standardized, etc.) in accordance with CCA's testing programs.
- Evaluate scholar's academic and SEL growth, keep appropriate records, prepare scholar reports and regularly communicate with parents regarding their scholar's progress.

General Responsibilities

- Regularly participate in CCA's professional development program, including CCA's annual summer professional development prior to school opening.
- Actively participate in CCA's instructional coaching program (coach and be coached).

- Supervise scholars in out-of-classroom activities on rotating schedules. Examples include, but are not limited to: cafeteria duty, bus monitor, and recess duty.
- Communicate with parents, CCA leadership team, and CCA colleagues in a timely, consistent manner.
- Attend school wide functions and community events as requested.

The Founding K-1 Lead Teachers will perform other duties as required to achieve the school's mission.

Qualifications

Education and Experience

- Bachelor's degree is required; Master's degree is preferred.
- South Carolina teaching certification in relevant elementary teaching field is required.
- Proven track-record of achievement as a teacher.
- Mastery of and enthusiasm for teaching academic subjects.
- Evidence of self-motivation and willingness to be a team player.
- Experience working with a culturally diverse student body preferred.

Ability to:

- Work hard to achieve the school's mission.
- Improve the minds and lives of scholars in and out of the classroom.
- Communicate clearly and effectively in both oral and written language.
- Establish and maintain positive relationships with a variety of people.
- Engage families and the larger community in the life of the school.

Compass Collegiate Academy is committed to providing equal access to educational and employment opportunities regardless of race, color, religion, national origin, disability, pregnancy, age, sex, or any other protected characteristic, as may be required by law.

Compass Collegiate Academy

Job Description: Founding Instructional Support Specialist

Compass Collegiate Academy is accepting applications for the Founding Instructional Support Specialist.

School Mission

Compass Collegiate Academy exists to provide a rigorous academic foundation and the habits of mind that will prepare scholars to live purposefully oriented lives as citizen-scholars.

School Overview

Compass Collegiate Academy (CCA) is a new public charter school opening with grades K-1 in August of 2020. The school will add a grade each year thereafter until it is a full K-8 school serving approximately 720 scholars. CCA has intentionally built its school model and structured its budget to ensure that the student body is representative of the student population on the Charleston peninsula, the school's geographic target area. CCA is driven by the following core beliefs for its school model:

All Means All - The school will operate with a non-negotiable belief in the potential of every child. Every adult employed at the school will operate with a daily mindset that every scholar can achieve at high levels irrespective of a scholar's family income, disability, language proficiency or prior developmental experience.

Rigorous Curriculum - The school's rigorous curriculum and academic program is designed to assist scholars to acquire a foundation of knowledge and advanced literacy skills in the early grades that will prepare scholars to undertake higher order analysis, evaluation, and critical thinking skills in later grades.

An Intentional Commitment to Scholar Social and Emotional Growth - Preparing scholars for successful secondary and postsecondary pursuits involves growing both sharp minds and big hearts. CCA will focus on helping scholars to better understand their own identities, their communities, and how to successfully build relationships with peers across lines of difference. Scholars will develop character strengths such as kindness, determination, curiosity, gratitude and integrity and will be better equipped to positively impact their diverse local communities and world.

High-quality Staff - The school will have a robust hiring and development model based on some of the nation's best public schools to ensure a high-quality teaching and learning environment for scholars. Teachers and leaders will be respected as skilled practitioners and professionals in a culture that prioritizes continuous growth and development for adults as well as scholars.

Personalized Learning through Data-Driven Instruction - Through a continuous cycle of assessment, analysis, and action, the school will identify personalized needs to close academic gaps while also differentiating instruction for scholars with more advanced achievement.

Parental Involvement and Intentional Community - The school values families as partners in the academic growth and human development of scholars. Families can expect daily updates on scholar progress, weekly phone communication and availability with a scholar's teacher, open doors to the school, and access to workshops and seminars on childhood human development. The school will intentionally cultivate a supportive school community among diverse families.

Role Expectations

The Instructional Support Specialist provides a unique opportunity for talented individuals with no formal teacher certification to support the mission critical work of Lead Teachers. Instructional Support Specialists will be part of a hardworking team to help launch Charleston's newest open enrollment public charter school serving all scholars on the Charleston peninsula. Instructional Support Specialists will support Lead Teachers with small group and whole class instruction, behavior management, tutoring, grading, data analysis, and administrative support. Instructional Support Specialists assist Lead Teachers to lead joyful classrooms that are academically rigorous, intensely focused on literacy skill development for all scholars, and intentional about daily scholar social and emotional growth. He or she will report to a Lead Teacher and will receive coaching from Lead Teachers and members of the academic leadership team.

Responsibilities and Duties:

- Assist Lead teachers with instruction, classroom assessments, reviewing scholar data, grading, and other classroom responsibilities;
- Support scholars by providing one-on-one and/or small group intervention and scholar support;
- Observe Lead Teachers and Academic Team members to improve instructional practices, techniques and classroom management;
- Regularly participate in CCA's professional development program, including CCA's annual summer professional development prior to school opening.
- Actively participate in CCA's instructional coaching program (coach and be coached).
- Supervise scholars in out-of-classroom activities on rotating schedules. Examples include, but are not limited to: cafeteria duty, bus monitor, and recess duty.
- Communicate with parents, CCA leadership team, and CCA colleagues in a timely, consistent manner.
- Attend school wide functions and community events as requested.

The Instructional Support Specialists will perform other duties as required to achieve the school's mission.

Qualifications

Education and Experience

- Bachelor's degree is preferred but not required.
- Evidence of self-motivation and willingness to be a team player.
- Experience working with a culturally diverse student body preferred.

Ability to:

- Be reflective and constantly seek ways to improve (growth mentality);
- Be flexible and handle unpredictability in a professional manner;
- Possess strong organizational and time management skills, communication skills (particularly with children), and problem-solving skills;

Compass Collegiate Academy is committed to providing equal access to educational and employment opportunities regardless of race, color, religion, national origin, disability, pregnancy, age, sex, or any other protected characteristic, as may be required by law.

Compass Collegiate Academy

Job Description: Director of Operations

Compass Collegiate Academy is accepting applications for the Director of Operations.

School Mission

Compass Collegiate Academy exists to provide a rigorous academic foundation and the habits of mind that will prepare scholars to live purposefully oriented lives as citizen-scholars.

School Overview

Compass Collegiate Academy (CCA) is a public charter school that opened with grades K-1 in August of 2020. The school is adding a grade each year thereafter until it is a full K-8 school serving approximately 720 scholars. CCA has intentionally built its school model and structured its budget to ensure that the student body is representative of the student population on the Charleston peninsula, the school's geographic target area. CCA is driven by the following core beliefs for its school model:

All Means All - The school will operate with a non-negotiable belief in the potential of every child. Every adult employed at the school will operate with a daily mindset that every scholar can achieve at high levels irrespective of a scholar's family income, disability, language proficiency or prior developmental experience.

Rigorous Curriculum - The school's rigorous curriculum and academic program is designed to assist scholars to acquire a foundation of knowledge and advanced literacy skills in the early grades that will prepare scholars to undertake higher order analysis, evaluation, and critical thinking skills in later grades.

An Intentional Commitment to Scholar Social and Emotional Growth - Preparing scholars for successful secondary and postsecondary pursuits involves growing both sharp minds and big hearts. CCA will focus on helping scholars to better understand their own identities, their communities, and how to successfully build relationships with peers across lines of difference. Scholars will develop character strengths such as kindness, determination, curiosity, gratitude and integrity and will be better equipped to positively impact their diverse local communities and world.

High-quality Staff - The school will have a robust hiring and development model based on some of the nation's best public schools to ensure a high-quality teaching and learning environment for scholars. Teachers and leaders will be respected as skilled practitioners and professionals in a culture that prioritizes continuous growth and development for adults as well as scholars.

Personalized Learning through Data-Driven Instruction - Through a continuous cycle of assessment, analysis, and action, the school will identify personalized needs to close academic gaps while also differentiating instruction for scholars with more advanced achievement.

Parental Involvement and Intentional Community - The school values families as partners in the academic growth and human development of scholars. Families can expect daily updates on scholar progress, weekly phone communication and availability with a scholar's teacher, open doors to the school, and access to workshops and seminars on childhood human development. The school will intentionally cultivate a supportive school community among diverse families.

Role Expectations

The Director of Operations works closely with the Executive Director and is responsible for daily operational excellence to support the school's academic program and activities. The Director of Operations will be an individual that understands that the backbone of a high-quality academic learning environment is achieved through a high standard of excellence for all operational, and financial aspects of the school. He or she will report to the Executive Director.

Responsibilities and Duties:

Academic Program

- Assist the Academic team to hire quality instructional staff who embrace the school mission through managing effective systems for recruitment, interviewing and hiring.
- Assist academic leaders to ensure instructional resources and data systems are optimized to enable teachers and academic staff to achieve the school's academic goals.
- Provide support to the Academic Leadership team to manage logistical elements of major scholar assessments and ensure compliance.
- Assist the Executive Director to ensure educational and regulatory compliance at all local, state and federal levels.

Operations Management

- Develop systems and procedures to ensure an optimal learning environment for instructional staff and scholars each day, including, but not limited to, school food provision, scholar transportation (arrival and dismissal), technology hardware and software, fire-life safety plans, facility management and maintenance, asset inventory management (technology, books, classroom supplies, etc.).
- Directly manage operations team members at the school, including full-time and part time staff members.
- Take ownership of logistics of school-wide events and off-site events, such as recruitment fairs, Family Data Nights, and new scholar orientations.
- Coach school-wide staff by ensuring operational systems are implemented with fidelity by all staff members and give feedback to stakeholders when systems are not meeting the bar of excellence.
- Serve as the primary point of contact for HR related questions or concerns from staff.
- Partner with the Academic Leadership team to onboard new hires and to ensure teachers meet compliance with certification requirements.
- Manage all background checks to for all hires and volunteers.
- Manage all vendors, including, but not limited to fiscal services, payroll, facilities, transportation, education program service providers.
- Ensure compliance with all applicable local, state, and federal laws and regulations.
- Serve as the resident expert on the school's student information and data systems and ensure operational stability and data accuracy.
- Attend and participate in CCA Board meetings and committee meetings.

Fiscal Management

- Actively manage the school budget according to established policies and actively monitor school spending for adherence to budget and compliance with internal controls to ensure the school is a sound steward of public funds.
- Manage the school purchasing process by establishing clear systems for staff to request items, place orders with vendors, track delivery, pay invoices, and manage the accounting for all purchased items.

- Work with the Executive Director to implement board established financial and accounting policies, internal controls, and other fiscal policies and practices.
- Assist the Executive Director to develop the school's annual budget for approval by the school's Board of Directors.
- Assist the Executive Director to provide financial reports to the Board, the charter school sponsor, and other authorities as required by law.
- Manage the annual audit process with a qualified independent auditor.

Scholar Enrollment

- Lead the school's scholar recruitment activities to ensure schools are fully enrolled.
- Manage the school registration process, including student record requests for incoming or departing scholars.

The Director of Operations will perform other duties as required to achieve operational excellence and the school's mission.

Qualifications

Education and Experience

- Bachelor's degree required (Master's degree or higher preferred).
- Minimum of three years business experience required, charter school operations experience preferred.
- Experience with charter school finance and budgets preferred.
- Demonstrated competency with technology, including but not limited to Microsoft Word, Excel, Student Information Systems and accounting software systems required.
- Experience working with a culturally diverse student body preferred.

Ability to:

- Work hard to achieve the school's mission.
- Communicate clearly and effectively in both oral and written language.
- Be extremely attentive to detail.
- Ability to manage multiple tasks, deadlines and responsibilities at once and prioritize the highest-leverage and most urgent tasks.
- Establish and maintain positive relationships with a variety of people.
- Engage families and the larger community in the life of the school.
- Plan, coordinate, and direct work and activities of the operations team.
- Manage budgets, prioritize expenditures, and seek innovative methods for providing school resources.
- Promote and market the educational program and services of the school.

Compass Collegiate Academy is committed to providing equal access to educational and employment opportunities regardless of race, color, religion, national origin, disability, pregnancy, age, sex, or any other protected characteristic, as may be required by law.

Compass Collegiate Academy

Job Description: Elementary School Principal

Compass Collegiate Academy is accepting applications for the Elementary School Principal.

School Mission

Compass Collegiate Academy exists to provide a rigorous academic foundation and the habits of mind that will prepare scholars to live purposefully oriented lives as citizen-scholars.

School Overview

Compass Collegiate Academy (CCA) is a public charter school that opened with grades K-1 in August of 2020. The school is adding a grade each year thereafter until it is a full K-8 school serving approximately 720 scholars. CCA has intentionally built its school model and structured its budget to ensure that the student body is representative of the student population on the Charleston peninsula, the school's geographic target area. CCA is driven by the following core beliefs for its school model:

All Means All - The school will operate with a non-negotiable belief in the potential of every child. Every adult employed at the school will operate with a daily mindset that every scholar can achieve at high levels irrespective of a scholar's family income, disability, language proficiency or prior developmental experience.

Rigorous Curriculum - The school's rigorous curriculum and academic program is designed to assist scholars to acquire a foundation of knowledge and advanced literacy skills in the early grades that will prepare scholars to undertake higher order analysis, evaluation, and critical thinking skills in later grades.

An Intentional Commitment to Scholar Social and Emotional Growth - Preparing scholars for successful secondary and postsecondary pursuits involves growing both sharp minds and big hearts. CCA will focus on helping scholars to better understand their own identities, their communities, and how to successfully build relationships with peers across lines of difference. Scholars will develop character strengths such as kindness, determination, curiosity, gratitude and integrity and will be better equipped to positively impact their diverse local communities and world.

High-quality Staff - The school will have a robust hiring and development model based on some of the nation's best public schools to ensure a high-quality teaching and learning environment for scholars. Teachers and leaders will be respected as skilled practitioners and professionals in a culture that prioritizes continuous growth and development for adults as well as scholars.

Personalized Learning through Data-Driven Instruction - Through a continuous cycle of assessment, analysis, and action, the school will identify personalized needs to close academic gaps while also differentiating instruction for scholars with more advanced achievement.

Parental Involvement and Intentional Community - The school values families as partners in the academic growth and human development of scholars. Families can expect daily updates on scholar progress, weekly phone communication and availability with a scholar's teacher, open doors to the school, and access to workshops and seminars on childhood human development. The school will intentionally cultivate a supportive school community among diverse families.

Role Expectations

The Elementary School Principal is responsible for overseeing and providing expertise for instruction, curriculum, assessment, and professional development for CCA's elementary school grades. The Principal will also be the primary point of contact for elementary school parents. The Elementary School Principal will manage the elementary school instructional staff and work with members of the Academic Leadership Team to ensure an excellent academic program for all elementary school scholars.

Responsibilities and Duties:

Academic Program

- Ensure the academic program is consistent with and aligns to school mission.
- Develop and communicate the school's systems, culture, and vision, and create plans and execute tasks to achieve that vision.
- Oversee and take ownership of elementary school curriculum development and assessment.
- Ensure the school's social and emotional program is implemented with fidelity and is aligned to the academic program.
- Implement effective internal and external assessment systems and use data to inform decisions.
- Oversee and manage scholar performance data.
- Ensure strong consistency within the school program and curricular alignment with state and other rigorous standards.
- Select and share effective curricular and instructional practices from and with other schools.
- Serve as the primary owner of the school's elementary school literacy program, including the STEP Assessment.
- Monitor and manage compliance for special populations; collaborate and aid the Special Education Coordinator for special education and 504 compliance.
- Coordinate and manage school testing programs.

- Provide exemplary leadership to all members of the school community to achieve outstanding performance in the school's mission of preparing each student for college
- Work to dramatically improve student achievement by leading the educational program
- Serve as point person for all students and families

Instructional Staff Management

- Effectively manage all elementary school instructional staff.
- Lead the annual process to hire quality instructional staff who embrace the school mission.
- Make final decisions to retain instructional staff or release ineffective instructional staff.
- Oversee lesson plans that teachers submit on a weekly basis.
- Develop and coach instructional personnel to ensure they are serving the needs of all scholars.
- Collaborate and advise instructional staff on classroom management methods and interventions.
- Regularly observe employee performance, record observations and conduct teacher evaluations.
- Conduct one on one meetings with teachers, instructional assistants and other instructional staff.
- Provide leadership of professional development, staff/teacher meetings, and instructional planning meetings.

Scholar Management

- Monitor overall academic progress for all scholars.
- In conjunction with staff, develop and implement discipline policies.
- Intervene with support when scholars have challenges with attendance, academics or behavior.
- Work with scholars to set goals and increase scholar motivation.
- Administer disciplinary actions as appropriate.

General Responsibilities

- Provide exemplary leadership to all members of the school community to achieve outstanding performance in the school's mission.
- Regularly participate in CCA's professional development program, including CCA's annual summer professional development prior to school opening.
- Take ownership of CCA's elementary school instructional coaching program.
- Assist teachers to develop strong partnerships with parents by enhancing and collaborating on classroom-home communications.
- Attend school wide functions and community events.
- Manage the school in the Executive Director's absence.

The Elementary School Principal will perform other duties as required to achieve the school's mission.

Qualifications

Education and Experience

- Bachelor's degree is required; Master's degree is preferred
- South Carolina certification in relevant field is required
- Proven track-record of achievement as a teacher, instructional coach, or academic leader.
- Mastery of and enthusiasm for teaching and coaching academic subjects.
- Demonstrated excellence in coaching teachers and other instructional staff.
- Experience working with a culturally diverse student body preferred.

Ability to:

- Work hard to achieve the school's mission.
- Improve the minds and lives of scholars in and out of the classroom.
- Communicate clearly and effectively in both oral and written language.
- Establish and maintain positive relationships with a variety of people.
- Engage families and the larger community in the life of the school.

Compass Collegiate Academy is committed to providing equal access to educational and employment opportunities regardless of race, color, religion, national origin, disability, pregnancy, age, sex, or any other protected characteristic, as may be required by law.

This list represents a sample of the CCA startup tasks for year 0. Sub-tasks are included in these key milestones and additional tasks will be added. Dates and deadlines are subject to change.

Design Area	Category	Task/Activity	Owner	Due Date	Completed	Status	Notes
Leadership	Board Organization	Meet with members of the community, share vision of school	HS/Board	June-18	x	Active	ongoing
Leadership	Board Organization	Initial board meeting	HS/Board	November-18	x	Active	
Leadership	Board Organization	Set date and time for initial board meetings	HS/Board	November-18	x	Active	
Legal	Structure	File Articles of Incorporation	HS	December-18	x	Active	
Leadership	Board Organization	Create Board JDs	HS	December-18	x	Active	
Leadership	Structure	Draft and pass bylaws	HS/Board	December-18	x	Active	
Legal	Facility location	Meet with commercial real estate agents for prospective sites	HS	January-19	x	Active	
Facility	Facility location	Meet with CCSD representatives for prospective sites	HS	January-19	x	Active	Have met with Superintendent Postlewait
Facility	Board Organization	Deliver charter board training (CBP material) for being an effective charter board	HS	January-19	x	Active	
Leadership	Board Organization	Assemble full governing board	Board	February-19	x	Active	Start meetings summer 2018, seek diverse skill set, assemble diverse board
Leadership	Charter	Complete charter application	Board	February-19	x	Active	
Leadership	Structure	Apply for 501c3, IRS form 1021	HS	February-19		Active	
Legal	Board Organization	Create ED and Board evaluation tool	HS	March-19		Not Active	
Leadership	Board Organization	Board prepares for capacity interviews	Board	March-19		Active	
Legal	Management	Identify tax requirements for year 0.	Board	March-19		Not Active	
Marketing	Fundraising	Complete CSP Grant	Board	March-19		Not Active	
Marketing	Board Organization	Create annual board calendar (annual meeting, budget cycle, ED evaluation)	Board	March-19		Not Active	
Staff	Board Organization	Create a standard board agenda and email	Board	March-19		Not Active	
Finance	Policies	Develop & pass board policies re. contracts, procurement, internal controls (or prior to grant applications and acceptance)	Board	March-19		Not Active	
Leadership	General	Create Website	Board	May-19		Active	
Leadership	General	Develop Social Media Plan & channels	Board	May-19		Active	
Leadership	Recruiting	Develop final job description for Executive Director	Board	June-19			
Leadership	Recruiting	Launch search for Executive Director	Board	June-19			
Legal	Board Organization	Meet with members of the community, share vision of school	Board	June-19		Active	ongoing
Legal	Staffing	Ensure hiring process compliance with ADA and section 504	Board	June-19		Not Active	
Legal	Staffing	Develop "at will" employment contract/acceptance	Board	June-19		Not Active	
Legal	Staffing	Develop employment application with appropriate legal language	Board	June-19		Not Active	
Marketing	Staffing	Develop background check procedure (include FBI & Child Abuse & Neglect Registry) and other requirements	Board	June-19		Not Active	
Operations	Community Plan	Draft community outreach materials (e.g. Tailored for community leaders, civic groups, etc. to introduce school and leaders)	Board	June-19		Not Active	
Parents/ community	Finance	Establish direct deposit forms & systems for payroll & revenues	Board	June-19		Not Active	
Parents/ community	Community Plan	Create fall 2019 community engagement plan	Board	June-19		Not Active	
Parents/ community	Community Plan	Establish calendar of ongoing community meetings to attend	Board	June-19		Not Active	
Staff	Community Plan	Identify community events that Board Members should attend	Board	June-19		Not Active	
Staff	Hiring Process	Create all employee hiring forms	Board	June-19		Not Active	
Staff	Hiring Process	Create staff applicant information kit	Board	June-19		Not Active	
Staff	Hiring Process	Develop job descriptions for all instructional and non-instructional positions	Board	June-19		Active	

This list represents a sample of the CCA startup tasks for year 0. Sub-tasks are included in these key milestones and additional tasks will be added. Dates and deadlines are subject to change.

Design Area	Category	Task/Activity	Owner	Due Date	Completed	Status	Notes
Staff	Hiring Process	Determine final hiring protocol/processes Y1	Board	June-19		Not Active	
Staff	Hiring Process	Create form letters: acceptance letter, decline letter, email saying we have received application	Board	June-19		Not Active	
Staff	Recruiting	Create interview guide & activities for each position	Board	June-19		Not Active	
Staff	Recruiting	Create mechanism to track candidates/Monitor progress of teacher + staff hiring	Board	June-19		Not Active	
Staff	Recruiting	Identify places to post teacher ads	Board	June-19		Not Active	
Staff	Reporting & Compliance	Compile master list of statutory, regulatory, contractual, and other requirements and timeframes/deadlines	Board	July-19		Not Active	
Staff	Swag	Create and purchase magnets/pens, bumper stickers, lanyards, etc. for brand identity	Board	September-19		Not Active	
Staff	Facility readiness	Conduct preliminary architectural review and assessment of facility/property including ADA requirements	Board	September-19		Not Active	
Staff	Curriculum development	Review all current SC standards (all subjects)	Board	September-19		Not Active	
Operations	Staffing	Create & finalize employee handbook (include media policy)	Board	September-19		Not Active	
Community	Admissions-Campaign	Create list of possible recruitment events--create signage	Board	September-19		Not Active	
Facility	Admissions-Campaign	Locate and catalogue list of address for direct mail campaign	Board	September-19		Not Active	
Instruction	Admissions-Campaign	Create direct mailer	Board	September-19		Not Active	
Legal	Admissions-Enroll	Create list of materials to bring to each home visit supply list, summer homework	Board	September-19		Not Active	
Student recruitment	Facility location	Finalize facility location	Board	October-19		Not Active	
Student recruitment	Curriculum development	Create lesson plan template	Board	October-19		Not Active	
Student recruitment	Admissions-Campaign	Launch Home-Visit campaign & schedule	Board	October-19		Not Active	
Student recruitment	Admissions-Enroll	Create enrollment packet (including enrollment form, photo release)	Board	October-19		Not Active	
Facility	Recruiting	Finalize salary range, benefits package & create one pager describing benefits	Board	November-19		Not Active	
Instruction	Recruiting	Confirm #, type of teachers to be hired	Board	November-19		Not Active	
Student recruitment	Support systems	Create process to identify and track families in need of support services, including individual communication and support plans	Board	November-19		Not Active	
Student recruitment	Facility readiness	Develop timeline for facility improvements	Board	November-19		Not Active	
Community	Facility readiness	Develop facilities improvement/code compliance time-line	Board	November-19		Not Active	
Facility	Facility readiness	Identify any city-driven regulations about notifying police, fire, etc.	Board	November-19		Not Active	
Facility	Uniforms	Design and finalize school uniforms	Board	December-19		Not Active	
Facility	Facility readiness	Estimate cost of additional improvements through contractor quotes	Board	December-19		Not Active	
Culture	Budget	Create actual Y1 cash flow and 5-year operating budget for internal management and Board approval	Board	December-19		Not Active	
Facility	Curriculum development	Site Visits to High performing schools & time with CAOs	Board	December-19		Active	
Finance	Finance	Create non-profit mailing status with post office & identify other discounts we can receive as a result of our status.	Board	December-19		Not Active	

This list represents a sample of the CCA startup tasks for year 0. Sub-tasks are included in these key milestones and additional tasks will be added. Dates and deadlines are subject to change.

Design Area	Category	Task/Activity	Owner	Due Date	Completed	Status	Notes
Instruction	Reporting & Compliance	Identify auditor and include on annual calendar	Board	December-19		Not Active	
Operations	Community outreach	Distribute marketing materials to community:	Board	December-19		Not Active	
Operations, Finance & Administration	Recruiting	Determine Finalists for Executive Director role	Board	January-20			
Student recruitment	School calendar	Finalize school calendar	Board	January-20		Not Active	
Operations	Uniforms	Identify school uniform vendor	Board	January-20		Not Active	
Culture	Uniforms	Develop process for students to get uniforms	Board	January-20		Not Active	
Culture	Reporting & Compliance	Create federal program compliance procedures & document tracking systems	Board	January-20		Not Active	
Finance	Special education	Develop SPED identification process materials for teachers; Survey families to identify students with IEPs at family orientation	Board	January-20		Not Active	
Instruction	Special education	Identify external advisor for special ed to use during start-up year	Board	January-20		Not Active	
Instruction	Systems	Set up credit cards for purchasing and set-up credit card payment option for parents for uniform?	Board	February-20		Not Active	
Finance	Systems	Arrange payroll system	Board	February-20		Not Active	
Finance	Systems	Refine an internal accounting, expenditures v. budget monitoring, and financial reporting system	Board	February-20		Not Active	
Finance	Systems	Refine purchase order and cash disbursement system	Board	February-20		Not Active	
Finance	Systems	Create system for how teachers can request materials	Board	February-20		Not Active	
Finance	Assessment	SEL Rubrics	Board	February-20		Not Active	
SEL	Curriculum Development	SEL Scope & Sequence	Board	February-20		Not Active	
SEL	Curriculum Development	Design & Finalize Unit Plans	Board	February-20		Not Active	
SEL	Planning	CCA Vision	Board	February-20		Active	
SEL	Hiring	Make offers and secure Executive Director	Board	March-20			
Instruction	Assessment	K-2 External Assessment Map for all subj (When, # of Qs, What kinds of Qs)	Board	March-20		Not Active	
Instruction	Assessment	K-2 Internal Assessment Map for all subj (when, what kind of assessment?)	Board	March-20		Not Active	
Instruction	Curriculum Development	K-2 Grade Scope & Sequence of Standards for all subj	Board	March-20		Not Active	
Instruction	Differentiation	Support Plan (Standards to reteach, Steps to Address with Tech)	Board	March-20		Not Active	
Instruction	Curriculum Development	K-2 Unit Plans for all subj	Board	March-20		Not Active	
After-school programming	Design	Determine staffing needs for after school programs or in conjunction with partners	Board	March-20		Not Active	
Culture	Behaviors	Finalize student behavior policy	Board	March-20		Not Active	
Operations	Policies	Finalize behavior tracking data system	Board	March-20		Not Active	
Operations	Weekly schedule	Draft and finalize weekly schedule	Board	March-20		Not Active	
After-school programming	Design	Finalize after-school programming	Board	March-20		Not Active	
After-school programming	Design	Develop logistics plan for after school program, including operations, scheduling	Board	March-20		Not Active	
After-school programming	Design	Create remediation tutoring program (dependent on location of after school program)	Board	March-20		Not Active	
After-school programming	Design	Align after school program to curriculum map and school-wide themes	Board	March-20		Not Active	
Culture	Behaviors	Develop teacher resources and references for CCA behavior system	Board	March-20		Not Active	
Instruction	Special education	Establish tentative agreements / understandings with potential external service providers	Board	March-20		Not Active	

This list represents a sample of the CCA startup tasks for year 0. Sub-tasks are included in these key milestones and additional tasks will be added. Dates and deadlines are subject to change.

Design Area	Category	Task/Activity	Owner	Due Date	Completed	Status	Notes
Operations	Food Service Program	Identify/interview contracted food service provider	Board	March-20		Not Active	
After-school programming	Implementation	Finalize partnerships for after school programs	Board	April-20		Not Active	
After-school programming	Implementation	Prepare volunteer background check and verification process	Board	April-20		Not Active	
Facility	Facility readiness	Develop overall facility security and safety plan	Board	April-20		Not Active	
Facility	Furniture	Purchase furniture for delivery close to opening	Board	April-20		Not Active	
Instruction	Instructional policies	Create process to review instructional materials (e.g. weekly collection & review of lesson plans)	Board	April-20		Not Active	
Instruction	Programming	Identify non-instructional furniture, fixtures, and equipment that needs to be purchased	Board	April-20		Not Active	
Instruction	Special education	Ensure IEP training in teacher induction training	Board	April-20		Not Active	
Instruction	Marketing	Develop school signage	Board	April-20		Not Active	
Instruction	Student Support	Identify SPED contracted vendors and set-up contracts	Board	April-20		Not Active	
Operations	Software	Purchase and install student information system (Power School)	Board	April-20		Not Active	
Operations	Hiring Process	Identify books or readings to send new hires before summer PD starts...purchase all materials and set up system of reminders	Board	April-20		Not Active	
Operations, Finance & Administration	Summer PD	Determine, contact outside speakers	Board	April-20		Not Active	
Staff	Curriculum Development	Complete integration & mapping - SEL + academic	Board	May-20		Not Active	
Staff	Curriculum Development	Prepare tools for teachers - SEL + academic	Board	May-20		Not Active	
Staff	Summer PD	Set final agenda (Culture-building, behavior systems, STEP assessments, data systems, etc.)	Board	May-20		Not Active	
Staff	Summer PD	Draft PD session evaluation / feedback form	Board	May-20		Not Active	
Staff	Summer PD	Prepare all powerpoints, materials and plan for summer PD	Board	May-20		Not Active	
Teachers	Evaluation	Create teacher evaluation rubric; includes teachers, aides	Board	May-20		Not Active	
Teachers	Evaluation	Create teacher review form; includes teachers and instructional assistants	Board	May-20		Not Active	
Teachers	Evaluation	Create teacher classroom observation form	Board	May-20		Not Active	
Teachers	Evaluation	Finalize evaluation calendar, process	Board	May-20		Not Active	
Community	Events	Identify parent and student orientation dates	Board	June-20		Not Active	
Community	Events	Prepare materials for student orientation	Board	June-20		Not Active	
Community	Events	Determine all-school events for year 1; schedule	Board	June-20		Not Active	
Facility	Facility readiness	Order college pennants and art for hallway	Board	June-20		Not Active	
Facility	Furniture	Move in furniture and arrange common spaces	Board	June-20		Not Active	
Facility	Technology	Install phone and internet connections	Board	June-20		Not Active	
Facility	Technology	Install computer hardware and software and other non-permanent technology	Board	June-20		Not Active	
Operations	Insurance	Obtain insurance policies consistent with approved school application	Board	June-20		Not Active	
Operations	Software	Schedule and execute Power Schools training session for teachers and administration	Board	July-20		Not Active	
Culture	Behaviors	Finalize all transition routines	Board	July-20		Not Active	
Instruction	Special education	Obtain cumulative files for all students from previous schools	Board	July-20		Not Active	
Instruction	Special education	Obtain parent approvals for assessments, reassessments	Board	July-20		Not Active	
Culture	Behaviors	Create entrance procedure for students.	Board	August-20		Not Active	

Charleston County SCHOOL DISTRICT > excellence is our standard

STUDENTS ARE THE HEART OF OUR WORK!

