From: Mike Lorenz <mlorenz@acaarmada.org>
Subject: Re: Marshview Collegiate Academy
To: Rodriguez, Francisco J <Francisco.Rodriguez@beaufort.k12.sc.us>
Sent: January 14, 2025 12:50 PM (UTC-05:00)

Hi Dr. Rodriguez,

Thank you for reaching back out to me. I called you and left a message today.
My cell is [redacted] I am looking forward to talking with you. I am available this afternoon or Wedenday afternoon works well for me
If there is a good time that works best for you please let me know and I will make it work.

Thank you,

Mike

On Mon, Jan 13, 2025 at 3:21 PM Rodriguez, Francisco J <Francisco.Rodriguez@beaufort.k12.sc.us> wrote:

> Good afternoon Michael,
> Thank you for reaching out to me. I tried to call you back today, but was unable to reach you. Let me know a good time to call or feel free to reach me at [redacted]
> Regards,
> Frank
>
> Get Outlook for iOS
>
> ---
>
> **From:** Mike Lorenz <mlorenz@acaarmada.org>
> **Sent:** Monday, January 6, 2025 9:39:29 AM
> **To:** Rodriguez, Francisco J <Francisco.Rodriguez@beaufort.k12.sc.us>
> **Subject:** Marshview Collegiate Academy
>
> **WARNING:** This email originated from outside of Beaufort County School District's email system. Do not click links or open attachments unless you recognize the sender and know the content is safe.
>
> Hi Dr. Rodriguez,
>
> Hope all is going well with you and your family. Congratulations for making superintendent of the year in SC.
>
> I am reaching out to see if I can chat with you about BCSD and Marshview Collegiate Academy.
>
> If you are able to talk with me what is the best time and phone number to reach you at?
>
> Thank you,
>
> Mike
>
> --
> Michael Lorenz
> Principal
> (843) 286-5990



From: Cartledge, Wendy B <Wendy.Cartledge@beaufort.k12.sc.us>
Subject: FW: Marshview Collegiate Academy
To: apatrick@pcaschools.org <apatrick@pcaschools.org>
Sent: February 3, 2023 11:50 AM (UTC-05:00)

Dear Mr. Patrick:
I tried to send you the email last night and typed your email incorrectly. I am so sorry! Please excuse me. I will help you in any way I can.

From: Cartledge, Wendy B
Sent: Thursday, February 2, 2023 5:42 PM
To: apatrick@pcsschools.org
Cc: Rodriguez, Francisco <Francisco.Rodriguez@beaufort.k12.sc.us>; Stratos, Mary E <Mary.Stratos@beaufort.k12.sc.us>; Bruder-Brasseur, Candace L <Candace.Bruder-Brasseur@beaufort.k12.sc.us>; Gwozdz, Christina S <Christina.Gwozdz@beaufort.k12.sc.us>; Cushingberry, Robyn L <Robyn.Cushingberry@beaufort.k12.sc.us>
Subject: Marshview Collegiate Academy

Dear Mr. Patrick:

Thank you for notifying Dr. Christina Gwozdz of the application for Marshview Collegiate Academy. We would greatly appreciate receiving a copy of the submission.

The Beaufort County School District is under a Title VI Desegregation Plan Agreement with the Office for Civil Rights. We are available to meet with you and your planning committee at your convenience.

We look forward to hearing from you.

Wendy B. Cartledge
General Counsel

Beaufort County School District
2900 Mink Point Blvd.
Beaufort, SC 29901
Direct Line: (843) 322.2414
Fax Line: (843) 322.2330
Wendy.Cartledge@beaufort.k12.sc.us

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The BCSD is committed to nondiscrimination and equal opportunity for all students, parents/legal guardians, staff, visitors, applicants for admission and employment, personnel, and community members who participate or seek to participate in its educational programs or activities. Accordingly, the BCSD does not discriminate against any individual on the basis of race, religion, gender, gender identity, sexual orientation, sex, pregnancy, childbirth, or any related medical conditions, color, physical or mental disability, age (40 or older), ancestry, genetic information, national origin, or any other applicable status protected by Title VI, Title VII, Title IX or any other local, state, or federal law.

From: Kit Seelbach [redacted]
Subject: Fwd: Charter Capacity Hearing
To: Katherine C Seelbach <katherine.seelbach@beaufort.k12.sc.us>
Sent: March 3, 2023 6:05 AM (UTC-05:00)

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Begin forwarded message:

From: Darcie Patrick [redacted]
Date: March 2, 2023 at 6:36:34 PM EST
To: Andy Patrick <apatrick@pcaschools.org>
Cc: Damon Stephenson <dstephenson@pcaschools.org>, Ricky Hazel <rhazel@pcaschools.org>, Sandi Baldwin <sbaldwin@pcaschools.org>, Stephanie Haynes <shaynes@pcaschools.org>, abbyfrey@hotmail.com, kitseelbach@gmail.com, lilbaby3635@yahoo.com
Subject: Re: Charter Capacity Hearing

Sounds great - thank you!
Best,
Darcie

On Thu, Mar 2, 2023 at 6:31 PM Andy Patrick <apatrick@pcaschools.org> wrote:

> We have developed a rough draft of a presentation and hope to finalize this weekend and share with you all on Monday. I would then like to schedule a dry run zoom meeting at a mutually convenient time. Maybe Thursday late afternoon? In the meantime I will put together a summary of what you should expect tomorrow.
>
> On Thu, Mar 2, 2023 at 6:22 PM Darcie Patrick [redacted] wrote:
>
> > Greetings and good afternoon Andy and Marshview Charter School Team.
> >
> > I am writing on behalf of Abby Frey, Kit Seelbach, Stacey Wiggins and myself. The hearing is scheduled for Monday, March 13 - in Columbia. Andy, do you have any additional information you could provide me and the folks I have gathered to support the creation of Marchview, specifically:
> >
> > - What do we need to do to prepare?
> > - Do you have the timing of the hearing while in Columbia?
> > - Will there be access to Zoom?
> >
> > Stacey works full time at Shipyard Plantation and both Kit and Abby are full-time teachers. They are asking me questions and I don't really have enough information to answer.
> >
> > Andy, at your convenience, may I ask you to put out a summary or action items we

need to review.

Best,
Darcie

On Mon, Feb 20, 2023 at 10:30 AM Andy Patrick <apatrick@pcaschools.org> wrote:

> Marshview Planning Committee Members,
>
> Last week we received notification of our scheduled "Capacity Hearing". This is the initial step in determining if we have demonstrated the capacity for the school to exist and approval of our charter application.
>
> **Marshview Collegiate Academy's** capacity interview with the Limestone Charter Association has been scheduled for **Monday, March 13, 2023 at 9:00 am.** At this interview, the planning committee for **Marshview Collegiate Academy** will have a firm 15 minutes to present an overview of the school to LCA staff. After the presentation, LCA staff may follow up with additional questions or identify items that may need further clarification.
>
> We recognize that attending this meeting may be difficult with your busy work schedules. However, it is extremely important that as many of you that are able to travel to Columbia for this meeting make the effort on Monday, March 13. It is my hope that this much advance notice will give each of you the opportunity to try and fit it into your busy schedules.
>
> Pinnacle staff will prepare a presentation for the planning committee to present and will provide that for your review a full week in advance. As you can see from the message above, we only have 15 minutes to present our argument for the school.
>
> Again, this is the first step! Once we present and answer their questions they will make a recommendation that we are offered the opportunity to present to Limestone Charter Association Superintendent/Board for Charter Approval, **this will take place a few weeks later and again will require a trip to Columbia**.
>
> **Please reply to this message about your ability to travel to Columbia for the meeting.**
>
> Best Regards,
>
> Andy
>
> --
>
> **Andy Patrick, Chief Operating Officer**
>
> **Pinnacle Charter School Management Group**
>
> C: (803) 530-3537
>
> apatrick@pcaschools.org

--

Andy Patrick, Chief Operating Officer

Pinnacle Charter School Management Group

C: (803) 530-3537

apatrick@pcaschools.org

From: Kit Carson <kcarson@marshviewcollegiateacademy.org>
Subject: Data Specialist Question
To: sherol.pheiffer@beaufort.k12.sc.us <sherol.pheiffer@beaufort.k12.sc.us>
Sent: August 30, 2024 11:50 AM (UTC-04:00)

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Good morning Sherol,
Would you have time to speak to me regarding PowerSchool and your data specialist position?

Let me know what works best for you.

--
Thank you,
Kit Carson
Marshview Collegiate Academy
Project Director



From: Kit Seelbach [redacted]
Subject: Fwd: Documents for your Review
To: Katherine C Seelbach <katherine.seelbach@beaufort.k12.sc.us>
Sent: July 18, 2023 3:29 PM (UTC-04:00)
Attached: UPDATED Marshview Collegiate Academy Charter Application 3_23_23.docx (1).pdf, attachment.html, MCA P&I Grant Submission FINAL 07-17-23.pdf, attachment (1).html, OCA 2021-2022 Annual Report (Final).pdf, attachment (2).html

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Begin forwarded message:

From: Andy Patrick <apatrick@pcaschools.org>
Date: July 18, 2023 at 10:43:03 AM EDT
To: Kit Seelbach [redacted]
Subject: Documents for your Review

Kit,

As discussed, attached you will find the following documents for your review and to become familiar with over the next few weeks:

Charter Application
P&I Grant Application
Oceanside Annual Report (2022)

Best Regards,

Andy

--

Andy Patrick, Chief Operating Officer

Pinnacle Charter School Management Group

C: (803) 530-3537

apatrick@pcaschools.org

Executive Summary

Marshview Collegiate Academy (MCA) respectfully requests sponsorship from the Limestone Charter Association (LCA) to establish a collegiate and career readiness academy high school (grades 9-12) in Beaufort County, South Carolina. The academic, athletic, and career readiness program is designed to assist students in not only being college-eligible upon graduation from high school, but also to have the ability to earn up to sixty (60) hours of transferable college credit and/or enter into a career readiness program with the Technical College of the Lowcountry and complete the program prior to graduation.

The mission of Marshview Collegiate Academy: In a small, safe, family and citizenship-centered setting, Marshview Collegiate Academy serves students who seek rigorous curriculum, high academic standards, and elite athletics, while they earn up to two years of college credit and/or complete a career readiness certification program upon the completion of high school. Though concise and revised, MCA shares the same mission as its sister schools and together they greatly increase the educational choices that students and parents enjoy throughout several South Carolina regions. This aligns with the purpose of the South Carolina State Charter Law as outlined in Section 59-40-20.

Marshview Collegiate Academy's vision states that students will: graduate as responsible and contributing citizens; graduate with a high school diploma and up to 60 hours of transferable dual enrollment credits; graduate already immersed in the culture of college and, thus, be ready to engage in coursework at higher levels and/or receive a certification of one of the provided career readiness programs offered through the Technical College of the Lowcountry; receive the necessary athletic coaching and skill development to be successful athletes beyond high school; develop into leaders through athletic competition and service learning; attain educational, personal, and career-awareness skills in smaller (1:25 or lower) classes; and benefit from a multi-ethnic and diverse community.

MCA is where students work together with business partners, administrators, staff, and parents to create an academic, physical, emotional, social, and safe environment which promotes collaboration and mutual respect and to acquire a comprehensive education through innovative techniques to enhance lifelong learning through technology and varied instructional strategies.

MCA will begin with grades nine (9) through twelve (12). Along with interventions, MCA students will receive over 165 hours of instruction per course, surpassing by 45, the South Carolina Department of Education's requirement of 120 hours of instruction per high school credit. MCA recognizes the relationship between academics and athletics: regular exercise, skill development, and interscholastic athletic competition can play key and critical roles in a student's growth. MCA will host an elite sports program that develops serious college-bound athletes. Education and academic success shall always take first priority. Moreover, MCA is open to all students and athletic participation is not required.

The small, rigorous, and innovative dual enrollment and career readiness program will be attractive to all students, regardless of athletic ability. MCA will engage students in rigorous, in-depth academic and/or career readiness work requiring intellectual inquiry, creativity, and critical thinking. MCA will utilize differentiated teaching strategies to address reading, writing, and math in all courses of study.

Not only will MCA address academic issues or discrepancies within a specific subject area, but the teachers will also work together on both the high school and college level to address deficiencies. MCA will assist lowerclassmen in identifying their course of study in either a

college bound, career readiness program, or both. Furthermore, MCA will assist its seniors in continuing their education by supporting them in seeking admission to trade schools and two and four-year institutions and will support interested student-athletes in obtaining collegiate athletic offers at a rate high above the national average.

MCA's sports programs will nurture integrity, pride, loyalty, and character while building school spirit. MCA will provide various forms of support for the student-athlete not only through the rigorous and often time-consuming college athletics eligibility process, but also in determining the appropriate post-graduation education and training opportunities for their career goals. This will include, but is not limited to: offering dual enrollment courses to give them an opportunity to build up to 60 college credits, developing awareness of career readiness certification programs, and post- graduation planning support so that its student-athletes will graduate from MCA prepared for college study or a career.

MCA students give back to their community. A mandatory minimum of 25 service hours must be completed by each student before graduation. Service learning expands a teenager's view of the world and heightens their understanding of the importance of charitable acts and giving back. Students who get involved in community service not only help others, but also expand their worldview, develop empathy and leadership skills, and realize that their actions can have a positive impact. Service learning helps students develop a richer perspective of the world they live in through connecting what they learn in school to the real world. This opportunity will give MCA students the ability to become more competitive in the post-high school education and training application process. Volunteer experience has proven to be an advantage and positive addition to a graduate's resume.

MCA students will graduate:

- as responsible and contributing citizens.
- with a high school diploma and up to 60 hours of transferable dual enrollment credits and/or completion of one of many career readiness programs.
- already immersed in the culture of college and career; therefore, be ready to engage in education or employment at higher levels.
- with a clearer understanding of the career opportunities available and the higher education requirements to achieve their desired career.

MCA students will:

- receive the necessary athletic coaching and skill development to be successful.
- develop into leaders through athletic competition and service learning.
- attain educational, personal, and career-awareness skills in smaller (1:25) classes.
- benefit from a multi-ethnic and diverse community.

MCA is where students:

- work together with staff, parents, business partners, the community, and administrators to create an academic, physical, emotional, social, and safe environment which promotes collaboration and mutual respect.
- acquire an education through innovative techniques to enhance lifelong learning.

The school, at full capacity, will accommodate a maximum of 900 students in grades 9-12. In the first year, MCA will start with a minimum of 450 students and maximize enrollment capacity at 900 students by year 2026. The school will provide a variety of scheduling options on a "split" schedule (7:45 to 11:40 or 12:20 to 4:15). Students will either attend classes in the

morning or afternoon. This will allow them to participate in athletics, apprenticeships or internships, extra-curricular activities, employment, and/or attend to personal responsibilities in the non-classroom session of the day. In traditional high schools, athletes regularly end their school/practice day at 6:00 pm or later. The uniqueness of this model allows student-athletes to finish practice earlier, having more time at home for family and studies. Due to the model and the fact that students will be placed by readiness and ability, dividing students by class year is not optimal at the high school level in this model. College classes will be a mix of all class year levels (sophomores through seniors) and will not follow by grade level.

MCA will reflect the diversity of South Carolina's Beaufort and surrounding counties, all while providing parents with a school of choice. Furthermore, the addition and the option of MCA will *continue* to support public education in South Carolina.

Table of Contents

I. Educational Plan **4**
1. Evidence of Need and Support 5
2. Curriculum and Instructional Model 9
a) Instructional Model & b) Educational Structure 9
Proposed Academic Schedule for MCA **10**
Proposed Staffing for MCA Dual Enrollment High School **25**
Instructional Delivery for MCA **30**
c) Professional Development 31
Professional Support Considerations for MCA **33**
d) Virtual Offerings 34
3. Serving Students with Special Needs 35
Free Appropriate Public Education (FAPE) **36**
Confidentiality **37**
Child Find **39**
Procedural Safeguards **40**
Evaluation **42**
Individualized Education Plan (IEP) **45**
Reevaluations 49
Least Restrictive Environment (LRE) 50
Special Education Teacher 50
Summary or Overview 51
Title III of the Elementary and Secondary Education Act (ESEA) **54**
4. Goals, Objectives, and Assessment Plan 57
a. Goals and Objectives 57
b) Assessment Plan 60
Formative Assessments 62
Ongoing assessment and evaluation 62
Interim Assessment/Benchmarking to identify progress 63
Summative evaluation of content mastery 63
Diagnostic assessments 64
Positive Behavior Intervention Support **66**
Athletics Promotion **66**
Program Modeling for MCA **67**
Achievement Gap **69**
II. Organizational Plan **70**
1. Governance 70
Board of Directors Meetings **77**

Board Training and Capacity Building 78
Selection of School Leader and Transition 79
Relationship of Board to Principal and EMO 80
Governance Modeling for MCA 81
2. Education/Charter Management (EMO/CMO) 81
Pinnacle Staff Capacity 88
Additional Considerations for the Start Up Process 93
3. Administrative Structure/Building Leadership 94
School Administration Succession Plan 98
Emergency Replacement of the Principal 98
Additional Considerations for Staffing 99
4. Employees 99
Decisions and Oversight 101
Policy and Procedures 102
Teacher Employment and Dismissal Procedures 102
5. Enrollment 104
6. Student Conduct, Rights, and Responsibilities 111
7. Transportation 114
III. Business Plan 115
1. Budget and Finance 115
2. Facilities 119
3. Insurance Coverage 120

I. Educational Plan

1. Evidence of Need and Support

Over the last couple of years, there has been a keen interest and dedicated support for an additional, school-of-choice in the Beaufort County area. MCA will be physically located in Beaufort County. Beaufort County currently is home to six (6) traditional high schools ranging from 438 students to 1590 students. All the high schools are at capacity or close to capacity and an additional school of choice for parents would ease the strains on other schools. Creating a small, safe, family-centered school – such as MCA - is in keeping with the South Carolina Charter School intent and law.