January 8, 2019

VIA EMAIL ONLY
Mr. Hunter Schimpff

Re: Desegregation Order

Dear Mr. Schimpff:

This is to confirm the Charleston County School District is not subject to any desegregation order.

Should you have any further questions, please do not hesitate to contact me.

Sincerely yours,

Natalie A. Ham,
General Counsel

NAH/scb

cc: Robert Olson, Director of Operational Planning

Office of General Counsel

Gerrita Postlewait, Ed.D.
Superintendent of Schools

Natalie A. Ham
General Counsel

Appendix T

CCA draft policy governing student conduct, student rights and responsibilities, and student discipline standards and procedures.

Overview

Compass Collegiate Academy (CCA) is dedicated to having a school culture that ensures scholar safety while encouraging the joy of learning.

Scholars whose behavior does not meet the school's clearly defined standards for reasonable and acceptable age appropriate behavior will not be permitted to disrupt the education of others. Without a firm and consistent discipline policy, none of what we envision for the school and scholar learning can happen. Scholars and families have a right to attend a safe and orderly school.

Compass Collegiate Academy's behavior consequence philosophy subscribes to Teach Like A Champion's "The Art of the Consequence"[1]. In short, there are more positive ways to give scholars a consequence and more positive ways that successfully change scholar behavior to avoid a downward spiral where behavior actually gets worse in response to a consequence. Consequences work better when they are:

- Quick: The consequence comes as soon after the behavior as possible and last for as little time as possible before you get back to teaching. Delay in giving the consequence only allows recipients to "forget" what caused the response.
- Incremental: Catching behavior early and allocating smaller consequences in increments lets students learn from mistakes at manageable cost. Losing too much too soon can remove the incentive to try.
- Consistent: They should be predictable, given student, time of day or setting so they are about behaviors not people. Consistency will also help students understand reliably where the limits are so they can self-monitor.
- Private: As private as possible (when privacy is possible): Want to make your consequences work better? Drop your voice and whisper them, even if you're in front of your class. The intimation of privacy suggests you're trying to keep it between you and the student. That usually helps diffuse it.
- Free of emotion: Anger only focuses attention on the person giving the consequence vs the behavior causing it.

General School-wide Behavior Expectations

Personal Responsibility - Knowing what to do from directions given the first time and doing it
Respect - You respect yourself, others, and school property.
Integrity - Acting with honesty toward self and school.
Disciplined - Using self-control to be your best.
Empathy - Treat yourself and others properly with empathy and consideration.

Student Due Process

Under the 14th Amendment to the Constitution, students are guaranteed due process and fair treatment at school. Students shall be provided appropriate due process of law. When the disciplinary action consists of a suspension, this process shall consist of informing the student of the charges against him/her and giving the student an opportunity to respond. More formal procedures must be followed in the case of expulsions, but students still have a right to due process. Students may have additional rights pursuant to laws governing the provision of educational services to students with disabilities. For further information, see the section on Disciplinary Procedures for a Student With Disabilities.

---

[1] http://teachlikeachampion.com/blog/teaching-and-schools/on-the-art-of-the-consequence/
Adapted from the 2018-19 CCSD Code of Conduct

Appendix T

School-related Disciplinary Offenses

A scholar may be subject to in-school suspension, out-of-school suspension, or expulsion for the offenses listed below. A school-related disciplinary offense refers to the violation of behavior standards occurring:

- while the scholar is on school grounds;
- during a school-sponsored activity;
- on the school bus; or
- during events sufficiently linked to school.

Grades K-2

For infractions of school-wide behavior expectations, teachers will work to enforce their own classroom consequences. Teachers will use a common behavior system color clip chart system across K-2 classrooms so that there are clear and consistent expectations for all scholars in these grades. Behavior infractions that result in a color change will be processed by the teacher, staff, or instructional support specialist. Scholars will not process their own color change. School staff and classroom teachers will review and explain these systems to parents.

Examples of infractions include:

- Cheating
- Dishonesty
- Dress Code Violation
- Excessive Noise
- Failure to Complete Work
- Hall Pass Violation
- Horseplay
- Inappropriate Affection
- Inappropriate Behavior
- Inappropriate Language
- Inappropriate Materials
- Littering
- Running
- Tardy
- Throwing Objects
- Violation of Class Rules

Examples of consequences include:

- Verbal Warning
- Seat change
- Written Warning
- Problem solving plan (scholar drafts)
- Written or Verbal Reflection
- Parent/Teacher contact (phone, email, text, letter)
- Alternate Work Location
- Confiscation of items
- Letter of Apology
- Loss of Privilege
- Temporary removal from class

Adapted from the 2018-19 CCSD Code of Conduct

- Exclusion, such as students sitting silently or away from their peers during class or during snack time, recess, co-curricular, or lunch;

If a student commits a serious infraction of the school's community behavior standards, a student may have their color changed immediately to red (the most serious behavior conduct level). Examples of a serious infraction includes:

- Continued red in conduct (3 or more consecutive days where a child earned Red in conduct)
- Fighting/violent behavior (resulting in minor injury)
- Threatening peers
- Bullying and harassment of peers
- Bus related misbehavior/disruptive behavior in a motorized vehicle
- Theft
- Damaging or destroying school supplies/property
- Offensive behavior/use of profanity or obscene language toward peers

Scholars receiving a red behavior level will receive a phone call home at the end of the day from the scholar's teacher and/or school staff. Scholars will not be able to attend recess anytime their chart color is red. Recess detentions can last for 1 to 5 school days. The teacher may also request a conference with a parent. Additional serious infractions (double red) may warrant the scholar being removed from class and sent to the Executive Director or Dean of Students who will call the parent immediately. If the scholar is removed, he or she cannot return to class until the Executive Director or Dean and parent have communicated. If a scholar earns a third serious infraction in a day (triple red), the parent will be contacted immediately and be required to attend a mandatory conference with the Executive Director or Dean of Students, teacher, parent, and scholar before the scholar is allowed to return back in class.

Grades 3-8

For infractions of school-wide behavior expectations, teachers and administrative staff will work to enforce consequences. These grades will use a common PBIS "paycheck" system that is utilized across 3-8 classrooms so that there are clear and consistent expectations for all scholars in these grades. The Paycheck Program is a system of rewards, incentives and punishments that shapes student behavior by issuing weekly "paychecks" and a currency value that is good for the purchase of rewards. A scholar's currency total can be debited for misbehavior.

Examples of infractions include:

- Cheating
- Dishonesty
- Dress Code Violation
- Excessive Noise
- Failure to Complete Work
- Hall Pass Violation
- Horseplay
- Inappropriate Affection
- Inappropriate Behavior
- Inappropriate Language
- Inappropriate Materials
- Littering
- Running
- Tardy
- Throwing Objects

Adopted from the 2018-19 CCSD Code of Conduct

- Violation of Class Rules

Along with paycheck deductions, examples of classroom consequences include:

- Verbal Warning
- Seat change
- Written Warning
- Problem solving plan (scholar drafts)
- Written or Verbal Reflection
- Parent/Teacher contact (phone, email, text, letter)
- Alternate Work Location
- Confiscation of items
- Letter of Apology
- Loss of Privilege
- Temporary removal from class
- Exclusion, such as students sitting silently or away from their peers during class or during snack time, recess, co-curricular, or lunch;

Suspensions

Under state law, a principal may suspend a student for committing a crime, gross immorality, gross misbehavior, persistent disobedience, for violating written rules and regulations or when the presence of the student is detrimental to the best interest of the school or disruptive to the educational process. Suspension is the exclusion of a student from school and school activities and may not exceed five school days for any one offense as determined by the principal. Whenever a student who is classified as disabled commits a suspendable offense, the principal or his/her designee will confer with special education personnel before initiating suspension procedures. For all grade levels, infractions that may result in suspension include:

- Bullying
- Cyber Bullying
- Willful and persistent violation of the rules of the school or truancy
- Vulgar or profane language;
- Violence or threatened violence against the person of any personnel attending or assigned to any public school;
- Willful or malicious damage to real or personal property of the school, or the property of any person attending or assigned to the school
- Inciting, advising or counseling of others to engage in any of the acts above
- Marking, defacing or destroying school property
- Assaulting a student, staff member or teacher with vulgar, obscene or threatening language;
- Unlawful use or possession of drugs or controlled substances.
- Initiating a physical attack on an individual student on school property or at a school activity, including travel to and from school;
- Making a threat, including a false report, to use a bomb, dynamite, any other deadly explosive or destructive device, including chemical weapons, on school property or at a school sponsored event;
- Any other conduct prejudicial to good order or discipline in the school
- Simple vandalism

Adapted from the 2018-19 CCSD Code of Conduct

Appendix T

Suspension Appeal Process

When a student is suspended from school, a CCA administrative staff member shall notify, in writing, the parents or legal guardian of the student, giving the reason for such suspension. A parent may appeal a suspension, by requesting a conference with the Executive Director or Principal.

Expulsions

Expulsion is the removal of a student from a school for the remainder of the school year. The CCA Board of Directors may authorize or order the expulsion or transfer of any student for the commission of any crime, gross immorality, gross misbehavior, persistent disobedience or for violation of written rules and promulgated regulations established by the CCA Board of Directors or when the presence of the student is detrimental to the best interest of the school. For all grade levels, infractions that may result in expulsion include:

- Arson
- Assault, Aggravated
- Assault, Simple
- Bomb Threat
- Bullying
- Burglary
- Computer Violation resulting in a criminal act
- Cyber Bullying
- Disturbing School Behavior
- Drug Distribution
- Drug Possession
- Gang Activity
- Homicide
- Intimidation
- Kidnap/Abduction
- Other Offenses include other acts of criminal conduct as set forth in State and Federal Law not covered in the existing
- Robbery
- Sexual Harassment
- Sexual Offense
- Theft/Larceny
- Tobacco Distribution
- Vandalism
- Weapons

CCA must expel for no less than one year a student who is determined to have brought a firearm to school. The expulsion must follow the procedures established below. The one-year expulsion is subject to modification by the charter school sponsor's superintendent of education on a case-by-case basis.

Expulsion Process, Student Appeal Rights

Before Expulsion

1. CCA's Executive Director shall provide written notice of the recommendation for expulsion to the student/parent of the recommended reasons for expulsion, as well as the time, date, and location of the expulsion hearing before the CCA Board of Directors at least 5 days prior to the expulsion hearing. The notice must be in the language best understood by the parent.

2. The student/parent has the right to appeal the recommendation for expulsion. If the student/parent chooses to appeal the recommendation for expulsion, the student/parent will be provided a reasonable opportunity to attend the expulsion hearing or communicate via videoconference with the Board of Directors if a question of safety exists.

3. The student/parent has the right to be represented by legal counsel. (CCA will not incur the cost of legal counsel.)

4. The student/parent or student/parent's counsel has the right to examine the evidence, present witnesses, and challenge the evidence against the student at the expulsion hearing before the CCA Board of Directors.

5. The CCA Board of Directors shall hold the expulsion hearing. The student/parent or the student/parent's counsel has the right to be heard at the expulsion hearing. The Board of Directors, after hearing the Executive Director's recommendation for expulsion and after hearing the student/parent or student/parent's counsel, shall make a decision to affirm or reject the Executive Director's recommendation for the student's expulsion. The Board of Directors has the right to consult its own legal counsel before or during the expulsion hearing. The decision of the CCA Board of Directors is final.

After Expulsion

6. The student/parent shall have the right to appeal the final decision made by the CCA Board of Directors at the expulsion hearing to the school's charter school sponsor within 10 days. The appeal to the charter school sponsor is subject to the charter school sponsor's willingness to hear the appeal. If the charter school sponsor does not agree to hear the appeal, the CCA Board of Director's decision to affirm the expulsion remains in force.

7. Any student, parent or guardian aggrieved by the order of the CCA Board of Directors has the statutory right to appeal to the Circuit Court within 10 days of receipt of the decision.

If the student is reinstated by order of the CCA Board of Directors, charter school sponsor or Circuit Court, he/she will be restored all privileges and allowed to make up all work while absent as a result of the procedures.

Disciplinary Procedures for a Student with Disabilities

Disciplinary Procedures for a Student with a 504 Plan

Section 504 disabled students are subject to the same disciplinary action as a non-disabled student, provided that the student's behavior is not a manifestation of his or her qualifying disability. A 504 Team must conduct a Manifestation Determination Review (MDR) whenever a disabled student is subject to out of school suspension for 10 consecutive school days or more. A series of suspensions that total more than 10 days may also trigger the manifestation determination requirement of Section 504. If the 504 Team concludes that the violation is a manifestation of the student's qualifying disability, the discipline process must end and the 504 Team should review the 504 Plan to determine if changes are appropriate. If the violation is not a manifestation, the student is subject to the same disciplinary action that any non-disabled student would receive for the same violation. Students shall be referred for expulsion if the behavior was found not to be a manifestation of the disability.

Disciplinary Procedures for a Student with an Individual Education Plan (IEP)

The Individuals with Disabilities Education Act (IDEA) and related regulations provide eligible students with certain procedural rights and protections in the context of student discipline. A brief overview of these rights is provided below.

Short-term suspensions

Appendix T

School personnel may suspend a student for up to 10 total school days during the school year without services (according to the school's code of conduct).

10 Days+

In the event that a student with a disability is removed from his/her current placement in excess of ten school days during the course of the school year, CCA and the charter sponsor shall ensure that the student continues to receive a Free and Appropriate Public Education (FAPE) through services that are provided to allow the student to participate in the general curriculum and progress toward meeting the goals of his/her Individual Education Plan (IEP). Removal of a student with disabilities outside of the school personnel's authority, for more than ten consecutive days, and/or for long-term removals which constitute a Change of Placement will be addressed by the IEP Team. If the behavior is a manifestation of the disability, the student may not be suspended or expelled beyond the date of the meeting, but the IEP team may review the current IEP and make any revisions deemed necessary by the team with the parent's input.

45 Day Removal

School administration may remove a student to an Interim Alternative Educational Setting (IAES) for up to 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

- Carries a weapon to or possesses a weapon at school, on school premises, or at a school function.
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function.
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

Recommendation for Long-Term Removal

When a student with disabilities is recommended for long-term removal from school, the IEP Team (including the Special Education Coordinator) must convene a Manifestation Determination Review meeting within ten days of the action, at which time the charter sponsor's Local Education Authority (LEA) Representative:

- Will review each statement on the Manifestation Determination Review form
- Will develop or review the implementation of the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) if appropriate

If the IEP Team determines that the behavior IS related to the disability:

- The IEP team must determine appropriate placement and services to be provided.
- Develop or review the implementation of the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP).
- Document any IEP amendments according to the charter school sponsor's policies.

If the IEP Team determines that the behavior IS NOT a manifestation of the disability:

- The student may be subjected to regular disciplinary procedures and regular removals, as in the case of a similarly-situated, non-disabled student.
- If the student is subjected to long-term removal, services must be provided to ensure progress on the IEP as determined by the IEP team.

Appendix T

Appeal Rights

When a parent/guardian disagrees with the Team's decision on —manifestation determination, or an alternative placement, the parents/guardians have the right to request an appeal to the charter school sponsor and the South Carolina Department of Education.

Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the School receives a request for access. Parents or eligible students should submit to the Executive Director or the school's designee a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the Executive Director or the school's designee and clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

ONE EXCEPTION, which, under the law, permits disclosure without consent, is disclosure to school employees, to include school officials with legitimate educational interests. School officials are persons with a legitimate educational interest in the student such as: instructors; administrators; health staff; counselors; attorneys; clerical staff; trustees; members of committees and disciplinary boards; and contractors, or other parties to whom the school has outsourced institutional services or functions. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The School District of Charleston County
Charter School Formula
FY 2019
January 1, 2019

SCPCSD and Charter Institute at Erskine		
Brick and Mortar	$	6,085.00
Virtual	$	4,385.00
Charleston County	$	7,660.94

January 27, 2019

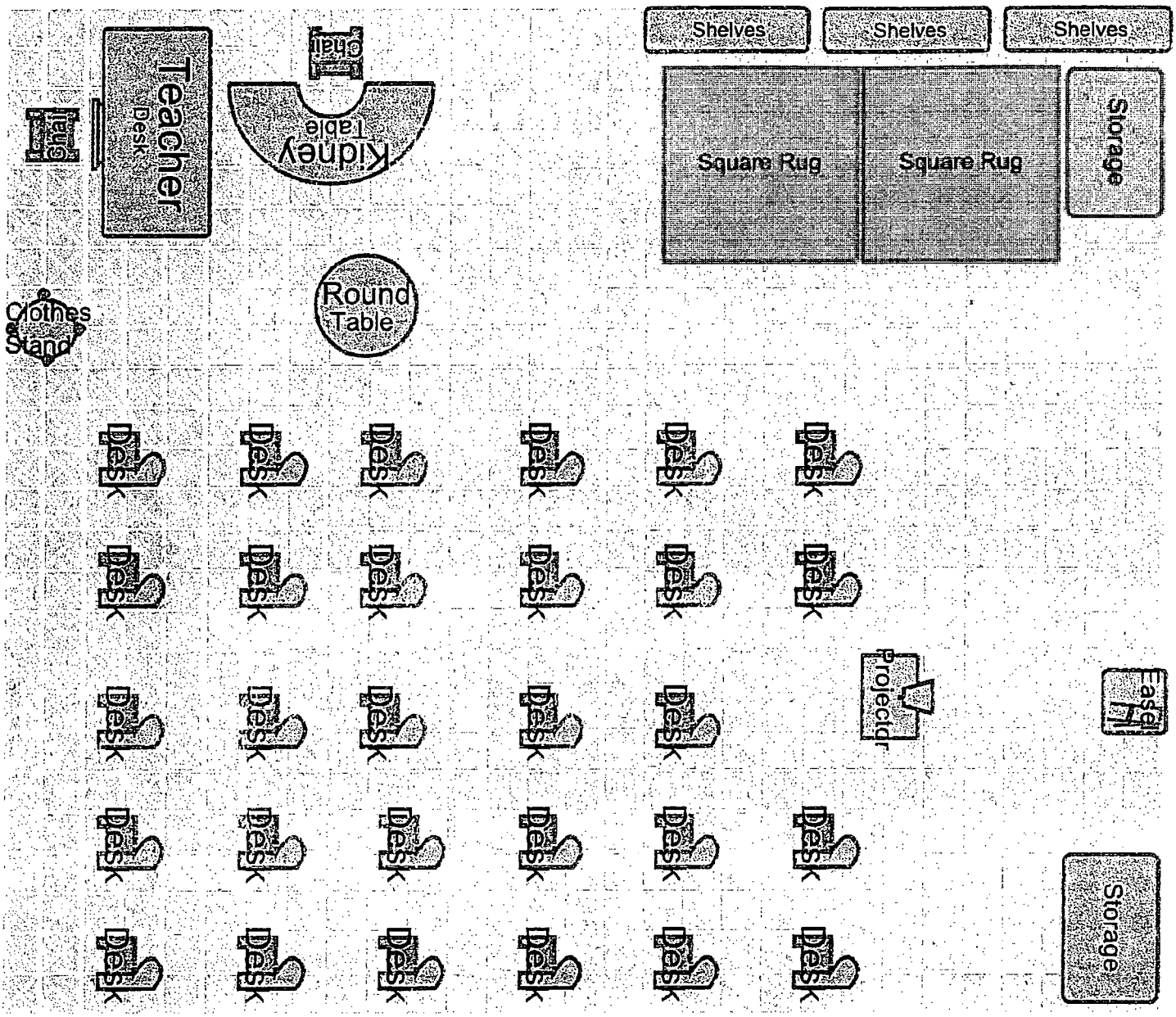
Dear Board of Trustees,

If Compass Collegiate Academy is unable to secure any P&I funds, I pledge to be a last dollar funder to ensure that Compass Collegiate Academy raises at least $50,000 in private funds during the 1st year of operation of the school. If Compass Collegiate Academy's Board of Directors falls short of its $50,000 private fundraising goal, I will contribute the difference from personal funds to ensure that at least $50,000 in private funds is raised during year 1.

Sincerely,

Hunter Schimpff

Hunter Schimpff



29x25 sample classroom (725 sq ft), classrooms can be smaller if need be & still seat 25 scholars with space for teachers to walk around.

29 desks shown, more can be added as needed

Kidney table allows small group or one on one instruction. Other space allows small table for small group and/or individual scholar instruction.

Carpet allows for circle time, DEAR activities and other literacy focused instruction.

Flex options available for layout, more shelves for books or storage cabinets may be added

(easel is meant to show screen)

	year 1	year 2	year 3	year 4	year 5	year 6	year 7	year 8	year 9	year 10
Minimum Classrooms needed	4	7	11	15	19	22	25	28	31	31
Per classroom	725	725	725	725	725	725	725	725	725	725
Additional specials rooms	1	1	2	2	4	6	6	6	6	6
Per specials room	625	625	625	625	625	625	625	625	625	625
Classroom sq ft total	*2,900*	*5,075*	*8,265*	*10,585*	*13,630*	*15,950*	*18,270*	*20,590*	*22,185*	*22,330*
Multi-purpose (cafeteria, etc)	*1,000*	*1,000*	*1,000*	*1,000*	*1,500*	*1,500*	*3,000*	*3,000*	*3,000*	*3,000*
Additional specials rooms	*625*	*625*	*1,250*	*1,250*	*2,500*	*2,500*	*3,750*	*3,750*	*3,750*	*3,750*
Reception/Offices/teacher workroom	*750*	*750*	*1,500*	*1,500*	*1,500*	*1,500*	*1,500*	*1,500*	*1,500*	*1,500*
Gym					*3000*	*3000*	*3000*	*3000*	*3000*	*3000*
Conf room	*500*	*500*	*500*	*500*	*500*	*1000*	*1000*	*1000*	*1000*	*1000*
Total	5,775	7,950	12,515	14,835	22,630	25,450	30,520	32,840	34,435	34,580

Additional outdoor space needs:

- elementary school playground
- middle school athletic field / basketball and/or volleyball court

BRIDGE
COMMERCIAL

CHARLESTON, SC

MARKET SURVEY

JANUARY 2019

SIMONS JOHNSON, SIOR, MCR, CCIM
Senior Vice President
+1 843 557 4047
simons.johnson@bridge-commercial.com

WILL CROWELL
Senior Associate
+1 504 975 1099
will.crowell@bridge-commercial.com

BRIDGE
COMMERCIAL

TABLE OF CONTENTS

SECTION I	PROPERTY SUMMARY
SECTION II	PROPERTY MAP
SECTION III	FLYERS
LAND SITES	
Tab 1	2667 Midland Park Rd
Tab 2	6643 Jet Park Rd
Tab 3	6176 Rivers Ave
Tab 4	5471 Woodbine Ave
Tab 5	1907 Remount Rd
Tab 6	5524 N. Rhett Ave
Tab 7	0 Arco Ln
EXISTING BUILDINGS	
Tab 8	1465 Pipefitter St
Tab 9	1611 Turnbull Ave
Tab 10	5870 Core Ave
Tab 11	3900 Leeds Ave
Tab 12	4349 Corporate Rd

PROPERTY SUMMARY - LAND SITES

BRIDGE COMMERCIAL

	ADDRESS	TMS	ACREAGE	EST. PURCHASE PRICE PER ACRE	EST. LEASE RATE	ZONING	MUNICIPALITY	COMMENTS
1	2667 Midland Park Rd	475-01-00-039	1.30	$595,000	TBD	Commercial Transition (CT)	Charleston County	1.30 Acre lot with two (2) existing 1,100 SF structures on site. The property owner runs a business out of one (1) of the buildings.
2	6643 Jet Park Rd	405-03-00-004	1.50	TBD	$4,200/Month	Industrial (I)	Charleston County	Industrial site available for land sublease. The site is currently fenced and graveled. The sublease runs through 01 2021.
3	6176 Rivers Ave	475-15-00-021	1.33	$691,488	TBD	General Business (GB)	Charleston County	Former Chinese Food Restaurant on 1.3 acres. Owner plans to tear down existing structure and leave utilities in place to tap into.
4	6471 Woodbine Ave	472-07-01-036	2.04	$352,111	TBD	Light Industrial (M-1)	City of N Charleston	Vacant industrial land between I-26 and Aviation ave, near the intersection of I-526. Owner would land lease.
5	1907 Remount Rd	472-08-00-134	3.08	$400,000	TBD	General Business (B-2)	City of N Charleston	Part of larger 24-acre land tract. Owner is interested in leasing, but does not have a price in mind.
6	5524 N Rhett Ave	475-16-00-027	2.80	$525,000	TBD	General Business (B-2)	City of N Charleston	Owner of land operates a 12,000 SF warehouse on the property, but would land lease the rest of the property.
7	0 Arco Lane	409-11-00-019	2.88	$206,597	TBD	Commercial Redevelopment (CRD)	City of N Charleston	1.33 acres of uplands and 1.55 acres of non-jurisdictional wetlands. Site is situated proximate to Tanger Outlets and I-26. Owner would entertain land lease.

SIMONS JOHNSON, SIOR, HCR, CCIM | +1 843 557 4047 | simons.johnson@bridge-commercial.com WILL CROWELL | +1 504 975 1099 | will.crowell@bridge-commercial.com

PROPERTY SUMMARY - EXISTING BUILDINGS

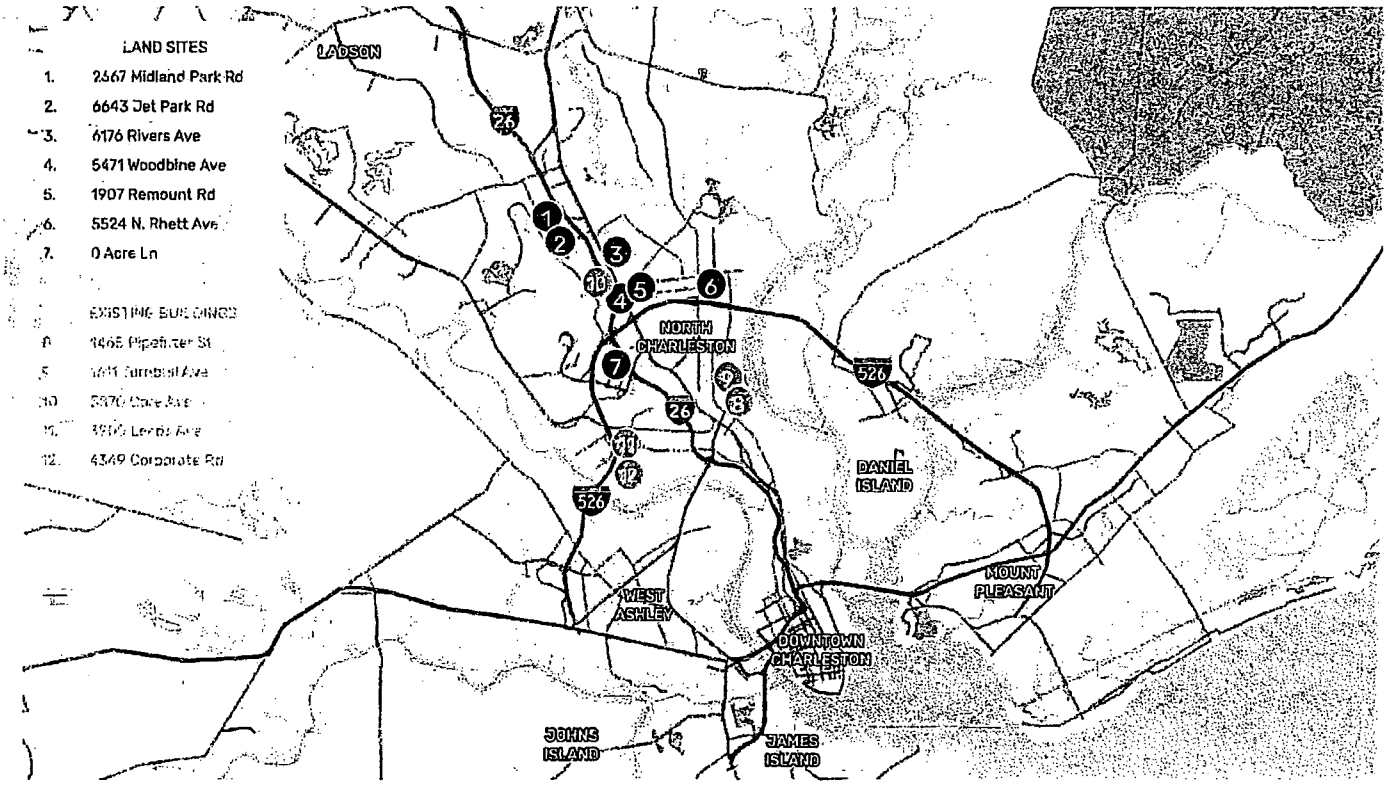
BRIDGE COMMERCIAL

	ADDRESS	TMS	ACREAGE	BUILDING SIZE	RENTAL RATE	TI/SF PSF	ZONING	MUNICIPALITY	COMMENTS
5	1466 Pipefitter St	400-00-00-110	TBD	15,000	$9.00 NNN	TBD	Industrial (I)	Charleston County	Currently set up as large warehouse space with office. Owner preliminary plans to retro-fit building to office space.
9	1611 Turnbull Ave	400-00-00-164	TBD	16,000	$16.50 NNN	TBD	Planned Development (PD)	City of N Charleston	Building is two (2) stories in the former naval base with thirty (30) offices and two (2) large conference rooms. Suites could be combined to create classroom spaces.
10	5870 Core Ave	472-00-00-027	2.86	15,660	$16.00 NNN	$4.08	General Business (B-2)	City of N Charleston	Former call center, office building located at the intersection of Remount Rd and I-26. Building is mostly open space.
11	5900 Lewis Ave	412-00-00-037	TBD	13,575	$14.75 NNN	TBD	General Business (B-2)	City of N Charleston	Building is primarily office space with +/- 1,500 SF of warehouse space and roll up door. Property is located just off of I-526 on Leeds Ave.
13	4349 Corporate Rd	412-00-00-029	16.80	5,000 - 62,000	$20.00 Full Service	N/A	Heavy Industrial (M-2)	City of N Charleston	Former Hill-Rom headquarters. The building has a total of 62,000 SF of office space available for lease off of the Ashley River. Could be converted to classrooms.

SIMONS JOHNSON, SIOR, HCR, CCIM | +1 843 557 4047 | simons.johnson@bridge-commercial.com WILL CROWELL | +1 604 975 1099 | will.crowell@bridge-commercial.com

PROPERTY MAP

BRIDGE COMMERCIAL



SIMONS JOHNSON, SIOR, HCB, CCIM | +1 843 557 4047 | simons.johnson@bridge-commercial.com WILL CROWELL | +1 504 975 1099 | will.crowell@bridge-commercial.com

LAND SITES

BRIDGE
COMMERCIAL

2667 MIDLAND PARK ROAD

BRIDGE
COMMERCIAL

Prepared by Will K Crowell, Bridge Corporate Solutions, LLC
Jan 9, 2019 on SCCMLS

504-975-1099 [M] 843-535-8600 [O] will.crowell@bridge-commercial.com

2667 Midland Park

2667 Midland Park Rd, North Charleston, SC 29406

BRIDGE COMMERCIAL

Listing ID:	30317597
Status:	Active
Property Type:	Vacant Land For Sale (also listed as Retail-Commercial)
Possible Uses:	Office, Residential (Single Family)
Gross Land Area:	1.30 Acres
Sale Price:	$595,000
Unit Price:	$457,692 Per Acre
Sale Terms:	Other

Overview/Comments

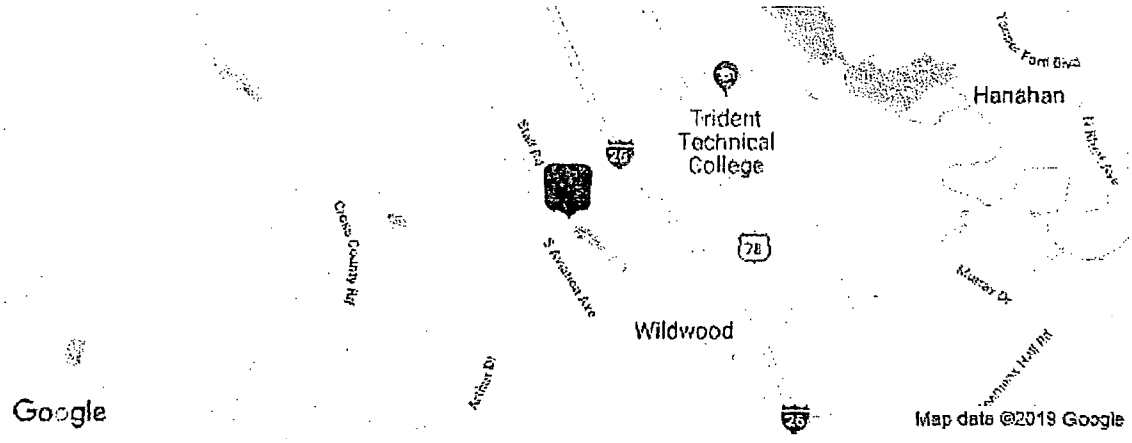
This bundle sale includes approximately 1.3 acres of land with two buildings situated over two Charleston County TMS numbers; 475-01-00-039 and 475-01-00-038. One building is approximately 1,227 sf used for retail/office and built in 1958 and the other building is 1,026 sf according to tax records and is a tear down. This is an excellent location for office and retail uses with approximately 250 feet of frontage on Midland Park and are located directly across the street from a gas station. Zoning is Commercial Transitional in Charleston County. Site has great visibility and road exposure. Water and sewer are located on the site. The current use of the site is a hair salon.

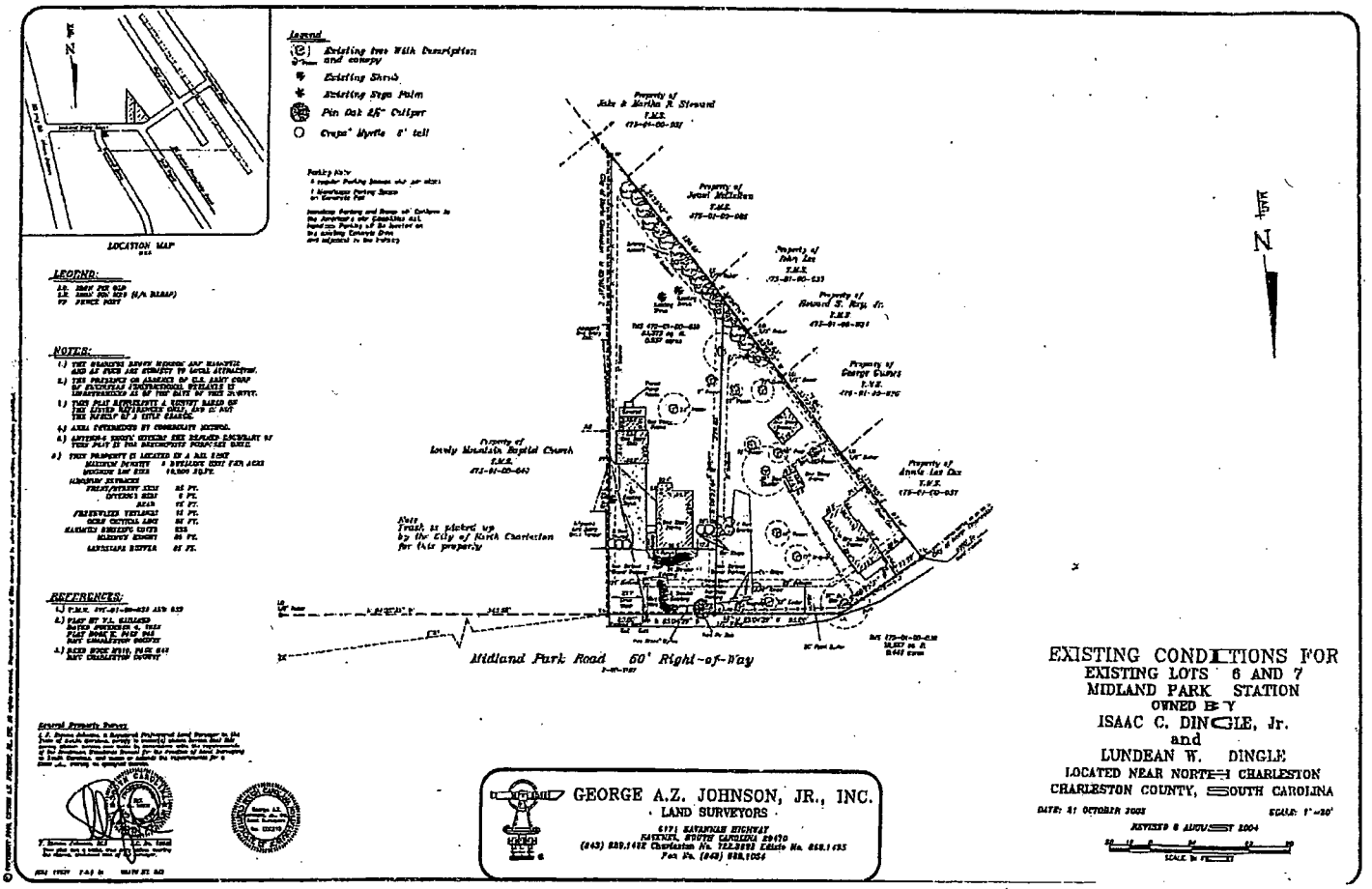
General Information

Tax ID/APN:	475-01-00-039 & 475-01-00-038	Zoning:	CT - Commercial Transition District
Possible Uses:	Office, Residential (Single Family), Retail, Retail-Pad, Other	Sale Terms:	Other

Location

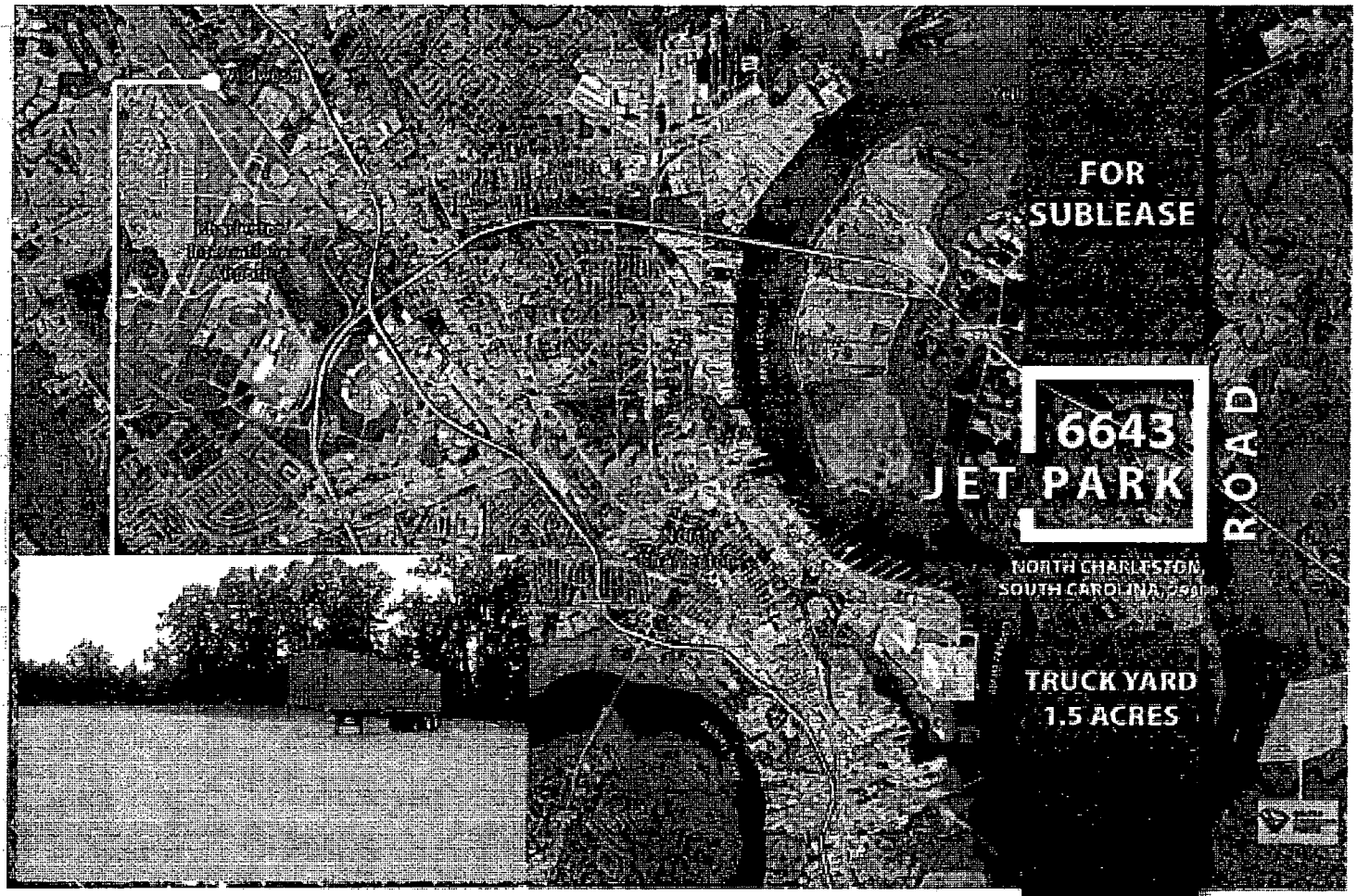
Address:	2667 Midland Park Rd, North Charleston, SC 29406	MSA:	Charleston-North Charleston
		Submarket:	32 - N.Chas./Summerville outside I-526
County:	Charleston		




LOCATION MAP
Legend
Existing tree With Description
Existing Shrub
Existing Sago Palm
Pin Oak 25" Caliper
Crape' Myrtle 8' tall
LEGEND:
NOTES:
REFERENCES:
Midland Park Road 60' Right-of-Way
Property of
Lovely Mountain Baptist Church
Note
Trash is picked up
by the City of North Charleston
for this property
N
EXISTING CONDITIONS FOR
EXISTING LOTS 6 AND 7
MIDLAND PARK STATION
OWNED BY
ISAAC C. DINGLE, Jr.
and
LUNDEAN W. DINGLE
LOCATED NEAR NORTH CHARLESTON
CHARLESTON COUNTY, SOUTH CAROLINA
DATE: 21 OCTOBER 2003
SCALE: 1"=20'
REVISED 6 AUGUST 2004
GEORGE A.Z. JOHNSON, JR., INC.
LAND SURVEYORS
6171 SAVANNAH HIGHWAY
(843) 559.1402 Charleston No. 722.3093 Edisto No. 868.1135
Fax No. (843) 559.1054

6643 JET PARK ROAD

BRIDGE
COMMERCIAL



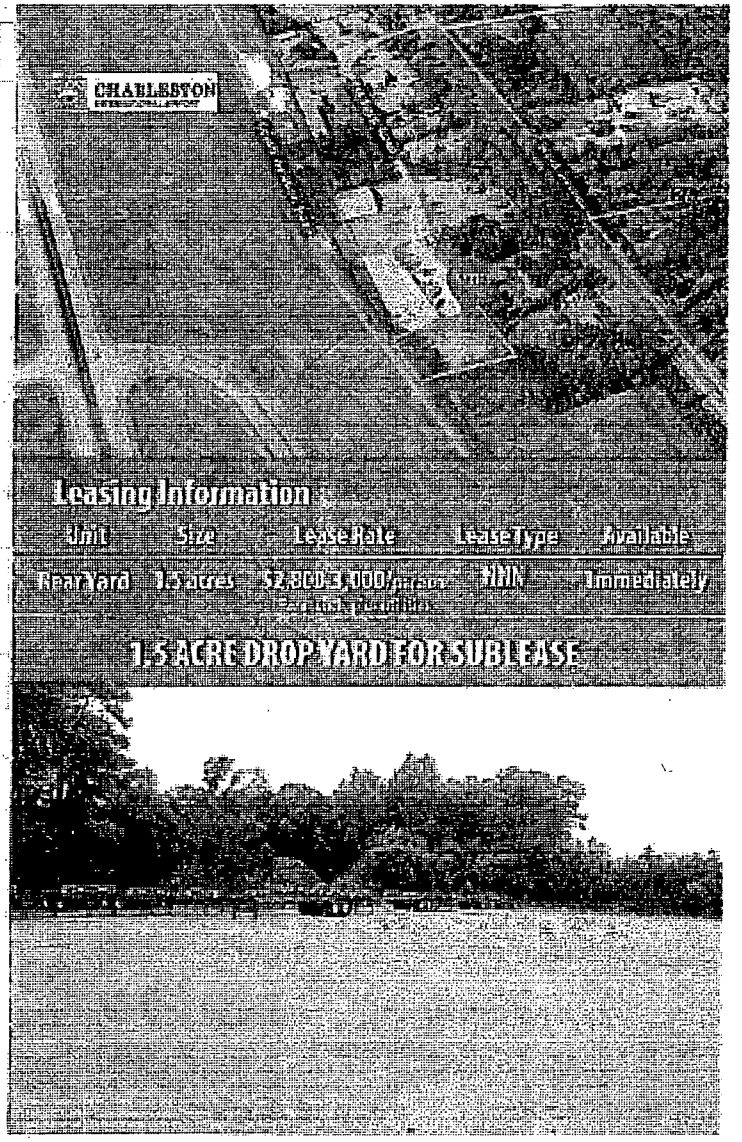
AVISON YOUNG

Intelligent
Real Estate
Solutions

Alan Belduc, CCIM, SIOR
Senior Vice President
Industrial & Investment Services
C 843.860.9566
alan.belduc@avisonyoung.com

Courtney L. Marous
Senior Associate
Industrial & Investment Services
C 216.570.0919
courtney.marous@avisonyoung.com

Kathleen Isola
Associate
Industrial & Investment Services
C 407.782.3317
kathleen.isola@avisonyoung.com



AVISON YOUNG Intelligent Real Estate Solutions

avisonyoung.com

1715 Aviation River Road
Charleston, South Carolina 29407
P: 843.725.7500
F: 843.725.7591
An Avison Young - South Carolina, LLC

6643 JET PARK ROAD

Rare opportunity to sublease 1.5 acres container drop yard in Jet Industrial Park in North Charleston, adjacent to the airport and 15 miles from the Wando Terminal. Fenced, graveled, and ready to use.

$2,800-3,000/acre per month plus utilities. Option for office trailer, subject to terms. Available immediately, sublease runs through February 28, 2021. Contact for details and to coordinate a time to view the site. For more info online click here: MLS Listing

6643 JET PARK ROAD, NORTH CHARLESTON, SC 29406

Snapshot

Tax Map	403-04-00-004 *(a portion of)*
Land Area	+/- 11 Acre Site, 1.5 Acres Available
County	Charleston County, SC
Zoning	Heavy Industrial (M-1) under City of North Charleston Zoning Ordinance
Industrial Status	Truck Terminal, Land Available for Lease (sublease)

Alan Boldiac, CCIM, SIOR
Senior Vice President
Industrial & Investment Services
D 843.725.7506
C 843.343.9510

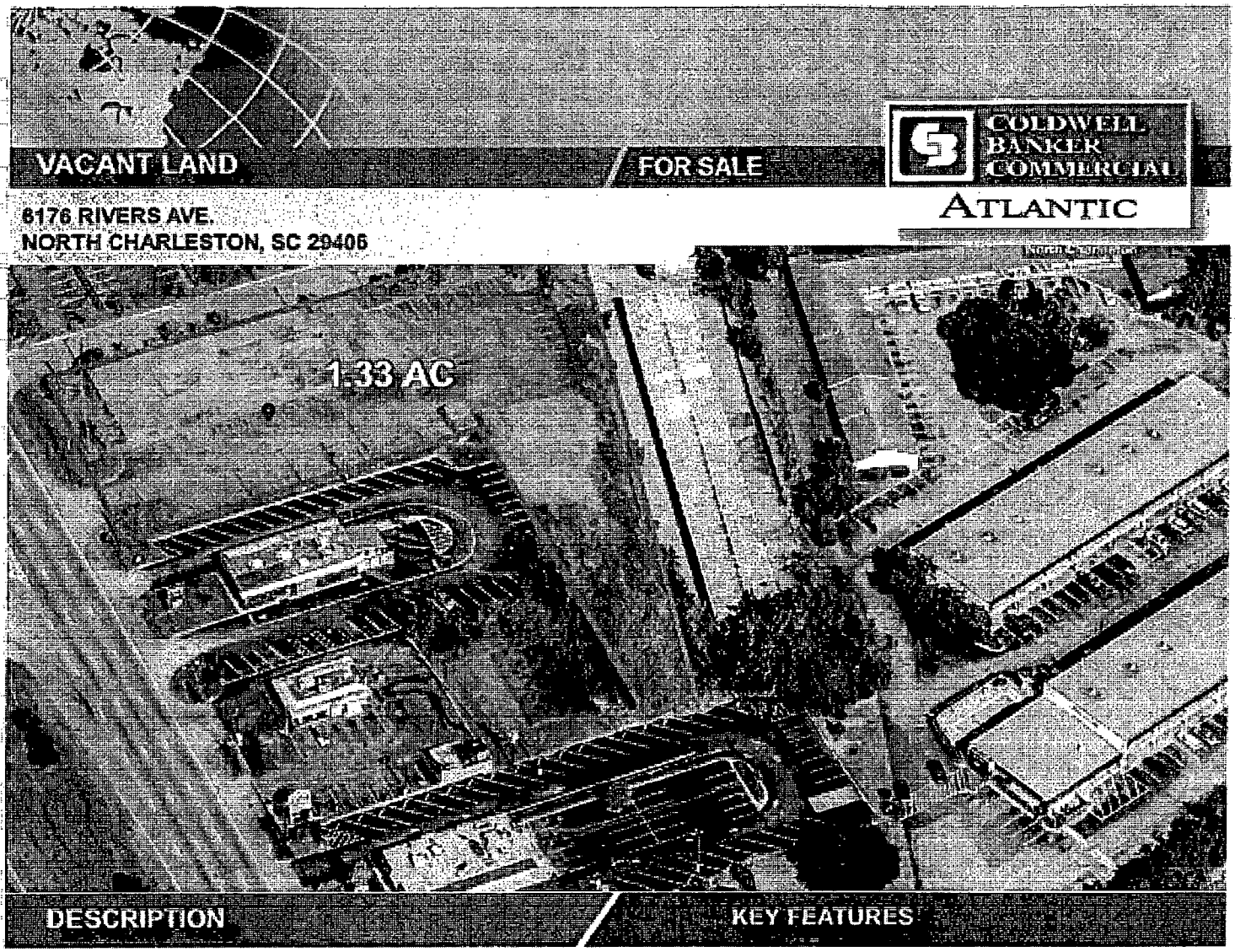
Courtney L. Marcus
Senior Associate
Industrial & Investment Services
D 843.725.7590
C 216.534.9910

Kathleen Isola
Associate
Industrial & Investment Services
D 843.725.7590
C 617.792.3317

Tasha E. Horton
Marketing Coordinator
Industrial & Investment Services
D 843.725.7536
C 843.693.9472

6176 RIVERS AVENUE

BRIDGE
COMMERCIAL



DESCRIPTION

Rivers Avenue is the sought after corridor in North Charleston South Carolina.This property is located in the restaurant corridor within close proximity to I-26 Aviation Exit.

There are approximately 70+ parking spaces already allocated to this property. Two access points located on Rivers Avenue and Spalding Drive. No Encumbrances and owner is in the process of Demoing the building for new buyer.

There are multiple new stores and conveniences to this locale and thoroughfare.This main road parallels with I-26.Drive by and see the opportunities especially for a fast food restaurant business.

NOTE: Building is in the process of demo making it prime for a new construction project.

KEY FEATURES

PRICE	$925,000
PROPERTY TYPE	RETAIL/OTHER
GROSS LAND AREA	1.33 AC
COUNTY	CHARLESTON
TAX ID	475-16-00-021, 027
MLS#	30337093
TRAFFIC COUNT	26,600 VPD

FOR MORE DETAILS CONTACT:

James Dingle | jdingle@cbcatlantic.com
Coldwell Banker Commercial Atlantic
Direct 843-822-4311
CBC Office 843-744-9877
3506 W Montague Ave STE 200
North Charleston, SC 29418

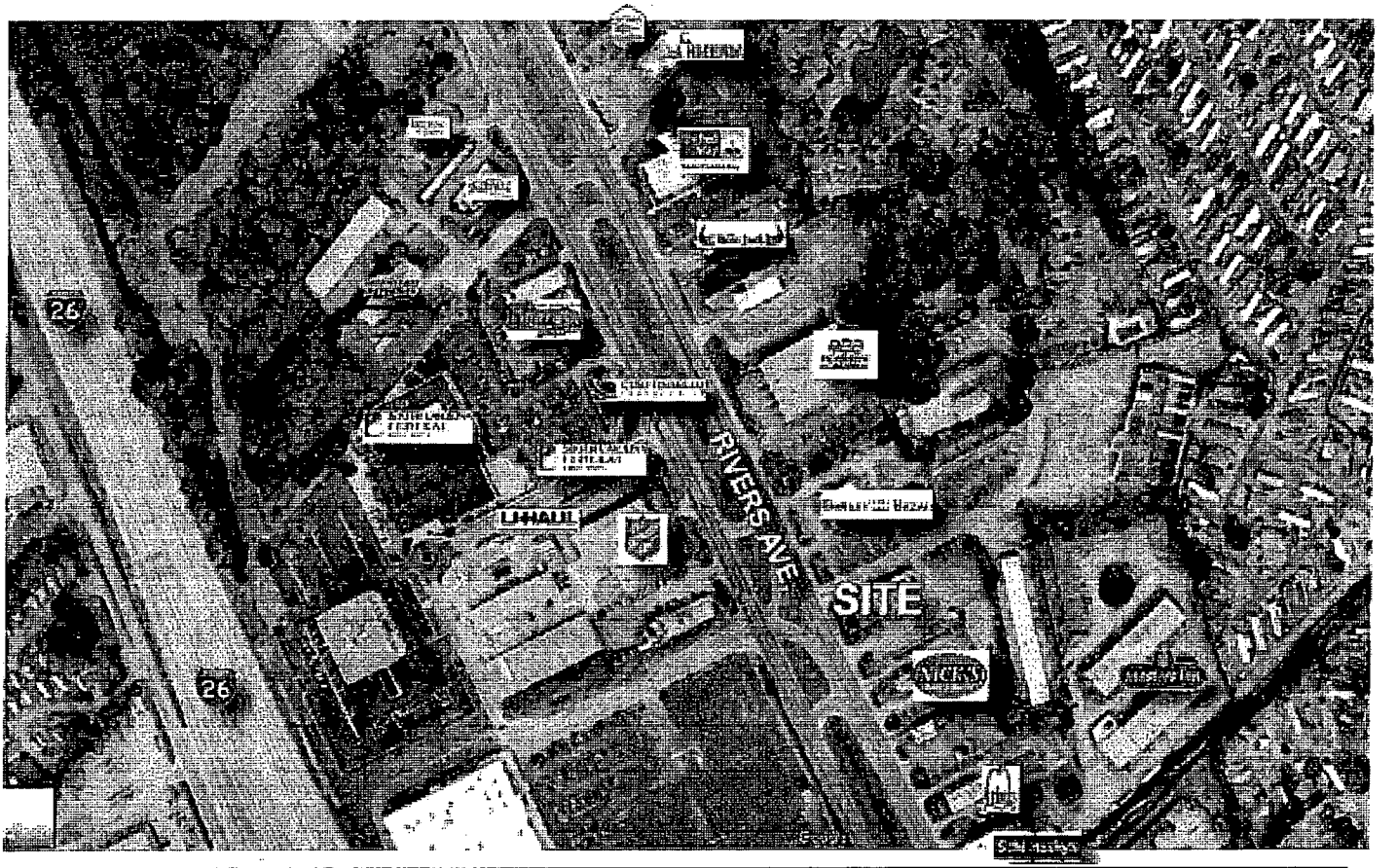
CBCAtlantic.com

Coldwell Banker Commercial Atlantic is a licensed real estate broker in South Carolina. Each office is independently owned and operated.

VACANT LAND / FOR SALE

COLDWELL BANKER COMMERCIAL ATLANTIC

6176 RIVERS AVE.
NORTH CHARLESTON, SC 29406



SITE	MILEAGE	DRIVE TIME
TO I-26	1.2 miles	3 minutes
TO BOEING	5 miles	11 minutes
TO AIRPORT	4.5 miles	8 minutes
TO VOLVO	30 miles	35 minutes
TO MERCEDES	7.5 miles	15 minutes

FOR MORE DETAILS CONTACT:

James Dingle | jdingle@cbcatlantic.com
Coldwell Banker Commercial Atlantic

Direct 843-822-4311
CBC Office 843-744-9877

3506 W Montague Ave STE 200
North Charleston, SC 29418

CBCAtlantic.com

Each Coldwell Banker Commercial and the Coldwell Banker Commercial logo are registered service marks licensed to Coldwell Banker Real Estate LLC. Each Office is Independently Owned and Operated

Map for Parcel Address: 6176 Rivers Ave North Charleston, SC 29406-4927 Parcel ID: 475-16-00-021

5471 WOODBINE AVENUE

BRIDGE
COMMERCIAL

Prepared by Will K Crowell, Bridge Corporate Solutions, LLC
Jan 9, 2019 on SCCMLS

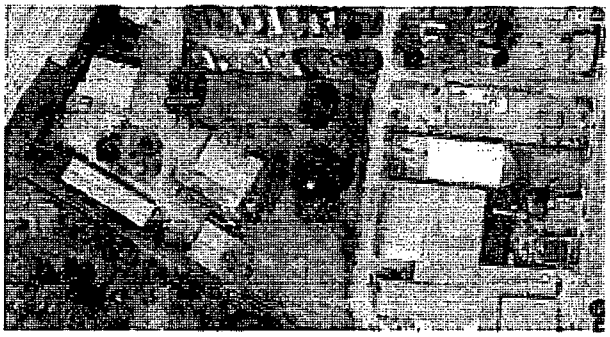
504-975-1099 [M] 843-535-8600 [O] will.crowell@bridge-commercial.com

Industrial Land at Rivers and I-526

5471 Woodbine Ave, North Charleston, SC 29406

BRIDGE COMMERCIAL

Listing ID:	30324104
Status:	Active
Property Type:	Vacant Land For Sale
Possible Uses:	Industrial
Gross Land Area:	2.84 Acres
Sale Price:	$1,000,000
Unit Price:	$352,112 Per Acre
Sale Terms:	Cash to Seller



Overview/Comments

Almost 3 acres of undeveloped light industrial property, located on rail line with easy access to Rivers Ave, I-26 and I-526. Environmental phase 1 has been completed. Owner will look at any reasonable offers.