For the last two years a few members of the MCA Charter committee have been meeting with Pinnacle Charter School Management Group, to discuss the potential of creating a charter school in the Beaufort County, South Carolina area. After researching several options, the committee decided it wanted to make Beaufort County, South Carolina, the site of the Pinnacle Model — an elite academic and athletic high school. The MCA Charter committee members began to recruit other members and inform parents of the upcoming charter school. The committee has begun the process of searching for a property in late 2022.

Parent meetings will be held as well as person-to-person conversations to spread the news of the upcoming charter school. Beaufort County is a very diverse county, ensuring Marshview will not have to make extreme efforts to reach students of all races, ethnicities, or socio-economic statuses. The MCA marketing efforts span from providing informational flyers (at dentist, doctors, and counselors' offices in the area), to speaking with local youth sports clubs, churches, and local business that would be frequented by potential MCA parents and students. The planning committee, through Pinnacle Charter School Management Group, will develop an extensive media blast utilizing Pinnacle's School Development Team and their specific skill set

for innovative marketing. Recruitment community meetings will be scheduled throughout the spring and summer of 2023 to present Marshview Collegiate Academy's model and allow the community to ask questions about the new opportunity for school choice. These meetings will continue to occur to increase the number of supporters and continue the growth of potential students. The planning committee is also utilizing the online program *SchoolMint* for virtual enrollment to provide a database of contacts. This list will be used for notifying parents of the upcoming enrollment process once charter approval has been secured. Additionally, all meetings are publicly announced through the email list of interested parents, as well as updates through social media. Recruitment materials have been placed throughout the county in an effort to reach every demographic, including at-risk students. Once the charter is approved, the meetings will intensify as parents will then be able to sign up for the lottery to be held November, 2023 for the initial year.

In our Appendices, we have letters of support for MCA from families, community members, and businesses in the Beaufort County area. The committee targeted families and community members that have a vested interest in supporting an avenue for students to access rigorous academics and opportunities to compete in higher level athletics. The supporters include, but are not limited to, representatives from government, business, law, and education. The goal is to have a minimum of 250 interested students/parents by February 28th, 2023. This is more than half of our expected opening number and our recent recruiting efforts continue to prove fruitful as the pandemic subsides. Additionally, given the success of the Pinnacle Model and similar market conditions to sister school locations in other parts of the state, the planning committee is extremely confident that support for a school such as MCA is evident and will

receive more than sufficient interest. MCA will hold its lottery as needed each year based on the number of students needed per grade level to bring each to full capacity.

Parents, students, community members, and educators will all have opportunities to participate actively in the success of the school. Parents, business leaders, and community members will be actively recruited to serve on the MCA Board of Directors. MCA parents and employees will be encouraged to participate in the annual election of board members. In addition, MCA will take steps to ensure that parents, community members, and employees are well informed about the school's progress so that they can provide meaningful input through the school's multiple social media channels, webpage, etc. As a result of our communications efforts, we have had numerous offers to assist in getting the charter school started. The Planning Committee will follow up with these parents and community members who are interested in helping with the development of the school during the planning year.

To create a culture of community at the school, MCA will provide parents with numerous opportunities to volunteer their time, talent, and expertise, as well as monitor their child's education, while also holding the school accountable. Parents will be asked to serve on school committees, help with athletic events and other extracurricular activities, chaperone field trips, and volunteer in the school office and/or student center. MCA will encourage and engage parents in many other activities which will enrich the lives of the MCA students and help further the school's mission. Parents will be surveyed about their goals for their children, their opinion on various school programs, and operations as the school grows and matures.

Additionally, parents of MCA students will have the opportunity to join and/or participate in the Principal Advisory Council (PAC) and the athletic booster club.

Students will engage in school beyond the classroom through athletics, career-readiness programs, student council, National Honor Society, homecoming events, community service projects, and yearbook staff. MCA will also encourage students to establish and create other clubs as interest is shown. Any student group can start an organization with administration approval and a staff mentor. With a maximum capacity of 900 students, students can participate in several extracurricular opportunities in a meaningful way beyond just something to add to their college resume.

Regarding the "need" for a collegiate and the career readiness academy model that provides accelerated learning where students can earn up to sixty (60) college credits and/or be job ready upon graduation, until recently the number of opportunities for this in Beaufort County has been minimal in relation to the vast number of high school students. According to the South Carolina Department of Education report card for the Beaufort County School District (6 high schools) only 514 students out of approximately 6,649 (18.6%) participated in dual enrollment classes. Dual enrollment is significantly underused in the high schools in Beaufort County. Comparatively, the three high schools managed by Pinnacle Charter School Management Group with a total enrollment in 2022 of 1,765 provided dual enrollment credit to more than 706 students (40%). Just as with the Beaufort County School District, Marshview Collegiate Academy will require students to meet the eligibility criteria for dual enrollment through the Technical College of the Lowcountry. The aforementioned dual enrollment statistics represent the overall populations and are not delineating the percentages based on eligible students. If we were to categorize by eligibility, our percentage of students participating in dual enrollment opportunities is over 50% of the population.

According to the American Institute for Research (AIR), participation in accelerated learning correlates to long-term postsecondary success (Understanding Accelerated Learning Across Secondary and Postsecondary Education, AIR, September 2013).

Even as early as 2002-2003, the *Department of Labor's Occupational Quarterly Outlook Report* emphasized the need for employees to have more than a high school diploma. Not only will MCA students have the opportunity to graduate with a diploma, college credits up to an Associate's degree, and/or a Career Ready certification, these college credits and career ready certificates are at no cost to our students. MCA will partner with an accredited institution of higher education, the Technical College of the LowCountry, for dual enrollment coursework and career ready certificates. Each MCA graduate will be able to obtain up to sixty (60) transferable college credits and/or a career ready program certification upon high school graduation.

Appendices

Appendix A – Signature Certification Page
Appendix B – Evidence of Notification
Appendix C – Evidence of Support and 3rd Party Notarized Affidavit
Appendix D – Not Applicable Conversion School
Appendix E– Not Applicable. Private School documentation.

2. Curriculum and Instructional Model

a) Instructional Model & b) Educational Structure

Marshview Collegiate Academy's mission is to serve students who seek the opportunity and challenge of a rigorous curriculum, high academic standards, and elite athletics while earning up to two years of college credit and/or a career readiness program certificate while in high school in a small, safe, family-centered setting. To meet the requirements for rigor in South Carolina's college and career readiness standards, essential classroom strategies must emphasize higher order thinking skills and the ability to solve complex problems. Students who

plan to enter the workforce directly after high school, as well as college-bound seniors, equally need these essential reasoning and decision-making skills. MCA will create opportunities, both in the classroom and in the community, for each of its students to achieve post-graduation success.

MCA will provide competitive athletic teams where the number of graduating seniors who play at the collegiate level meets or far exceeds the national average. Physically healthy and physically fit students, more importantly, perform better academically and are (academically) healthier and happier.

Proposed Academic Schedule for MCA

Students who attend MCA seek the opportunity and challenge of rigorous curriculum, high academic standards, and elite athletics, while earning up to two 60 college credits and/or a career readiness program certificate while still in high school. MCA will accomplish this in innovative, small, and safe classroom settings. This curriculum framework was chosen not only because it is based upon academic rigor, but also because combining this opportunity saves time and money for students and parents. Moreover, it also combines earning a high school diploma with completing the general education requirements of the first two years of college and /or earning a career readiness program certificate thus increasing the likelihood of students obtaining advanced degrees after college or entering the workforce with a competitive starting salary. The systematic MCA academic program will enable all students to develop the necessary skills and means to be successful beyond high school.

This model, while challenging, can be applied to any student, regardless of academic standing, socio-economic status, or demographic trait. Not only is it based on research, but on program- and school-specific programming, curriculum, and support for post-graduation success in any option the student chooses to pursue. Should a student wish to enter the workforce at a livable wage, they will receive the education necessary for skill-specific certifications. Should a student wish to enter a 2- or 4-year institution, they will receive the academic coursework to prepare them for admission. Should a student wish to combine the two, they will have the opportunity to do so as well. MCA staff will work diligently to communicate, support, and build a post-high school planning collaboration with its partner school and the community throughout a student's tenure to ensure they are ready upon graduation to take the next step on their career journey.

The evidence for such a philosophy is supported through the *Early College High School Initiative* endorsed by the Bill and Melinda Gates Foundation in which a 2009 research study gathered data on early college secondary schools that served over 50,000 students in 24 states. The results for all 3,000 graduates from these schools from 2004 to 2010 show that each student earned an average of 20 college credits and 86% enrolled in a post-secondary institution. Forty-four percent (44%) of this group earned over one (1) year of college credit while in high school, and 25% earned a two (2) year associates degree. (Le & Frankfurt, 2011).

In 2014 the American Institute of Research released the following update[1]:

> Early College high school students are significantly more likely to enroll in college and earn a degree than their peers, according to the results of an updated study by the American Institutes for Research (AIR). Some 23% of students received an associate's degree within 2 years compared with 2% for those attending other high schools.

[1] Report Confirms Early College High School Students Much More Likely to Earn a College Degree

Early College, Continued Success: Early College High School Initiative Impact, a multi-year study of schools in the Bill & Melinda Gates Foundation's Early College High School Initiative, was first issued in June 2013. The update is based on an additional year of postsecondary data. The students were in 9th grade during the 2005-06, 2006-2007 or 2007-2008 academic years, and followed for up to eight years in some cases.

The foundation launched the initiative in 2002 to increase opportunities for underserved students to earn a postsecondary credential. Since then, more than 240 Early Colleges have opened in the United States. Early Colleges partner with colleges and universities to offer high school students the chance to earn an associate's degree, or up to two years of college credits toward a bachelor's degree, during high school at little or no cost.

The initial analysis showed Early College students were significantly more likely to earn an associate's degree than their peers. However, the youngest students were only one year out of high school – too soon for peers to have earned a two-year degree.

"With the most recent data, all students in the study would have had at least two years after high school to earn an associate's degree if they progressed on a traditional timeline," said Andrea Berger, a principal researcher at AIR. "Even with this extra year, 23% of Early College students earned an associate's degree, compared with 2% of their peers from other high schools."

Overall, 81% of Early College students enrolled in college, compared with 72% of comparison students. During the study period, 25% of Early College students earned a college degree (typically an associate's degree), as compared with only 5% of comparison students. The authors noted that students in the study were between two and four years out of high school, so many would not have had time to complete their bachelor's degrees.

In addition to this *Early College Program,* MCA will offer students the opportunity to compete in an extracurricular athletic program that develops skills necessary for post-high school athletic competition. The development of such skills and high-level athletic competition can increase the MCA student-athlete's exposure to college and university coaches' attention, thus, increasing the chances of receiving offers to play at the next level. The college athletics' eligibility process is rigorous, time-consuming and is often challenging for high school student-athletes because of their limited familiarity and understanding of the *NCAA Eligibility Center*®. MCA staff will work diligently to communicate, market, and maintain an academic-athletic collaboration with prospective colleges to increase each student-athlete's opportunity for 2- and 4-year college offers. A student-athlete's participation and success in

completing Early College courses, will enhance those who are also athletically gifted in qualifying for and participating in collegiate athletics.

One foundational goal of MCA is to offer a better learning experience for those student-athletes who might otherwise not be ready for post-secondary education and scholarship opportunities. The systematic MCA academic program will enable these student-athletes to develop the necessary skills and means to be successful beyond high school. MCA will provide the necessary support, promotion, and direction to ensure that all its student-athletes have every opportunity to qualify under the *NCAA Eligibility Center* standards to play collegiate athletics, and attain a college degree. Research shows the following academic benefits from participating in high school athletics (Feldman and Matjasko, 2005):

- Elevate students' grades and commitment to graduating high school;
- Increase college attendance and graduation;
- Improve self-esteem;
- Allow minority students to score higher on standardized reading, vocabulary, and mathematics tests than their non-athletic counterparts.

Additionally, the MCA educational program will offer students a service-learning component that seeks to develop service to others and global awareness. Each MCA student will be required to participate in twenty-five (25) hours of community service as part of the educational program. Service-learning hours may also qualify for elective credits. Research shows that youth who participate in community-based service learning are likely to benefit in the following manner (Tannanbaum, 2007):

- Young people in service learning gain a wide range of access to developmental assets that enable them to grow-up healthy, caring, and responsible.
- Young people gain an increased sense of self-efficacy as they realize their impact on social challenges, problems, and needs.
- Higher academic achievement and furthering their education.
- Enhanced problem-solving skills, ability to work in teams, and plan.
- Enhanced civic engagement attitudes and behaviors.

Because of the nature of this academic environment, MCA students must become "college ready and career ready" upon graduation. Thus, teachers must use a consistent set of instructional strategies proven to accelerate learning. Students, not the teacher, are at the center of learning. The instructional framework is designed to support students of any skill level in developing the ability to analyze and synthesize complex information. These strategies include the following from the *Early College High School* Program Study. (Le and Frankfurt, 2011):

- Collaborative Group Work to create an engaging classroom culture in which students with diverse skill levels can be supported and challenged by their peers. This is accomplished by intentional grouping of students to create individual accountability.
- Critical writing that allows students to develop ideas, critical thinking, language development, and fluency in expression. This will occur daily in every class.
- Literacy Groups that help build understanding and interpretation of ideas across different academic disciplines by assigning a role and structure for student participation.
- Questioning that challenge students to think and foster meaningful conversations to enhance intellectual curiosity.
- Classroom conversations that encourage the development of effective communication skills, formal speaking, and promote active learning. This can occur in any group structure.
- Scaffolding such as graphic organizers that assist students in connecting current content to prior knowledge.
- Portfolio development and monitoring starting in the 9th grade to include but not limited to writing samples, test scores, community/school involvement and projects and activities.

Using this research-based approach, MCA has adopted academic and career readiness programming and curriculum for the Pre-College Program for grades 9-10, and a College and Career Ready Program for grades 11-12, with the opportunity for high academic achieving sophomores to take two college classes per semester. This programming and curriculum will give every MCA student the opportunity to develop the skills, training, and experiences necessary to thrive in any post-graduation setting from school-to-work, to 4-year college programs. MCA staff will use this programming and curriculum to collaborate within the school, with the Technical College of the LowCountry, and in their community to create opportunities for

students to develop both a clear postgraduate education and training plan and provide opportunities to begin on that pathway while still in high school.

All courses that are offered will adhere to the South Carolina graduation requirements, *State Board of Education (SBE) Regulation 43-234*. With the graduating class of June 2027, each student eligible for the Dual Enrollment program will attain a total of at least twenty-four (24) credits. The defined program for grades 9-12 will be guaranteed by the MCA Board to ensure that each student will attain the required twenty-four (24) credits. The complete program requirements can be seen at http://ed.sc.gov/agency/programs-services/124/.

The MCA Pre-College and Career Ready Program will have the State Board of Education's required courses. MCA's founders believe that students learn best when teachers create an atmosphere of learning that is both challenging and relevant. MCA staff will dedicate the necessary time to design and develop relevant lessons and themes that foster critical thinking per the most current academic standards adopted by the State of South Carolina. This will ensure that all 9th/10th Pre-College and Career Ready Program MCA students transition successfully to the Collegiate or Career Ready Program. All courses are college prep or higher by nature of the program. High academic performing sophomores may earn their Principal's approval to become eligible to take Dual Enrollment courses by meeting the eligibility requirements which may include (but is not limited to) submitting a writing sample to the Principal detailing why they are prepared to take college courses as a sophomore, obtaining a recommendation from their ELA 1 instructor attesting to their writing ability, and obtaining a recommendation from their Compass Program instructor detailing their ability to handle the college-level coursework.

MCA will provide a progressive philosophy that emphasizes the following:

- Design authentic learning experiences to engage executive brain function;
- Implement multiple perspectives and levels of problem-solving;

- Use technology to collect, organize, and summarize data in a "1 to 1" environment with each student having a laptop computer;
- Make effective use of observation, making predictions, hypothesis testing, and estimation;
- Interpret appropriate meaning to answers;
- Pass a course in *US History and Constitution, Algebra I*, *English I*, and *Biology I* that require End-of Course testing per SBE Regulation 43-262;
- Take high school exams as required by Act 200 of 2014;
- Be present for instruction the required number of instructional days.

MCA will also ensure that students will achieve, in each subject area and grade level, the academic standards adopted by the SBE of South Carolina. The MCA education program will be built upon integrating these standards with the instructional strategies listed above to ensure that each student meets or exceeds SBE requirements. Given the accelerated nature of this curriculum, MCA staff and guidance counselors will meet with each student and his/her parent upon entry into the 9th Grade. At that time, the student will establish or amend an Individual Graduation Plan (IGP) based upon post-secondary interests and be provided with a staff adviser to facilitate the transition to a post-secondary education or career. If a student has earned any Carnegie units prior to the 9th grade, the transfer of those units will count towards the twenty-four (24) credits for graduation.

As part of the MCA intervention plan for its students, MCA students will have access through its Compass Program to a variety of support strategies including but not limited to: a tutoring period throughout the week to seek appropriate assistance in academic coursework, the opportunity to work in-depth with an MCA teacher, staff member or peer tutor, the space to work online with digital materials, or the opportunity to get support with college-admission test-preparation techniques. In addition, MCA 9th and 10th grade students attend fifty-five minutes (55) of instruction for 180 days in each course, surpassing the 120 minimum seat hours required by the SCDE for a Carnegie Unit.