General Information

Tax ID/APN:	472-07-00-036	Zoning:	M-1
Possible Uses:	Industrial	Sale Terms:	Cash to Seller

Area & Location

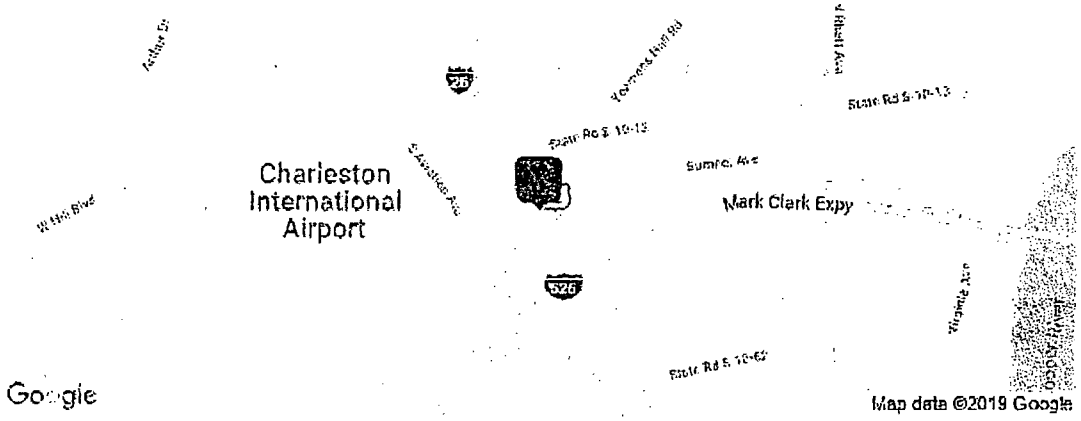
Largest Nearby Street:	Rivers Ave	Airports:	4 miles from Charleston International Airport
Feet of Frontage:	400	Site Description:	Land is clear except for several large oak trees.
Highway Access:	Near the Rivers and Remount intersection at I-26	Area Description:	Woodbine Ave is a light industrial area just off of Rivers Ave.
Rail Access:	Yes		

Land Related

In Flood Plain?:	Yes	Water Service:	Municipal
Available Utilities:	Electric, Water, Gas, Sewer, Storm Drain, Cable, Internet Access	Sewer Type:	Municipal

Location

Address:	5471 Woodbine Ave, North Charleston, SC 29406	MSA:	Charleston-North Charleston
County:	Charleston	Submarket:	32 - N.Chas./Summerville outside I-526

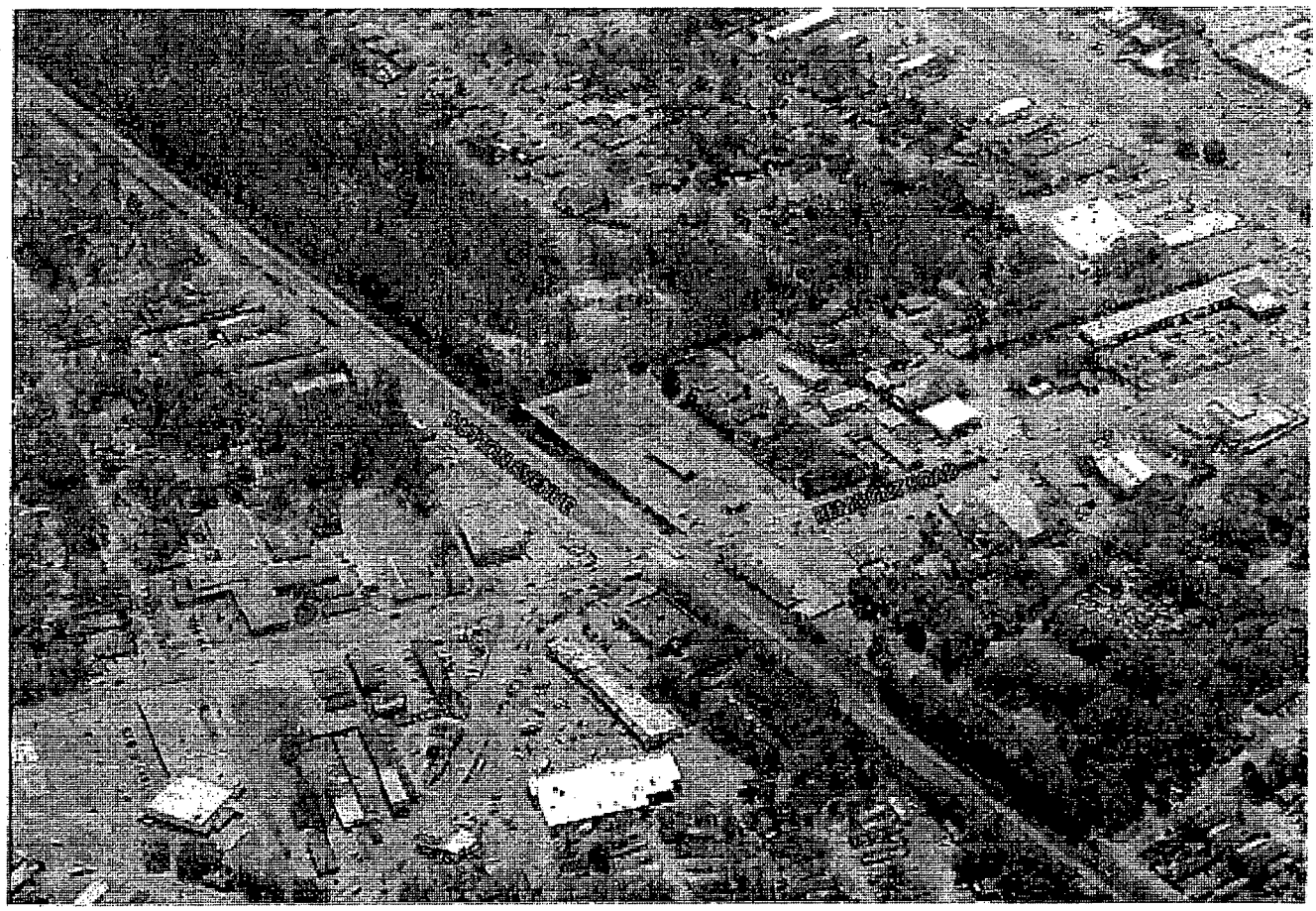


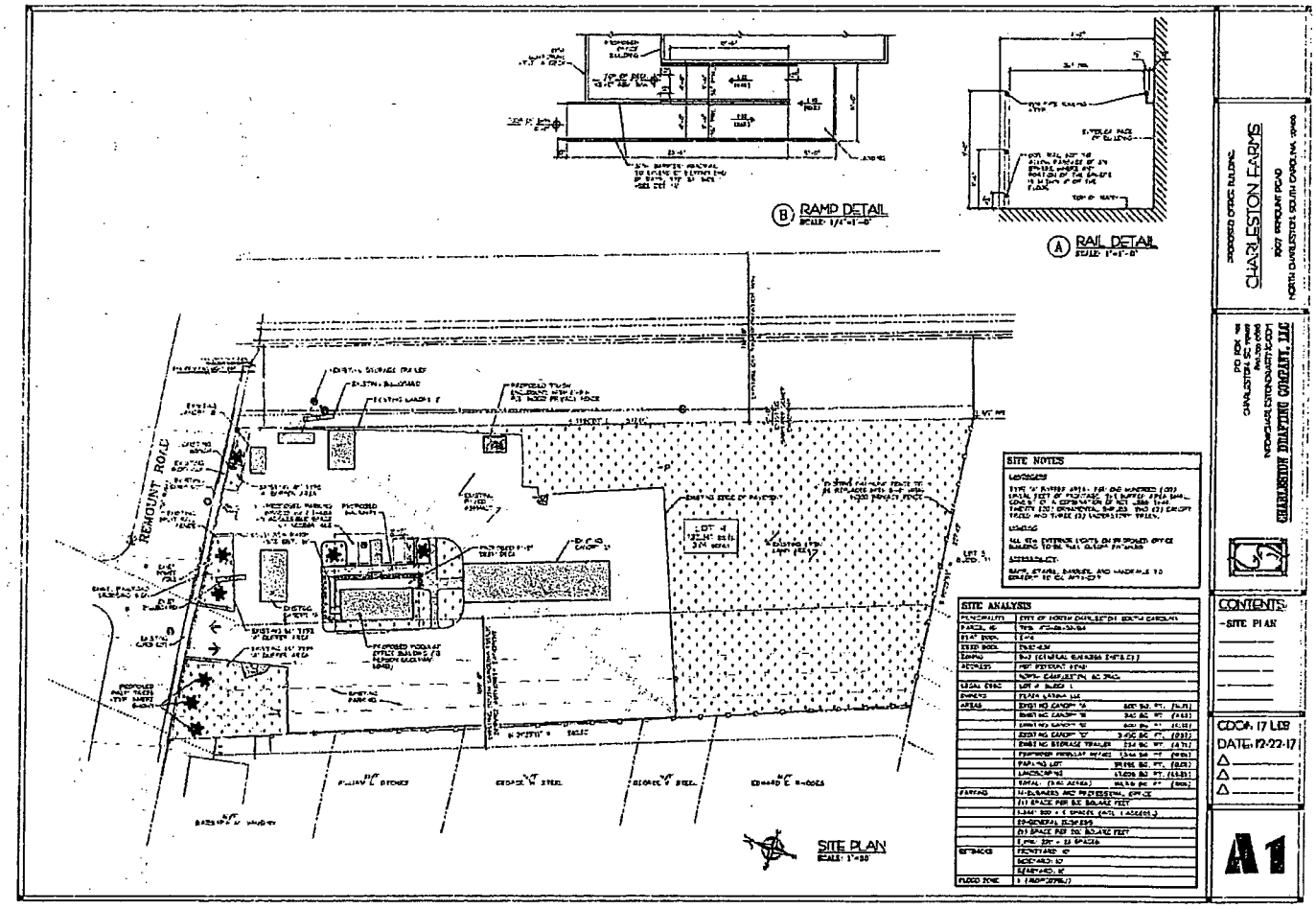
1907 REMOUNT ROAD

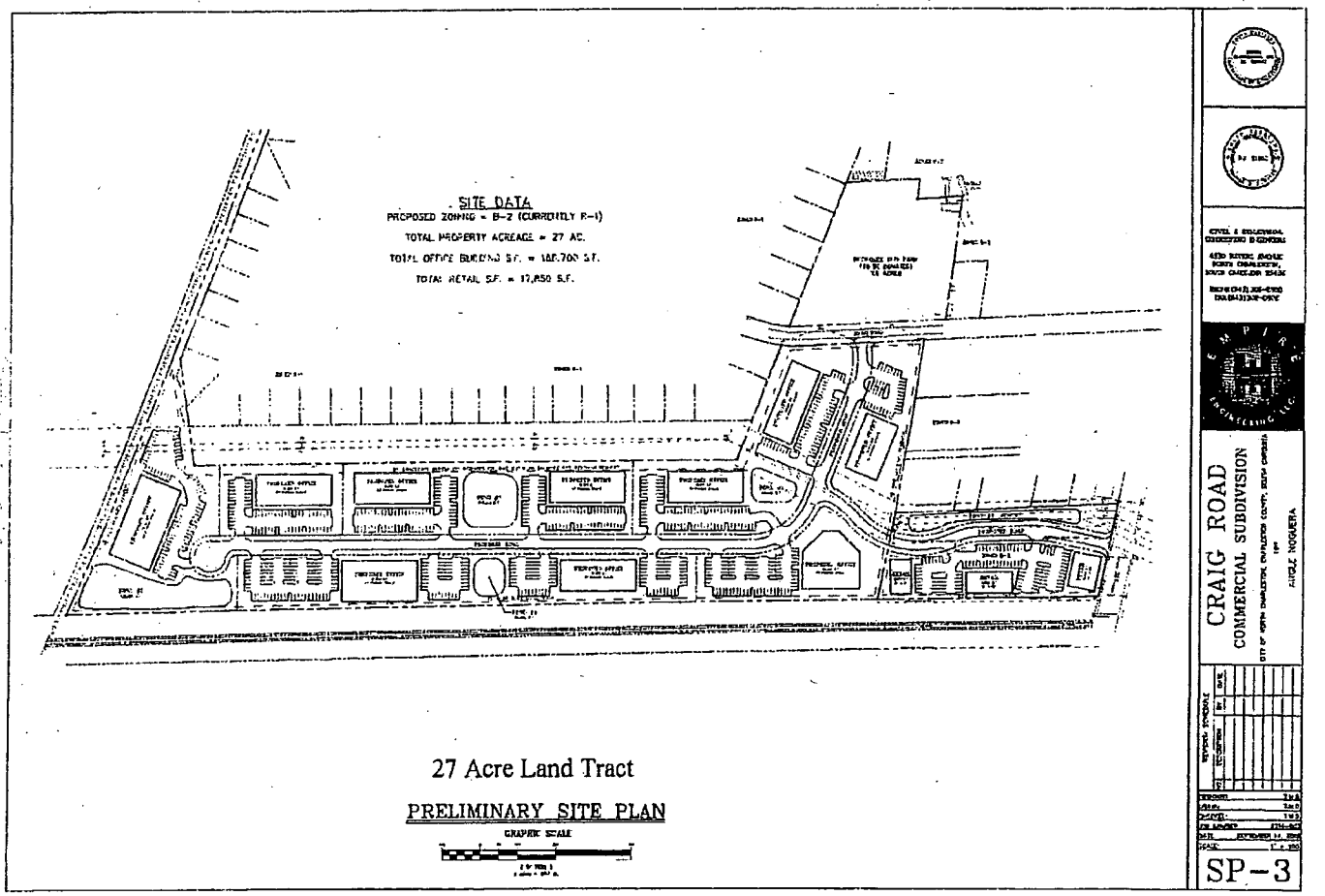
BRIDGE
COMMERCIAL

1907 REMOUNT ROAD

BRIDGE COMMERCIAL




B RAMP DETAIL
A RAIL DETAIL
REMOUNT ROAD
SITE PLAN
SITE NOTES
SITE ANALYSIS
CHARLESTON FARMS
CONTENTS
-SITE PLAN
DATE: 12-22-17
A1



27 Acre Land Tract

PRELIMINARY SITE PLAN

GRAPHIC SCALE

5524 N. RHETT AVENUE

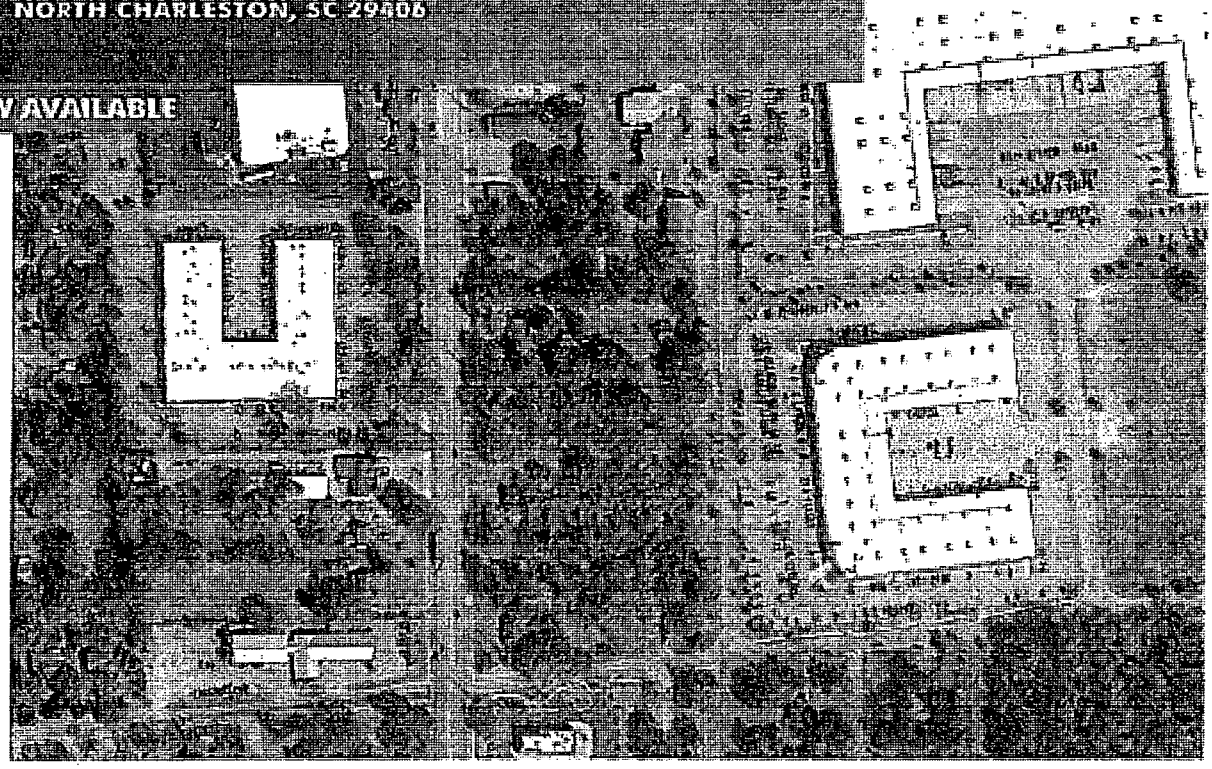
BRIDGE
COMMERCIAL

FOR SALE, LEASE OR BTS

5524 NORTH RHETT AVE

NORTH CHARLESTON, SC 29406

NOW AVAILABLE



PROPERTY DETAILS

5524 NORTH RHETT AVENUE | NORTH CHARLESTON

Excellent land opportunity in North Charleston. Available for sale, lease or build to suit.

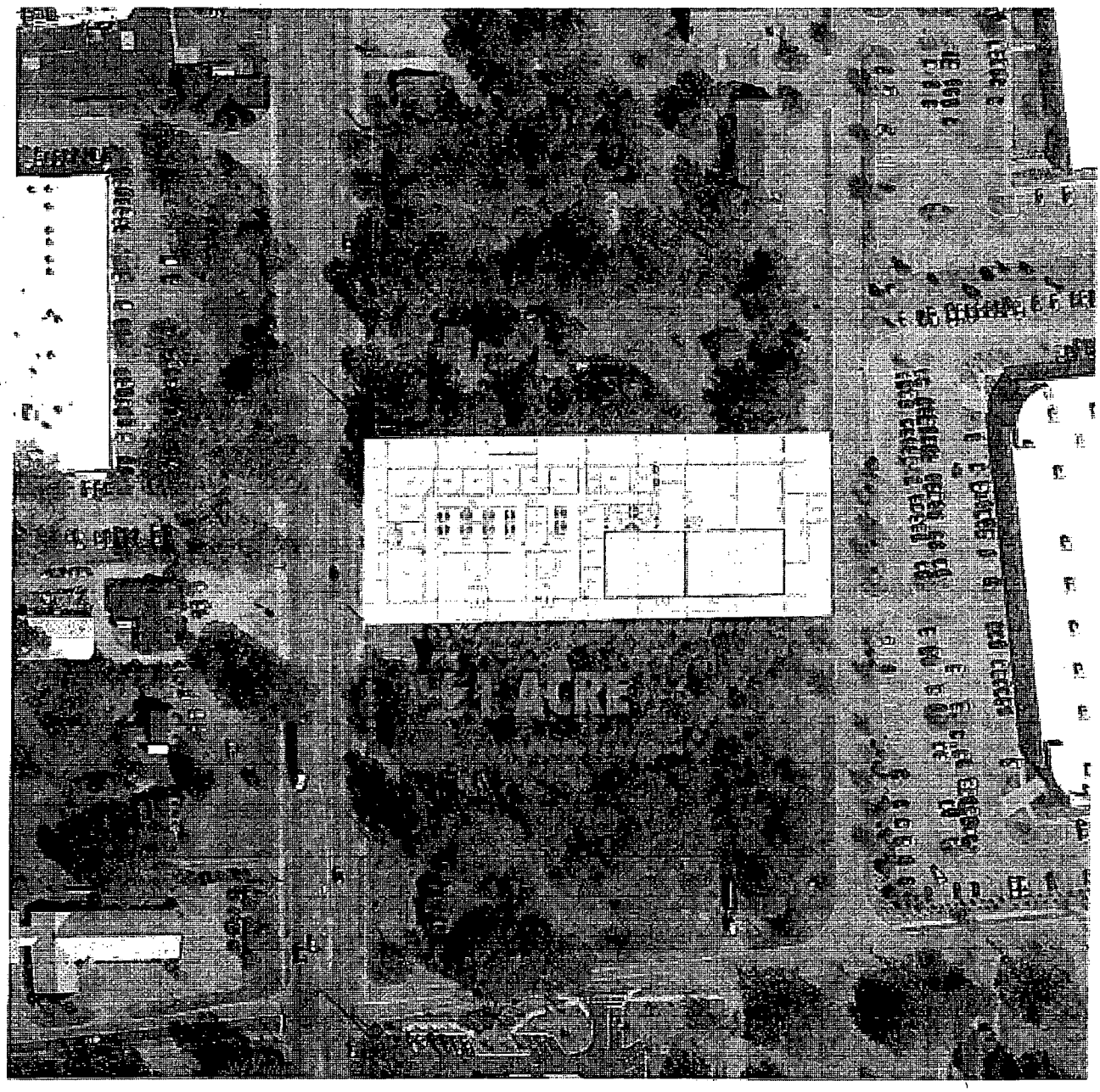
- ±1 acre for sale or lease
- Asking $525,000
- Possible additional acerage available
- 1,200 SF - 2,700 SF for lease in proposed building
- Access from North Rhett Avenue and Lynn Drive
- Recent development in the area include Arby's, Bojangles, Waffle House, storage facility, and dental group

www.cbre.com/charleston

CBRE

FOR SALE, LEASE OR BTS

5524 NORTH RHETT



FOR SALE, LEASE OR BTS
5524 NORTH RHETT

2016 Demographics	1 mile	3 mile	5 mile
Population	5,238	40,225	103,815
% Population Change: 2010-2016	6.7%	7.7%	7.7%
Average Age	43.3	40.4	39.4
Households	2,636	17,253	44,615
Housing Units	2,941	19,623	50,570
% Household Change: 2010-2016	10.0%	13.3%	13.1%
Average Household Income	$110,207	$96,164	$95,858
Average Home Value	$607,781	$574,230	$521,685

FOR SALE, LEASE OR BTS

5524 NORTH RHETT

CONTACT US

JOYCE BEACH
First Vice President
+1 843 224 4242
+1 843 577 1158
joyce.beach@cbre.com

CBRE
200 Meeting Street, Suite 202
Charleston, SC 29401
+ 1 843 577 0702

© 2016 CBRE, Inc. This information has been obtained from sources believed reliable. We have not verified it and make no guarantee, warranty or representation about it. Any projections, opinions, assumptions or estimates used are for example only and do not represent the current or future performance of the property. You and your advisors should conduct a careful, independent investigation of the property to determine to your satisfaction the suitability of the property for your needs. Photos herein are the property of their respective owners and use of these images without the express written consent of the owner is prohibited. CBRE and the CBRE logo are service marks of CBRE, Inc. and/or its affiliated or related companies in the United States and other countries. All other marks displayed on this document are the property of their respective owners.

www.cbre.com/charleston

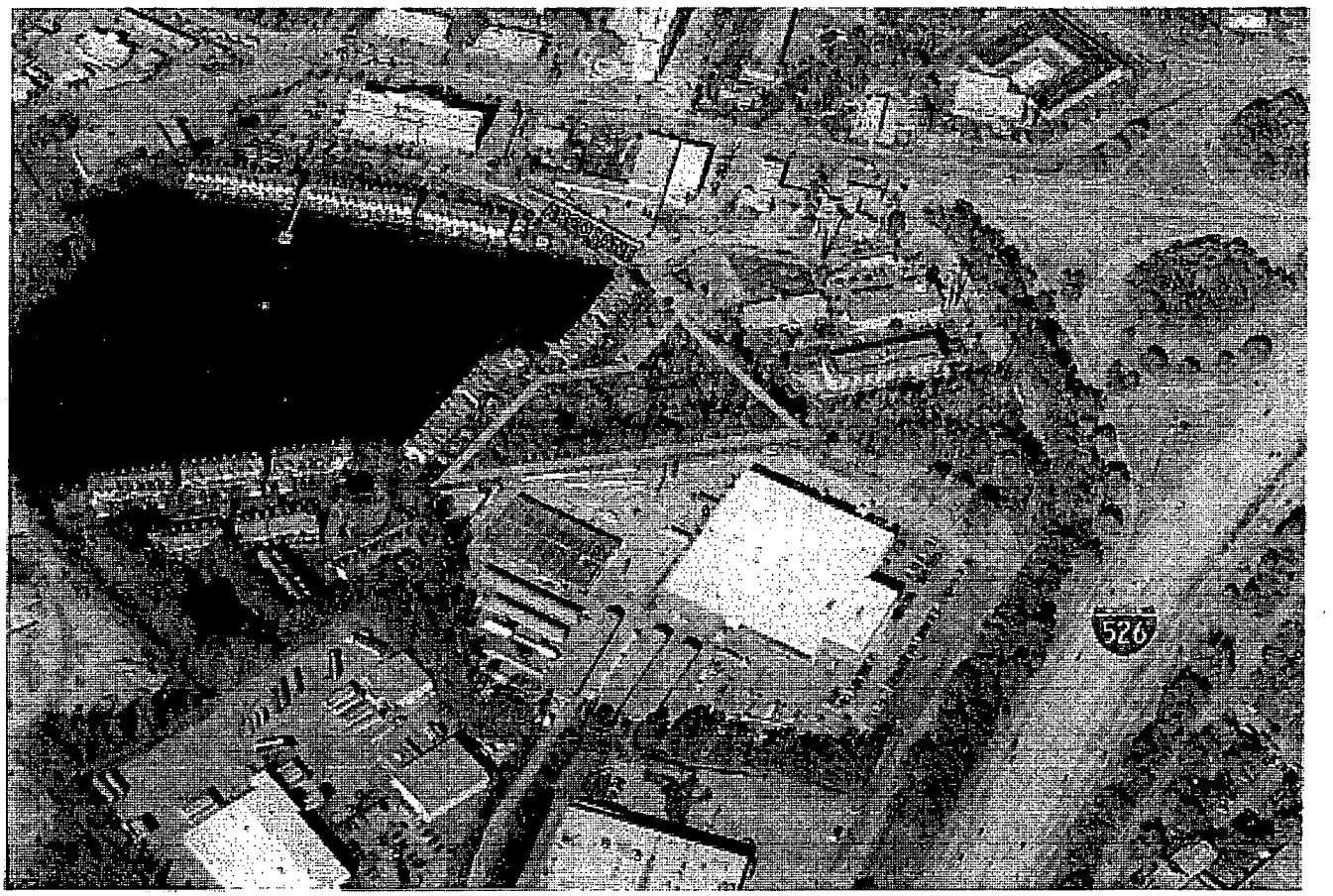
CBRE

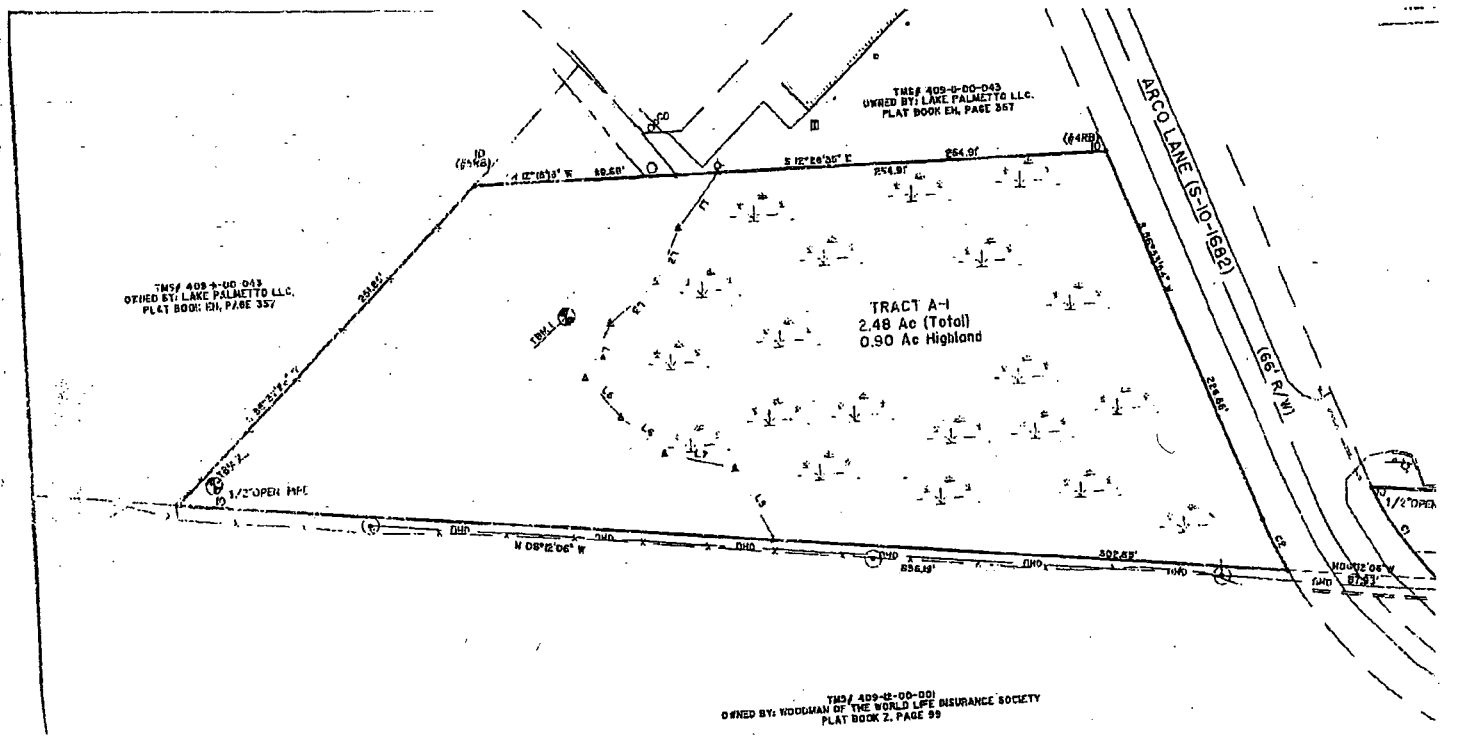
0 ARCO LANE

BRIDGE
COMMERCIAL

O ARCO LANE

BRIDGE COMMERCIAL




TMS# 409-8-00-043
OWNED BY: LAKE PALMETTO LLC.
PLAT BOOK EH, PAGE 357
TRACT A-1
2.48 Ac (Total)
0.90 Ac Highland
ARCO LANE (S-10-1682)
(66' R/W)
1/2" OPEN PIPE
TMS# 409-12-00-001
OWNED BY: WOODMAN OF THE WORLD LIFE INSURANCE SOCIETY
PLAT BOOK Z, PAGE 99

EXISTING BUILDINGS

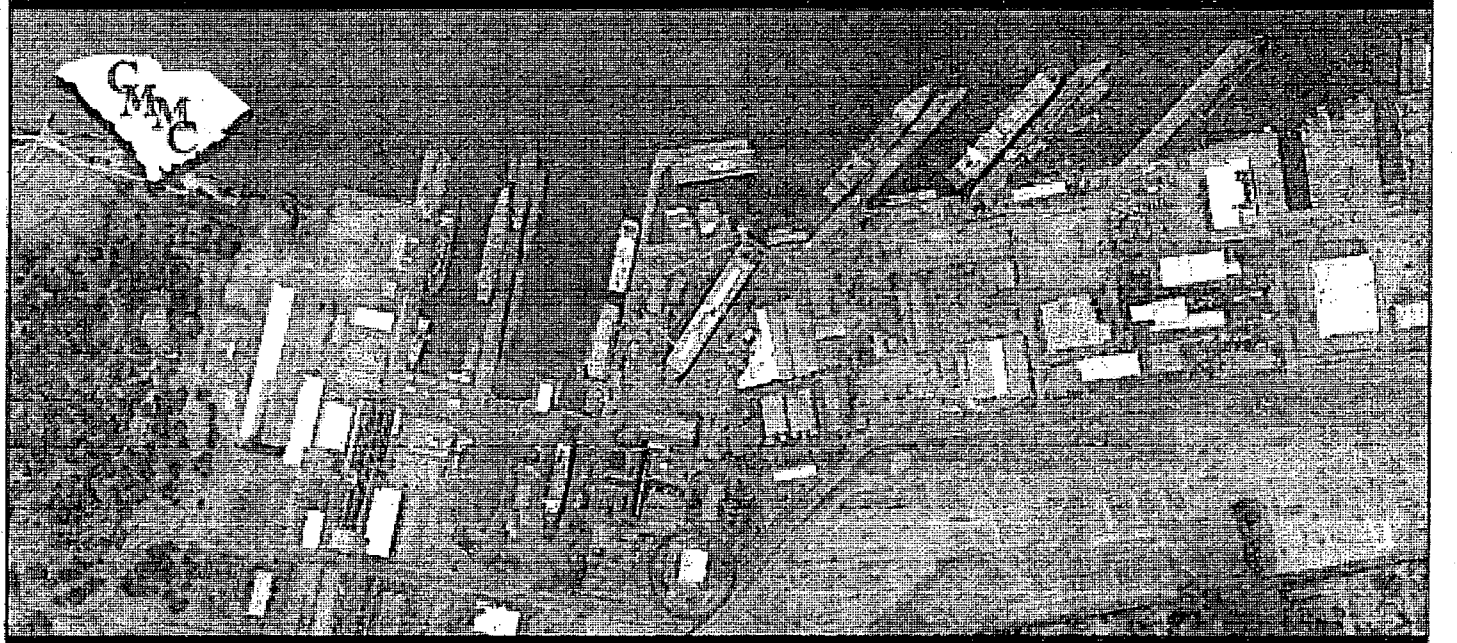
BRIDGE
COMMERCIAL

1465 PIPEFITTER STREET

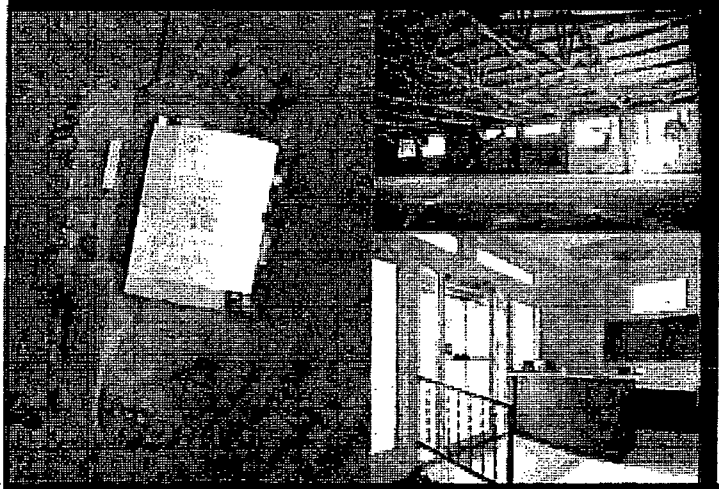
BRIDGE
COMMERCIAL

FLEX SPACE AVAILABLE

CMMC SHIP REPAIR & INDUSTRIAL COMPLEX



BUILDING 1178 FLEX SPACE



PROPERTY HIGHLIGHTS

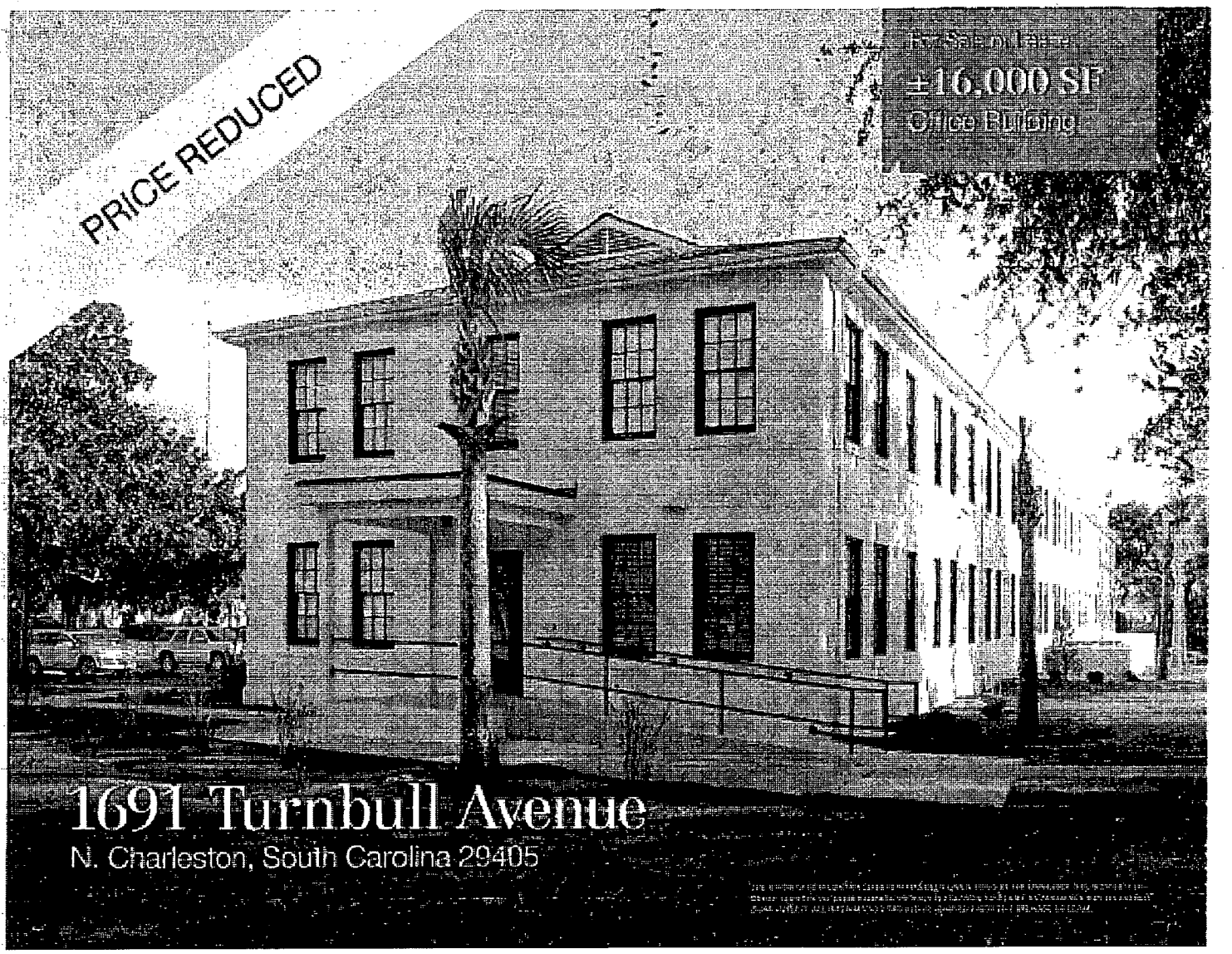
Building 1178 is a 15,000 square foot flex space with generous ratio of office to warehouse located on the former Navy Base in North Charleston, SC. The site is 1.8 miles from I-26, 2.2 miles from I-526 and located in the center of the Charleston MSA. Truck access, covered and uncovered storage are included.

- 15,000 total square feet
- 4,200 s.f. office
- 10,800 warehouse
- 15'-0" Clear Height
- Overhead door access
- 3,000 s.f. of covered storage
- 30+ Parking Spaces on 1.5-Acre Site
- High Visibility across from Palmetto Railways' new Intermodal Transfer Facility

CALL 843.554.5009 for Information

1611 TURNBULL AVENUE

BRIDGE
COMMERCIAL


PRICE REDUCED
For Sale or Lease
±16,000 SF
Office Building
1691 Turnbull Avenue
N. Charleston, South Carolina 29405

Re-imagined Naval Building Offers ±16,000 SF of Class A Office Space

Property Features

OVERVIEW: Once occupied by the U.S. Navy, this ±16,000 SF, two-story building, has been re-purposed into Class A office space. The building is in turn-key condition, boasting historic charm, ample natural light and LEED certifications.

INTERIOR LAYOUT: The layout includes 8 executive offices, 22 large private offices, an elegant reception area, 2 break rooms, a corporate conference room, 2 executive conference rooms, a server room and a storage room.

PARKING: Ample on-site parking

LEASE RATE: $15.50 PSF, NNN
SALE PRICE: $2,890,000

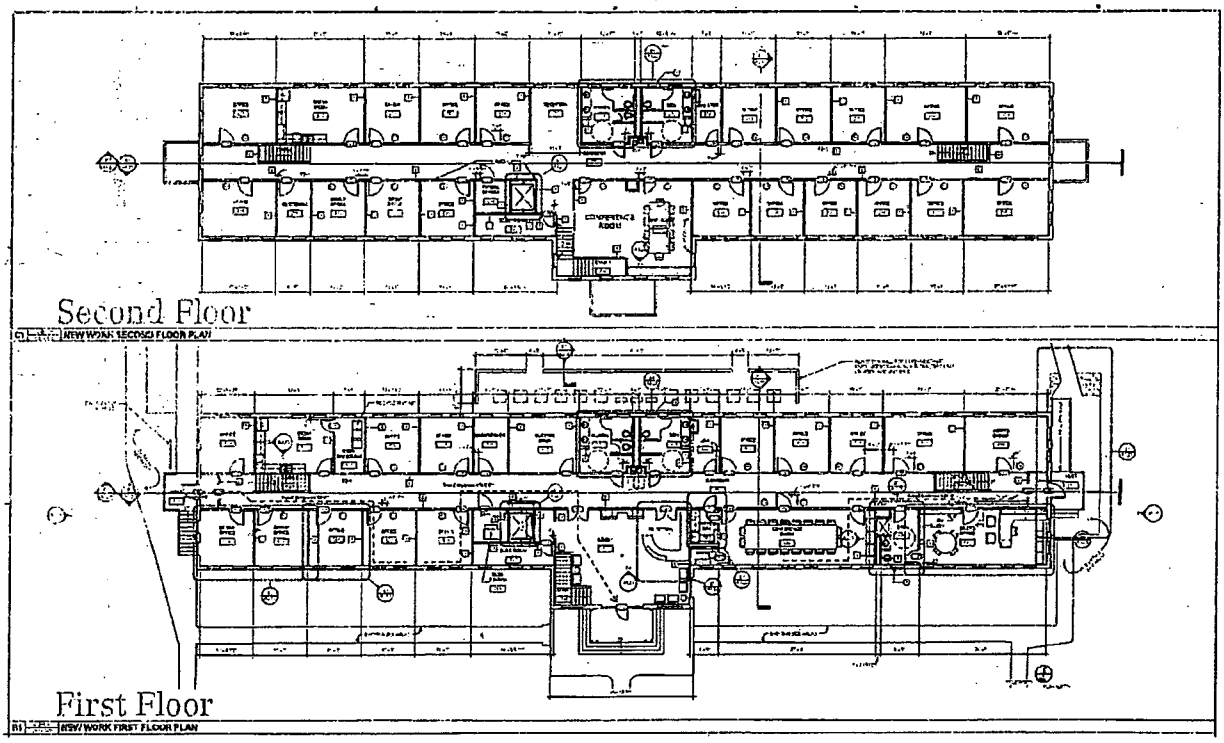
For More Information:

Dexter C. Rumsey, IV
Broker | Partner
843.452.9417
drumsey@naicharleston.com

NAICharleston

141 Williman Street
Charleston, South Carolina 29403
+1 843.720.4944
naicharleston.com

Floor Plans



NAICharleston

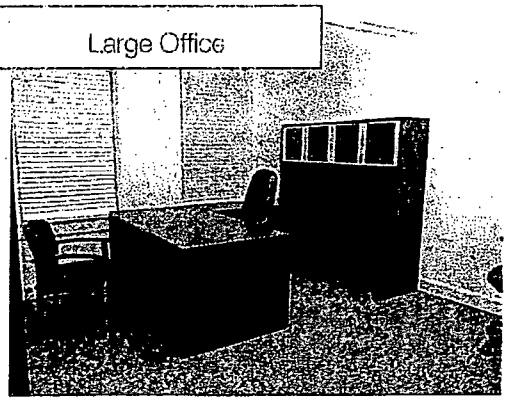
141 Williman Street
Charleston, South Carolina 29403
+1 843.720.4944
naicharleston.com.

Photos

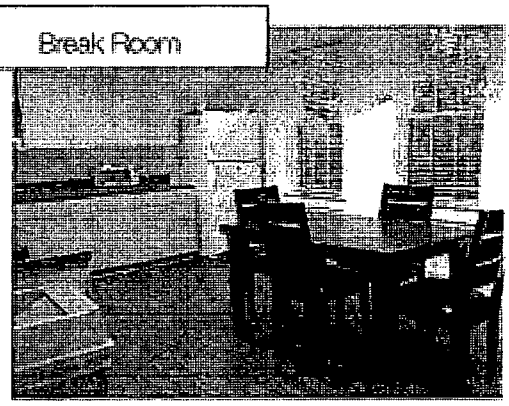
Executive Conference Room

Executive Office

Large Office



Break Room



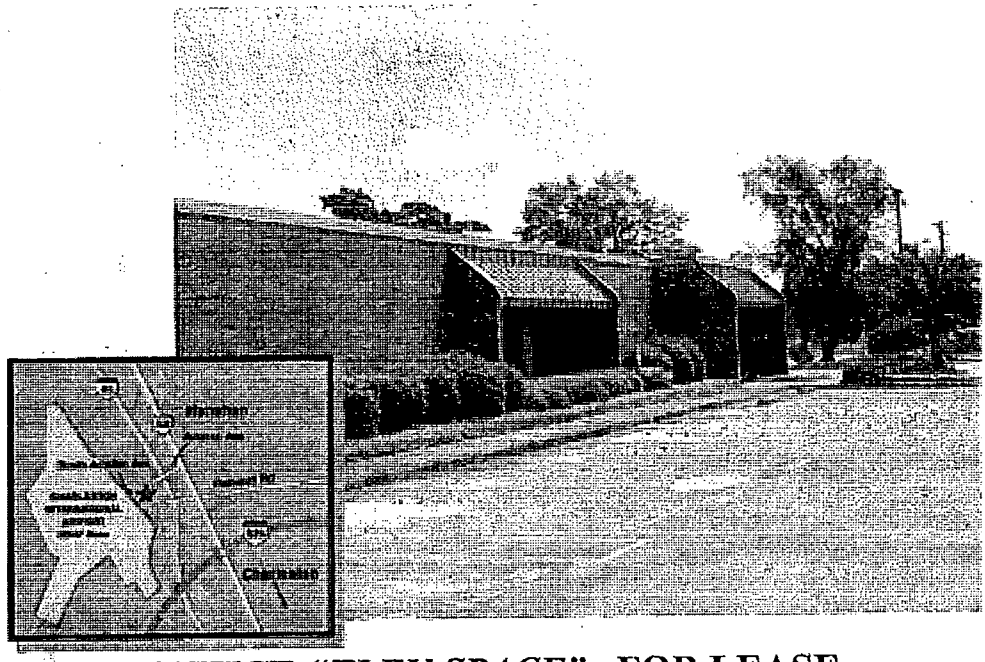
NAICharleston

141 William Street
Charleston, South Carolina 29403
+1 843.720.4944
naicharleston.com

5870 CORE AVENUE

BRIDGE
COMMERCIAL

Aviation Business Park
Building IX



OFFICE *"FLEX SPACE"* - FOR LEASE

5870 Core Road, North Charleston SC 29406

Available: 15,660 SF

Rate: $16.00/SF NNN

Description:
- Single story
- Brick construction
- Warehouse
- Total parking 8 spaces per 1000 SF 132
- Individual tenant controlled HVAC

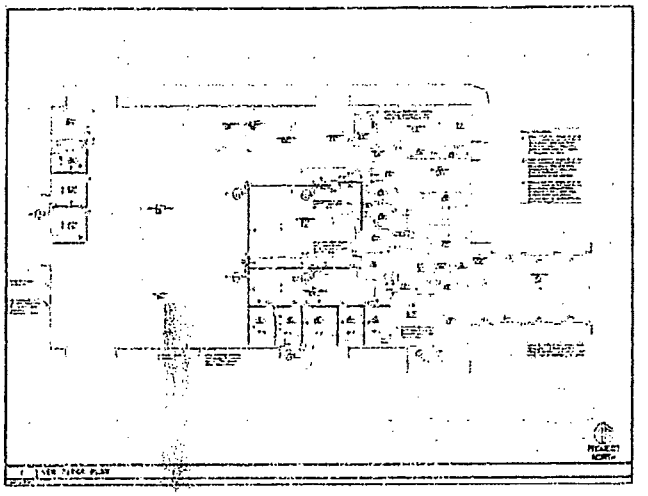
Floorplan:
~10 Private Offices
Kitchen / 1 large, 3 small Conference rooms
Warehouse Space
Ample Cube Space
Copy/Fax/Break area

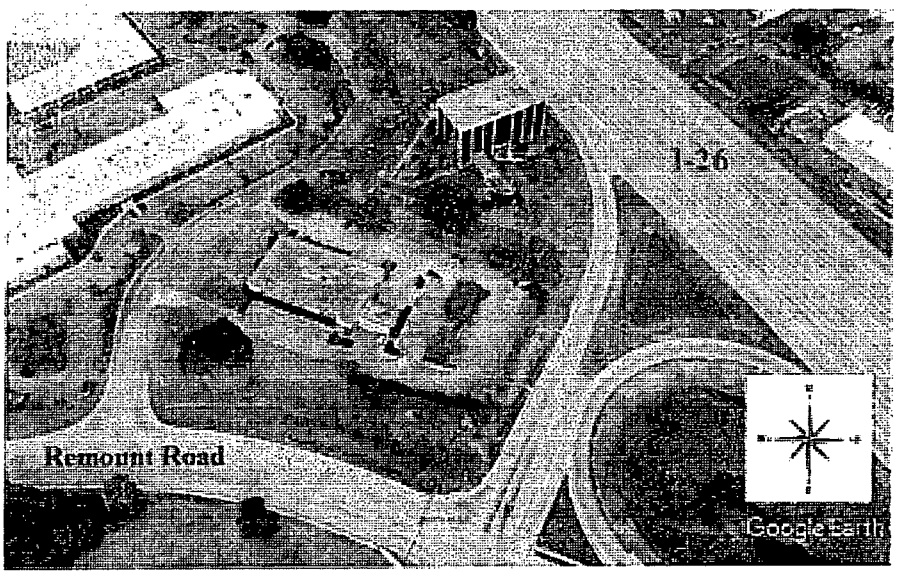
Contact:
Bob Caldwell, SIOR 843.566.1888
Bob@CaldwellCommercial.com

Disclaimer: This is subject to prior sale, change in price, or removal from the market without notice. The information included in this transmittal, while based upon data supplied by the owners and other sources deemed to be reliable, is not in any way warranted by Caldwell Commercial.

AVIATION BUSINESS PARK IX

Building IX of Aviation Business Park consists of approximately 15,660 square feet of office flex space. Aviation Business Park is designed to accommodate tenants needing office and warehouse space together. One of the highest elevations in Charleston County and prime visibility from I-26, this building is seen by thousands of cars everyday.

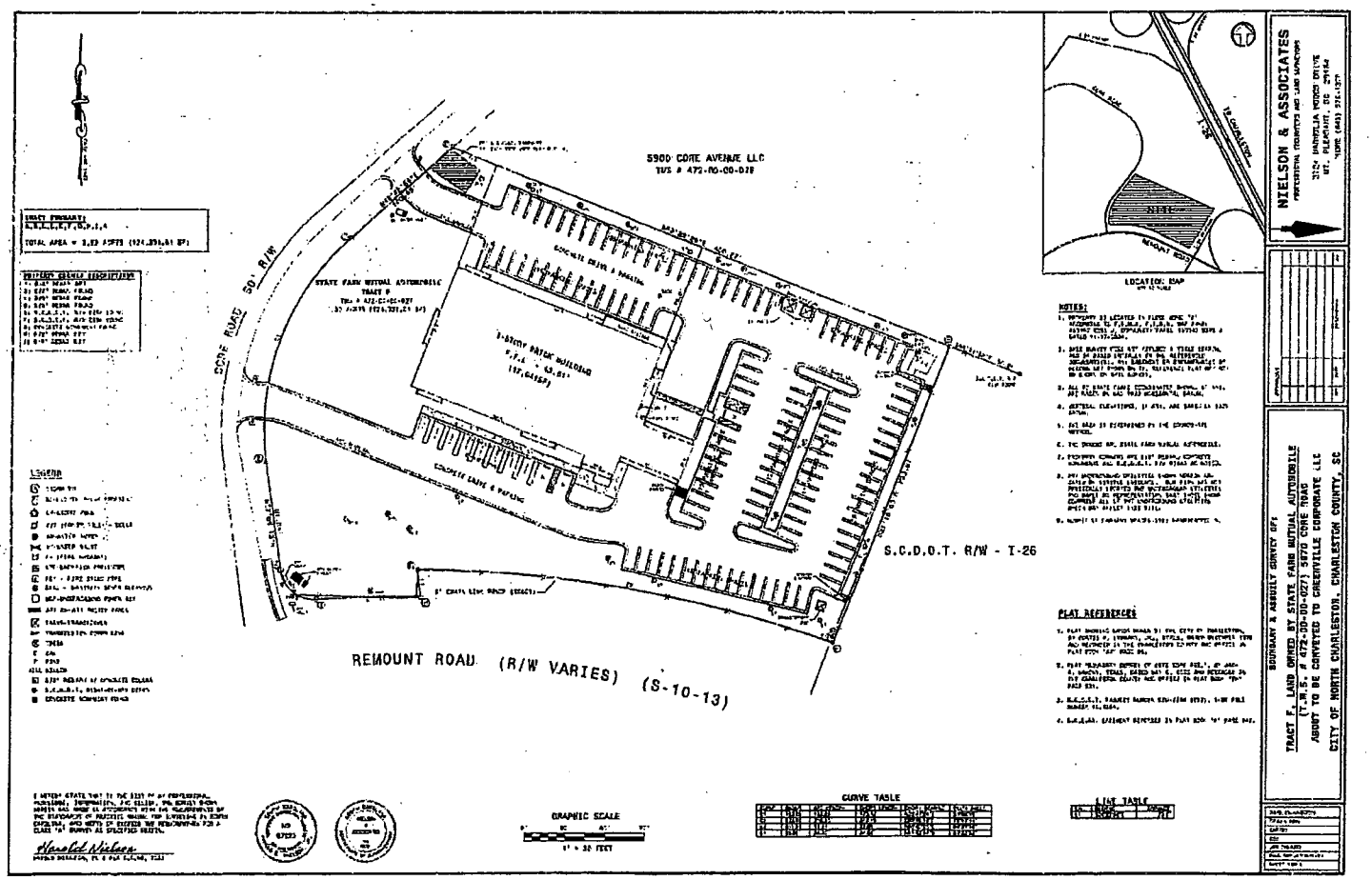




Directions: I-26 to Remount Road, Exit #211 B. Turn right on Remount Road. Turn right on Core Avenue. Aviation Business Park IX is the first building on the right.

www.CaldwellCommercial.com

CALDWELL COMMERCIAL
REAL ESTATE SERVICES


5900 CORE AVENUE LLC
TMS # 472-00-00-028
CORE ROAD 50' R/W
STATE FARM MUTUAL AUTOMOBILE
TRACT F
TMS # 472-00-00-027
3-STORY PATROL BUILDING
CONCRETE DRIVE & PARKING
CONCRETE CURB & GUTTER
S.C.D.O.T. R/W - I-26
REMOUNT ROAD (R/W VARIES) (S-10-13)
LOCATION MAP
NOTES:
PLAT REFERENCES
GRAPHIC SCALE
1" = 30 FEET
CURVE TABLE
LINE TABLE
NIELSON & ASSOCIATES
PROFESSIONAL SURVEYORS AND LAND PLANNERS
3124 HAMILTON WOODS DRIVE
MT. PLEASANT, SC 29464
PHONE (843) 971-1577
BOUNDARY & ASBUILT SURVEY OF:
TRACT F, LAND OWNED BY STATE FARM MUTUAL AUTOMOBILE
(T.M.S. # 472-00-00-027) 5970 CORE ROAD
ABOUT TO BE CONVEYED TO GREENVILLE CORPORATE LLC
CITY OF NORTH CHARLESTON, CHARLESTON COUNTY, SC

3900 LEEDS AVENUE

BRIDGE
COMMERCIAL

For Lease or Sale

3900 Leeds Avenue

North Charleston, SC 29405

- 135,675 SF
- 10.24 acres
- 2.85/1,000 s.f. parking ratio

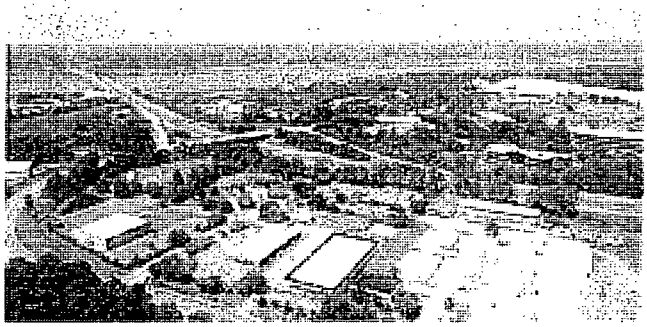
JLL Charleston
701 East Bay Street
Suite 305
Charleston, SC 29403
+1 843 805 5100
jll.com/charleston

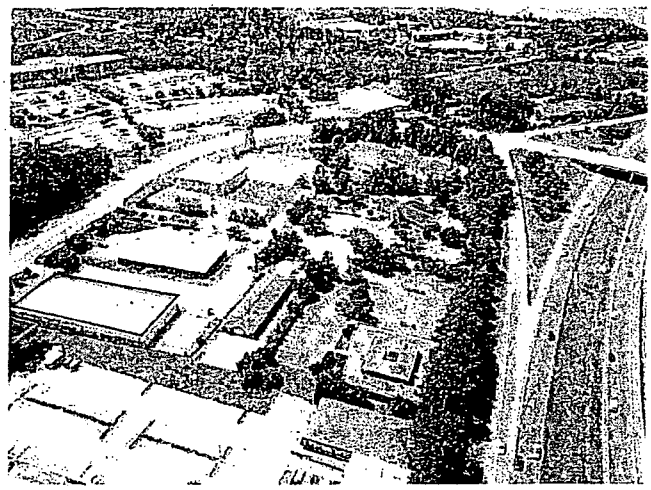
Lee Allen
Managing Director
JLL Charleston
lee.allen@am.jll.com
+1 843 805 5111
+1 843 513 2054

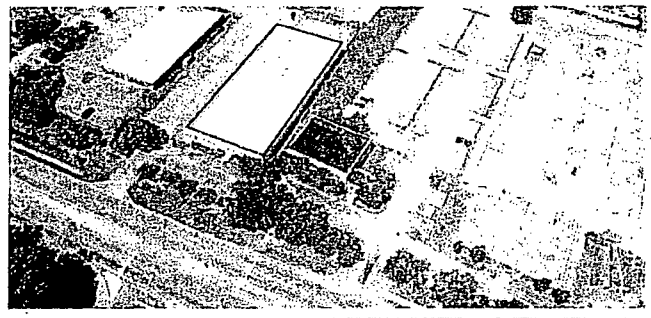
Kevin Coats
Vice President
JLL Charleston
kevin.coats@am.jll.com
+1 843 805 5112
+1 843 760 0162

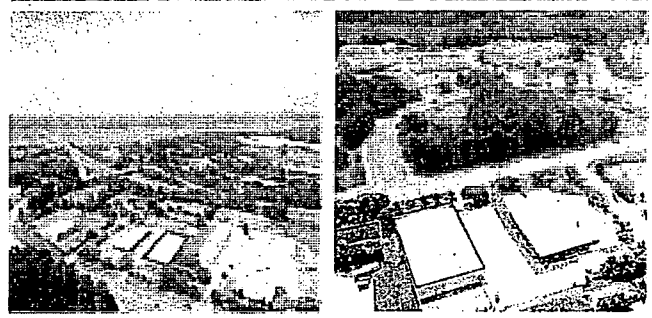
Ashley McArthur
Senior Associate
JLL Charleston
ashley.mcarthur@am.jll.com
+1 843 805 5108
+1 703 282 5911

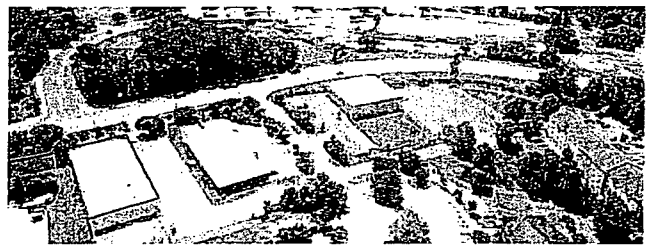
The property







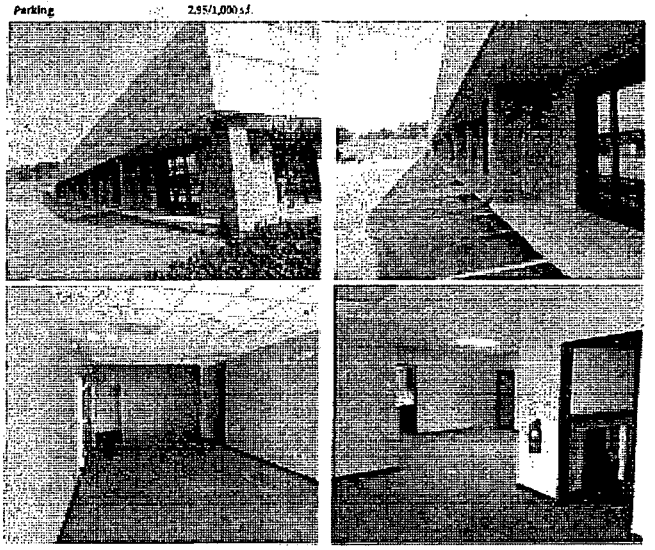




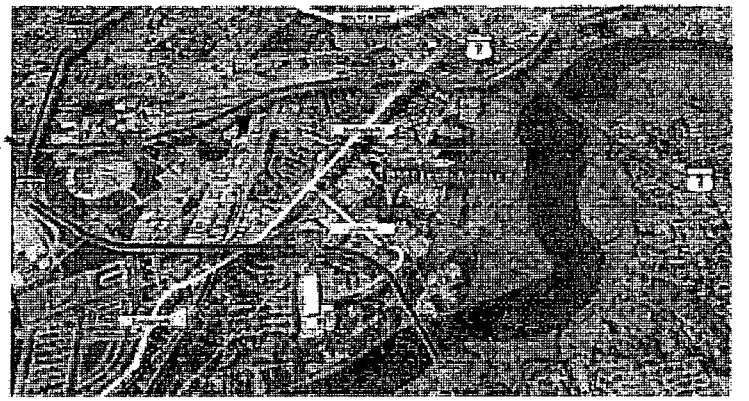
Property specifications

The 13,575 sq. ft. free standing flex building boasts outstanding exposure along Leeds Ave. The building contains approximately 1,500 SF of climate controlled warehouse space with 2 grade level doors in the rear with a fenced yard and ample parking. The property is located in North Charleston with convenient access to I-526 & I-26 and less than 10 miles northwest of downtown Charleston. The immediate neighborhood includes a diverse mix of retail, office, industrial, and medical facilities.

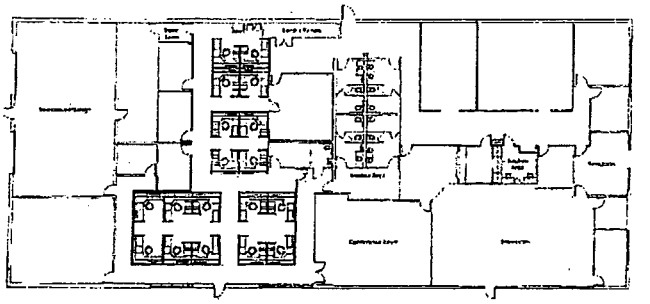
Address	2903 Leeds Avenue, North Charleston, SC 29405
County	Charleston County
TMS #:	412-00-00-037
Zoning	General Commerce.
Land Area	1.24 acres
Rentable square feet	13,575 s.f.
Property type	Flex
Year built	1959
Floors	1
Parking	2.95/1,000 s.f.