Lessons and curriculum will facilitate the development of the required college and career ready skills and will be theme-based according to academic standards for each course. The correlation or alignment of the MCA instructional program to the SC Academic Standards and the South Carolina College and Career Ready Standards will be done through the implementation of the instructional practices above, as well as emphasis on the development of collaborative, independent learners and use of SBE approved texts and high-quality supplemental materials. This will be achieved through theme-based learning in each course of the Pre-College or Career Ready program. Within these themes will be the academic course standards that will allow for inquiry-based learning. Accordingly, grade level math, reading, language arts, writing, and communication skills will be integrated across the curriculum to prepare students for college and career readiness.

MCA will operate two sessions each day according to a four (4) class schedule. Additionally, students will have at least one (1), or two (2), hours of required on-line learning, depending on the student's needs, which will result in proficiency-based credit through Edmentum® courses or a future-approved provider. During the opposite block, student-athletes will participate in athletic programs, while students not currently in athletics may engage in other extra-curricular activities, internships, apprenticeships, academic assistance, work, or family support. Each student in the Pre-College and Career Ready Program (9-10) will attend either the morning or afternoon session, taking at least four (4) credits each semester in Math, English, Science, and Social Science. This will allow students to focus on preparing for the Collegiate Dual Enrollment and/or Career Readiness programing.

MCA students requesting to be admitted to the Collegiate or Career Ready Program must attain a 3.0 or higher GPA and/or pass the college entrance exam, the Accuplacer, or CTL. In

situations where a student does not qualify for the college level or career ready classes, the student will continue in standard, blended, teacher-supported, high school course format for Juniors/Seniors until qualification guidelines can be met. (See discussion of MTSS below.) MCA staff will support and assist these students in accomplishing and gaining academic success. This will then allow these students the continued opportunity to achieve the 3.0 GPA and/or pass the college entrance exam, the Accuplacer, or CTL. Some of these blended classes, where face-to-face classroom methods are combined with computer-mediated activities, will be through the SC State Department of Education's virtual course offerings while others are offered through *Edmentum*. All courses will be aligned with State standards. MCA's board policy will require adherence to the dual credit agreement in which a three (3) hour college credit will count as one unit of credit for high school graduation.

Each three (3) hour course listed below meets for a total of 2,250 minutes over the course of the semester. The sciences, however, are four (4) credit hour courses, with one (1) of those credit hours being a lab which meets for two (2) hours each week for a total of 2,160 minutes. These courses will replace the high school level core curriculum courses as well as to fill the required seven (7) elective courses to meet the twenty-four (24) credit hours.

The MCA philosophy, taking dual credit courses concurrently, has many advantages for students including offering no cost college credits and the need for the student to have to travel off-campus to participate will be kept at a minimum. The college or career ready classes will be offered on-site at the MCA campus and/or the Technical College of the Lowcountry. As such, all-academic course work is tuition-free to the MCA students. MCA will supply textbooks and course materials in the College and Career Ready Program.

The following is a basic example of the MCA high school daily schedule:

AM Session 7:45 to 11:40

- 1A 7:45-8:40 AM
- 2A 8:45-9:40 AM
- 3A 9:45-10:40 AM
- 4A 10:45-11:40 AM

PM Session 12:20 to 4:15

- 1P 12:20-1:15 PM
- 2P 1:20-2:15 PM
- 3P 2:20-3:15 PM
- 4P 3:20-4:20 PM

Online Class time determined by student

SAMPLE Dual Enrollment at Sophomore Year Student 4-Year Course Outline (Based on earning an AA in Arts, Humanities and Social Science from TCL)

******denotes SC graduation requirement course*

9th Grade **6.0 credit hours**	**In-Person Courses (4.0 credit hours)** *English 1 *Algebra 1 or Geometry *Biology *College and Career Planner (The Compass Program, *elective*) **Online Courses (1.0 credit hours)** *PE/Health *Integrated Business Applications (*elective*)	
10th Grade DE Student **DE Credits: 6** **Grad Credits: 7.0 (includes 3 elective credits or 2 elective credits and 1 additional SS course, depending on what is offered at MCA)**	**Semester 1 In-Person Courses (4.0 credit hours)** *English II *Geometry or Algebra II *COL 106 (TCL required course) *US History **Online Courses (2.0 credit hours)** *Foreign Language *Social Media (*elective*)	**Semester 2 In-Person Courses (4.0 credit hours)** *English II *Geometry or Algebra II *Art 101/105, GEO 101/102, MUS 105, PHI 101/110 *US History **Online Courses (2.0 credit hours)** *Foreign Language *Social Media (*elective*)
10th Grade non-DE Student **6.0 Credit Hours**	**In-Person Courses (4.0 credit hours)** *English II *Geometry or Algebra II *Chemistry *US History **Online Courses (2.0 credit hours)** *Foreign Language *Social Media (*elective*)	

11th Grade DE Student **Grad Credits: 7 reg, up to 4 electives** **DE Credits: 30**	**Semester 1** *BIO 101 - Biological Science I *ENG 101 - English Composition I *HIS 101 - Western Civilization to 1689 *MAT 110 - College Algebra SPA 101 - Elementary Spanish I	**Semester 2** *BIO 102 - Biological Science II *ENG 102 - English Composition II PSY 201 - General Psychology *MAT 120 - Probability and Statistics SPA 102 - Elementary Spanish II
11th Grade Non-DE Student **6 credit hours**	**In-Person (4.0)** *ELA III *Algebra 2 or other Math course *Earth Science *or* *Environmental Science *Foreign Language **Online Courses (2.0)** *Personal Finance (*potential elective*) *SS Course like Current Events, Intro to Psych, etc	
12th grade DE Student **Grad Credits: 2 reg, up to 6 elective** **DE Credits: 27**	**Dual Enrollment Courses: Semester 1** *CPT 101 - Introduction to Computers MAT 130 - Elementary Calculus *PSC 201 - American Government PHI 101 - Introduction to Philosophy OR other TLC elective Major elective (based on this particular AA program)	**Dual Enrollment Courses: Semester 2** ART 101 - Art History and Appreciation OR other TLC Elective * ECO 210 - Macroeconomics SPC 205 - Public Speaking Major Elective (based on this particular AA program)
12th Grade Non-DE Student **6 Credit Hours**	**In-Person** *ELA IV (edmentum) *Math course or *Elective* US Govt (0.5) Economics (0.5) Computer Science (1.0)	

	Online Courses *Workplace Communications (*elective*) *Elective course (*elective*)
Total Credits: SC Graduation: 24 DE Credits: 63 DE Credits to include the completion of an AA in Art, Humanities and Social Sciences	

Sample Student 4-Year Course Outline with Medical Assisting Certification Coursework (No AA/AS) from TCL

*****denotes SC graduation requirement course*

9th Grade **6.0 credit hours**	**In-Person Courses (4.0 credit hours)** *English 1 *Algebra 1 or Geometry *Biology *College and Career Planner (The Compass Program, *elective*) **Online Courses (1.0 credit hours)** *PE/Health *Integrated Business Applications (*elective*)	
10th Grade DE Student **DE Credits: 6** **Grad Credits: 7.0 (includes 3 elective credits or 2 elective credits and 1 additional SS course, depending on what is offered at MCA)**	**Semester 1 In-Person Courses (4.0 credit hours)** *English II *Geometry or Algebra II *COL 106 (TCL required course) *US History **Online Courses (2.0 credit hours)** *Foreign Language *Social Media (*elective*)	**Semester 2 In-Person Courses (4.0 credit hours)** *English II *Geometry or Algebra II *Art 101/105, GEO 101/102, MUS 105, PHI 101/110 *US History **Online Courses (2.0 credit hours)** *Foreign Language *Social Media (*elective*)
10th Grade: 6 credits	**Semester 1 In-Person Courses (4.0 credit hours)** *English II *Geometry or Algebra II *Chemistry *US History **Online Courses (2.0 credit hours)** *Foreign Language	

	*Social Media (*elective*)	
Medical Assisting Certification required Coursework **40 Total DE Credits required**	AHS 102 - Medical Terminology BIO 112 - Basic Anatomy and Physiology CPT 101 - Introduction to Computers ENG 101 - English Composition I MED 103 - Medical Assisting Introduction MED 104 - Medical Assisting Administrative Procedures MED 109 - Medical Business Records MED 112 - Medical Assisting Pharmacology MED 113 - Basic Medical Laboratory Techniques MED 114 - Medical Assisting Clinical Procedures MED 117 - Clinical Practice MED 124 - Medical Computer Practicum	
Sample 11th Grade Program **30 DE Credits or 27 + 1 HS Credit)**	MED 103 - Medical Assisting Introduction *BIO 112 - Basic Anatomy and Physiology *CPT 101 - Introduction to Computers *MAT 110 - College Algebra *ENG 101 - English Composition I (required)	AHS 102 - Medical Terminology PSY 201 - General Psychology *Mat 120 - Probability and Statistics MED 104 - Medical Assisting Administrative Procedures *ENG 102: English Composition II OR Online ELA IV
Sample 12th Grade Program **24 DE Credits (or 18 + 1 HS Credit (.5 each)**	*PSC 201 - American Government OR Online Govt. MED 109 - Medical Business Records MED 124 - Medical Computer Practicum MED 112 - Medical Assisting Pharmacology	*ECO 210 - Macroeconomics OR Online Econ MED 113 - Basic Medical Laboratory Techniques MED 114 - Medical Assisting Clinical Procedures MED 117 - Clinical Practice
Total Credits: SC Graduation: 24+ DE Credits: 57 DE/CTE Credits to include Medical Assisting Certification		

SAMPLE Cybersecurity AAS Certification Student Example

**denotes SC graduation requirement course*

9th Grade ***All Courses at MCA*** **SC Grad Credits: 6.0**	**In-Person Courses (4.0 credit hours)** *English 1 *Algebra 1 or Geometry *Biology *College and Career Planner (The Compass Program, *elective*) **Online Courses (1.0 credit hours)** *PE/Health *Integrated Business Applications (*elective*)	
10th Grade DE Student ***All courses at MCA*** **SC Grad Credits: 7.0 (includes 3 elective credits or 2 elective credits and 1 additional SS course, depending on what is offered at MCA)** **DE Credits: 4**	**Semester 1 In-Person Courses (4.0 credit hours)** *English II *Geometry or Algebra II *COL 106 (TCL required course) *US History **Online Courses (2.0 credit hours)** *Foreign Language	**Semester 2 In-Person Courses (4.0 credit hours)** *English II *Geometry or Algebra II *US History CRJ 101- Prereq for several courses (*may be taken at TCL*) **Online Courses (2.0 credit hours)** *Foreign Language
11th Grade DE student in Cybersecurity program **Courses *at MCA*:** (note, this outline is based on starting DE courses as a sophomore **SC Grad Credits: 7** **DE Credits: 21**	**MCA Dual Enrollment Courses: Semester 1** *BIO 101 - Biological Science I OR Online Earth Science *ENG 101 - English Composition I *MAT 110 - College Algebra	**MCA Dual Enrollment Courses: Semester 2** *BIO 102 - Biological Science 2 OR Online Astronomy *ENG 102 - English Composition II OR Online English IV *PSY 201 - General Psychology OR Online SS Course *MAT 120 - Probability and Statistics
Program 1st Year *Sample* Courses *at TCL* **DE Credits: 18**	**TCL Semester 1** CPT 168 - Programming Logic and Design CYB 110 - Introduction to	**TCL Semester 2** CYB 111 - Cybersecurity Policy and Implementation CYB 233 - Cyber Crimes and

	Cybersecurity IST 166 - Network Fundamentals	the Law CYB 269 - Digital Forensics
Summer Coursework (Recommended by TCL) **DE Credits: 11**	CPT 257 - Operating Systems CRJ 236 - Criminal Evidence CYB 112 - Security Certification Exam Prep Humanities Elective IST 112 - Network Certification Exam Prep	
12th Grade DE student in Cybersecurity program **Classes *at MCA*** **Grad Credits: 3** **DE Credits: 12**	**Dual Enrollment Courses: Semester 1** *CPT 101 - Introduction to Computers *PSC 201 - American Government OR Online Government	**Dual Enrollment Courses: Semester 2** * ECO 210 - Macroeconomics OR Online Economics * SPC 205 - Public Speaking
Program 2nd Year Sample Courses *at TCL* **DE Credits: 30**	**Semester 1** IST 291 - Fundamentals of Network Security I IST 190 - LINUX Essentials CYB 293 - Attack Vectors (Red Teaming) *Select One of the following Cybersecurity Electives:* CYB 286 - Cybersecurity Internship I IST 298 - Advanced Cloud Computing IST 261 - Advanced Network Administration	**Semester 2** CYB 282 - Security and Risk Analysis CYB 294 - Incident Response (Blue Teaming) IST 292 - Fundamentals of Network Security II *Select One of the following Cybersecurity Electives:* CYB 285 - Cybersecurity Capstone CYB 287 - Cybersecurity Internship II IST 293 - IT and Data Assurance I
Postgraduate Coursework (If not taken in the summer before the Senior Year) **DE Credits: 11**	CPT 257 - Operating Systems CRJ 236 - Criminal Evidence CYB 112 - Security Certification Exam Prep Humanities Elective IST 112 - Network Certification Exam Prep	
Total Credits: SC Graduation: 24+ DE Credits: 50 to include complete AAS Certification in Cybersecurity		

Proposed Staffing for MCA Dual Enrollment High School

In keeping with the proposed schedule, the proposed dual enrollment and career ready design, and a desire to keep academic class size small, MCA will initially look to hire one (1) Principal, eight (8) high school key-subject teachers, two (2) teacher's aides, six (6) adjunct professors, two (2) CATE instructors, one (1) special education teacher (more if necessary), one (1) full time guidance counselor, (1) full time post-high school planning counselor, one (1) office administrative assistant, one receptionist and one (1) PowerSchool Registrar. It is important to keep in mind that half of this number (350 – 450 students) will attend in the morning session and the other half will attend in the afternoon session. The breakdown of these positions can be seen in the Five-Year Budget (Appendix X) and in the List of Teaching Positions (Appendix H).

The innovation of the MCA model is based upon the benefits of an early college high school. The program will meet or exceed the performance of the local district and the Limestone Charter Association. The MCA program will provide students with access to attaining an associate's level degree and/or a career program certificate (and/or credits toward certification) by graduation, with no financial burden on the part of the student or their family. This financial incentive will enable students of all backgrounds to continue their education and career training at an appropriate post-secondary institution. (based on the *Early College High School Initiative* (Hoffman and Vargas, 2010).

These time- and cost-savings mechanisms also provide academic and financial opportunity for students who might otherwise not attend college. A MCA student will have the opportunity to earn one or more career-recognized certifications while also taking Dual Enrollment courses (if desired), allowing them to enter the workforce directly after graduation,

attend higher-level training at a trade school or technical college, or use their certification to earn money while working through a 4-year institution. Additionally, by eliminating up to two years of college tuition, students who wish to attend a 4-year institution directly after graduation can attain a four (4) year college degree in less time and at less cost. This can also provide an indirect benefit of creating more students seeking a graduate level degree or entering the workforce earlier to gain experience for higher-level positions. Last, having completed college credit and/or career-ready certifications (i.e. experience) can make students more attractive for academic scholarships from various organizations and institutions of higher learning,

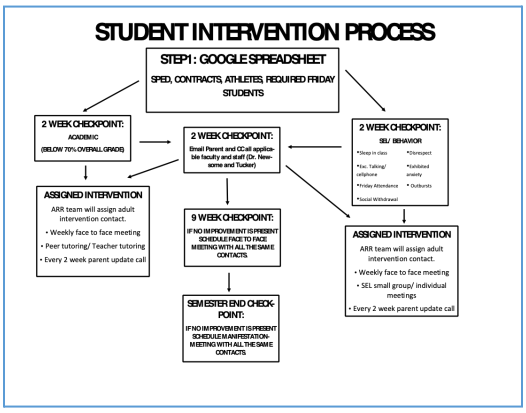
Research through the *Early College High School Initiative* points to these findings in support of the innovation of early college high schools:

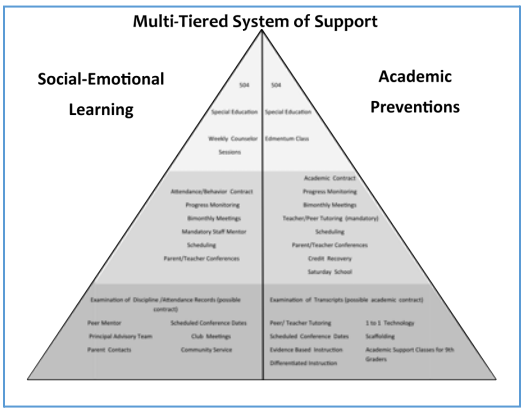
- Ensure a higher college and career readiness success rate: Early college schools serve as a proven college and career-ready strategy for students not already college bound and as a head start on college.
- Improve alignment of standards and curricula: Early college schools support and reinforce alignment of postsecondary courses with career and college-ready standards.
- Support high school and college teams in sharing accountability for the transition into college.

Early college schools provide mutual accountability of secondary and postsecondary institutions by providing a feedback loop on student performance and academic standards in the last two years of high school and first two years of postsecondary education. (Hoffman and Vargas, 2010)

MCA will identify students who are at-risk for underachieving in the Pre-College Program, through the Multi-Tiered System of Support Model (MTSS) including enhancing the staff's ability in identifying students with disabilities or behavior problems. MTSS will also improve instructional and emotional support to enable each student to be successful at MCA through a systematic method for screening, progress monitoring, and data-based decision-making

for interventions. The first level of intervention begins with identifying struggling students as demonstrated in the info-graph. The process has 4 main components: (1) Identify the problem; (2) Analyze the problem and determine the nature of any discrepancy; (3) Establish performance goals for the student and develop a relevant intervention plan to monitor student progress in a time frame; (4) Collect data from the process of monitoring the plan and evaluate the effectiveness of the prescribed intervention. Adjust the plan accordingly if needed.





Once a student has been identified, the MTSS model provides for three levels of interventions that move from the lowest intensity (Tier 1) to the highest intensity (Tier 3). The MTSS Model will be used for all MCA students. Parent involvement is crucial in the implementation of the MTSS model as they can provide vital information that may be affecting the student both in and out of school. Additionally, involving parents provides the necessary communication for how to successfully prepare an intervention plan for their student and ensure all stakeholders understand the expectations. Parents can then see the level of support in both academics and/or behavioral areas that will increase/decrease in intensity depending on the child's needs. Finally, parents will receive frequent progress checks about their child's response and performance to the intervention implemented. MTSS includes the following.

- High quality, research-based instructional and behavior supports;
- Individual student screening to determine which students may be in need of MTSS;
- Multiple tiers that are research-based interventions that match the needs of the student;
- Continuous monitoring of student progress;
- Follow-up to ensure that interventions were implemented correctly as planned;
- Active communication between staff and parents;
- Active parent involvement;
- A timeline of evaluation in which all parties are in agreement is appropriate for the student.

As part of the intervention assistance process, MCA will ensure that all staff members are properly trained in how to identify and implement diverse interventions for students of different socio-economic backgrounds, demographics, and ethnicities. In addition, staff will participate in professional development to ensure they are trained in recognizing students who have different learning, behavioral, and developmental difficulties. A school-based team will provide ongoing training and support to ensure all challenged students are identified for intervention programs. Such training will include examining student information such as academic performance, background screening, school attendance, and prior assessments related to learning and behavior. Continuous monitoring of student responses will assist in the basis for gauging the effectiveness of the intervention assistance. Consistent evaluation of student data will provide the determination of what level of interventions are necessary to meet each individual student's needs.

All students identified as having academic challenges will be assigned an MCA support staff member to provide Support and Tutoring sessions, in addition to their assigned courses. As part of this academic assistance, the student will be required to participate in the Edmentum® system of online learning (or other academic support systems). This system will address learning gaps and provide more assistance in the necessary subjects. Once the student is performing at

honors level, the MCA support staff, in collaboration with the intervention team, may approve the student's removal from the support program. It is important to remember that academic assistance is proactively built into the MCA academic model through the Compass Program, as well as through formative academic assessments that ensure students maintain grade level success. In cases where a student does not qualify for the College Program, the student will be assigned traditional high school courses that will meet all the South Carolina Department of Education's (SCDE) graduation requirements.

The MCA curriculum model was chosen to allow students in Beaufort and surrounding counties to become fully prepared for career success after graduation. Through its proprietary Compass Program students will be given the tools, guidance, and support needed to build a comprehensive plan for a successful high school experience within the MCA model. Topics include (but are not limited to): time management, personal accountability, study skills, test-taking strategies, professional skills identification, managing mental health effectively, citizenship, and college and career planning. . For those who want to attend a 2- or 4-year program upon graduation, its College Program provides students the ability to attain up to 60 hours of college credit by the time of high school graduation. For those who want to build a school-to-career pathway, its Career Readiness Program provides students the ability to attain at least one career certification with the potential of also completing General Education courses. To provide students this opportunity is the intent of this curriculum programming. There are, of course, other benefits in this highly effective model. These include an increased percentage of students seeking additional college education, increased number of student-athletes attaining a college degree, and decreased cost of attaining such a degree. In order to prepare students, the $9^{th}/10^{th}$ grade program will align with SCDE's Honors Curriculum Standards.

Instructional Delivery for MCA

Marshview Collegiate Academy will be modeled similarly to OCA, LCA and ACA. While each Principal is given the flexibility to make adjustments to the instructional delivery methods based on the student population they are serving, the basic model will be maintained to provide a consistent curriculum aligned with the charter.

The success of the first three schools in the State have reinforced Pinnacle's approach to model the curriculum and dual credit program for MCA similarly. All current Collegiate Academies use different dual enrollment credit providers so there is variation in the dual enrollment processes, but the model remains consistent. Once the student population is in place, classes can be added, if needed, to provide specific college and career preparation courses that meet the student populations' needs and increase the number of students eligible for college and career courses.

A regular meeting is held, in which Pinnacle staff meet collectively with all the collegiate academy principals. This is an online meeting with each principal present and where issues and concerns pertinent to each school are discussed. Because this is a collective meeting, the Principals of each school are assisted with mirroring policies and procedures as needed and necessary with appropriate variation, trouble-shooting current issues within the State or each school's respective region, and participating in one of the "best practices" for overall professional growth and mentoring. Pinnacle's model provides for the development of a cohesive team composed of principals and Pinnacle staff who meet consistently and as needed to ensure each

school is operating at its peak ability to carry out its mission; adding a fourth Principal will strengthen this proven process.

c) Professional Development

The Principal is responsible for overseeing professional development for their staff with support services from Pinnacle on an as-needed basis. Through its team approach to student success, additional administrators, guidance and career and college counselors, and educators may be included in developing opportunities for staff professional and personal development. MCA hopes to establish an additional partnership with its authorizer, Limestone Charter Association, to assist MCA with its teacher professional development, specifically its college instructors.

Implementation and support of MCA's educational program will be successful by providing the following professional development to faculty and staff. These are the core components and MCA will provide training and development on other topics based on the needs of the school, teachers, and success of students.

- Multi-Tier System of Support (MTSS);
- Framework for 21st Century Learning;
- Identifying, defining and supporting exploration of Career Clusters for post-graduation planning ;
- Instructional Strategies of an Early College High School;
- College Prep Program – lesson planning and curriculum mapping;
- ADEPT;
- And other trainings as needed

Professional development is a crucial component to teacher success — even for experienced teachers — which ultimately leads to student success and overall school success. In support of that mission, MCA will initially train staff, provide professional development seminars and training in the instructional strategies of an early college high school, and lesson

plan design in the College Prep Program. These trainings will be held before the school opens and will continue throughout the school year. The MCA budget provides for ongoing professional development to ensure student data is leading the curriculum design and ultimately providing student success. Administration will plan monthly professional development sessions and bring in experts in the field to work with the teachers as needed. While topics for the professional development sessions will be determined using a needs assessment, in addition to the aforementioned topics, pertinent topics are likely to include training in the ADEPT model, sessions leading to the *Read to Succeed* requirement for high school teachers, developing a School Safety Plan, *High Schools That Work* site development training, and using *Formative Assessments to Improve Student Growth*. Student data will be consistently reviewed to identify instructional delivery weaknesses and provide evidence-based interventions for improvement. Relevant staff will engage in professional development of those interventions as part of the school's continuous improvement cycle and professional learning community.

As part of the academic assistance intervention process (MTSS), MCA will ensure that all staff members are properly trained in how to identify and implement diverse interventions and assistance for students of different socio-economic backgrounds, demographics, and ethnicities. Additionally, staff will have training in recognizing students who have different learning, behavioral, and developmental challenges. The MTSS team will lead these trainings to include examining all student information such as: academic performance, background screening, school attendance, and prior assessments related to learning and behavior. Continuous monitoring of student academics, social behaviors and general responses will assist in the basis for gauging the effectiveness of the intervention.

As depicted in the MCA 2023-2024 Academic Calendar, there are ten (10) professional development days prior to the start of school. Teachers and staff will engage in appropriate training and development during this time (. Throughout the school year, this calendar also depicts the professional development days allotted for on-going professional development. Additionally, there will be a monthly In-service held after school (for example, the last Tuesday of the month, every school month but December) to ensure that faculty are receiving the necessary MCA components of instruction aligned with the charter.

From MCA's mission statement and the educational program description, it is easy to see that the anticipated professional development is tightly aligned with the academic priorities of the school. Effectiveness of this professional development will be evaluated by the results of all student and school data. Descriptions of these evaluations and assessments can be found in the "Goals, Objectives, and Assessment Plan" section (page 53) of this document.

Professional Support Considerations for MCA

Marshview Collegiate Academy will be modeled similarly to the proven successful campuses of Oceanside Collegiate Academy, Legion Collegiate Academy and Atlantic Collegiate Academy. The model of a rigorous academic and elite athletic high school has been well accepted by parents, students, and the communities in Rock Hill, Charleston, and Myrtle Beach, South Carolina. Each school is given the flexibility it needs to serve their differing populations (i.e. student populations in the lowcountry, upstate and pee-dee). Because of the distance between the schools, there are no immediate plans for shared, in-person professional development across campuses for teachers. Pinnacle hosts an online weekly meeting with the Principals to discuss current and upcoming happenings, as well as conducting an in-person

quarterly meeting with its directors, operators, and principals. Here, these members share policy templates with one another, and policies and procedures are compared. That, however, does not mean that they will be the same. If Pinnacle and/or one of the principals decide to offer the same Professional Development for teachers, it will be conducted via live streaming or on-line. Pinnacle/ each Principal will make that decision based on individual school needs. Staff members such as testing coordinators, federal program coordinators, PowerSchool coordinators, coaches, and athletic directors will talk with colleagues from their sister schools on a regular basis to provide each other with support and resources.

d) Virtual Offerings

As indicated in the Educational Model section of this document, 11th and 12th grade students who are unable to meet the requirements of the dual enrollment program will be enrolled in a blended College Prep schedule.program. The courses that MCA will offer in this blended program will be through *Edmentum*® and, though rare, through the South Carolina Department of Education's Virtual School course offerings as well. Students in this program will also have an MCA certified/qualified instructor in the classroom who will supplement on-line courses with additional lessons and/or assignments. Therefore, the school will comply with the mandatory twenty-five percent (25%) "real time" requirement. Teachers are responsible for adjusting the content of the online curriculum to meet the SC standard for each class they teach.

Corresponding Appendices:
Appendix F – School Calendar and Daily Schedule
Appendix G – Supporting Documents for the Described Educational Program
Appendix H – List of Teaching Positions
Appendix I – Not Applicable – Virtual School List of Courses

3. Serving Students with Special Needs

The purpose of special education and related services is to give students with disabilities access to the general education curriculum of the school, its programs, and its extracurricular activities that all students without disabilities enjoy. MCA will comply with all processes stipulated by the Limestone Charter Association (LCA) in its Child Find procedures to ensure that all children with disabilities enrolled in MCA are identified, located, and evaluated according to Federal, State, and district requirements. Identifying students to be evaluated for a disability through referrals from teachers, Multi-Tiered System of Support, parents, coaches, and administrators will all be part of faculty and staff training. At any point in the special education determination process, if a parent requests a formal evaluation to determine eligibility for special education, the MTSS process will not be used to deny or delay the formal evaluation for special education. It shall only be used to assist in the collection of data for the IEP team. The school will publicly post information regarding *Child Find Procedures* within the facility and on its website. All parents will receive procedural safeguards at the onset of the evaluation process, as well as other required points, to ensure that they are aware of the special education process and their rights, at any point during this process.

Marshview Collegiate Academy, as a public charter school, is aware that its enrollment must be open to all and any students and it must provide a free, appropriate, public education (FAPE) by offering services, as needed, for students with disabilities, including students who are English as a Second Language (ESOL). These services shall include all documentation, assessments, adaptations, modifications, and accommodations. MCA understands and will comply with LCA's specific policies and procedures, the *Individuals with Disabilities Education Improvement Act of 2004 (IDEA)*, *Section 504 of the Rehabilitation Act*, the *Americans with*

Disabilities Act (ADA), and *Title III of* the *Elementary and Secondary Education Act (ESEA)*, and any revisions thereof in their entirety. Furthermore, MCA will demonstrate adherence to the following legal principles, outlined in the above-mentioned legislation:

- free appropriate public education (FAPE);
- confidentiality;
- child find;
- procedural safeguards;
- nondiscriminatory evaluations;
- individualized Education Program (IEP);
- least restrictive environment (LRE); and;
- certified teachers (as many as enrollment dictates).

Free Appropriate Public Education (FAPE)

Marshview Collegiate Academy, in collaboration with LCA, will ensure that a free appropriate public education (FAPE) is made available to all its students with disabilities. This will include making assistive technology available, if required, as part of the child's special education, related services, or supplementary aids and services. Additionally, MCA will work closely with the LCA to ensure that extended school year services (ESY) are provided if a child's individualized education program (IEP) team determines that the services are necessary for the provision of FAPE to the child.

In regard to nonacademic services, MCA will take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP team, to provide non academic, extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities as provided to students without disabilities. Such services and activities may include, but are not limited to: additional academic support, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school or

school district. MCA will also make referrals to agencies that aid and assist individuals with disabilities and employment of students.

Confidentiality

Marshview Collegiate Academy ensures all safeguards and confidentiality of personal identifiable information at use, collection, storage, retention, disclosure, and destruction stages. The Principal, along with MCA's special education teachers, are responsible for maintaining the confidentiality of personally identifiable information. MCA will ensure that all persons collecting or using personally identifiable information receive training and instruction regarding the school and LCA's policies regarding that information. MCA gives notice to all parents of students receiving special education and/or related services to fully inform them about confidentiality requirements, in accordance with South Carolina Board of Education Regulations.

MCA permits parents (or their representatives) to inspect and review any education records relating to their children that are collected, maintained, or used by the school or the LCA. MCA will comply with requests to access records without unnecessary delay and before any meeting regarding any IEP, hearing, or resolution session and will do so within 45 days after the request has been made. MCA will keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. MCA will maintain a list of authorized employees who have access to educational records. Unless the information is contained in education records and the disclosure is authorized without parental consent under FERPA, MCA will obtain parental consent before personal identifiable information is disclosed to parties, other than officials of participating agencies in accordance as

defined by South Carolina Board of Education Regulations and laws. The parent's consent, or the consent of an eligible child who has reached the age of majority, must be in writing, signed, dated, and must:

1. Specify the records to be disclosed;
2. State the purpose of the disclosure; and
3. Identify the party or class of parties to whom the disclosure may be made.

MCA obtains such consent before personally identifiable information is released:

1. Prior to inviting officials of participating agencies providing or paying for transition services to an IEP meeting in accordance with South Carolina Board of Education;
2. To officials in another district or school relating to the child's enrollment in a nonpublic school; and/or
3. For purposes of billing insurance and/or Medicaid.

MCA affords rights of privacy to children similar to those afforded to parents, taking into consideration the age of the child and the type or severity of disability. Unless the student has been determined incompetent, the rights of parents regarding education records under FERPA transfer to the child at age 18. This includes the rights regarding education records, which also transfer to the child. The IEP, once a child reaches the age of 17, must include a statement that the child has been informed regarding this transfer of rights.

Additionally, MCA includes in the records of a child with a disability a statement of any current or previous disciplinary action that has been taken against the child and transmits the statement to the same extent that disciplinary information is included in, and transmitted with, the records of non-disabled children. If MCA reports a crime to the appropriate law enforcement officials, it will transmit copies of the special education and disciplinary records of the child to those officials only to the extent that the transmission is permitted by FERPA and any other applicable laws.

As necessitated by Federal auditing requirements, MCA will make available education records for identified students for five (5) years after they exit from special education services. MCA may destroy records after the five (5) year term and proper notification has been given as regarded by law. Prior to destroying special education records, MCA will notify the parent/guardian or the adult-student that the information is no longer needed and that the school is proposing to destroy them. A certified letter will be sent to the last known address of the student. A returned letter will become the supporting documentation of MCA's attempt to inform the student/parent of the proposed destruction of records.

Child Find

Each state is required to comply with IDEA guidelines to identify, locate, and evaluate all children with disabilities who need special education and related services. It is the responsibility of all public schools, including MCA, to assist in this process. This includes children who are suspected of having a disability even though they are advancing from grade to grade. Determining eligibility will be the responsibility of the multidisciplinary team. If the student is not proficient in English, MCA will not identify the student as having a disability if the limited English proficiency (LEP) is the cause of the suspected disability. MCA and its staff will use a variety of community resources and systematic activities in order to identify children requiring any special services. The following is an example of the Child Find notice and description of methods for publicly providing the notice that MCA will use unless it is necessary to use a LCA notice:

Annual Notice of Child Find School Year 2024-2025:

> *Under a mandate of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Marshview Collegiate Academy is to conduct activities to locate, identify, and evaluate any child with known or suspected disabilities who attends the school. Categories*

of disabilities may include: developmental delay, mental disability, emotional disability, speech or language impairment, deafness and hard of hearing, visual impairment, deaf-blindness, orthopedic impairment, other health impairment, traumatic brain injury, autism, and multiple disabilities. A referral (report for possible evaluation) may be made by parent/guardians, school staff member, or other concerned persons. Referrals are made when a person reasonably believes a child may be a child with a disability even if the child is advancing from grade to grade. Before referring the student, the person making the referral must inform the child's parent that the referral will be made. Marshview Collegiate Academy employs interventions for struggling students. Before an evaluation is conducted, the student should be enrolled in one of the intervention programs. However, the school may not deny a request or delay a request for an evaluation. Referrals must be in writing and include the reason why the person believes the child is a child with a disability. Referral forms may be requested by contacting the Special Education Coordinator at: TBD@Marshviewcollegiateacademy.org The obligation of child finds is fulfilled by the posting of this letter in a public location within the school, having it sent out in mass email to all school parents/guardians, and posted on the website.