Location

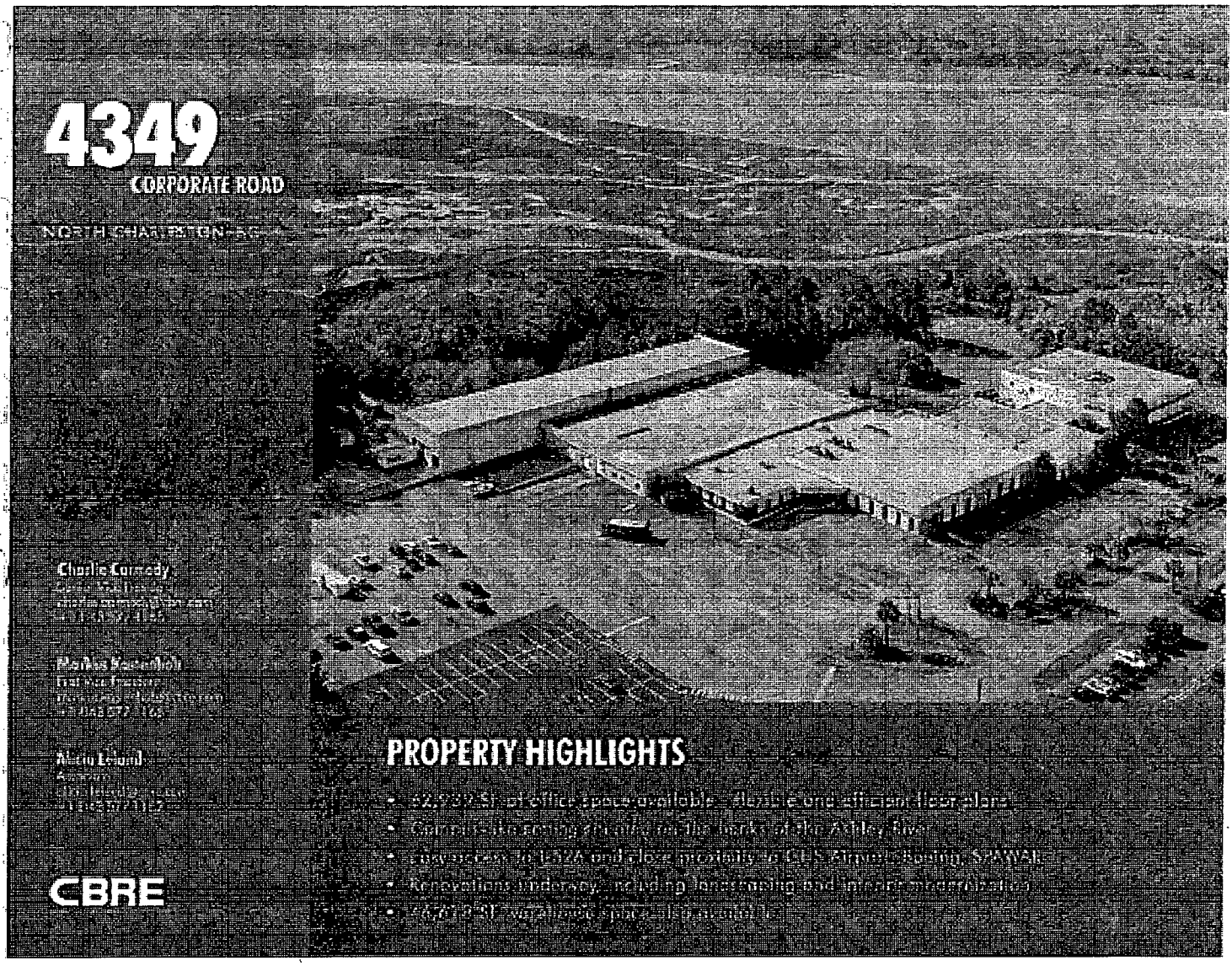


Floor plan



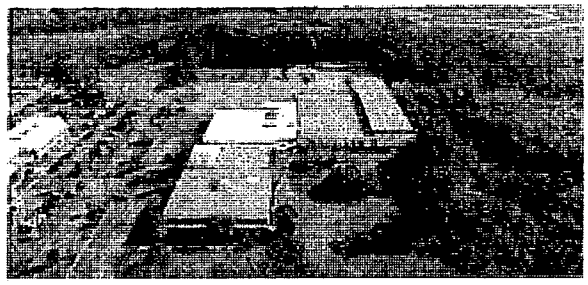
4349 CORPORATE ROAD

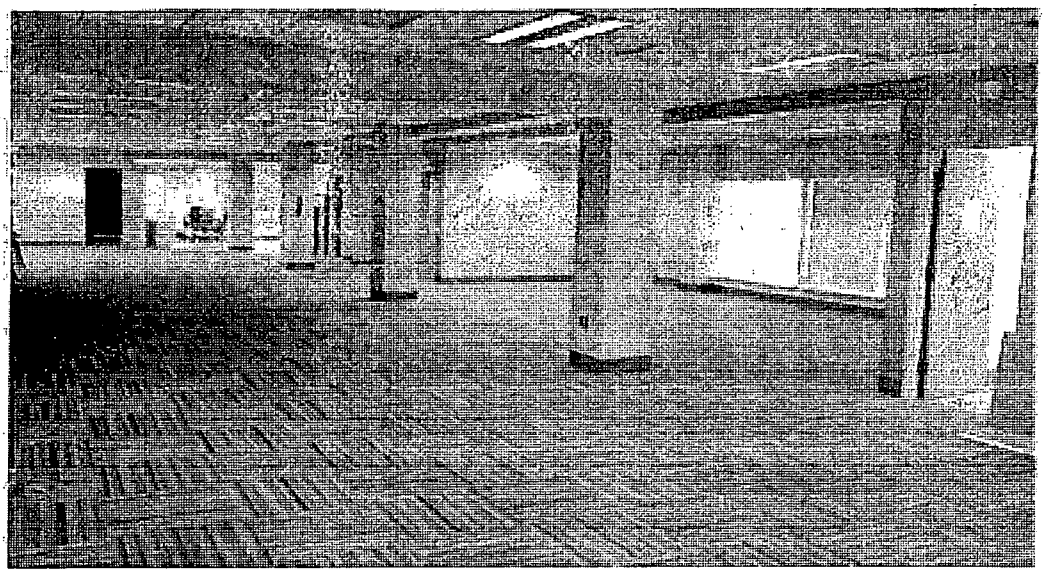
BRIDGE
COMMERCIAL

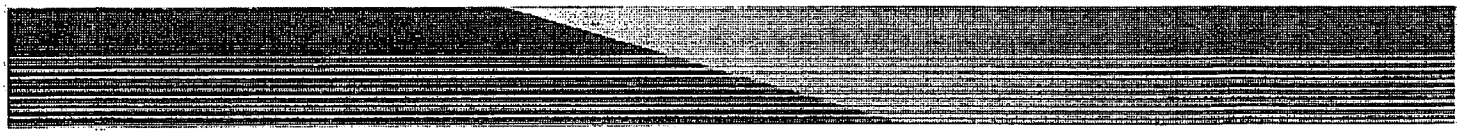

4349
CORPORATE ROAD
NORTH CHARLESTON, SC
Charlie Carmody
CBRE
PROPERTY HIGHLIGHTS

PROPERTY OVERVIEW

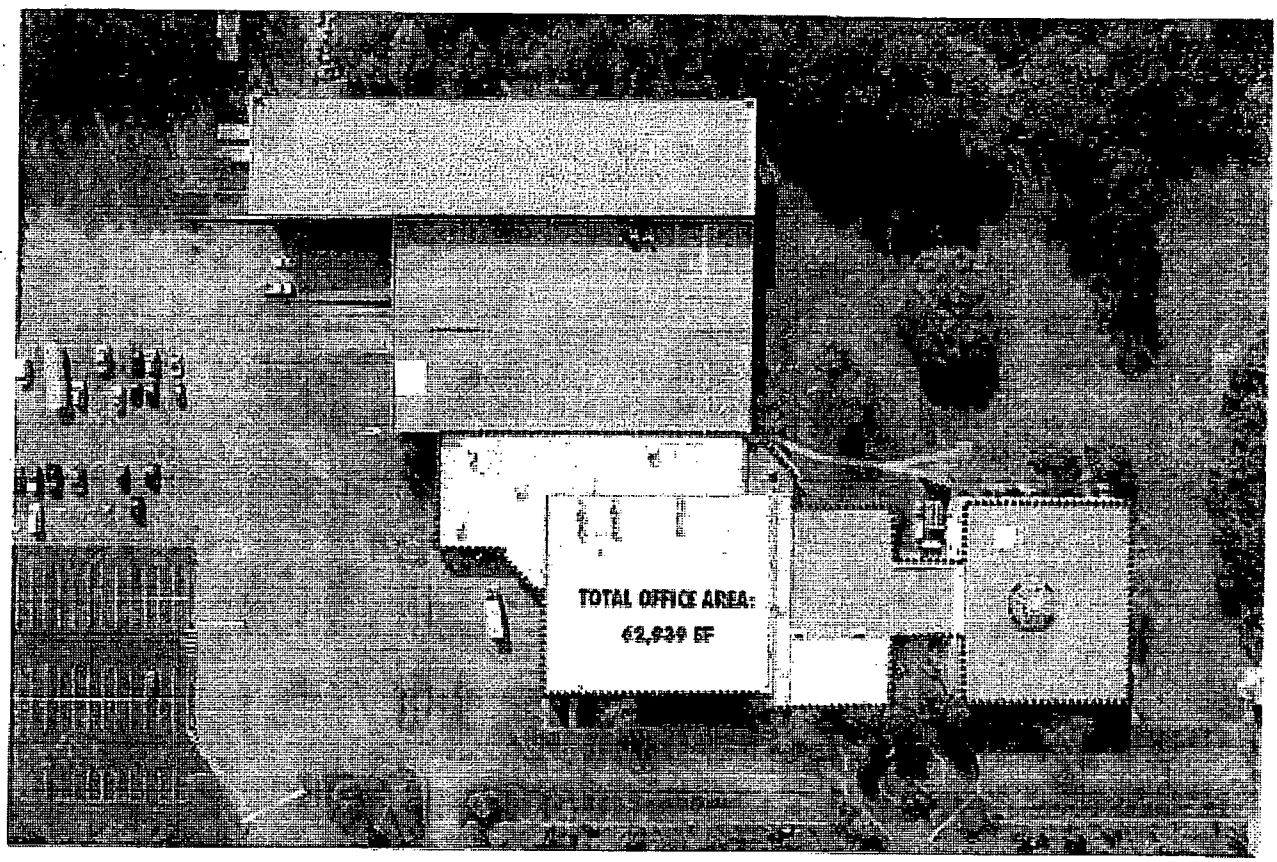
Address	4349 Corporate Road, North Charleston, SC 29406
Minimum Divisible	3,404 RSF
Maximum Contiguous	67,939 RSF
Land Size	16.45 acres
Zoning	M-2, Heavy Industrial
Parking	300+ spaces
Full Service Lease Rate	$20.00



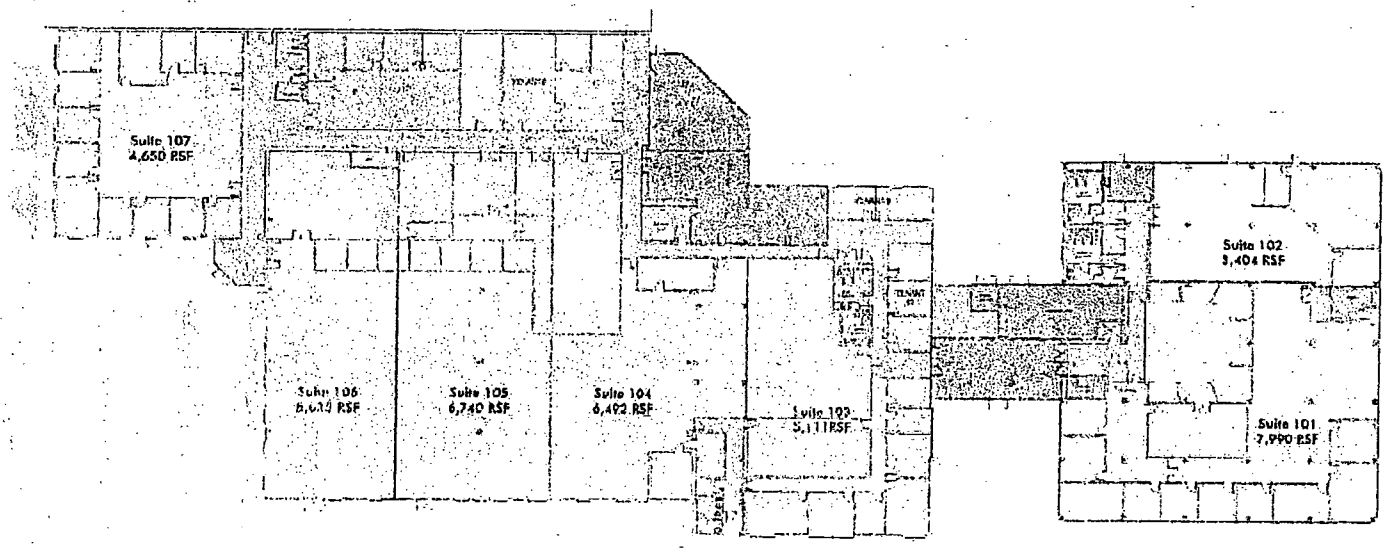




SITE AERIAL



GROUND FLOOR PLAN

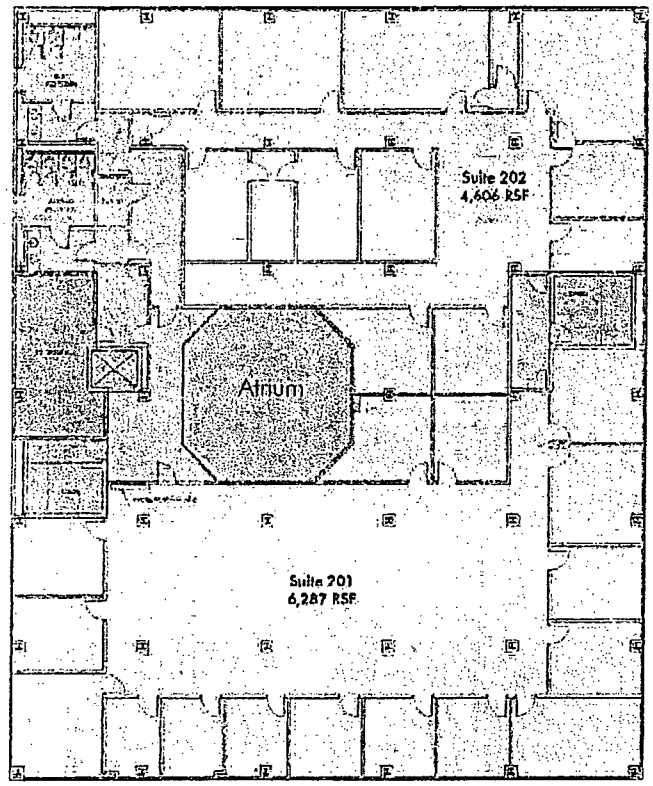


Suite 107: 4,650 RSF
Suite 106: 5,635 RSF

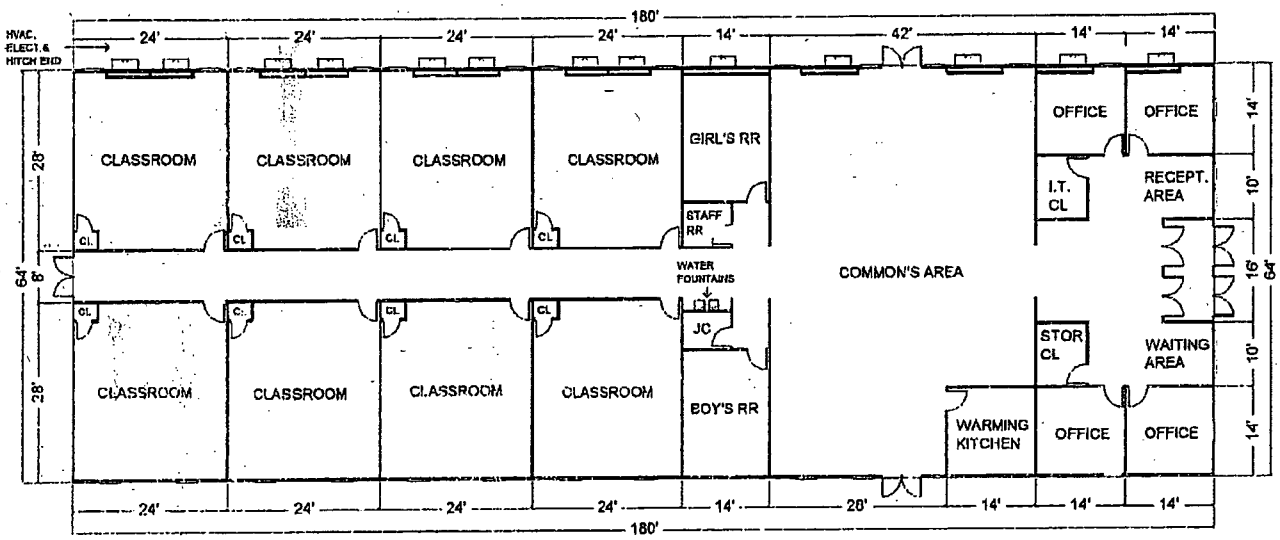
Suite 105: 6,740 RSF
Suite 104: 6,492 RSF
Suite 103: 5,111 RSF

Suite 102: 3,404 RSF
Suite 101: 7,990 RSF

SECOND FLOOR PLAN



Suite 202: 4,606 RSF
Suite 201: 6,287 RSF



180'x64' Educational Building

(Approx. 11,520 SF)

Year: 1 & 2

12/23/18

InnovativeModular solutions

This information is the property of Innovative Modular Solutions, Inc. (IMS) and cannot be shared with any third party without the express written consent of IMS.

INSURANCE PEOPLE

Below are the **estimated annual premiums** for Compass Collegiate Academy

Property Premium Estimate		**$450**
Contents	$100,000	
Deductible	$1,000	
Form	Special	
Equipment Breakdown	Included	
General Liability Premium Estimate		**$1,187**
Rating Basis:	Students	100
	Faculty	10
Limits:		
Per Occurrence Limit	$1,000,000	
Annual Aggregate	$3,000,000	
Sexual Abuse & Molestation	$1,000,000 per occurrence	
	$3,000,000 aggregate	
Employee Benefits	$1,000,000 per occurrence	
	$3,000,000 aggregate	
School District & Educators Legal Liability (D&O/ E&O) Premium Estimate		**$1,730**
	$1,000,000 per occurrence	
	$2,000,000 aggregate	
Additional Defense	$100,000/$50,000/$100,000	

Named insured includes the insured Organization (School Entity), its school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

INSURANCE PEOPLE

Fidelity Bond Estimate		**$332**
Limit	$250,000	
Auto Premium Estimate		**$181**
Hired & Non-Owned Autos Only		
Limit of Liability	$1,000,000	
Head of Class Endorsement		**$82**
Workers Compensation Premium Estimate		**$3,145**
Statutory State - SC		
Employers Liability	$500/ $500/ $500	
Payroll Estimate	$500,000	
Umbrella Premium Estimate		**$2,387**
Limit of Liability	$1,000,000	
TOTAL ESTIMATED PREMIUM		**$9,494**
Student Accident Coverage		$7.00/ student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

SC DOI Producer License #528156; SC DOI Agency Code #165237

01/07/2019

STATE OF SOUTH CAROLINA
ADMINISTRATIVE LAW COURT

Compass Collegiate Academy, Inc., Appellant, vs. Charleston County School District, Respondent.	)	Docket No. 19-ALJ-30-0131-AP
	)	**CERTIFICATE OF SERVICE**

I hereby certify that I have served the foregoing RECORD ON APPEAL in the above-captioned matter by hand delivery on June 21, 2019 to the below named parties at their address of record:

Erik T. Norton, Esq.
Nelson Mullins Riley & Scarborough, LLP
1320 Main Street, 17th floor
Columbia, SC 29201

Respectfully submitted,

HALLIGAN MAHONEY WILLIAMS
SMITH FAWLEY & REAGLE, PA

By: _____

John M. Reagle, S.C. Bar No. 14185
jreagle@hmwlegal.com
P.O. Box 11367
Columbia, South Carolina 29211
(803) 254-4035
Attorney for Respondent

June 21, 2019
Columbia, South Carolina

NELSON MULLINS

NELSON MULLINS RILEY & SCARBOROUGH LLP
ATTORNEYS AND COUNSELORS AT LAW

1320 Main Street | 17th Floor
Columbia, SC 29201
T 803.799.2000 F 803.256.7500
nelsonmullins.com

Erik T. Norton
T 803.255.9552 F 803.255.5904
erik.norton@nelsonmullins.com

July 22, 2019

Via Hand Delivery
South Carolina Administrative Law Court
Edgar A. Brown Building
1205 Pendleton St., Suite 224
Columbia, SC 29201

Re: Compass Collegiate Academy, Inc. v. Charleston County School District

To Whom It May Concern:

Please find enclosed for filing in the above-referenced matter an original and one copy of the Appeal Brief. Please file the original and return a clocked-in copy with our courier.

By copy of this letter, I am serving a copy of this notice.

Very truly yours,

Erik T. Norton

cc: John M. Reagle, Esq.

THE STATE OF SOUTH CAROLINA
ADMINISTRATIVE LAW COURT

APPEAL FROM CHARLESTON COUNTY SCHOOL DISTRICT BOARD OF TRUSTEES

Case No. 19-ALJ-30-0131-AP

Compass Collegiate Academy, Inc.,..... Appellant.

v.

Charleston County School District Board of Trustees,..... Respondent,

---

BRIEF OF APPELLANT

Erik T. Norton
1320 Main Street / 17th Floor
Post Office Box 11070 (29211-1070)
Columbia, SC 29201
(803) 799-2000
E-Mail: erik.norton@nelsonmullins.com

Attorneys for Compass Collegiate Academy, Inc.

STATEMENT OF ISSUES ON APPEAL

1. Is the Compass Collegiate Charter Application approved as a matter of law because the District Board did not rule on it within ninety days as required by S.C. Code Ann. § 59-40-70(B) of the Charter Act?

2. Should the District Board decision to deny the Compass Collegiate Charter Application be reversed because the District Board evaluated the Application using the incorrect standards and based on clearly erroneous conclusions?

3. Should the District Board decision to deny the Compass Collegiate Charter Application be reversed because the District Board failed to give proper notice of the public hearing pursuant to South Carolina's FOIA and the Charter Act?

4. Should the District Board decision to deny the Compass Collegiate Charter Application be reversed because the District Board failed to give Compass Collegiate a public hearing as required in the Charter Act by discussing whether to approve the Charter Application in Executive Session?

STATEMENT OF THE CASE

In South Carolina, an applicant may seek approval to open a public charter school pursuant to the Charter Schools Act of 1996, S.C. Code Ann. §§59-40-10 to -240 ("the Act"). The process and standards for submitting and reviewing applications are set forth in §§59-40-50, -60 and -70.

Procedurally, the Act requires that an applicant, which must be a non-profit corporation, submit an application to a "sponsor," which may be a local school district or a statewide sponsor such as the South Carolina Public Charter School District, by February 1. With some exceptions not applicable here, the sponsor must rule on the application within 90 days of receiving the application. If the application is not ruled on within ninety days of receipt, the application is considered approved. If a sponsor denies the application, it must provide the reasons and basis for the denial within ten days of the decision to deny. An applicant may appeal the sponsor's decision to deny the application to the Administrative Law Court.

On January 31, 2019, Appellant Compass Collegiate Academy, Inc. ("CCA" or "Appellant") submitted an application to open a public charter school (the "Application") to the Charleston County School District Board of Trustees ("District Board" or "Respondent"). (R. 37). The District Board scheduled a Special Meeting for Monday, April 8, 2019 to conduct the statutorily-required public hearing on the Application. (R.10).

The District Board notified CCA about the Special Meeting on Thursday, April 4, 2019, leaving one business day for CCA to prepare for the public hearing. CCA objected the short notice, but the District Board overruled the objection. (R.10) The District Board heard a presentation from CCA and asked questions of CCA at the board meeting on April 8. (R.12-21). The District Board did not discuss the Application in public on April 8, but in a closed door meeting. (R.21). The District Board later voted to deny the application in a public vote. (R.21).

CCA timely filed its Notice of Appeal to this Court on May 7, 2019. No written decision had been issued by the District Board at the time, even though the Act requires the written decision to be issued within ten days of the public hearing. On May 20, 2019, the District Board sent CCA a written decision acknowledging the Board Order had not been sent to CCA previously. (R.2).

STANDARD OF REVIEW

Section 59-40-70 of the South Carolina Charter Schools Act of 1996 ("Charter Act") provides that a Sponsor, like the District Board in this case, may deny a charter application only in certain enumerated circumstances. Section 59-40-70(E) further provides an applicant may appeal the denial of a charter school application to the Administrative Law Court pursuant to South Carolina Code section 59-40-90, which allows a final decision of a sponsor to be appealed to the Administrative Law Court as provided in sections 1-23-380(5) and 1-23-600(D).

Appellate review by the Administrative Law Court is governed by the standards set forth in section 1-23-380 of the South Carolina Code. *See* S.C. Code Ann. § 59-40-90. Section 1-23-380 provides that this Court "may not substitute its judgment for the judgment of the agency as to the weight of the evidence on questions of fact." S.C. Code Ann. § 1-23-380(5). Under this standard of review, "[t]he findings of the agency are presumed correct and will be set aside only if unsupported by substantial evidence." *Hull v. Spartanburg Cty. Assessor*, 372 S.C. 420, 424, 341 S.E.2d 909, 911 (Ct. App. 2007) (quoting *Kearse v. State Health and Human Servs. Fin. Comm'n*, 318 S.C. 198, 200, 456 S.E.2d 892, 893 (1909)).

However, pursuant Section 1-23-380(5), this Court may remand the case for further proceedings or:

> The court may reverse or modify the decision if substantial rights of the appellant have been prejudiced because the administrative findings, inferences, conclusions or decisions are:

(a) in violation of constitutional or statutory provisions;
(b) in excess of the statutory authority of the agency;
(c) made upon unlawful procedure;
(d) affected by other error of law;
(e) clearly erroneous in view of the reliable, probative and substantial evidence on the whole record; or
(f) arbitrary and capricious or characterized by abuse of discretion or clearly unwarranted exercise of discretion.

Substantial evidence is evidence which would allow reasonable minds to reach the conclusion of the administrative agency. *Roper Hosp. v. Bd. of S.C. Dept. of Health and Envtl. Ctrl.*, 306 S.C. 138, 410 S.E.2d 558 (1991). An abuse of discretion is shown when is decision is controlled by an error of law or a factual finding is without evidentiary support. *Eason v. Eason*, 384 S.C. 473, 682 S.E.2d 804 (2009).

ARGUMENT

In this case, the District Board misapplies the law and makes decisions without the support of substantial evidence. As set forth below in Section I, the District Board failed to rule on the Application within the time required by the Charter Act, which means that the CCA Application should be approved as a matter of law. At minimum the District Board's Order (R. 3) should not be considered and the Order stricken from the Record because it was not issued within the time required by the Charter School Act, leaving the Record devoid of substantial evidence to support the District Board's decision.

Further, as described in Section II, even if the District Board had issued a timely written decision, the District Board repeatedly committed errors of law that prejudiced CCA when it failed to apply the standards set forth in the Act, its own application and evaluation instruments to its decision regarding the Application. The District Board also failed to base its decisions on

substantial evidence found in the whole Record, overlooking, ignoring or misapprehending significant portions of the Application that demonstrate no reasonable mind could conclude as the District Board did in this case.

Finally, as set forth in Sections III and IV, the District Board committed procedural errors of law that denied CCA the opportunity for a fair public hearing.

For each of the independent reasons set forth above and discussed in full below, the District Board's decision should be reversed and this matter remanded to the District with an Order to complete the necessary paperwork to approve the CCA Application.

I. The Charter is Approved as a Matter of Law.

While there are many reasons the District's decision should be reversed, this Court need not proceed past the first, most obvious, and undeniable one. Section 59-40-70(B) requires that the District Board rule on any charter school application submitted to it within ninety days of receiving the application. If the District decides to deny the application, 59-40-70(C) requires that the ruling be issued in the form of a written decision explaining the reasoning for the denial. This ruling must be issued within ten days of the public hearing in which the District Board made the decision to deny. (Id.). Importantly, Section 59-40-70(B) provides, "[I]f there is no ruling within ninety days, the application is considered approved."

Here, the ruling indisputably occurred more than ninety days after the application was received. According to the District Board's Order Denying the Application, the charter application was received on January 31, 2019. Therefore, the statute required the final ruling to be issued within ninety days, by May 1, 2019. The hearing was held on April 8, 2019, and the Order is dated April 17, 2019. (R. 3-7). However, as evidenced by the letter from counsel for District dated May 20, 2019, the District admits the Order was not issued until May 20, long

after the May 1, 2019 deadline. (R. 3-7). In fact, the Order was not sent until after the Notice of Appeal was filed.

Therefore, no ruling was issued within the required 90 days and the charter was approved as a matter of law. Alternatively, the written decision issued after the appeal was filed is invalid and should not be considered part of the Record because it was sent after the ten days time period required by the Act. As such, the Record would be devoid of any substantial evidence to support the Board Decision.

In any case, the decision of the District Board to deny must be reversed.

II. The District Board Failed To Failed To Properly Implement Its Evaluation System In Accordance With Statute And Based On Clearly Erroneous Conclusions?

The Charter Act requires sponsors to approve charter applications that meet the requirements of Section 59-40-50 and -60, and deny applications only in accordance with Section 59-40-70(C). *See* S.C. Code Ann. § 59-40-55. The District Board denied the application based on the failure to meet four of the fifteen requirements under Section 59-40-60. (R. 6-7, ¶ 24-27). These four requirements are (1) specifying a facility even though the plan to identify one is acceptable; (2) specifying a transportation plan for all 720 proposed students; (3) providing an educational program that meets district standards; and (4) a plan for meeting district and state standards for serving students with disabilities. Conversely, then, the District Board found that the CCA application met the other eleven requirements of section 59-40-60, all of the requirements of 59-40-50 and all of the other requirements of Section 59-40-70, including that the charter meets the spirit and intent of the charter act, that it would not adversely impact the other students in the District, and that CCA has capacity to establish a quality charter school based on national industry standards. In other words,

the District wrongly denied the application based on the misapplication and misinterpretation of the Charter Act along with clear errors in reading the application.

A. The District applies the incorrect standard and commits clear error in evaluating the description of facilities.

Section 59-40-60(F)(11) requires the charter application to include "a description of the building, facilities, and equipment and how they shall be obtained." By the plain language of the statute, the Act does not contemplate that the applicant will have obtained all of these things before the school is approved. Indeed, the charter application does not require this information at all. (R. 139). The application promulgated by the State Department of Education and used by the District, specifically states:

> 5. If a facility has not been identified, specify a plan for obtaining such a facility and include a description of the facility needs, a statement as to whether an existing facility will be remodeled or a new facility will be built, and a schedule for completing or obtaining a suitable facility and, if applicable, a description and timeline for any plan to raise funds for completing or obtaining the facility.

(Id.) (emphasis in original). The Order wrongly ignores this portion of the application, and denies the application because CCA does exactly what the application commands: "...the Applicant has not yet identified its facilities but outlines a general timeline for establishing a permanent facility." (R. 6, ¶ 24).

Indeed, the Record evidences every single requirement set forth in the application. In its application, CCA explains how it is committed to finding a facility to meet support the execution of its instructional model, and "has already been actively searching for a location and has identified potential facility sites and options." (R. 139). CCA further also explains that it is likely to lease space in the first four years of existence while building its fund balance and credit

profile to invest in a permanent facility. (Id.) CCA describes how it has researched educational facilities needs and concluded that it should utilize a smaller facility footprint than traditional district-managed schools, including a summary of the research regarding how that can assist students, and included a sample 725 square foot classroom layout based on this research in Appendix BB of its application. (R. 140). CCA further discusses how it plans to focus its space needs on classroom space and special classrooms for academic interventions, while adding a gym and athletic fields in later years. (Id.)

After describing the facility, CCA goes on to discuss its plan for obtaining it on R. 141-142. CCA states that it has been working with a professional commercial real estate firm (Charleston-based Bridge Commercial) to identify facility sites. (Id.) The application explains that the search has been focused on existing building for immediate lease with long-term ownership potential and available land for lease for a modular campus. (Id.) CCA has been working with an established modular company to develop a design in the event a modular campus is selected. (Id.)

Short of coming with a piece of property in hand, the application could hardly be more specific. In fact, CCA's application lists all of the viable sites considered in Appendix CC. (R. 141). It even goes on to discuss 1691 Turnbull on the Navy Base as a "leading candidate." (R. 141). It describes exactly how the lease agreement might work, how it would meet facility needs as the school grew over time and how CCA has budgeted to account for this potential site using public resources. (Id.) CCA notes that it will pursue private funding to assist with facilities costs, but will not be dependent upon it. (Id.) Finally, CCA describes how its approach to its facilities are aligned to its enrollment growth. (R. 142).

In the end, even the District acknowledged that CCA's facilities plan is good. On the evaluation rubric the State Department of Education requires the District to use as part of its evaluation process, the District noted that CCA's application included a "Good description of process to follow to identify a facility" and "good thought process to understand classroom and other space requirements." (R. 35). The only area of weakness noted by the District was "No specific facility yet identified, but real state search indicates progress." (Id.) No other issues with facilities were raised in public session at the public hearing. (R. 12-21).