Procedural Safeguards

As required by IDEA and the South Carolina Board of Education, MCA will provide prior written notice (PWN). To ensure that parents are fully informed of the action being proposed or refused, PWN will include the following mandated information:

1. A description of the action proposed or refused by MCA;
2. An explanation of why MCA proposes or refuses to take this action;
3. A description of other options that the IEP team considered and the reasons why those options were rejected;
4. A description of each evaluation procedure, assessment, record or report that MCA uses as a basis for the proposed or refused action;
5. A description of other factors that are relevant to MCA's proposal or refusal;
6. A statement that the parents of a child with a disability have procedural safeguards and, if the notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained; and
7. Sources for parents to contact to obtain assistance in understanding the provisions of South Carolina's rule regarding procedural safeguards.

Unless it is clearly not feasible to do so, MCA will provide this notice in the native language of the parents or other mode of communication used by the parents.

Parents of a child with a disability are entitled to specific procedural safeguards under IDEA and South Carolina Board of Education Regulations. MCA will provide parents with a

copy of the procedural safeguards at least once a year during the annual review. In addition, MCA provides parents with a printed copy of this procedural safeguards notice in each of the following circumstances:

1. Upon the initial referral or parental request for evaluation;
2. Upon receipt of the first State complaint or due process hearing request in a school year;
3. Upon a change in placement for disciplinary action; and
4. When requested by the parents or the child who has reached the age of majority.

Prior to performing certain actions within the special education process, it will be necessary to obtain parental consent. Consent means that the parents: have been fully informed in their native language or other mode of communication of all information relevant to the activity for which consent is sought; understand and agree in writing to the completion of the activity for which the consent was obtained (the consent will describe the activity and lists the records, if any, that will be released and to whom they will be released); and, understand that the granting of consent is voluntary and may be revoked at any time. MCA will obtain written consent from the parents before:

(a) Conducting an initial evaluation to determine if a child is eligible for special education;
(b) Initially providing special education and related services;
(c) Conducting a reevaluation when additional data are needed; and
(d) Releasing personally identifiable information about the child to any person other than a person authorized to obtain those records without parental consent pursuant to FERPA.

MCA will make reasonable efforts to contact parents to obtain written consent and will document those attempts. If parents fail to respond or refuse to provide consent for an initial evaluation, reevaluation, and/or initial provision of special education and related services, MCA will respond accordingly with the options that are available and which have the best interest of the student in mind, including:

- requesting a due process hearing and engaging in conflict resolution or mediation to convince parents to provide their consent; or,
- deciding not to pursue initial evaluation and providing the parents with PWN of this decision;
- proceeding with a reevaluation;
- continuing to provide FAPE if both MCA and parents agree the three (3) year evaluation is unnecessary; and,
- providing PWN and notifying parents of a decision to discontinue special education and related services which will include the right of the parent to use mediation or due process procedures if the parent disagrees with this decision to discontinue the provision of FAPE to the child.

Evaluation

Before the initial provision of special education and related services, a comprehensive, nondiscriminatory evaluation must be conducted. However, prior to the evaluation, the student will be provided with interventions, such as in the MTSS process, to address below grade-level performance. Students not responding to interventions will be referred for an evaluation. A parent may initiate a request or an MCA employee, who has reason to suspect the child may have a disability, is obligated to initiate a request for an initial evaluation. Within a reasonable amount of time from the receipt of a request for an evaluation, MCA either obtains parental consent for an initial evaluation through an evaluation planning meeting or provides to the parents/ guardians' prior written notice stating that MCA does not suspect a disability and will not be conducting an evaluation.

When an assessment is necessary, there are many methods of assessment, and these must be decided upon by an evaluation team. It is simply not just the school psychologist who decides eligibility based on the assessment results. Relevant functional, developmental, and academic information about the child, including information provided by the parent and educators, will be gathered. All areas of the suspected disability are assessed, not just any single measure or assessment will be used as the sole criterion for determination. Parents will receive Prior Written

Notice (PWN) that describes any evaluation procedures the school proposes to conduct. The initial evaluation:

(a) Is conducted within 60 days of receiving signed parental consent for the evaluation; and
(b) Consists of procedures:
    (i) To determine if the child is a child with a disability as defined in South Carolina Board of Education Regulation 43-243.1; and
    (ii) To determine the educational needs of the child.

MCA will obtain parental consent before conducting an evaluation. The evaluation team consists of the members similar to those of an Individualized Education Plan (IEP) team and other qualified professionals.

As part of the initial evaluation and any reevaluation, the evaluation team will develop an evaluation plan that will provide for the following and be summarized in an evaluation team report:

(a) Review of existing evaluation data on the child, including:
    (i) Evaluations and information provided by the parents of the child;
    (ii) Current classroom-based, local or state assessments and classroom-based observations;
    (iii) Observations by teachers and related services providers;
    (iv) Data about the child's progress in the general curriculum; and
    (v) Data from previous interventions.
(b) On the basis of that review and input from the child's parents, identify what additional data, if any, are needed to determine:
    (i) Whether the child is a child with a disability, as defined in South Carolina Board of Education Regulation 43-243.1, and the educational needs of the child;
    (ii) In the case of a reevaluation of a child, whether the child continues to have such a disability and the educational needs of the child;
    (iii) The present levels of academic achievement and related developmental needs of the child;
    (iv) Whether the child, as a result of the disability, needs special education and related services; or
    (v) In the case of a reevaluation of a child, whether the child continues to need special education and related services; and
    (vi) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals

set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.

In conducting the evaluation, MCA will:

(a) Use a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child, including information provided by the parent, that may assist in determining:
  (i) Whether the child is a child with a disability as defined in South Carolina Board of Education Regulation 43-243.1; and
  (ii) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum;
(b) Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and
(c) Uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

MCA will ensure that:

(a) Assessments and other evaluation materials used to assess a child:
  (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
  (ii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information about what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to provide or administer;
  (iii) Are used for the purposes for which the assessments or measures are valid and reliable;
  (iv) Are administered by trained and knowledgeable personnel; and
  (v) Are administered in accordance with any instructions provided by the producer of the assessments.
(a) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
(b) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure);
(c) A school age child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities;
(d) Assessments of children with disabilities who transfer from one school district to another school district in the same school year are coordinated with the children's prior and subsequent schools, as necessary and as expeditiously as possible,

consistent with South Carolina Board of Education Regulations 43-243, to ensure prompt completion of the full evaluations.

(e) In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all the child's special education and related service needs, whether or not commonly linked to the disability category in which the child has been classified.

(f) Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.

The parents will receive a formal written report of evaluation results that includes all information used by the team in making the eligibility determination.

After drawing upon information from a variety of sources (including aptitude and achievement tests, state- and district-wide assessments, parent input and teacher recommendations, as well as information about the child's physical condition, social/cultural background, and adaptive behavior), and it is determined that a child has a disability and is in need of special education and related services, MCA will develop an IEP for the child within thirty (30) calendar days of the date of eligibility.

Individualized Education Plan (IEP)

Once the team has determined that a child is eligible under IDEA and once the parent has provided signed written consent for the child to receive special education services, MCA will form an IEP team. The meeting to develop an IEP is then conducted by this team within thirty (30) calendar days of this decision. Following its development, the IEP is implemented as soon as possible, and MCA will ensure that the parents receive a copy of the child's IEP at no cost. Prior Written Notice is provided to the parents the same day as the IEP meeting. Members of the IEP team include:

- The child's parents/guardian;
- General education teacher who is working with the child and implementing

portions of the IEP;
- Special Education teacher;
- LEA representative who:
    - Is qualified to provide or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
    - Knows the general education curriculum; and
    - Knows about the availability of resources of the school and/or district.
- Someone who can interpret the instructional implications of the evaluation results, who may be one of the team noted previously;
- At the discretion of the parent/guardians or the school, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- The child, whenever appropriate. The child must be invited if a purpose of the meeting is the consideration of postsecondary goals for the child and the transition services needed to assist the child in reaching those goals, which begin at age thirteen (13).

To schedule IEP meetings, MCA will adhere to the following procedures:

1) The school special education teacher will contact the parent/guardian and determine a mutually agreed upon date and time for the IEP meeting. This may be done via email, by phone or in person. As a result of parent/guardian contact, a mutually agreed upon date and time is established and the teacher will complete the IEP notification in *Enrich*.
2) If the teacher is unable to present the date and time with the parent/guardian via email, phone or in person, a written invitation from *Enrich* will be sent home to the parent/guardian. Without parental contact, the meeting should be scheduled within a reasonable amount of time for the parent/guardian to plan to attend.
3) If, after three (3) days, the teacher does not receive the signed meeting notification response, a second notification should be sent home again using a different method such as email, in person, or US mail.
4) If after two (2) reasonable attempts and there is no response, or the parent/guardian responds that they will not attend, the teacher may hold the IEP meeting. If the parent/guardians indicate in writing that they will attend but do not show up for the meeting, the teacher may hold the IEP meeting.

In developing each child's IEP, the IEP team considers:

1) The strengths of the child;
2) The concerns of the parent/guardians for enhancing the education of their child;
3) The results of the initial or most recent evaluation of the child;
4) The results of the child's performance on any state or district-wide assessment programs, as appropriate; and
5) The academic, developmental, and functional needs of the child.

The IEP will include the following:

1) A statement of the child's present levels of academic and functional performance, including:
   i. How the child's disability affects the child's involvement and progress in the general education curriculum; or
   ii. As appropriate, how the disability affects the child's participation in appropriate activities;
2) A statement of measurable annual goals, including academic and functional goals, designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum and meet the child's other educational needs that result from the child's disability;
3) A description of the child's progress toward meeting the annual goals described in the IEP and how they will be measured; and when reports on the progress the child is making toward meeting the annual goals will be provided;
4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child:
   i. To advance appropriately toward attaining the annual goals;
   ii. To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities; and
   iii. To be educated and participate with other children with disabilities and non-disabled children in the activities;
5) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular classroom and in activities;
6) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and district-wide assessments; and
   i. If the IEP team determines that the child must take an alternate assessment instead of a particular state or district assessment of student achievement, a statement of why the child cannot participate in the regular assessment and the particular assessment selected is appropriate for the child; and
7) The projected date for the beginning of the services and modifications described in the IEP and the anticipated frequency, location and duration of those services and modification;
8) For children age thirteen (13) or over, a transition plan with appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills; and the transition services (including courses of study) needed to assist the child in reaching those goals.

The student's IEP, created by the IEP team, will specify any special circumstances (equipment, supervision, etc.) that will be provided to meet the student's needs. MCA will work with the district's Special Education Services to contract for any special services needed to fulfill any child's IEP. If services are unavailable through the district, MCA will contract with the appropriate related service providers, including but not limited to occupational and physical therapy, orientation and mobility, speech therapy, and psychologists for testing in the manner necessary to afford children with disabilities an equal opportunity for participation in school activities. The special education teacher will progressively monitor the special education students in order to have accurate, up to date information on the present levels of academic achievement and functional performance to determine if the IEP goals are appropriate and achievable.

In accordance with IDEA, children will be treated as individuals with unique abilities and disabilities that need to be addressed by providing unique support services, which are explicitly articulated in the IEP. MCA will create a system to ensure that, to the maximum extent appropriate, children with disabilities are educated with children who are non-disabled and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. A continuum of services, including inclusive services in the general education classrooms, will be available to meet the needs of students with disabilities for special education and related services and that least restrictive environment (LRE) issues are considered in placement decisions. MCA will ensure that students with disabilities receive a FAPE and will utilize a variety of strategies to address student needs.

If a determination is made that a child has a disability and needs special education and

related services, after seeking the consent for the initial provision of services, MCA will develop an Individualized Education Plan (IEP) for the child within 30 calendar days of the date eligibility is determined as required by South Carolina Board of Education Regulations 43-243.

Transfer IEPs

MCA will provide comparable services to all children who enter MCA with an IEP in place. Within 30 days MCA will gather data and have an IEP team meeting to determine if the IEP is appropriate for MCA's environment and can be accepted as is or if adjustments to the IEP are required to provide access to MCA's general education.

Reevaluations

Reevaluations will be conducted if the team determines that the educational or related service needs of the child, including improved academic achievement and functional performance, warrant a reevaluation or if the child's parent/guardian or teacher requests a reevaluation. The reevaluation must occur at least once every three (3) years, unless the parent/guardian and LEA representative agree that the reevaluation is unnecessary. A reevaluation may not occur more than once a year unless the parent/guardian and LEA representative agree otherwise. If the team determines, during the reevaluation, that the child is no longer a child with a disability under IDEA (the child no longer meets eligibility criteria, and no longer needs specially designed instruction), the team will determine if the student meets the wider definition of disability under Section 504 of the Rehabilitation Act. Students under Section 504 typically receive their accommodations in the general education classroom but may require out of class accommodations that do not rise to the level of special education services. Accommodations under Section 504 are required to "level the playing field" for students who qualify. Students under Section 504 are also afforded procedural safeguards. While similar to

IDEA, these are not the same. If, at the reevaluation, a student is determined to no longer qualify or no longer require services, the student will be exited from special education. If the team decides a transition plan is needed, then one will be created.

Least Restrictive Environment (LRE)

To the maximum extent possible and appropriate, MCA will ensure that a continuum of services is available to meet the needs of children with disabilities for special education and related services in the least restrictive environment (LRE). The least restrictive environment:

- Is based on meaningful evaluation data;
- Considers appropriate placement options;
- Is determined at least annually;
- Is determined by the child's IEP team; and
- Considers any potential harmful effect on the child or on the quality of services that he or she needs, including the medium through which the instruction is delivered.

MCA does not remove a child with a disability from instruction in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

If the IEP team determines that a FAPE cannot be provided to the student within the MCA school setting, even with appropriate accommodations and modifications, MCA will work closely with the LCA to determine a program within the school district that can meet the child's needs. If so, based on the IEP team's decision, placement will be made.

Special Education Teacher

During its inaugural year to fulfill its obligation, MCA will employ at a minimum one (1) special education teacher to address the needs of its high school students. The special education teacher will provide services for students already identified and assist in the identification of students in need of and who qualify for services under IDEA and Section 504, but who have yet to be identified as meeting State and/or Federal criteria of a student with a disability. The special education teacher will attend all district meetings for special education coordinators/teachers and

will serve as the contact person between MCA and LCA on special education matters, including state and federal reporting. S/He will attend all trainings offered or provided by the district to better provide services to the school, students, and parent/guardians. Student needs and the staffing required to serve those needs will be reviewed on a continuous basis, and staffing will at all times be in compliance with all Federal and State laws and regulations.

Summary or Overview

MCA will work closely with LCA (who, as the authorizer/sponsor, will also be responsible for ensuring each student is receiving FAPE), to ensure that all students identified as eligible for special education and Section 504 receive those services and/or accommodations as described in their IEPs or 504 Plans. MCA will comply with all applicable laws and regulations, as well as the policies of the local education agency (LEA) that are applicable to charter schools as they relate to identifying students with special needs, developing IEPs, and providing related and transition services. MCA may employ faculty or contract with service providers of its choice to carry out the above-stated responsibilities.

The student's Individualized Education Plan/Program (IEP) will specify any special circumstances (equipment, supervision, etc.) in which the student is eligible for and which will be provided to meet the student's needs in academic and nonacademic settings supported by the school.

Additionally, MCA will work diligently within FAPE to identify the LRE under *IDEA*. Once a student has been identified as in need of an intervention, MCA will then use the MTSS model (previously outlined in the Educational Model section on (page 20), and to some extent, previously within this section) to implement and amend necessary changes to ensure an equal education for students served under *IDEA* and *Section 504*. MCA will review all 504 Plans no

less than once a year and, certainly, sooner upon a request by a teacher, administrator, student, or a parent/guardian.

MCA will not include questions regarding any student's IEP or special needs service in the lottery application and will not request a copy of a student's IEP or similar information from the parent/guardian or prior school until the student has been accepted in the lottery and has progressed to the accepted enrollment phase.

MCA will adhere to the *IDEA*, *Section 504*, and the *ADA* to provide a FAPE to all disabled students as follows:

- Appropriate student evaluation and education plans for gifted students;
- Inclusion of parent/guardians and students in decisions regarding consent, understanding of the child, initial placement, and assistance with creating an IEP;
- Due process safeguards will be provided to parent/guardians in written form;
- Students with disabilities will be afforded the same educational opportunities in the LRE in all academic and extra-curricular activities provided by MCA. Any modifications for participation of a special needs student will be made in accordance with the IEP. MCA will diligently ensure that the first choice of education placement will be in the regular education classroom, but resource and other options will be available as specified in the IEP;
- MCA will implement the MTSS model when necessary for all students, including those with special needs.

The goals for determining the effectiveness of MCA in serving special education students will be consistent with the goals set for all MCA students or as specified in the IEP. Upon request, the collection of student information (history, grades, background screening, attendance, academic performance, behavioral/social screening, and assessments) will be conducted. Continuous monitoring of a student's response to interventions will determine the effectiveness of the interventions and supply data for decision-making. This will lead to decision's on whether to refer to an evaluation team; thus, creating an efficient referral and intervention system. However, a parent/guardian has the right to ask for an evaluation for disability purposes at any time.

Another means to measure MCA's effectiveness in serving special needs students will be the academic learning gains that are consistent with the annual goals set in the IEP. Progress of special needs students can also be evaluated through a review of grades and progress evaluations from the special education teacher.