The District's error is that it used the incorrect standard of requiring a facility to be identified, when the statute and the application used by the District only require a plan for a facility. To judge charter applications as the District Board does, the Charter Act would severely limit the ability of people without significant private financial means to apply for a charter since the committee would have to obtain the commercial property before it even applied. The Act does no such thing, of course.

Further, the District's concerns about the charter being vague on this point has no merit. (R. 6, ¶ 23). The Charter Act requires that a charter school and its sponsor enter into a contract, based on a template designed by the State Department of Education, separate and apart from the charter that include specifics such as the exact location of the school within the approved area, once it has been obtained. *See* S.C. Code Ann. § 59-40-60(B).

In short, the District made a clear error by finding that Section 59-40-60(F)(11) was not met based on a facility not being obtained when the Act and the application only require a plan in place to do so. Further, because the only evidence in the Record is that CCA's plan to obtain the facility is a "good one," in the words of the District, and meets the requirements of the

statute, it was clear error for the District to deny the application on the basis of Section 59-40-60(F)(11).

B. The District applies the incorrect standard and commits clear error in evaluating the description of transportation.

Section 59-40-60(F)(11) requires the charter application to include "a description of how the charter school plans to meet the transportation needs of its pupils." Importantly, however, Section 59-40-50(D) provides that charter schools are not required to provide transportation to a charter school except under limited circumstances not applicable here. As stated in the instructions to the application itself:

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

(R. 127) (emphasis in original). Stated another way, "A charter school is not required to provide or facilitate transportation for students. If the lack of transportation is preventing students from attending, the charter school should provide a plan to address their transportation needs." What the law seeks here is thoughtful planning from the applicant that the students being recruited will be able to regularly attend because of regularly available transportation. (R. 127).

The District, on the other hand, wrongly concludes that CCA's transportation plan must provide bus transportation for up to 720 students from day one of operation. (R. 6, ¶ 25). However, in the first year, only a maximum of 100 students would enroll in CCA, with the amount increasing as grades are added. (R. 297). The transportation plan also includes multiple

other means of transportation besides school bus, including parent-provided transportation, carpools, walkers in the neighborhood and other traditional public transportation. (R 297). Many options for transportation, private and public, exist on the Charleston Peninsula, and certainly not every student would need school-provided transportation in order to attend. Moreover, as permitted by the Act, CCA's application did not contemplate a transportation plan to cover every student in Charleston County. Instead, the transportation plan, and indeed the entire application, is directed toward serving students that live on the Peninsula, defined as the area from I-526 to downtown Charleston, generally known as North Charleston and the Downtown areas.[1] (R. 42-45). The application reflects that CCA has calculated the anticipated bus rider student population and budgeted according to that bus rider student population, as it should have. (R. 128). CCA budgeted a robust $50,000 per bus based on the fair market estimations for costs of transporting the projected bus rider student population at CCA. (R. 21, l. 44:45).

With regard to meeting applicable state and federal laws, CCA plainly stated it would follow the bus requirements to the extent they apply. With regard to a plan for how to do so, the application refers to State Department of Education guidance to school districts as to how to comply. (R. 161). The Charter Act does not go so far as to require an applicant to have a plan for engaging a vendor for every annual inspection or every background test or drug test that might be required in the life of a charter school.

[1] Pursuant to the Act, any student eligible to enroll in Charleston County may enroll, but CCA is not required to provide a transportation plan to cover the entire county in the same way charter schools sponsored by the statewide sponsors are not required to have transportation plans that cover the entire state.

Again, the District utilizes an improper standard for evaluating the transportation plan requirement. The law requires only that an applicant describe how it plans to meet the transportation needs of the students it is designed to serve, and then only if those students have transportation needs that would prevent them from attending the charter school. Otherwise, a charter school does not have any obligation to provide or facilitate transportation to students under South Carolina law.[2]

In this case, CCA is designed to serve students on the Charleston Peninsula and has articulated its plan to serve the transportation needs of those students. Therefore, it was clear error for the District to deny the application on the basis of Section 59-40-60(F)(10).

C. The District applies the incorrect standard and commits clear error in evaluating the description of the education program.

Section 59-40-60(F)(5) requires an applicant to provide "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." Section 59-40-60(F)(6) requires the applicant to describe how students will be evaluated in addition to state assessments. The District acknowledges on the state-required rubric that the "assessment plan is very comprehensive" and the "goals were well formulated." (R. 28). Again, the issue is that the District utilizes the wrong evaluation standard, denying the application because CCA intends to use assessment strategies that do not align with the District.

---

[2] In some circumstances, federal special education law may require the school district to provide transportation to meet the specific needs of a student.

A central legislative purpose of the Act is for charter schools to be innovative and flexible utilizing new forms of accountability for schools. *See* S.C. Code Ann. § 59-40-60(F)(5). The District's process for evaluation strips any chance of that from occurring by requiring charter schools to follow in lockstep with the District's assessment plans.

For example, even though the District acknowledged on the state-required rubric that the "goals were well formulated," the District Board found that the application did not include a "meaningful description" of measurable goals. (*Cf.* R. 28 with R. 4, ¶ 10). The internal contradiction between the rubric and the District Board Order may be explained by the District Board applying the incorrect standard once again, requiring the applicant to meet some undefined District academic standard that appears nowhere in the application. (R. 4, ¶ 10) ("In other words, the Application's proposed educational and assessment program simply does not offer the School's student the same quality of measurable educational program and opportunity that the District requires to be provided for its students.") This is particularly problematic because the Act and application makes no reference to any such District standards, instead stating only that the academic plan "should align with state performance standards, as well as with the school's pupil performance goals..." (R. 95). To the extent the District is requiring details about meeting different standards in the application, the applicant would have no way of knowing. It is clear error for the District to impose such a standard outside of the Act and after submission of the application. It is also difficult to discern how the unidentified standard of the District is could be higher than the state standard met by CCA when many District schools are not meeting the state standard as it is.[3] (R. 42-45).

[3] This should not be read to be critical of the District. Many reasons exist why a student or school might not meet a state standard at a given time. It is simply to point out that the District

In any event, the Record contains no evidence or analysis to explain why any of the goals or standards proposed do not meet state standard or any other standard. It appears that the only stated objection is that many of the goals will only be measurable after the school has been in operation for several years. While true that the goals are designed to account for a ten year charter and the addition of grades during that time, the District's seeming belief that there are no measurable goals in the first years of CCA's operation is simply inaccurate.

Specifically, CCA's application notes that it will administer a formative assessment known as STEP from the University of Chicago to its Kindergarten and First Graders in its first year. (R. 19, 32:29; R. 59). The other highest performing elementary school in the District utilizes STEP. (Id.) The application provides that 75% of CCA students enrolled at the end of the academic year who have attended CCA for at least four months will be on their expected STEP level. (R. 96). CCA also will use a norm-referenced test called FAST measure baseline skills against national peers, including Kindergarten and First Grade, beginning the first year. (R. 239). Therefore, the District is simply wrong in its concern regarding the assessment of CCA students in its first year.

The District also appears to object that using STEP and FAST will not allow the District to compare CCA students to District students because the District uses different assessments or uses the assessments at a different time. The Act does not allow the District to deny the application on this basis. In fact, as noted above, the Act expressly encourages charter schools to utilize innovation and look for new ways of accountability. One of the ways CCA intends to

---

standard should be the same as or within the State's standard.

accomplish that purpose is to "test smarter" rather than "test more," (R. 99) part of the mandate heard from almost every corner during the education reform debate this year.

D. The District applies the incorrect standard and commits clear error in evaluating the description of the special education program.

The Act contains no requirement or standard for a description of the special education program. The only mention of special education in the Act is a statement that a charter school may not discriminate on the basis of the need for special education services and a further statement that "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." S.C. Code Ann. § 59-40-40(2)(b) and (4). Nonetheless, the State Department of Education application used by the District includes a section that states that "charter schools must open their enrollment to *any* student and must provide a free appropriate public education (FAPE) by offering special education and related services as needed for students with disabilities." (R. 90) (emphasis in original). The application then asks the applicant for four pieces of information: (1) the type and size of the special population expected to be served; (2) how the school's educational plan will meet the needs of the special population; (3) the plan to provide a continuum of services in the least restrictive environment; and define the roles and responsibilities between the school and the potential sponsor. CCA's application includes each of these items.

CCA first noted that it expected to serve a population that includes approximately 15% special education students based on student demographic research. (R. 91). The planning committee of CCA includes a certified special education teacher and administrator currently employed by the District, who was also the District's 2014 Teacher of the Year. (R. 92). The

Application explained the process both for serving students enrolling with an Individualized Education Plan (IEP) already in place and for identifying students after enrollment, even including model forms. (R. 93). In addition, CCA noted that the school's daily schedule and facility plans includes time and space for required supports in an IEP to be provided either in the classroom or in an appropriate space outside of the classroom. (Id.; 151-153) Even though the sponsor is the LEA and CCA does not even know what the IEP's might require at this time, CCA provided a great deal of detail about how its processes, staffing and systems were designed to serve students with disabilities. (R. 91-94). CCA even has budgeted significant amounts for outside contractors to provide services as needed for individual student plans. (R.92) This exceeds what the statute requires.

The Findings of Fact in the District Board's Order are clearly erroneous. (R. 6, ¶ 3-9). For example, the Application contains a list of the continuum of services that would be available at CAA at R. 92-93. The facilities plan notes that ample space is being planned for intervention rooms or special needs rooms, which would include the flexibility needed if CCA served a student or students who needed to be outside of the classroom more than 40% of the day. (R. 140). The Order is simply inaccurate in this regard.

The Application also clearly describes a description of its role and responsibilities in meeting the needs of students with disabilities, and how it will coordinate with the District even though the Order says it does not. Even though the law provides that the sponsor remains responsible for special education, CCA states that it embraces the opportunity to provide services to special education students when appropriate as part of its autonomy, but also agrees to follow the requirements and protocols of the District, including using the sponsor's form if requested. (R. 91). CCA will employ a full-time Special Education Coordinator in year one, which will be

on the leadership team of the school, and anticipates having two special education coordinators by year six. (R. 88). In the job description of the Special Education Coordinator, it plainly states that he or she will "[s]erve as the primary liaison with the charter school sponsor's Special Education Team," "[a]ttend all required charter school sponsor special education training and workshops," and "[m]onitor and respond to special education scholar data requests from the charter school sponsor." (R. 304).

The curriculum indisputably is designed to address the needs of special needs students despite the Order's assertions to the contrary. CCA's Application states that "[o]ur curriculum identification and implementation process accommodates the learning needs of all students and includes the ability to adapt curriculum for students with disabilities, English Language Learners and low-income scholars." (R.55). The Application includes a sample list of accommodations that may be utilized for students with disabilities within the context of the CCA curriculum, and also includes forms for tracking intervention strategies used. (R. 201, 202, 238).

In short, the Application includes everything about special education the statute requires and even those additional things the District Board's Order says should be there.

Based on Section A-D above, the District Board used the wrong standard to evaluate the application requirements, and is either overlooked, ignored or misapprehended what is in the Application as well. The District admits the Application describes a good plan for the facilities, thereby meeting the requirements of Section 59-40-60(F)(11). The District wrongly applies the transportation requirements of a traditional school district to CCA, but the Application well exceeds the very minimal requirements to describe a transportation plan under Section 59-40-60(F)(10). Similarly, the District applies some unknown and unannounced academic standard to CCA's academic program beyond meeting State Board of Education and Charter Act

requirements, but even the District admitted in the rubric that CCA had well thought out and well formulated goals. Finally, the District seems to have erroneously applied the LEA requirements to CCA in evaluating the special education program, but CCA met them nonetheless because of its obvious passion and professionalism for that part of its job related to students with disabilities.

Therefore, because the District cannot deny the Application for any of the reasons allowed in Section 59-40-70, the Order must be reversed.

III. The District Board Decision Should Be Reversed Because Proper Notice Was Not Provided To CCA, Board Members, Or The Public.

Even if this Court for some reason determines CCA does not already have a charter, and also decides that the District somehow was within its rights to deny the Charter, it still should reverse the District's decision based on its failure to provide adequate notice. Section 59-40-70(B) requires the District to give "reasonable public notice" before the public hearing on the charter application. The District failed to provide such notice in this case.

When challenged, the District has the burden of proving reasonable public notice. *See Porter v. S.C. Pub. Serv. Comm'n*, 333 S.C. 12, 20-21, 507 S.E.2d 328 332 (1998) (holding that "if material facts are in dispute, the administrative body must make specific, express findings of fact."). Here, CCA disputed the reasonableness of the notice provided at the hearing. (R. 10, 14). Nonetheless, the Record contains absolutely no evidence of reasonable public notice. Even though CCA timely submitted its application on January 31, 2019 and was in continual contact with the District regarding a date for the hearing, the District unreasonably waited until April 4 to notice a Special Meeting one business day prior to the meeting. In addition, the meeting

was scheduled in the middle of the work day at noon, at the most inconvenient possible time to professionals comprising the application committee and the public.

This simply does not constitute reasonable notice under the circumstances, and the Record contains no substantial evidence upon which the District Board can base its erroneous finding. Therefore, the District Board decision must be reversed.

IV. The District Board Decision Should Be Reversed Because CCA Was Not Afforded A Public Hearing.

The Charter Act requires that the application be ruled on in a "public hearing." S.C. Code Ann. § 59-40-70(B). The Act further provides that "[a]n approved charter application constitutes an agreement between the charter school and the sponsor," but a separate "contract between the charter school and the sponsor must be executed." S.C. Code Ann. § 59-40-70(B).

In this case, the District Board did not engage in any deliberation or discussion in public. Instead, all deliberation was conducted in Executive Session. (R. 8.) The relevant stated reason on the Agenda for entering Executive Session, among others unrelated to this matter, was "Charter School Contractual Matter pursuant to SC Code 30-4-70(a)(2)." (R. 8). The District Board went into Executive Session immediately after CCA's presentation and remained in Executive Session for, among other things "CCA Collegiate Academy Charter School Application Discussion pursuant to SC Code 30-4-70(a)(2)." The Executive session lasted a little over one hour, and the Board voted to deny the Application by a 6-1 vote without any further discussion. (R. 10-11). It was reversible error for the Board to conduct the discussion of the Charter School Application in Executive Session.

Section 30-4-70(a)(2) allows closed door meetings out of public view for discussion of "negotiations" incident to "proposed contractual arrangements." However, a charter school

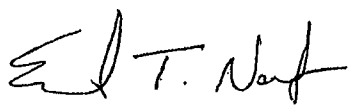
application hearing does not involve "negotiations." The District Board members are obligated to approve the Application unless one of the statutory criteria allowing denial are met. As such, it was improper and a violation of FOIA to go into Executive Session to discuss whether to approve the Application.

Further, the Charter Act requires that the application be ruled on in a "public hearing," and further requires a ruling within 90 days. S.C. Code Ann. § 59-40-70(B). The time sensitivity and need for strict compliance, of course, relates to the funding and enrollment deadlines inherent in opening a new school. Because the District Board failed to provide CCA a proper public hearing and a ruling within ninety days, it should reverse the District Board.

Conclusion

For the reasons set forth above, the decision of the District Board must be reversed, and an Order entered remanding the matter to the District Board to execute the documents required to approve the CCA Application.

NELSON MULLINS RILEY & SCARBOROUGH LLP



By:_____

Erik T. Norton
SC Bar No. 73860
E-Mail: erik.norton@nelsonmullins.com
1320 Main Street / 17th Floor
Post Office Box 11070 (29211-1070)
Columbia, SC 29201
(803) 799-2000

Attorneys for Compass Collegiate Academy, Inc.

Columbia, South Carolina
July 22, 2019.

THE STATE OF SOUTH CAROLINA
ADMINISTRATIVE LAW COURT

APPEAL FROM CHARLESTON COUNTY SCHOOL DISTRICT BOARD OF TRUSTEES

Case No. 19-ALJ-30-0131-AP

Compass Collegiate Academy, Inc.,..... Appellant.

v.

Charleston County School District Board of Trustees,..... Respondent,

---

PROOF OF SERVICE

I, the undersigned Administrative Assistant of the law offices of Nelson Mullins Riley & Scarborough LLP, attorneys for Compass Collegiate Academy, Inc., do hereby certify that I have served all counsel in this action with a copy of the pleading(s) hereinbelow specified by mailing a copy of the same by United States Mail, postage prepaid, to the following address(es):

Pleadings:

Appeal Brief

Counsel Served:

John M. Reagle, Esq.
Halligan Mahoney & Williams
PO Box 11367
Columbia, SC 29211

Maria Keeve
Administrative Assistant

July 22, 2019

HALLIGAN MAHONEY
& WILLIAMS

HALLIGAN MAHONEY WILLIAMS
SMITH FAWLEY & REAGLE, PA
THE TOWER AT 1301 GERVAIS STREET, SUITE 1400
PO BOX 11367 | COLUMBIA, SC 29211
PH 803.254.4035

HMWLEGAL.COM

WILLIAM F. [BICK] HALLIGAN •
KATHRYN LONG MAHONEY
ALLEN D. SMITH
JOHN M. REAGLE ◇
VERNIE L. WILLIAMS
THOMAS K. BARLOW ◆◇
ALLISON AIKEN HANNA

CONNIE P. JACKSON
KIMBERLY KELLEY BLACKBURN
JASMINE ROGERS DRAIN ▫
DWAYNE T. MAZYCK
SHENEKA S. LODENQUAI ▫
SUSAN M. FITTIPALDI ▷

August 21, 2019

The Honorable H. W. Funderburk, Jr.
Administrative Law Court
1205 Pendleton Street, STE 224
Columbia, SC 29201

Re: Compass Collegiate Academy, Inc. vs. Charleston County School District, Docket No. 19-ALJ-30-0131-AP

Dear Judge Funderburk:

Enclosed please find the Respondent's Initial Brief and Notice of Appearance in the above-referenced case. Please file the originals and return clocked-in copies of both the Brief and Notice of Appearance in the enclosed envelope. By way of this letter, a copy has been served to opposing counsel of record.

Sincerely yours,

Susan M. Fittipaldi
sfittipaldi@hmwlegal.com

/mpc
Enclosures
c: Erik T. Norton, Esq.

STATE OF SOUTH CAROLINA
ADMINISTRATIVE LAW COURT

Compass Collegiate Academy, Inc., Appellant, vs. Charleston County School District, Respondent.	Docket No. 19-ALJ-30-0131-AP **NOTICE OF APPEARANCE**

Susan M. Fittipaldi of the law firm Halligan Mahoney & Williams, P.A., is admitted or otherwise authorized to practice in this court and appears in this case as co-counsel for Charleston County School District.

Respectfully submitted,

HALLIGAN MAHONEY WILLIAMS
SMITH FAWLEY & REAGLE, PA

Susan M. Fittipaldi, S.C. Bar No. 14225
sfittipaldi@hmwlegal.com
John M. Reagle, S.C. Bar No. 14185
jreagle@hmwlegal.com
P.O. Box 11367
Columbia, South Carolina 29211
(803) 254-4035
Attorneys for Respondent

STATE OF SOUTH CAROLINA
ADMINISTRATIVE LAW COURT

Compass Collegiate Academy, Inc., Appellant, vs. Charleston County School District, Respondent.	)	Docket No. 19-ALJ-30-0131-AP **PROOF OF SERVICE**

I hereby certify that I have served a copy of the Notice of Appearance of Susan M. Fittipaldi in the above-captioned matter by depositing it into the United States Mail, postage prepaid, on August 21, 2019 to the below named parties at their address of record:

Erik T. Norton
P.O. Box 11070
Columbia, SC 29211

Michele Page Christensen

STATE OF SOUTH CAROLINA
ADMINISTRATIVE LAW COURT

Compass Collegiate Academy, Inc., Appellant, vs. Charleston County School District, Respondent.	Docket No. 19-ALJ-30-0131-AP **RESPONDENT'S BRIEF**

HALLIGAN MAHONEY WILLIAMS
SMITH FAWLEY & REAGLE, PA
John M. Reagle, S.C. Bar No. 14185
jreagle@hmwlegal.com
Susan M. Fittipaldi, S.C. Bar No. 14225
sfittipaldi@hmwlegal.com
P.O. Box 11367
Columbia, South Carolina 29211
(803) 254-4035
Attorneys for Respondent

STATEMENT OF THE ISSUES ON APPEAL

I. Does the approval of Appellant's charter application by another charter granting authority render this Appeal Moot?

II. Did Respondent properly consider Appellant's application as a matter of law?

III. Is there Substantial Evidence to uphold Respondent's denial of Appellant's Charter school application?

IV. Did the District Board provide reasonable notice of its special called public hearing regarding the Appeal?

V. Did the District Board properly afford Appellant a public hearing?

STATEMENT OF THE CASE

On January 31, 2019, Appellant Compass Charter Academy ("CCA") filed an application to operate a public charter school with Respondent Charleston County School District Board of Trustees ("District Board"). At a special called meeting on April 8, 2019, the District Board conducted a public hearing on CCA's application. The Board heard from CCA, which supported its application with a PowerPoint presentation, and asked questions of the CCA team. After deliberation, the Board voted in public session 6-1 in favor of a motion to deny the application based on clearly articulated reasons.

On April 16, 2019, the South Carolina Public Charter School District Board ("SCPCSD") held its regularly scheduled meeting. At that meeting, the SCPCSD Board approved CCA's application for a charter. See, April 2019 minutes, http://www.sccharter.org/board-meeting-documents-2019/. CCA later that day announced on its Facebook page that with this approval from SCPCSD it would officially begin serving Charleston area scholars in August 2020. See, https://www.facebook.com/CCACharleston/

CCA filed its Notice of Appeal of the District Board's denial of its application to this Court on May 7, 2019. By letter dated May 20, 2019, the District Board sent CCA its written

order signed by its chairman on April 17, 2019.

STANDARD OF REVIEW

The South Carolina Charter School Act provides that a school board of trustees shall deny an application to operate a charter school if the application does not meet the requirements specified in Section 59-40-50 or 59-40-60. S.C. Code Ann. §59-40-70(C). A final decision of the school district may be appealed to the Administrative Law Court. S.C. Code Ann. §59-40-90. The appeal is reviewed pursuant to the substantial evidence standard. The Administrative Law Judge may reverse or modify the District Board's decision denying an application only if the decision is:

(1) In violation of constitutional or statutory provisions;
(2) In excess of the statutory authority of the agency;
(3) Made upon unlawful procedure;
(4) Affected by other error of law;
(5) Clearly erroneous in view of the reliable, probative, and substantial evidence on the whole record; or
(6) Arbitrary or capricious or characterized by abuse of discretion or clearly unwarranted exercise of discretion.

S.C. Code Ann. §1-23-380(5).

A reviewing court may not substitute its judgment for the judgment of the agency as to the weight of the evidence on questions of fact. *Id.* The District Board's findings are presumptively correct, and therefore, the challenging party bears the burden of proving its decision was erroneous in view of the substantial evidence in the record. *Leventis v. S.C. Dep't of Health & Environmental Control*, 340 S.C. 118 (Ct. App. 2000). The South Carolina Supreme Court has defined substantial evidence as:

> [r]elevant evidence that, considering the record as a whole, a reasonable mind would accept to support an administrative agency's action. Substantial evidence exists when, if the case were presented to a jury, the court would refuse to direct a verdict because the evidence raises a question of fact for the

> jury. It is more than a mere scintilla of evidence, but is something less than the weight of the evidence. Furthermore, the possibility of drawing two inconsistent conclusions from the evidence does not prevent a court from concluding that substantial evidence supports an administrative agency's finding.

Porter v. SCPSC, 333 S.C. 12, 20-21 (S.C. 1998).

ARGUMENT

I. Petitioner's Appeal is Moot

CCA's application to operate a public charter school was approved by the SCPCSD Board on April 16, 2019. As a result of this approval, CCA and the SCPCSD have entered into an agreement whereby CCA is bound to operate a charter school and the SCPCSD Board is bound to serve as its sponsor. As a result of this binding agreement, CCA can no longer seek a sponsorship from Respondent District Board, rendering this appeal moot.

Pursuant to S.C. Code §59-40-60(A), an approved charter application constitutes an *agreement* between the charter school and the sponsor. (Emphasis added.) If the Board from which the applicant is seeking sponsorship approves the application, it becomes the charter school's sponsor and shall sign the approved application. S.C. Code §59-40-70(F). Once a sponsor approves a charter, it is required to negotiate and execute a charter contract with each *approved charter school.* S.C. Code §59-40-55(B)(3)(Emphasis added.) A charter must be approved for a period of 10 school years, and charter school must have the consent of the sponsor if it wants to terminate the contract prior to that time. See, S.C. Code §59-40-110(A) and §59-40-115.

The South Carolina Charter Schools Act clearly establishes a statutory scheme in which an approved charter application immediately binds both parties to this agreement. The approving body then becomes the school's sponsor and it must negotiate and execute a charter contract reflecting the provisions outlined in the application. Appellant's application acknowledges this

arrangement with a statement of authorization. (ROA, p. 150). Under this section of its application, CCA states: "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)." (Emphasis added.) After approval of the application, the two parties sign the authorization thereby acknowledging its contractual nature. At this time, CCA cannot enter into a charter agreement with the District Board because of its current contractual agreement with SCPCSD. If this Court were to reverse the District Board's denial of CCA's application, it would not be able to order that the District Board approve CCA's application. CCA's approved charter application with SCPCSD renders that remedy impossible, and thus, this appeal moot.

An appellate court "will not pass on moot and academic questions or make an adjudication where there remains no actual controversy." *Mathis v. South Carolina State Highway Dep't*, 260 S.C. 344, 346, 195 S.E.2d 713, 714 (1973). "A case becomes moot when judgment, if rendered, will have no practical legal effect upon [an] existing controversy. This is true when some event occurs making it impossible for [a] reviewing [c]ourt to grant effectual relief." *Id.* at 346, 195 S.E.2d at 715. "Moot appeals differ from unripe appeals in that moot appeals result when intervening events render a case nonjusticiable." *Curtis v. State*, 345 S.C. 557, 567, 549 S.E.2d 591, 596 (2001). In this case, it is clear that an intervening event – the charter approval by the SCPCSD Board – renders this appeal nonjusticiable as it is now impossible for this Court to grant any effectual relief.

Moreover, in enacting the Charter School Act, the South Carolina Legislature did not intend for an application to be submitted to more than one sponsor at the same time. S.C. Code

§59-40-30 states "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 Act goes on to define an "applicant" as an entity that 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 is to be located, or the board of trustees or area commission of a public or independent institution of higher learning." S.C. Code §59-40-40(3)(emphasis added) S.C. Code §59-40-60(E)(1) states that a charter committee has the power to "submit a letter of intent and an application to operate a charter school..." (Emphasis added.) This emphasized language from these sections of the Charter Schools Act indicate that an applicant shall file one application with one potential sponsor and not, as CCA did, simultaneously file two applications with two different potential sponsors.

The Attorney General issued an opinion examining a similar education statute regarding school choice, S.C. Code §59-19-350. 2017 WL 5203263 (S.C.A.G., Oct. 31, 2017) That statute reads as follows:

> (A) A local school district board of trustees of this State desirous of creating an avenue for new, innovative and more flexible ways of educating children within their district, may create a school of choice within the district that is exempt from state statutes which govern other schools in the district and regulations promulgated by the State Board of Education...

The Attorney General's opinion interpreted this language, which is virtually the same as the language in the Charter Schools Act, to indicate the legislature's intent that a singular meaning be given to "a school of choice." The General Assembly made a clear choice in the use of the singular tense there as it did in with the Charter Schools Act. The plain and unambiguous language evidences the legislature's intent to allow an applicant to submit one application to one potential sponsor, and Appellant lacks the statutory authority to pursue its proposed charter

school through a second application to the District Board. To read it otherwise would lead to the absurd result of an application potentially being approved by two different sponsors leading to two simultaneously binding contracts for the same charter school.

II. The Charter is Not Approved as a Matter of Law

Appellant CCA first argues that their application for a charter should be approved as a matter of law based on procedural grounds. Specifically, CCA argues that the District Board did not "rule" on its application within 90 days of receiving it, and because the charter school statute requires a ruling within 90 days, it should be deemed approved. This argument fails for two reasons.

First, the District Board clearly made its ruling within 90 days of receipt of the application. Pursuant to S.C. Code § 59-40-70(B), the board of trustees from which the applicant is seeking sponsorship shall rule on the application for a charter school in a public hearing, upon reasonable public notice, within ninety days after receiving the application. If there is no ruling within ninety days, the application is considered approved. In this case, CCA's application was received by the District Board on January 31, 2019, and the District Board held a public hearing at a special called meeting on April 8, 2019. The requirement to rule on an application within 90 days required a ruling by May 1, 2019. After CCA made its presentation and answered questions about its application, the District Board deliberated in executive session, and in open session and on-the-record, the District Board voted on the application. A board member made a motion to deny the application based on its failure to meet the following standards as outlined in the law:

(1) Serving students with disabilities and special populations as the application is deficient in areas designated as requirements by S.C. Code Sections 59-40-50(B)(1) and 59-40-60(F)(5);
(2) Goals, objectives and assessment plan as the application is deficient in areas designated as requirements by S.C. Code Sections 59-40-60(F)(5) and (6);

(3) Employees as the application does not possess the applicable requirements under S.C. Code Section 59-40-60(F)(13);
(4) Transportation as the application does not meet the required standards set forth in S.C. Code Section 59-40-60(F)(10);
(5) Facilities as the application does not meet the required standards set forth in S.C. Code Section 59-40-60(F)(11);
Additionally, financial estimates show the opening of this school will have an adverse effect on other schools in CCSD as it will affect the enrollment, funding, allocations and resources we would otherwise be able to provide for our own schools.

After making this motion, the District Board voted 6-1 in favor of the motion, thereby denying the application. Importantly, the statute requires the District Board rule on the application *in a public hearing* within 90 days, and with its vote, the Board clearly ruled on the application, thereby complying with that statutory requirement.

Moreover, this Court has repeatedly recognized that a final decision of an agency to be appealed to the ALC, pursuant to the Administrative Procedures Act, must be in writing or *announced orally on the record.* S.C. Code §1-23-350. The Charter Schools Act expressly incorporates §1-23-380 as the procedure for appealing to the ALC from a school district's decision regarding a charter application. See, S.C. Code § 59-40-90. In numerous ALC decisions, this Court has held that the on-the-record oral decision of a board to deny or grant an application is the final decision from which a party must appeal, and if the appeal is not filed within 30 days of such decision, the Court lacks jurisdiction to hear the appeal. See, *Richland County School District One Board of Commissioners v. Clear Dot Charter School*, Docket No. 19-ALJ-30-0036-AP, 2019 WL 3425217 (S.C. Admin. L. Ct., filed May 7, 2019) The District Board made its ruling on the record on April 8, 2019, and apparently knowing of this jurisdictional proscription, Appellant filed its appeal on May 7, 2019.

Second, pursuant to the statute, if a board of trustees denies an application, it shall

provide, within ten days, a written explanation of the reasons for denial, citing specific standards related to provisions of §59-40-50 or 59-40-60 that the application violates. S.C. Code § 59-40-70(C). Subsequent to the detailed verbal motion citing specific standards that the District Board determined the application failed to meet, the District Board chairman drafted an order dated April 17, 2019. However, due to an oversight, it was not mailed to CCA until May 20, 2019. Failure to serve the decision within 10 days, while outside of the statutory timeline, does not render the decision invalid.