MCA understands that, as a public charter school, it is responsible for providing the full range of services and placement options typically provided in South Carolina public schools. If it is determined by a student's IEP that his or her least restrictive environment (LRE) is a specialized placement not typically provided by each school in South Carolina, MCA will work closely with its LEA to ensure that appropriate arrangements are made for that student's specialized placement and services. MCA may contract with other agencies to provide the full range of services needed for any child with special needs.

The proposed five (5) year budget, attached as Appendix Y and embedded in the Business and Finance section of this document, verifies that both personnel and program needs have been adequately planned for and funded.

MCA will collect and establish an ongoing database to monitor longitudinal student achievement trend data each year. This information will be used to achieve the SMART Goals and Objectives that are designed to meet the state and federal accountability standards for grades nine through twelve, to inform instruction, to identify staff development needs, and to align the allocation of funds, resources, and materials to support high quality instructional services. The results of these assessments will enable MCA teachers to identify each student's baseline of achievement and progress over the course of the academic year. These highly practical tools will help teachers and parent/guardians identify where a child's strengths are, as well as specific modifications or adaptations the teacher and student need to address.

Additionally, all public schools operating in South Carolina are evaluated annually on the academic progress of all students eligible for special education services as part of the annual school report card process under "closing the gap" criteria. This data will be reviewed and evaluated as part of our school's internal evaluation procedure.

As part of our ongoing needs assessment, MCA will hire employees, or contract with other agencies, to ensure that all students receive the educational services and support that they need to make the appropriate educational gains. During the planning year, MCA will work with LCA to ensure that services and funding are available for students who need special education.

To ensure that students with disabilities are receiving an equal opportunity to participate in non-academic and extracurricular activities, MCA is committed to working with these students and their families. MCA will make reasonable modifications to its policies, practices, and/or procedures to provide aids and services whenever such modifications are necessary to ensure equal opportunity for participation. This best practice shall be precedent unless the requested modification constitutes a fundamental alteration of the nature of the extracurricular activity.

Title III of the Elementary and Secondary Education Act (ESEA)

MCA will follow the SCDE and the LCA's plan and guidelines to meet the needs of its students demonstrating limited English proficiency, thereby, essentially fulfilling the requirements of *Title III* of the *ESEA* for speakers of a language other than English. The law requires effective instruction that: (1) leads to the timely acquisition of proficiency in English and (2) provides teaching and learning opportunities so that each student can become proficient in the state's academic content and student academic achievement standards. Children that may

have limited English proficiency are attempting to learn core content taught in English which is not a language that is their first or "home language." Thus, their ability to learn content knowledge may be compromised by the lack of classroom accommodations to assist in this process or the lack of other opportunities through English language learning. These students are tasked with the dual responsibility of learning the English language while simultaneously successfully completing the core content needed for high school graduation. With no plan in place to assist such students, they are often at a higher risk of quitting school and subsequently having limited opportunities for career and employment opportunities.

Therefore, MCA in tandem with the SCDE and the LCA, is committed to providing equal opportunities to all students, including providing English Language Learner (ELL) students the needed accommodations and programs to become proficient in English so that they may excel at learning the content and achievement standards.

An overview of the process that MCA will implement and utilize is as follows:

- At the time of enrollment into MCA, a "home language survey" form is completed. This form is used to determine if there is an influence of a language other than English and is included as part of every enrollment packet.

- A staff member, as determined by the building Principal, will administer the survey. A bilingual translator is provided, if necessary and, when available or approved, translation/interpretation services such as *Language Line* shall be used. The survey identifies any languages other than English that are: first learned or acquired by the student; used by the student in the home; or used by parents/ guardians in the home. If the student indicates that any of these examples are pertinent to his situation, then he is a language minority student. If any response on the Home Language Survey indicates the use of a language other than English by the student or an individual in the home, then further information must be obtained to determine the student's English-language proficiency. Based on identification of a potential ELL through the Home Language Survey, new ELLs will be tested within thirty days of enrollment at the beginning of the school year, and within two weeks thereafter within the school year. This does not necessarily mean that the student is not English proficient. The student could be bilingual. Or, the student could have a parent/guardian that only speaks another language while he speaks only English.
- Based on the Home Language Survey, if a language other than English is indicated on

the survey, and after further survey questions have been clarified by the parent/guardian, the student is referred to Assessment Step.

- Through ACCESS for ELLs® through the World-Class Instructional Design and Assessment (WIDA) Consortium and the W-APT screener, MCA will test the identified student's English Language Proficiency to determine initial ESOL (English for Speaker of Other Language).
- Students scoring less than a Level 5, Fully English Proficient, must continue to take ACCESS until they have scored at Level 5 and will qualify for ESOL services until a Level 5 is attained. Parents/guardians are notified in preferred language.
- MCA will offer an ESOL Support Program for as long as the student continues to qualify for services.
- The following will be used or followed to determine if a student should exit the program: Scoring a Level 5, Fully English Proficient on ACCESS; Student academic performance; teacher recommendation; Student/Parent/guardian input to determine when direct ELL services should be terminated.
- Students who do not meet Exit qualifications will continue with ELL services. Students who meet Exit qualifications will move to the next step.
- Monitoring: Students who exit the ESOL program will be monitored for a period of two full school years.
- If MCA is aware or is knowledgeable that the student has taken ACCESS in the previous year, then MCA will request ACCESS scores from the previous school.
- Once a student has taken ACCESS; they can only be exited from the program by attaining a Level 5 on ACCESS.
- The Principal is responsible for ensuring that within ten (10) school days of enrollment, a copy of the Home Language Survey is filed in the permanent record of the student at the local school and one copy is distributed to the ESOL Teacher/Coordinator.
- ELL students should be placed in the grade that is age appropriate. Retaining or placing an LEP student in a lower grade is not in compliance with state guidelines.
- Prior to placing a student in an English language instruction educational program, the LEA must ensure that the school notifies parents/guardians of their rights, responsibilities, and opportunities for participation in the program in the parent/guardians' preferred language.
- Upon receipt of written instructions from the parent/guardian declining participation (waiver), an LEA must withdraw the student from a formal English language instruction educational program. The LEA is still obligated to provide appropriate, informal strategies to ensure that the student's English language and academic needs are met. Additionally, students who have received a waiver are required to be assessed annually for English proficiency using ACCESS.
- Each student who qualifies for services will have an ELL plan written that will address the needs of the student. An ESOL school committee consisting of the ESOL Teacher, classroom teacher, and another member at large will complete the ELL plan and determine the proper services for the student. Once a student has been placed in the ESOL program, an Academic Plan for Student that specifies ELL services and modifications must be developed and should be discussed with the parent/guardian during a school conference.

(Adapted from the South Carolina Department of Education English Language Learning Handbook)

Such services are driven by the needs of the enrolled students. If additional ELL/ESOL/LEP staff are needed to meet the needs of MCA students, a plan will be developed to obtain the proper credentialed personnel. If few students require such programming, this will be a service that MCA may utilize contract providers, services, or district support, if available. The program will be evaluated at the end of the school year to determine future staffing needs and to plan for "best practices" in future student needs.

Corresponding Appendices:

Appendix J – Not Applicable –Agreement with Sponsoring District for SPED Services

4. Goals, Objectives, and Assessment Plan

In keeping with its mission to serve high school students in a small, safe setting who seek the opportunity and challenge of a rigorous curriculum, high academic standards, and elite athletics while earning up to two years of college credit and/ or a career readiness program certification while in high school, MCA has established the following goals. These SMART goals (Specific, Measurable, Ambitious and Attainable, Relevant and Results-Oriented, Time-bound) are each derived from the mission and from looking at baseline data.

a. Goals and Objectives

To honor the flexibility and individual evaluations that charter schools are by law entitled to, MCA has separated its graduation goal to reflect its achievement by students who enroll in MCA on track and for those who enroll that are not. The state report card does not account for any variation away from the 9GR system, putting charter high schools that have no educational background with its inaugural students in an unfair situation.

Goal 1: Graduation rate for students that enroll at MCA with appropriate number of credits for their year. Four year on-time graduation will increase by 2% each year until the end of the charter. Baseline will be taken in year one. If 95% is reached within the life of the charter, focus will shift to maintaining or increasing.
Baseline Data: 86.2% of students in Beaufort graduated on time (2022). Students that enroll at MCA that are on time for graduation, meaning all first time 9th graders, but only 10th, 11th, and 12th graders that have appropriate credits for their year. Baseline graduation rate will be set in Spring of 2026.
Metric: State on-time graduation rate calculation.
Annual Targets: Year 1 (2024-2025) Increase two points per year for five years and then maintain or increase until the end of charter. If 95% is met within the life of the charter the goal will be revised to maintaining.
Strategy: Ensure that students are enrolled in the appropriate number of hours for on-time graduation and provide academic support for struggling students.

Goal 2: Graduation rate for students that enroll at MCA with less than the appropriate number of credits for their year. Graduation rate will increase by 2% each year until the end of the charter. If 80% is reached within the life of the charter, focus will shift to maintaining or increasing.
Baseline Data: Students that enroll at MCA that are not on time for graduation, meaning any second year 9th grader, 10th, 11th and 12th grader who does not have appropriate credits for their year. Baseline graduation rate will be set in Spring of 2026.
Metric: Number of students in the senior class who graduated from MCA but entered without enough credits divided by all the senior class who entered without enough credits.
Annual Targets: Year 1 (2024-2025) Set baseline and then increase two points per year for five years and then maintain or increase until the end of charter. If 80% is met within the life of the charter the goal will be revised to maintaining.
Strategy: Use individual PSAT, ACT and SAT testing results and transcripts from previous schools to create a map to graduation for each student. Students will be able to double up on courses via Edmentum either not taken or failed if appropriate for their individual needs. These students could stay for extra classes in the opposite session they are assigned to attend.

Goal 3: Ninety percent (90%) of all qualifying students will graduate with college credit by the end of the charter. Of the ninety percent (90%), sixty percent (60%) will have earned at least thirty (30) hours of college credit.
Baseline Data: 514 students in Beaufort County were enrolled in dual enrollment programs in 2022 (less than 20% of high school students). MCA baseline data will be based on how many students qualify for dual enrollment the first year.

Metric: Calculations provided by guidance department for percentage of graduates receiving college credit
Annual Targets: Year 4 (2027-2028) 84% of all qualifying students will graduate with college credit. Increase one point per year for 6 years until 90% is reached.
Strategy: Core focus in 9th and 10th grade through the Compass Program. Additionally, Dual enrollment courses made available by TCL.

Goal 4: Eighty-five percent (85%) End of Course (EOC) exam combined passage rate for English and Math.
Baseline Data: Beaufort School District has an End of Course test passage rate of 56.85%
Metric: 2022 EOC passage rate supplied by SCDE
Annual Targets: Year 3 (2026-2027) passage rate of eighty-three percent (83%). Increase one (1) point per year for five (5) years then maintain or increase until the end of charter
Strategy: Small class size, assessment at beginning of semester to assess readiness. Remedial study is necessary, extra instruction time via Edmentum beyond classroom instruction. Students can attend morning and afternoon sessions if needed.

Goal 5: By the end of the charter, 30% of graduating athletes will have an offer to play collegiate athletics.
Baseline Data: NCAA: Of the 8 million students who participate in high school sports less than 3% have an offer to play at the next level.
Metric: Athletic offer letters from college and universities.
Annual Targets: Every year 30% of the senior athletes will have an offer to play.
Strategy: Outside recruiting firm. Internal recruiting – calls and communication from coaches

Learning elevates with increased intrinsic motivation, improved study habits, and college-level processing. All students identified as working below grade level will receive additional instructional support designed to help them close the gap as described previously.

MCA will ensure through the rigorous college prep, honors, and early college programs that students achieve goals that match national averages for early college high school programs. MCA, in conjunction with higher education professors, will ensure that relevant and meaningful

lessons enable students to reach these goals. A focus on the core subjects in 9th and 10th grade and dual enrollment in 11th and 12th grade and a closely monitored graduation plan will ensure that students are utilizing their time in high school to work toward a future of college and career readiness.

b) Assessment Plan

Assessment of student progress will be ongoing at all levels, courses, and areas of instructional delivery. Classroom assessments will occur daily and include traditional strategies such as observation, reports, reviews, projects, quizzes, and tests. However, more non-traditional formative assessment strategies will be employed as well. It is common knowledge that formative assessments lead to student growth.

During its first year of operation and for transfer students in later years, students entering MCA as 9th graders, will be assessed based on the SC middle school state-required test scores and transcripts. These scores will be used to appropriately place students in the correct course level. MCA will use adaptive assessments, such as *Edmentum Assessments, ACT Aspire*, *MAP,* etc. to monitor performance in math and ELA, set goals, and measure interim progress for all 9th graders. These results will be supplemented should it be warranted through classroom instruction, additional tutoring, and supplementary remediation courses, if necessary. All 10th graders (and any 11th grader who wishes to improve their score) will take the *PSAT,* to measure college readiness and academic growth. All 3rd year high school students will take either the *ACT* /*SAT* , CTL and the *ACT WorkK*eys® during the spring semester, per state guidelines. Parents who choose to opt out of the ACT/SAT or CTL will be contacted to ensure they understand the importance of the ACT, SAT and CTL given the focus and mission of MCA.

MCA will use this data to further these developmental skills by means of classroom guidance and/or other activities promoting growth in these areas. *Edmentum*® will provide online instructional content and assessments that will personalize instruction and pinpoint student strengths and weaknesses. Professional development in curriculum mapping and instructional design will help teachers create relevant content that engages students in active learning to master skills and concepts. These programs will give teachers flexibility in using online curriculum resources to enhance and differentiate instruction.

Formative, summative, and diagnostic assessments will be integrated throughout the curriculum. Assessments will support learning objectives and be designed to test students at various depths of knowledge. Formative and diagnostic assessments will gauge student progress on an ongoing basis. Summative assessments will require content mastery by the end of each unit and semester.

Assessment, evaluation, monitoring, and feedback strategies will be used to:

- Identify students' strengths and needs and develop student learning profiles;
- Implement core instructional practices as established by the Early College High School Initiative of collaborative group work, critical writing, literacy groups, questioning, classroom talk, and scaffolding. (Le and Frankfurt, 2011)
- Determine starting points for instruction that are based upon relevance and collaboration;
- Continuous monitoring of teaching practice and student learning opportunities;
- Determine appropriate pacing for on-schedule completion of courses;
- Differentiate instruction to meet various learning levels of students;
- Identify immediate interventions through the MTSS Model;
- Re-teach non-mastered content and key concepts through varied instructional practices;
- Determine grade promotion that follows proper assessment and SBE regulations;
- Determine need for additional resources to support learning;
- Modify instructional programs at the classroom, school, and program levels;
- Develop targeted professional development so that teachers have competencies to ensure that all students are successful.

A continuous monitoring of and identifying student progress, at any point in the learning process, is essential to ensuring student success. Assessments are ongoing to measure both incremental individual student and overall school growth. Student progress and achievement are measured in each of the following ways:

Formative Assessments

The formative assessment process guides teachers in making decisions about future instruction. Assessments of ongoing progress in content areas identify incremental growth and help to adjust instruction. These assessments will serve to orient students to college-level research, writing, and communication; address different learning levels; and bolster collaboration. It can also serve as a means to bridge the feedback of a formative assessment with the mastery of a summative assessment. When incorporated into classroom practice, the formative assessment process provides information needed to adjust teaching and learning while they are still happening. The process serves as practice for the student and a check for understanding during the learning process. There are numerous examples of research-based formative assessments that work to increase student learning. Pinnacle, along with the Principal, are continually researching and evaluating new and innovative assessments for incorporation into the assessment process for the purpose of further enhancing student leaders and developing and maximizing teacher growth and effectiveness.

Ongoing assessment and evaluation

Ongoing assessments and evaluations are regularly conducted through classroom observations, quizzes, tests, projects, portfolios, and checklists. Any gaps in student achievement

or progress are identified and appropriate strategies to address the gaps are implemented based on data.

Interim Assessment/Benchmarking to identify progress

Instructional strategies and content are modified based on predetermined benchmarks of acceptable progress and student success. Because of the MCA schedule, students will have up to forty-five (45) additional hours of instruction in each course over the required amount of 120 hours (the 55-minute class period, vs the traditional l 45-minute classes, contributes to the extra course hours). This will enable staff to provide differentiated intervention and tutoring to positively affect learning outcomes and student success.

Summative evaluation of content mastery

Student mastery of content is measured through achievement of learning benchmarks and upon successful completion of each course. Mid-year and end-of-year assessments validate and verify credits earned for promotion. MCA will combine several diagnostic instruments and measurement tools, social/personal needs assessment through the MTSS model, and the Individual Graduation Plan (IGP) that track and monitor student progress. Students will take the End-of-Course Exams (EOC) that are currently required by the SDE. In past years, these state-mandated exams have been required in such high school courses as Algebra I, Biology I, English I, and US History & Constitution. Over the years, the SDE has included other courses for the EOC and has phased-out others. MCA will administer all SDE current and mandated EOC exams.

Diagnostic assessments

Diagnostic assessments will be used at the beginning of each course. Formative assessments will be ongoing throughout each course. Summative assessments will be used during and at the completion of each course.

MCA is accountable to parents and responsible to students through assessments of measurable goals and objectives that continuously monitor academic progress and the pace of learning. Students, parents, and staff will be able to access student progress data through the *PowerSchool*® system. Parents can access student performance through the online *Parent Portal* access site in *PowerSchool*®. This is a secured portal available 24 hours a day, seven days a week. In addition, each staff member will develop and maintain an online website. This will provide students and parents with up-to-date information regarding assignments, assessments, and other information that will positively impact learning. MCA will communicate with parents through phone calls, e-mails, and written reports that describe their child's progress. MCA will also hold family nights and student-parent/guardian conferences for communicating student success each nine-week grading period.

MCA will provide de-identified student assessment data, as required, to each parent of a student at the charter school, the parent of a student on a waiting list for the charter school, the sponsor, and the MCA Board of Trustees. Such information shall also be posted on the charter school's website so the broader community can follow the school's progress.

If student performance falls below achievement goals, MCA will implement an intervention period as a regular part of its school day to better acclimate students to the early college high school program. Additionally, a positive behavior intervention and support *(PBIS)* system of discipline will provide the structure for a positive school environment. These measures

will provide academic, emotional, and social structure for each MCA student to reach his/her full potential. In the case that MCA does not meet its overall goals as described, MCA will institute a school and community-wide intervention in its academic program to meet the desired criteria. The three key areas are meeting accountability performance test criteria/graduation, college attendance/credits, and leadership-service-character learning. These three areas provide the pillars of the MCA education program.

MCA will use assessment and testing data to guide staff development in the areas of instruction, classroom management, and intervention. Instructional, assessment, and testing data will be collected through classroom observation, student performance via formative/summative assessment, standardized test scores (currently EOC, PSAT, SAT, ACT, CLT), and systems such as *Edmentum Assessments*. MCA instructional leaders will analyze this data with teachers to pinpoint areas of student performance strengths and weaknesses to update and strengthen instructional practice. Professional learning communities (PLC) will meet in data rooms to analyze root causes, explore effective interventions, evaluate results, adjust when needed, incorporate improvements into standard practice, and research the next improvement area. MCA teachers will be evaluated through both informal (walk-through) and formal evaluation (ADEPT) or an approved variation with the intent to manage instructional practice through feedback and professional development.

The timeline for any student who has fallen below or not met achievement goals will last a semester. If a student fails to qualify for the MCA College Program at the end of the sophomore year, the student will enroll the following semester in traditional high school junior academic courses. These students will be given the opportunity to be re-enrolled in the dual credit program once they qualify.

Positive Behavior Intervention Support

A positive behavior and intervention support system (PBIS) will provide a proactive method for defining, teaching, and supporting appropriate student behaviors. Special attention will be given to creating an atmosphere at MCA that allows school staff, community members, and families to provide school-wide, classroom, and individual support systems to maximize instruction time and student engagement. The steps in a typical positive behavior and intervention support system are as follows: Establish a school-wide team to guide the process including MCA administrators, grade-level teachers, support staff, and parents; gain 100% staff and teacher implementation; create a data-driven action plan based on this assessment that addresses the following components. The MCA PBIS will:

Component 1 – Be agreed upon and consistent;
Component 2 – Have a positive statement of purpose;
Component 3 – Create positive expectations for staff and students;
Component 4 – Have procedures to teach expectations to staff and students;
Component 5 – Design a system of procedures that encourages desired behaviors; and
Component 6 – Design procedures for evaluating and monitoring system effectiveness.

MCA will provide needed professional development to ensure the staff and teachers are prepared with the program expectations and strategies to implement with fidelity. School-wide fidelity is vital to a PBIS program for students to understand the expected behaviors required to be successful.

Athletics Promotion

To help every student-athlete who wants to play at the next level, MCA will implement several success strategies to ensure they are able to be recruited. MCA student athletes will be supported academically through a partnership between the Athletics Department and the Teaching staff to include success strategies like academic support for celebrations, extended

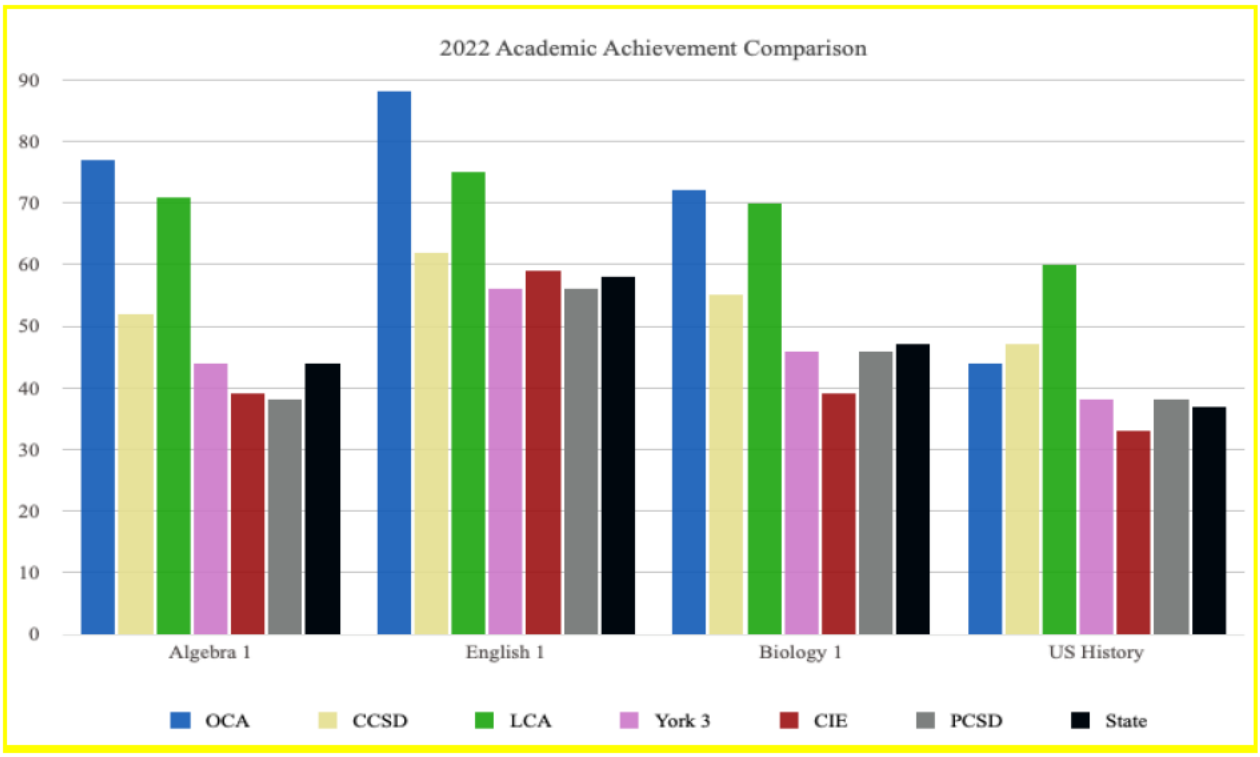
deadlines due to game-related travel, team study hall, team GPA minimums, tutoring, and mutual support for implementing consequences for poor academic performance, tardies, absences, behavior issues etc. Additionally, the Athletics Department will engage in relevant marketing practices to promote its athletes. This may include (but is not limited to), social media marketing, school website promotion, collegiate recruiting showcases and other recruiting events, and cultivating personal contacts with Collegiate coaches.

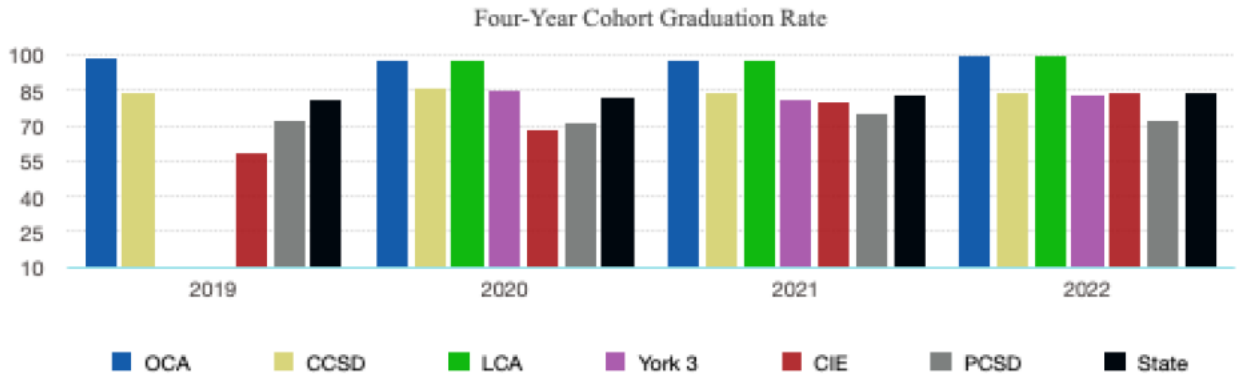
As the charter sponsor, LCA will be able to measure progress on all students with these goals in several ways. Student performance data will be provided through establishing baseline data at MCA during the first year of EOC testing and the to-be-selected new high school test(s). In addition, MCA will communicate academic performance via internet, emails, phone calls, and State systems (e.g., PowerSchool) subject to FERPA restrictions. MCA will maintain records of portfolios, service-learning hours and college offers.

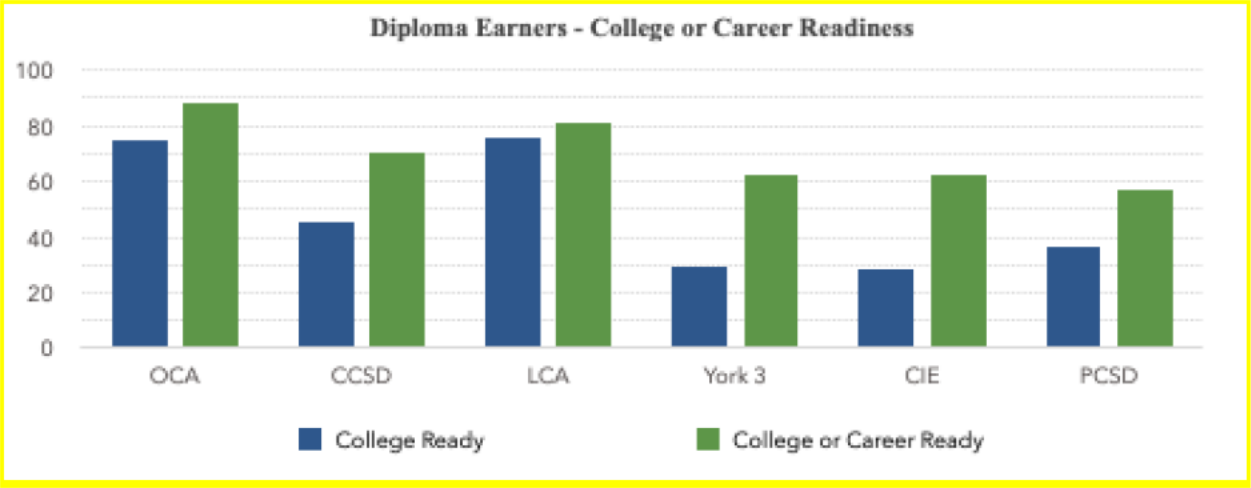
Program Modeling for MCA

As Oceanside, Legion and Atlantic Collegiate Academies are the "sister" schools to MCA, their Academic Performance is key to the reason for modeling Marshview Collegiate Academy similarly. In addition to this, there is a need and a demand for this type of model of rigorous academics, elite athletics, and the opportunity for students to obtain college credits.

OCA and LCA's 2021-2022 school year data surpassed their local school districts, as well as that of CIE, SCPCSD, and the State in most — and in some cases — all academic content areas, College or Career Readiness, and Graduation Rates. See charts below.


2022 Academic Achievement Comparison
90
80
70
60
50
40
30
20
10
0
Algebra 1
English 1
Biology 1
US History
OCA
CCSD
LCA
York 3
CIE
PCSD
State


Four-Year Cohort Graduation Rate
100
85
70
55
40
25
10
2019
2020
2021
2022
OCA
CCSD
LCA
York 3
CIE
PCSD
State



Achievement Gap

The data describes how the Pinnacle model has provided an opportunity for success in comparison with the local school districts. The three Pinnacle "sister" schools are consistently outperforming their local school districts along with schools in the two charter districts. However, when discussing the racial and gender achievement gap for each school there are some similarities that arise. Each school has higher mean scores on the EOC exams for white students than black students. Of the students tested at OCA, 88% were white, while 12% were black. This makes it difficult to determine true achievement gaps except when reviewing the mean scores. Both schools do recognize that achievement gaps do exist and that more black students come less prepared for high school than white students. Pinnacle supports each school in developing the training needed to manage this.

<u>Corresponding Appendices</u>

No documents are needed here.

II. Organizational Plan

1. Governance

MCA provides Beaufort County parents and students an additional opportunity to offer a collegiate and career readiness academy model that allows them to accumulate college credits through a dual enrollment process and/ or a career ready program certification. Students have this new opportunity to pursue advanced academic and training requirements in various fields of interest in a small, safe environment.

The MCA planning committee started recruitment in the grassroots effort as most charter schools begin. They planned parent forums and began talking to city officials, business owners, clergy, community groups, and nonprofits to garner support and spread the word. Marshview will not only compliment the current choice schools in the area, but will also enhance the educational choice.

The MCA planning committee and its partner, Pinnacle, have worked diligently to generate interest and support for MCA. The MCA planning committee will host several informational sessions as well as one-on-one meetings or presentations to groups. At every parent forum, parents will be asked to serve in some capacity on the planning committee and these parents are actively recruiting other parents and are eager to set-up recruitment fairs throughout Beaufort County, once the school's charter has been approved.

Charter school governance is extremely important to the success of a charter school. In most cases, the charter school's planning committee transitions to become the school's initial governing board. This will also be the case for MCA. The core of the MCA planning committee consists of the following members, as seen in Table 3 below. These members consist of professionals that can lead and develop MCA with their unique backgrounds and passion for

MCA success. Committee members' resumes can be found in Appendix I.

Committee Member	Background
Darcie Patrick	K-12
Laura Dukes	Higher Ed
Bill Moss	Business
Dave Fuka	Business
Kit Seelbach	K-12
Stacy Wiggins	Business
Abby Frey	K-12

Darcie D. Patrick is a Midwesterner – born in Michigan and raised in Indiana. Darcie is a graduate of Elon College, B.A. She worked in the fields of marketing and advertising before pursuing graduate studies at Indiana University-Purdue University Indianapolis (IUPUI) to pursue an encore career in education. She has served in the education field since 1996, where she began as a high school teacher in the Indianapolis Public School System. Darcie is a veteran educator, with experience in the field of education, including: teaching and administrative leadership roles in both public and private schools, college planning and admissions consulting services to domestic, international and first generation students. Darcie has worked in private school admissions/administration on Hilton Head Island, South Carolina for two decades. In 2012, she retired as Head of School from Sea Pines Montessori Academy. Since then, she has been working as a College Admission Strategist and founded her own college consulting firm – College HHI.

She has been a featured speaker at educational conferences and broadcast on television and international radio on the subject of education. Most recently, she was featured as a one of four *Women of Distinction* featured in Elysian Magazine. In addition to being a Professional

Member of the Independent Educational Consultants Association (IECA) she is also a Member of the National Association for College Admission Counseling (NACAC).

On a personal note, Darcie and her husband Kevin met in college and are parents to three children – Ella (24), Hake (20) and Jeep (16). She is a Past President of Hilton Head Rotary – VanLandingham and the Rotary District 7770 recipient of the Vocational Service Award. Darcie loves to spend time with her family and their black lab Smokey. She enjoys camping, paddle boarding, watching the sunrise over the ocean, photography and caddying for Jeep. Darcie loves the smell and taste of freshly roasted coffee...an afternoon pour-over is her brewing method of choice.

Laura Dukes became Dean of the Business and Industrial Technologies Division in 2021 and was recently named the Vice President of Academic Affairs at the Technical College of the Lowcountry (TCL). She is particularly interested in developing innovative ways to break down barriers for students so that they can take advantage of the increasing need for a skilled workforce in the Lowcountry.

After graduating from the University of South Carolina with a B.A. in Political Science and a minor in Business, Laura went on to obtain a J.D. from the University of South Carolina School of Law. She then joined Nelson, Mullins, Scarborough and Riley Law Firm in Columbia, S.C. Upon moving to Beaufort, she became the Director of the Paralegal Program at TCL.

Laura has served on numerous committees within the College. She has chaired the Curriculum Committee, the Strategic Planning Committee and the QEP Committee. She initiated and has maintained the Paralegal Program's approval by the American Bar Association.

She is originally from Greenville, S.C. and moved to the Lowcountry when she married Beaufort native, Marvin Dukes III. She and Marvin have one child, Campbell, who is presently a senior in college. Laura is a member of the South Carolina Governor's School for the Arts and Humanities Foundation Board. She has also served on several other local Boards including; the Technical College of the Lowcountry Foundation, the Historic Beaufort Foundation, Beaufort Academy, USCB's Center for the Arts, the Open Land Trust and the Coastal Community Foundation Listening Network.

Bill Moss is a graduate of the University of Rhode Island and was commissioned as an officer in the U.S. Army Reserve assigned to the National Security Agency. Subsequently, Bill began his career with Merck & Co., Inc. Starting in sales, he eventually joined the health sciences initiative in cardiovascular disease. Later, following other assignments in education and marketing, he was promoted to management where he led a team of hospital representatives in New England eventually retiring as an Executive Business Manager.

Following his move to South Carolina he served as president of the Auxiliary at Hilton Head Hospital and was elected to the Board of Directors in Hilton Head Plantation. Later, he created the South Carolina Youth Leadership Council that holds annual conferences at Clemson University, the University of South Carolina Beaufort, and Francis Marion University currently serving as president. While working on the leadership programs he found time to write a book titled: LEAD ON! Timeless Skills for Leading Among Your Peers.