This very issue was addressed by the Supreme Court of South Carolina in *Johnston v. South Carolina Dept. of Labor, Licensing, and ...*, 365 S.C. 293 (2005). In *Johnston*, a Board failed to properly serve within 30 days an order suspending a real estate appraiser's license for a year. There, the court held that although the 30-day requirement for rendering a decision and serving notice in writing was mandatory, it was not jurisdictional. *Id.* at 297. The court went on to note that the failure of the Board to meet the deadline did not render the order a nullity. The court found that the order was valid but ineffective until properly served. *Id.* The court went on to discuss that the statute did not provide how the 30-day mandate was to be imposed, and because it did not include language regarding the consequences of missing the deadline, the court would not assume the Legislature intended the Board lose its power to act for failing to meet the statutory time limit. *Id.* at 298, citing *Brock v. Pierce County*, 476 U.S. 253 (1986). This distinction is important in this case since the charter school statute similarly contains no language regarding consequences for not providing the written order within 10 days; but only for not making a ruling at a public hearing within 90 days. As argued above, the District Board clearly made its ruling during the April 8, 2019, public meeting. Appellant knew the basis for the application's denial at the public hearing as the reasons were thoroughly detailed, with citations

to the specific statutory requirements the application failed to meet in the motion to deny the application. Because the District Board properly ruled on its application within 90 days, Appellant's challenge to the denial on procedural grounds must fail.

III. The District Board Had Substantial Evidence to Support its Decision to Deny the Charter School Application

S.C. Code §59-40-55(A) requires that the charter sponsor adopt national industry standards of quality charter schools and that it "shall authorize and implement practices consistent with those standards" in order to promote the quality of charter school outcomes and oversight. The District Board, as legally required, has high standards for the approval of a charter application and is bound to rigorously and comprehensively evaluate each application to determine whether it has the capacity to operate a quality charter school.

The Charter Schools Act sets forth specific grounds upon which a school board should deny an application to operate a charter school. S.C. Code §59-40-70(C) states that a board of trustees *shall* deny an application only if the application does not meet, among other things, the requirements specified in Section 59-40-50 or Section 59-40-60. In applying the required rigorous standard to ensure quality charter schools, the District Board evaluated CCA's application and found substantial evidence to support at least five grounds for the denial of CCA's application: (A) serving students with disabilities and special populations (S.C. Code §59-40-50(B)(1) and S.C. Code §59-40-60(F)(5); (B) goals, objectives and assessment plan (S.C. Code §59-40-60(F)(5) and (6); (C) employees (S.C. Code §59-40-60(F)(13); (D) transportation (S.C. Code §59-40-60(F)(10); and (E) facilities (S.C. Code §59-40-60(F)(11). As discussed below, the record contains substantial evidence to support the District Board's findings on each ground.

In the cited five areas of deficiency, the District Board found that CCA's application simply lacked the details necessary for it to determine whether it was capable of compliance. In some of the areas, CCA provided only summary information and general assurances without providing the required specificity as to how it would fulfill certain mandates. In *Beaufort County Board of Education v. Lighthouse Charter School Committee, et al.*, 335 S.C. 230 (S.C. 1999), the South Carolina Supreme Court upheld a school district's denial of a charter application for this very reason. In that case, the Beaufort Board denied Lighthouse's application, in part, because the schematic drawing of the proposed school building and the description of it were not sufficient to determine whether an adequate facility would be operational by the time school began. *Id.* at 236-37. When asked to provide additional information, the charter responded by stating that its facilities would be comparable to those of other district schools and "will meet all state and safety specifications." *Id.* at 237. The Court held that such "summary assurances of compliance do not constitute evidence of compliance with the health and safety requirements of §59-40-50(B)(1). No specifications were provided about the proposed building from which to determine compliance with the State requirements for the school buildings. Accordingly, the Beaufort Board's finding of non-compliance is not clearly erroneous in light of substantial evidence that its request for assurances were unmet." *Id.* As noted above, an application is a proposed contract, and as such, it must contain sufficient detail to be able to interpret and enforce its provisions. See, e.g., *Hope Academy Charter School v. Richland School District Two*, Docket No. 09-ALJ-30-0364-AP (S.C. Admin. L. Ct., filed Aug, 9, 2010). As detailed below, CCA's application does not meet this standard.

A. Serving Students with Disabilities and Special Populations

S.C. Code §59-40-60(F) states, a "charter school application, based on an application template with compliance guidelines developed by the State Department of Education must include:" and then enumerates 16 requirements. Subsection(F)(5) requires:

> 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.

In fulfillment of this requirement, the State Department template requires an applicant to:

1. Identify the types and sizes of the various special populations that the school expects to serve and the basis for these assumptions;
2. Discuss how the curriculum, daily schedule, staffing plans, and support strategies and resources of the proposed educational plan will meet the diverse needs of any special populations or any modifications of the educational plan that will be made in order to do so;
3. Describe the school's plan to provide a continuum of services in the least restrictive environment;
4. Clearly define the roles and responsibilities, as well as provide an explanation of the partnership between the proposed charter school and the potential sponsor; *include an explanation of any contractual services between the proposed school and a local district*

As noted in the District Board's decision and the Application Evaluation Rubric, CCA does not include a description or details of a full continuum of services, including provisions for students who require more intensive services in a more self-contained or least restrictive setting of less than 40% educational time in the general education environment. (ROA, pp. 4 and 27). The application also fails to include a discussion of curricula or schedules to implement to meet the needs of students with disabilities. In this regard, the application simply states that the "school's daily schedule gives ample time for individual or small group scholar support for students with disabilities." (ROA, p. 93). Such a broad statement is simply not sufficient for the District Board

to approve the application. Finally, CCA failed to provide any explanation whatsoever of the school's role and responsibilities in meeting the needs of students with disabilities or how it will coordinate with the District in meeting this need. It also does not explain how the school will contract for specialized services to meet the individual needs of students with disabilities. Without these details, the District Board rightfully determined that the application did not meet this requirement.

B. Goals, Objectives and Assessment Plans

The District Board found that the application was deficient in addressing the goals, objectives and assessment plans required pursuant to S.C. Code §59-40-60(F)(5) and (6). (See, ROA, pp. 94-99, CCA application, Goals, Objectives and Assessment Plan). Specifically, the District Board made a number of findings in which the application did not meet the statutory standard for approval. As to goals, the District Board determined that CCA's application did "not include a meaningful description of measurable goals or how the School will meet or exceed academic performance standards and that very few goals will be measurable during the school's first few years. The Application describes only that:

> (a) EVAAS [Education Value-Added Assessment System] will be available in its fourth year of operation since EVAAS is based on two years' worth of State assessment data, which data would only be available in third grade;
> (b) The School will have a waiting list after three years;
> (c) Students in the 8th grade only proposed to rate about 51st percentile on a social-emotional measure;
> (d) Goal 5 [as enumerated I CCA's application (ROA p. 97)] cannot be evaluated until the School's fourth year of operation, as there is currently no primary rating system for the goal's accountability metrics
> (e) Goal 6 cannot be evaluated until the School's third year of operation, as the goal relates to student achievement gaps based on State assessments.

The application's lack of substantively measureable goals relating to student achievement or academic growth within the school's first three to four years is a proper basis for denial of the application.

As to the requirement that the application include a quality assessment plan that will serve as a baseline for student progress comparisons, the District Board determined that CCA's reliance on the FAST [Functional Assessment Screening Tool] assessment did not sufficiently align with the District's use of the MAP [Measures of Academic Progress] assessment and that progress toward the school's goals could not be adequately measured as the students' assessment results cannot then be analyzed compared to other students in the District and the picture of the district overall of the MAP measure will be incomplete. Additionally, the application goes on to state that it will seek a waiver from using KRA [Kindergarten Readiness Assessment]. Again, if this assessment is not given to CCA's kindergarten students, the District will be unable to analyze or compare the baseline of the School's incoming kindergarten students with those of other students of the District, which significantly impairs substantive measurability of the assessment plan's goals or achievement standards. Without the use of appropriate assessments for student achievement, the District would be unable to sufficiently analyze this metric.

Appellant does not dispute this failing but argues instead that this was an incorrect basis for denying the application as it is not a specific requirement of the Charter Schools Act. As stated above, however, the Act incorporates as requirements to an application the guidelines established by the State Department of Education. Furthermore, S.C. Code Reg. 43-601 III.(E) states that a charter school's goals, objectives, educational program, curriculum, and academic performance standards 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.* (emphasis added). Clearly, meeting district standards is a legal requirement for an applicant. The charter school is considered a part of the local school district and is accountable to the sponsor school district for meeting district-wide expectations. S.C. Code §59-40-40(1) and (2). Without

comparable assessment data how would the sponsor be able to know if the students in the charter school are meeting district achievement goals and standards? There is substantial evidence in the record to support the District Board's denial on this basis.

C. Employees

CCA's application contains no termination procedure for teachers employed by the charter school as required by S.C. Code §59-40-60(F)(13). (ROA, pp. 112-117). Although there is some description of a general grievance procedure, the application wholly fails to address the required due process rights of a teacher facing termination. Even though required by this section, the application also fails to state whether or not the provisions of the Teacher Employment and Dismissal Act ("TEDA") apply to the teachers employed by the school. See also, S.C. Code Reg. 43-601, III (N)(2), which states that "if the charter school does not adopt procedures for the employment and dismissal of teachers outlined in [TEDA], the charter school must establish employment and termination procedures that provide for notice and a right to a hearing before the governing board." The District Board noted this deficiency in its Evaluation Rubric and justifiably, found that this was another basis to deny the application. (ROA, pp. 31-32).

This is not an insignificant deficiency. As demonstrated by *McNaughton v. Charleston Charter School for Math and Science, Inc.*, 411 S.C. 249 (2015), there can be substantial financial liability to charter schools, and potentially to sponsors, for wrongful termination/breach of contract claims. In *McNaughton*, a teacher brought suit after the charter school improperly halted her grievance of her termination claiming that she did not have standing to continue the procedure. *Id* at 257. The charter school was held liable for damages and attorney's fees in excess of $130,000. *Id.* at 258-59. Nowhere in its brief does Appellant even address its failure to meet this statutory requirement which alone is sufficient to uphold the denial of its application.

Because the application did not address these mandatory provisions, the District Board's denial on this basis is supported by substantial evidence.

D. Transportation

S.C. Code §59-40-60(F)(9) requires a charter school application to describe how the charter school plans to meet the transportation needs of its pupils. Although a charter is not required to provide transportation for students, CCA's application states that it will provide transportation by school bus. (ROA, p. 127) If it chooses to provide transportation by school bus, the applicant must "include a plan that complies with the state requirements for drivers and training and the state safety requirements for school buses." *Id.* In evaluating this section of the application, the District Board made several findings:

(1) The number of School buses in the application to meet the transportation requirements of a district-wide School during the first six years of the School's proposed build-out from kindergarten through eighth grade is not realistic or sufficient to transport students to and from school in a timely manner, and the plan has no contingency for spare school buses or substitute bus drivers needed to ensure reliable and timely daily operations;

(2) The District's bus routes for its magnet school bus stops similar to those in CCA's transportation plan include routes that are approximately 90 minutes long and utilize more school buses. For example, the District requires seven buses for 9th grade alone to transport students to its magnet Early College High School;

(3) CCA's application fails to describe how it will comply with federal drug and alcohol testing requirements for bus drivers, which is an important safety concern; and

(4) CCA's application fails to describe how it will comply with the State Department of Education's T3 yearly bus inspection by DOE certified technicians, which is an important safety concern.

The transportation plan in the application is completely bereft as to how it will comply with state safety requirements. The only reference to safety in the application is that "CCA would hire a qualified driver that meets all state requirements" citing a link to a documents on the State Department of Education's website on "how to become a school bus driver." (ROA, p.

128. It should be noted that when one attempts to go to this link, there is no information currently available). This summary assurance of compliance is simply insufficient to meet the required standard. Furthermore, as noted in the District Board decision, an insufficient transportation plan may discourage less economically advantaged students, as well as disabled students, from seeking or maintaining enrollment at the School. (ROA, p. 6) CCA's plan contains no provision for transportation students with special needs. Accordingly, the District Board's finding that CCA failed to provide an adequate transportation plan and as such does not comply with the statute is not clearly erroneous in light of the substantial evidence contained in the record.

E. Facilities

S.C. Code §59-40-60(F)(11) requires that an application include a description of the building, facilities and equipment and how they shall be obtained. The template application developed by the State Department of Education specifies that applicants:

> [d]escribe the basic facilities requirements for accommodating your school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities. Identify any other significant facilities needs not already specified including: playground, large common space for assemblies and other large group meetings, athletic facilities, and other special considerations (identify and explain). (ROA 138)

The application template goes on to state: If a facility has not been identified, specify a plan for obtaining such a facility and include a description of facility needs,... (emphasis added) Appellant wrongly asserts that the District Board ignored this portion of the application. It did not. Regardless of whether a charter applicant has a site identified or not, it still must describe the basic facilities requirements for accommodating the school plan including the number of classrooms, square footage per classroom etc. As stated in the District Board Order, CCA's application, although it provides for possible sites and a general schematic drawing, does not provide a description of the School's buildings and facilities adequate for the school's needs and

consistent with State health and safety specifications. (ROA, pp. 5-6). CCA makes broad generalized statements such as, "CCA will adhere to all ADA..., fire-life safety, and security requirements for educational facilities." (ROA, 139) But as noted above, such summary assurances of compliance are not sufficient to comply with the statutory requirements that the facilities meet these important health and safety specifications. Without the required minimal level of detail for the facilities, the District Board would not be able to enter into a binding contract on this point. CCA's application lacks the specificity adequate to create an enforceable contract.

IV. The District Board Provided Proper Notice of the Special Called Meeting

Appellant argues that because the District Board did not provide reasonable notice of its public hearing, its decision should be rendered invalid. CCA was given notice of the special called meeting for April 8, 2019 on April 4, 2109. At the outset of its presentation at the April 8th meeting, CCA raised an objection to what it perceived as short notice, and a Board member asked CCA's representatives if they were ok with it and if they were asking for a new date. In response, the CCA representative replied that although they were not "ok with it," they were there and ready to make their presentation. CCA chose not to have the hearing at a later date and instead decided to proceed; and therefore, CCA waived its right to argue that the notice was insufficient and should not be able raise this issue on appeal.

Furthermore, the Charter School Act simply states that a board of trustees shall rule on the application "upon reasonable public notice." S.C. Code §59-40-70(B). This term is not further defined. Other than simply asserting that this amount of notice was not reasonable, Appellants cite no legal authority for this position. This Court should guided by the time frames established in the Freedom of Information Act ("FOIA"). Pursuant to FOIA, notice of any

special called meetings must be posted as soon as practicable but not later than twenty-four hours before the meeting. S.C. Code §30-4-80(A). This was a special called meeting and the public notice was provided four days prior to the public hearing. That is a reasonable amount of time to inform the applicant and the public that the matter was to be heard.

V. The District Board Properly Afforded CCA with a Public Hearing

The District Board provided CCA with a public hearing in which CCA made a PowerPoint presentation and then answered numerous questions posed by District Board members. Appellant argues that it did not engage in deliberations in public session, but the record establishes the opposite. The public hearing with CCA representatives lasted approximately one hour. After that time, the District Board went into executive session, as allowed by law, for discussions of "negotiations incident to proposed contractual arrangements." S.C. Code §30-4-70(a)(2). Appellant makes a strained argument that because the application hearing does not involve negotiations, it was improper for the Board to go into executive session to discuss it. However, Appellant cannot dispute that its application is a proposed contract. The Charter Schools Act defines an application as such. Therefore, the District Board is entitled to discuss the proposed terms of the contractual arrangement in executive session, and it did not violate FOIA by entering executive session to discuss the proposed contract.

Even if this Court were to agree that a violation of FOIA occurred by entering executive session to discuss the charter application, this Court does not have the authority to reverse the District Board's decision on this basis. Rather, any alleged violations of FOIA would have to be pursued in Circuit Court pursuant to S.C. Code §30-4-100 and could not justify reversal of the District Board's decision.

V. CONCLUSION

The record contains substantial evidence which supports the District Board's decision to deny CCA's charter school application. The District Board's decision is not clearly erroneous or arbitrary under the applicable standard of review. As such, the decision of the District Board should be upheld.

Respectfully submitted,

HALLIGAN MAHONEY WILLIAMS SMITH
FAWLEY & REAGLE, PA

By: _____

John M. Reagle, S.C. Bar No. 14185
jreagle@hmwlegal.com
Susan M. Fittipaldi, S.C. Bar No. 14225
sfittipaldi@hmwlegal.com
P.O. Box 11367
Columbia, South Carolina 29211
(803) 254-4035
Attorney for Respondent

August 21, 2019
Columbia, South Carolina

STATE OF SOUTH CAROLINA
ADMINISTRATIVE LAW COURT

Compass Collegiate Academy, Inc.,	)	
	)	
Appellant,	)	
	)	Docket No. 19-ALJ-30-0131-AP
vs.	)	
	)	**PROOF OF SERVICE**
Charleston County School District,	)	
	)	
Respondent.	)	
	)	

I hereby certify that I have served the Respondent's Initial Brief in the above-captioned matter by depositing it into the United States Mail, postage prepaid, on August 21, 2019 to the below named parties at their address of record:

Erik T. Norton
P.O. Box 11070
Columbia, SC 29211

Michele Page Christensen

NELSON MULLINS

Erik T. Norton
T 803.255.9552 F 803.255.5904
erik.norton@nelsonmullins.com

NELSON MULLINS RILEY & SCARBOROUGH LLP
ATTORNEYS AND COUNSELORS AT LAW

1320 Main Street | 17th Floor
Columbia, SC 29201
T 803.799.2000 F 803.256.7500
nelsonmullins.com

September 13, 2019

South Carolina Administrative Law Court
Edgar A. Brown Building
1205 Pendleton St., Suite 224
Columbia, SC 29201

Re: Compass Collegiate Academy, Inc. v. Charleston County School District

To Whom It May Concern:

Please find enclosed for filing in the above-referenced matter an original and one copy of the Appellant's Reply Brief. Please file the original and return a clocked-in copy with our courier.

By copy of this letter, I am serving a copy of this notice.

Very truly yours,

Erik T. Norton

cc: John M. Reagle, Esq.

FILED
SEP 16 2019
SC ADMIN. LAW COURT

THE STATE OF SOUTH CAROLINA
ADMINISTRATIVE LAW COURT

APPEAL FROM CHARLESTON COUNTY SCHOOL DISTRICT BOARD OF TRUSTEES

Case No. 19-ALJ-30-0131-AP

Compass Collegiate Academy, Inc.,..... Appellant.

v.

Charleston County School District Board of Trustees,..... Respondent,

---

REPLY BRIEF OF APPELLANT

Erik T. Norton
1320 Main Street / 17th Floor
Post Office Box 11070 (29211-1070)
Columbia, SC 29201
(803) 799-2000
E-Mail: erik.norton@nelsonmullins.com

Attorneys for Compass Collegiate Academy, Inc.

FILED
SEP 16 2019
SC ADMIN. LAW COURT

ARGUMENT IN REPLY

On Reply, Appellant Compass Collegiate Academy, Inc. ("CCA") notes that Respondent Charleston County School District Board of Trustees ("District Board" or "Respondent District") ignored large swaths of the Record cited in Appellants' Brief demonstrating requirements for the Charter Application were met. Ironically, Respondent District also argues that the appeal is moot because another state board approved the same application Respondent District claims is deficient. Respondent District is wrong on both the facts and the law, wrongly denying CCA's charter application and trampling its statutory rights to a fair public hearing in the process. Reversal and remand with an Order for Respondent District to award the charter is the correct outcome, and remand for a new hearing is the minimum relief that should be granted.

I. The Appeal is not Moot.

District Board argues that the appeal is moot because another authorizer approved the application. (Resp. 4). This argument is entirely misplaced.

Nowhere does the Charter Act provide that a charter school may not apply to multiple sponsors, and the language referring to the sponsor receiving the application in Section 59-40-70 in not limiting. Further, Section 59-40-180 requires the State Board of Education to promulgate regulations and an application process for charter schools. The State Department of Education implements the regulations through its Office of School Transformation, and allows submission of applications to multiple sponsors. https://ed.sc.gov/districts-schools/school-choice/charter-schools-program/charter-school-application-information/

During the timeline for approving applications each year from February 1 until approximately the end of May, each sponsor schedules public hearings on different timelines. As a result, any applicant that applies to multiple sponsors will hold a charter with one sponsor

before another. If one sponsor granting the charter first mooted any subsequent action by another sponsor, as Respondent District argues, whichever District happened to grant the charter first would moot any other applications. This impermissible scenario would deny any subsequent sponsor that wanted to sponsor the school the opportunity to do so, and would allow any subsequent sponsor that wanted to deny an application improperly (like Respondent District) to do wo without judicial review. This is an absurdity not intended by the Legislature, and not supported by any language in the statute or regulation. If the statute was intended not to allow multiple sponsors to approve an application, the State Department of Education would not permit the submission of applications to multiple sponsors. Such is not the case, and this matter is ripe for appeal.

II. The Charter is Approved as a Matter of Law.

The Charter School Act requires a written ruling to deny an application. S.C. Code Ann. § 59-40-70(C). Therefore, the sponsor's decision regarding how it must make its final decision is dictated by statute, superseding the choice provided in S.C. Code Ann. § 1-23-350. Reading Section 49-40-70(B) and (C) together, as this Court is required to do pursuant to well-known dictates of statutory construction, the Charter Act requires that the board vote on the application in a public hearing, and then issue the decision within ten days by sending the decision both to the charter committee and the State Board of Education.

Respondent District admits it did not send the written decision to Appellant within ninety days, arguing "[f]ailure to serve the decision within 10 days, *while outside the statutory timeline*, does not render the decision invalid. (Resp. Br. 12.) (Emphasis added.) *Johnston v. S.C. Dept. of Labor. Lic. And Reg.* is completely inapposite because the real estate appraiser's license statute in

that case did not provide an express remedy like in the Charter Act: approval of the charter if the ruling is not made within ninety days.

If Respondent District's reading were adopted, any sponsor could simply wait until an appeal were filed before deciding to reduce its decision to writing. It all but renders the written decision requirement a nullity, likely forcing unnecessary appeals. The Legislature included this provision to avoid school districts simply failing to act on applications, as some districts historically had done. This Court should implement the remedy to this issue fashioned by the Legislature in accordance with its plain language.

III. The District Board Did Not Have Substantial Evidence.

Respondent District argues that the application "lacks sufficient detail" in five different areas. (Resp. Br. 14). For context, the blank application is 50 pages. CAA's submitted application is 383 pages, not including the appendices, and not including information provided in interviews, at the public hearing or otherwise to Respondent District. As set forth below, and as evidenced by the fact that the application was approved by another state body, the South Carolina Public Charter School District, this argument wholly lacks merit.

A. Special Education Law

Respondent's Brief first argues that CCA does not include a "description or details of a full continuum of services." (Resp. Br. 15). However, neither the law or the application specifies any particular level of detail required. Respondent District applies the entirely incorrect standard by arguing the charter should have the specificity needed for a contract. This standard may have been applicable in prior to 2012, but the Charter Act was amended then to provide that a subsequent contract must executed setting forth the terms of the charter in more detail. *See* 2012 S.C. House Act 164 § 7, eff. May 14, 2012 (adding contract requirement in S.C. Code Ann. § 59-40-60).

Here, the only possible applicable standard Respondent District could have used is not the one of contract enforceability, but the terms of the evaluation rubric used by Respondent District. Appellant certainly had no notice of any other standard, and is aware of no other possible standard that could apply.

With regard to a continuum of services, both the application and the evaluation rubric only ask for a "description of the plan." (R. 27, 91). As explained in Appellant's Brief, the application provides this in more than sufficient detail, along with every other requirement in the application and rubric. (App. Br. 16-20). Respondent's Brief does not even bother to address Appellant's citations in the Record demonstrating that the application includes a description of the continuum of services (including those requiring intensive services), curricula and schedules for students with disabilities, the school's role and responsibilities and contracts for specialized services. Pursuant to federal law, every special education student is required to have an individual education plan designed to meet needs of that student. A charter school applicant is limited in the amount of detail it can provide before it has the opportunity to enroll students. However, CAA clearly has described the plan to do so and has the capacity to do it, even including a special education teacher on its board.

B. Goals, Objectives and Assessment Plans

Respondent District argues that charter schools it sponsors must use the same assessments Respondent District uses. (Resp. Br. 15.) This contradicts both the express language and the Legislative purpose the Charter Act.

The General Assembly expressly provided that the purpose of charter schools was to "create new, innovate and more flexible ways of education all children within the public school

system." S.C. Code Ann. § 59-40-30. Further, the Act provides that "the provisions of this chapter should be interpreted liberally to support the findings and goals of this chapter..."

As noted in Appellant's Brief, Respondent District acknowledged on the state-required rubric that the "goals were well formulated." The regulations do not require that performance standards of a charter school mimic the local district; indeed, the regulation cited by Respondent District says the assessment may *meet or exceed*. S.C. Code Reg. 43-601(III). Respondent District does not argue that the assessments proposed by CAA and described in detail in the Record do not meet or exceed, but that they are not the same such that students can be compared (Resp. Br. 14). First, this is factually flawed, as demonstrated by the fact that at least one other school in Respondent District already uses at least one of the assessments. Second, though, there is simply no requirement that a charter school develop a curriculum and assessment to match or compare to the local district. That defeats the entire purpose of the Act.

C. Employees

Respondent District erroneously claims the application does not address employee grievance procedures. Again, this is clearly erroneous. The rubric acknowledges that the CCA's Application states staff members will be at-will employees. (R. 108.) This is expressly allowed by the Charter Act. *See* S.C. Code Ann. § 59-40- Conversely, then, the statutory grievance procedures for teachers applicable to determine if cause for termination exists under the teacher dismissal act does not apply as matter of course. It would be redundant to state both.

D. Transportation

Respondent District acknowledges in its brief that a charter school generally is not required to provide transportation. (Resp. Br. 17.) However, Respondent District is incorrect

when it states that CAA did not provide for transportation regarding students with disabilities. As noted above, specifics of transportation for special education students cannot be determined until a student's special needs are known, CAA's application includes a specific description of special transportation services on R. 93. On R. 91, CAA describes multiple options for transportation services for all students, including special education students. CAA budgeted reasonable expense for special education transportation specifically. (R. 92.)

With regard to safety requirements, the application does not ask for a narrative description for these. (R. 91.) Of course, it states state requirements must be met, but the state has described these already in state statute and regulation. The argument that these requirements need to be restated in the application or specific vendors or timelines need to be identified in a charter application go well beyond anything required by the Charter Act.

E. Facilities

Respondent District argues that the Application lacks the "required minimal level of detail" related to facilities. (R. 18). However, the application and Charter Act only ask for a description of "basic facilities requirements." The Narrative Requirements say nothing about providing narrative descriptions of how safety requirements will be met – in fact, the only requirement regarding safety or accessibility is to seek an "assurance," not a description. (R.138). Again, the state has clear regulations in place regarding health and safety for school buildings, along with an Office of School Facilities at the State Department of Education to inspect the buildings. It would be a frivolous exercise to require charter applicants to write a narrative regarding how it planned to complete that administrative process outlined in regulation, law and State Department of Education policy.

Beyond this, the Application contains a lengthy description of CCA's plan to identify the facility, a description of the planned geographical location, and even schematics down to the classroom level in Appendix BB. (R. 103-106).

In short, Respondent District has no substantial evidence on which to base the decision to deny. Respondent District is obligated to review the application pursuant to the evaluation criteria provided to applicant and the application, both of which were drafted by the State Department of Education to comply with law. Respondent District may not add additional terms and conditions, or require additional information, without any notice to an applicant.

IV. CCA Did Not Waive The Inadequate Notice

CCA representatives raised the objection to the notice provided, was informed the Respondent District Board would take the objection under advisement, and were instructed to proceed with the presentation. (R.12). Under these circumstances, CCA expressly stated they were "not okay with it" but accepted the Respondent District's ruling that it would rule on the objection later. (Id.) CCA should be able to rely on the statement by Respondent District's Board Chair that the objection was reserved and would be ruled on subsequently. In any event, CCA did not waive the objection by relying on the statement.

With regard to the reasonableness of the notice, Respondent District points out that Appellant cites no authority regarding the reasonableness of the notice, and Respondent District cites no authority. It seems self-evident that four days to present a more than 300 page application covering the operation of a school over ten years, while the sponsor's board and staff obviously knew it was possible or coming long before, is unreasonable. However, plenty of authority exists on this point.

In *School District of Greenville County vs. Greenville Science Charter School*, no. 07-ALJ-30-0162-AP, this Court found two days prior to an application hearing was insufficient. Citing binding South Carolina authority, the ALC went on to remand the case and order that the hearing be held with at least ten days both to the Charter School and to the general public. At minimum, this Court should do the same in this case, even if it does not find that the charter should be awarded as a matter of law.

V. The District Board Decision Should Be Reversed Because CCA Was Not Afforded A Public Hearing.

A charter application cannot be debated in executive session because it is not a contract negotiation, and no other FOIA exemption applies either. A charter application is not negotiated, or at least it should not be; pursuant to law, the application either meets the statutory criteria or it does not, and the sponsor is obligated to approve it or deny it based on the merits of the application. The publicly elected members are called upon to make judgments regarding whether the statutory criteria are met, and it is of public interest for the decision to be made in public. Most importantly, though, the Charter Act expressly requires for the applicant to receive and for a ruling to be made *in a public hearing*. S.C. Code Ann. § 59-40-70. The hour long hearing in this case constituted the presentation and answers by the school. The applicant and the public is entitled to, and the Respondent District is required to, consider the application in public.

Further, the General Assembly made the consequence for failing to act in a public hearing significant – failure to do so results in automatic approval of the charter. S.C. Code Ann. § 59-40-70. This Court need only follow the express language in the Act and well-established law to determine that CCA already has a charter.

Conclusion

For the reasons set forth above, the decision of the District Board must be reversed, and an Order entered remanding the matter to the District Board to execute the documents required to approve the CCA Application. Alternatively, the matter should be remanded to the District Board for a hearing after ten days notice to CCA and the public, with an Order for the application to be approved or denied based on the criteria in the application rubric, consistent with the Charter Act.

NELSON MULLINS RILEY & SCARBOROUGH LLP

By: _____

Erik T. Norton
SC Bar No. 73860
E-Mail: erik.norton@nelsonmullins.com
1320 Main Street / 17th Floor
Post Office Box 11070 (29211-1070)
Columbia, SC 29201
(803) 799-2000

Attorneys for Compass Collegiate Academy, Inc.

Columbia, South Carolina
September 13, 2019.

RECEIVED
MAR 23 2020
SC Court of Appeals

THE STATE OF SOUTH CAROLINA
ADMINISTRATIVE LAW COURT

APPEAL FROM CHARLESTON COUNTY SCHOOL DISTRICT BOARD OF TRUSTEES

Case No. 19-ALJ-30-0131-AP

Compass Collegiate Academy, Inc., ... Appellant.

v.

Charleston County School District Board of Trustees,..... Respondent,

PROOF OF SERVICE

I, the undersigned Administrative Assistant of the law offices of Nelson Mullins Riley & Scarborough LLP, attorneys for Compass Collegiate Academy, Inc., do hereby certify that I have served all counsel in this action with a copy of the pleading(s) hereinbelow specified by mailing a copy of the same by United States Mail, postage prepaid, to the following address(es):

Pleadings:

Appellant's Reply Brief

Counsel Served:

John M. Reagle, Esq.
Halligan Mahoney & Williams
PO Box 11367
Columbia, SC 29211

Maria Keeve
Administrative Assistant

Sept. 13, 2019

FILED
SEP 16 2019
SC ADMIN. LAW COURT