Bill's most recent endeavor is teaching leadership at Heritage Academy where he also has created the Heritage Academy Leadership Institute.

Bill and his wife, Pearl, are the proud parents of four wonderful daughters with seven outstanding grandchildren. They presently live on Hilton Head Island in South Carolina.

Dave Fuka is a Program Management Senior Advisor with Cigna. He spent 24 years on active duty in the Coast Guard where operationally he was engaged in Maritime Law Enforcement; predominantly counter-narcotics and drug smuggling. He held numerous positions of Command and deployed multiple times in support of Operations DESERT STORM and IRAQI FREEDOM. In addition to being a graduate of the United States Coast Guard Academy (USCGA) he was also an Associate Professor in the Department of Economics and Management and the Leadership Development Center, and also served as the Assistant Director of Admissions. Dave retired from active duty in 2004 at the rank of Lieutenant Commander. Dave's transition to the civilian world has found him working predominantly as a Project Management Professional (PMP) driving quality, consistency and productivity in both the public and private sectors. He has led international teams that have streamlined operations efficiency and maximized the effectiveness of Fortune 20 teams through continuous process improvement. In addition to his PMP Certification, Dave is a Six Sigma Black Belt and holds a B.S. in Management from USCGA as well as an M.B.A. from Florida Institute of Technology (FIT). Dave lives on Hilton Head Island with his wife Shelly and their two lab-rescue fur babies Macy & Charlie.

Katherine Seelbach was a collegiate soccer player at the University of Arkansas and graduated with a BA in Communications. Her initial goal was to play professional women's soccer and then coach at the collegiate level. One marriage, two children, and many carpool lines later, she formulated a new challenge – getting a Masters in Education (Art of Teaching) from the University of South Carolina. She earned her masters and joined the staff at Hilton Head Island Elementary (HHIE) in South Carolina. She has taught 5thgrade for 14+ years and is

now specializing in the 5th grade Spanish dual language class. She has accepted challenges to lead and mentor fellow teachers, develop her profession through courses offered by the district, and earned HHIE Teacher of the Year 2017-2018. She has also combined her love of sports with the school district becoming the head soccer coach at Hilton Head Island High. All along the way she has had the ultimate privilege of nurturing and guiding her own two children to higher learning and athletics. She is excited to begin her studies this summer at the University of South Carolina to earn a Masters in Administration. She is a born leader and loves all aspects of education.

Stacy Wiggins was born in Savannah, GA. She was raised in Hardeeville, SC and is the fifth born child in her family. She attended and graduated from West Hardeeville Elementary School and later went on to Jasper High School in Jasper County. She has experience in customer service for over 35 years, currently working at Shipyard Plantation in Hilton Head Island. Stacy is a proud mother and grandmother to four beautiful children.

Abby Frey is currently the Director of Student Support & Accountability at Beaufort Academy, as well as a Middle and Upper School Teacher. In 2020, Abby brought her passion, knowledge, and enthusiasm for social, emotional, and physical wellness to Beaufort Academy, where she designed and piloted a growing and successful Middle School program called "Mindset & Leadership". Abby is passionate about the power of Mindset relative to success and one's physical, emotional, and social wellbeing. Abby grew up in Connecticut and received a B.S. in Applied Health Science and Human Development and Family Studies from Indiana University. She and her Husband spent 11 years raising their two children in Charlotte, NC before relocating to the Low Country in 2020. Abby has an innate ability to connect with others,

is a self-starter, and leads with empathy, gratitude, and compassion. Abby embraces challenges as opportunities for human connection and deeper spiritual growth. She believes that leadership is built on relationships, as well as our ability to care for and inspire those around us.

Marshview Collegiate Academy is organized as a non-profit corporation and will comply with the Freedom of Information Act (FOIA). Copies of the School's Bylaws, which were adopted in January 2023, and Articles of Incorporation, which are presented in Appendix L and Appendix M, respectively, can be found at the end of this application.

The philosophy of governance, which will guide the MCA Board of Directors, is *based* on a modified policy governance model. With this model, the Board governs through policy and Pinnacle/Principal manage through procedures. The Board, with Pinnacle, the EMO, overseeing daily operations through and with the on-site Principal, will be responsible for the organization and control of the school and is empowered, within the boundaries of Federal and State law, to determine the policies necessary for the effective operation and general improvement of the school. The Board's primary responsibility is to hold the EMO accountable for implementing the model, the contract, and the charter with fidelity.

Though the EMO and the on-site Principal will be concerned with the daily operations of MCA, the Board of Directors is ultimately responsible and has the governing authority for the execution of all board responsibilities in accordance with the *Charter School Act of 1996.* The Board's focus is student achievement, ensuring compliance, and operation with sound fiscal management. The governing board, by law, must fulfill the following responsibilities. To achieve this the Board has contracted with Pinnacle to operationalize and implement its duties through the EMO and the on-site Principal:

- Employing and contracting with teachers and non-teaching employees;
- Ensuring that all certified personnel, teachers, and non-certified teachers undergo

background checks and other investigations before they are employed in the school;
- Contracting for other services including, but not limited to, transportation, accounting, and legal;
- Developing pay scales, performance criteria, and discharging policies for its employees, including the school's administrator;
- Delegating all other matters related to the school's operation, including budgeting, curriculum, and operating procedures;
- Ensuring that the school adheres to the same health, safety, civil rights, and disability rights requirements applicable to all public schools operating in the same school district;
- Be active promoters of MCA in the community;
- MCA Board members will abide by and promote the mission.

The organizational chart for the school, which depicts school administration, EMO, employees, and the relationship to the sponsoring district, is included in Appendix N at the end of this application.

Rather than speak as or make decisions as individual board members, the MCA Board will follow the "one voice" principle and will speak and govern as a full board. MCA Board members will not make individual decisions. The Board can take action only during a meeting in an official public session, when a quorum is present. A majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board; but if less than a majority of the Directors are present at any meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice. Unless the Board specifically authorizes a member to act by vote, the Board shall not be bound in any way, by any action on the part of an individual board member or an employee, except when such statement or action is in compliance with the public action of the Board.

Board of Directors Meetings

Meetings of the MCA Board of Directors will be held in accordance with the Bylaws on a regular basis throughout the school year and in accordance with the school calendar and will be

conducted in accordance with all provisions of the current law and any amendments as they may be enacted. All meetings shall be open to the public according to the requirements of the *SC Freedom of Information Act (FOIA)* as it applies to public charter schools unless closed pursuant to *Section 30-4-70* for executive session. No votes shall be taken in the executive session. The MCA Board of Directors or staff will consult legal counsel in any instance in which a *FOIA* information request appears to conflict with a *FERPA* regulation. The governing board and the staff of MCA will comply with *FERPA* and will notify parents and eligible students annually of their rights under *FERPA*.

The annual schedule of regular meetings will be provided to the LCA, the public, and posted on the MCA website. The Board of Directors may provide, by resolution, the time and place for holding additional regular meetings without other notice than such resolution. Additional regular meetings shall be held virtually or at MCA at the call of the chair or where the public can attend. Special meetings or called meetings of the Board of Directors may be called by or at the request of any two (2) Directors and shall be held virtually, at MCA, or at such other place as the Directors may determine. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by the MCA bylaws.

Board Training and Capacity Building

Charter school governance, along with having a strong, knowledgeable board, is extremely important to the success of the school. Therefore, it is important to plan and prepare for on-going board training, in accordance with the law, as well as capacity building and align these things with the school's budget. The EMO will also provide additional Board training when and if policies or requirements dictate. Effective meeting management, understanding financial audits and student achievement data, compliance with state and federal laws, and all other facets

of excellence in charter school governance will be provided to and will enable the MCA Board of Directors to actively build capacity, while meeting the mandatory board orientation requirement. Additionally, members will have the ability to attend conferences, workshops, and online classes provided by the Public Charter School Alliance of South Carolina, the state's professional organization for charter schools. This professional organization brings in national experts each year to focus on best practices in governance and education.

The Board will utilize various methods of evaluation, training, and measurements to ensure an effective and informed Board, including, but not limited to, the following:

- Within one year of taking office, all persons elected or appointed as members of the MCA Board of Directors shall complete an orientation program in the powers, duties, and responsibilities of a board member including, but not limited to, topics on policy development, instructional programs, school finance, school law, ethics, and community relations.
- Use "real-time" data provided by Pinnacle at each of the monthly Board meetings to evaluate or adapt the budget; such data includes enrollment numbers, new expenditures, length and cost of any contracted services, projected fundraisers and evaluating based on the prior year's budget; and
- Participate in training, seminars, and conferences offered through the SC Department of Education, LCA, the Public Charter School Alliance of SC, the National Alliance for Public Charter Schools and any other resources the Board identifies as a means for the continued improvement and success of Marshview Collegiate Academy.

Selection of School Leader and Transition

The selection and hiring of the Principal will be a function of the partnering EMO,

Pinnacle Charter School Management Group, LLC. With review by the Board, Pinnacle will select the Principal. The Principal will be employed by Pinnacle and is responsible for all aspects of operations, including day-to-day, within the scope of operating policy and budgetary approval by the Board.

Relationship of Board to Principal and EMO

The Principal is the liaison between the MCA Board of Directors and the EMO. The Board's primary responsibility is to hold Pinnacle accountable for implementing the model, the contract, and the charter with fidelity. The Principal is hired by Pinnacle, with review by the Board, and will be responsible, along with Pinnacle, for all aspects of school operations within the scope of operating policy and budgetary approval by the Board. The school's educational program faculty and staff will report directly to the Principal. This is true for all faculty and staff members with the exception of the athletic program staff. They will report directly to the Athletic Director, who will then report to the Principal. The Principal will be a qualified education leader with experience in managing schools for students who require accelerated mastery of basic skills and earned course credits. S/he will have the overall responsibility for operation of the school and will manage and oversee the hiring, supervising, and evaluating of MCA staff.

Pinnacle/Principal is responsible for maintaining clear and consistent communication with the Board regarding matters related to the daily operation of the school. Communications, reports, and school updates to the Board from staff members and staff organizations will be submitted to the Board through the Pinnacle/Principal. The operational structure is presented in Appendix L, the organizational chart

The MCA Board of Directors assumes liability for the activities of the charter school and agrees to hold harmless the LCA, its servants, agents, and employees from any and all liability, damage, expense, causes of action, suits, claims, or judgements arising from injury to persons or

property or otherwise that arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school.

Governance Modeling for MCA

The governance structure of MCA relates to the school, which is being modeled similarly to OCA, LCA and ACA in the following ways:

- Each school has its own different and separate board
- Each board has 7 to 9 members
- Each board is composed of appointees and elected members (50%/50%)

Board members from each school will have multiple opportunities to meet throughout the year to discuss governance policies at Pinnacle meetings and state and national conferences. These meetings will be held for professional development purposes and function as "professional learning communities" meetings and will not constitute official board meetings for any of the Pinnacle schools.

Corresponding Appendices

Appendix K – Resumes of the Charter Planning Committee
Appendix L– Bylaws
Appendix M– Articles of Incorporation
Appendix N – Organizational Chart

2. Education/Charter Management (EMO/CMO)

Marshview Collegiate Academy has selected Pinnacle Charter School Management Group, LLC (Pinnacle) as their Education Management Organization (EMO). MCA's charter planning committee chose Pinnacle for the successful Collegiate Academy model that it provides and its similar work at Gray Collegiate Academy, Oceanside Collegiate Academy, and Legion Collegiate Academy.

Pinnacle, along with MCA's Principal, will be responsible for all day-to-day educational operations of the school, as specified within MCA Board guidelines and the charter school laws and regulations. All employees of MCA are employees of Pinnacle, not of the school itself. Pinnacle will hire the Principal. The Principal, with the advice and consent of Pinnacle, will recruit and oversee the hiring of all other faculty and staff. In addition to general operations, Pinnacle will be responsible for recruitment, marketing, and curriculum. MCA will obtain independent representation from attorneys, auditors, accountants, realtors, and insurance experts at its expense giving MCA and all its school transparency.

For the ten (10) year, renewable duration of the contract, Pinnacle has limited its management fee to fifteen percent (15%) of all gross funding, except student activity fees (e.g., athletics) and federal program grants. The management fee will become sixteen percent (16%) of all gross funding, except student activity fees (e.g., athletics) and federal program grants, if and when Pinnacle is able to secure a bond for the building/expansion projects.

The management fee is stable throughout the 10-year term with no increases or decreases. Pinnacle has agreed that its performance will be measured by MCA's meeting or exceeding the academic goals in this charter application. Pinnacle will arrange for purchase and construction of the school facility. Both parties have the right to terminate for cause after notice and an opportunity to correct any deficiencies per MCA/Pinnacle contract. See Appendix O.

Pinnacle will assist the school in securing a bond for the MCA facility. Without Pinnacle, the school would not be eligible for a bond for a minimum of 3 to 5 years. Securing a bond allows the school to save hundreds of thousands of dollars per year. This is critical in the first few years of a new school's operation and this money can then go back to its students and into

the classrooms. The Board of Directors will own the facility, as opposed to most new schools who must rely upon a developer to finance and build the facility at high interest and buyout rates.

The Marshview Collegiate Academy Charter Planning Committee understands that starting a charter school is a monumental task financially and an extreme risk for those involved. Contracting with an EMO stabilizes the risk through not only the financial benefits but the expertise and proven record in the business as well. Schools with EMO contracts have backing independent charter schools do not, are less likely to be closed due to financial shortfalls, and do not have to spend countless man hours finding and securing facilities, professional development, and independent contracts for services. The charter planning committee visited Oceanside Collegiate Academy before signing on with Pinnacle. The Pinnacle model of elite academics and elite athletics is its selling point. The unique, innovative, and progressive model builds a foundation of strong knowledge and skills in their students that drives them toward graduation and college at an accelerated rate.

Oceanside Collegiate Academy opened in August of 2016 for the 2016-17 school year in McClellanville, SC, while the permanent facility was under construction in Mt. Pleasant. OCA had a very successful first year surpassing the local district and state EOC and graduation rates as per its charter goals. OCA moved to its permanent facility in August of 2017 for its second year of operation and increased its student body from 320 in its first year to 525. OCA currently has an enrollment of 650 students and 400 on a waiting list.

Legion Collegiate Academy opened in September of 2019 for the 2019-2020 school year in Rock Hill, SC, while the permanent facility was under construction. During its first year of operation, the world was experiencing a pandemic and LCA, like all public schools in SC, had its EOC assessments suspended; therefore, no measurable academic data was recorded. However, in

its second year (2020-2021), it moved into its permanent facility and, as you can see from the Academic Comparison chart provided, competed very well against its local district, CIE and the SCPCSD.

The committee chose Pinnacle because of its interest in the elite academic/elite athletic model. No other EMO provides this model and the three schools currently operating in South Carolina are having great success. No other EMO was considered because no other EMO can provide the same model. The committee toured Oceanside Collegiate Academy, as it is less than 100 miles from Beaufort County.

Pinnacle has been in business in South Carolina since 2014 when GCA opened. OCA opened in 2016. The anticipated Beaufort County student population that MCA will serve mirrors LCA's population more so than ACA's or OCA's. This is because the pupils in poverty and race demographics are more similar to York than they are to Horry or Charleston Counties.

County	Median Family Income	Racial Breakdown: White	Racial Breakdown: Black	Pupils in Poverty
Beaufort	$70,501	68%	15%	22%
York	$72,772	68%	19%	14%
Horry	$55,819	76%	12%	17%
Charleston	$72,147	65%	24%	20%

The information for the three schools Pinnacle manages in South Carolina is as follows:

School	Address	Year Opened	Number of Students	Principal	Authorizer
Oceanside Collegiate Academy	580 Faison Road Mt. Pleasant, SC 29466	2016	650	Christina Brown 843-936-7128	CIE 803-849-2464

					Approved for transfer to LCA for 2023
Legion Collegiate Academy	3380 Long Meadow Rd., Rock Hill, SC	2019	550	Julie Marshall 803-417-1813	CIE 803-849-2464 Approved for transfer to LCA for 2023
Atlantic Collegiate Academy	Bear Bluff Rd. Conway, SC	2023	TBD	Mike Lorenz 608-577-8966	LCA 864-488-4058

Fiscally, OCA has successfully completed six years of audits, LCA three years. And, in each audit, we received an *unqualified opinion* in our financial statements which is the highest rating you can receive. In addition, our internal accounting controls were examined and found to be satisfactory. Furthermore, our compliance with contracts and laws have been in compliance throughout the existence of each school.

With the help of Pinnacle, OCA and LCA did not start in renovated storefronts nor the basement of a building. Instead, each school has its own brand-new state of the art building. Each school also, through bond market financing, owns 35 to 80 acres. This land is earmarked and designated for expansion of sports facilities. This investment — this asset — for each school was only possible through Pinnacle. There are charter schools currently in existence, actually completing their seventh year, that continue to struggle because they don't have and cannot purchase their own building.

Like its three sister schools, Marshview Collegiate Academy will also be taken to the bond market immediately upon approval. The school will not enter into any promissory notes or other negotiable instruments with the EMO. Loans may be made to the school in the event specific expenses are unexpected or enrollment falls below the base number for the budget. In

the event these loans are made, Pinnacle will charge a 1% interest payment to the school until the loan is repaid in full.

Pinnacle has had no contract terminations, revocations, non-renewals, non-openings, nor withdrawals at any time. However, at the time of this application Pinnacle and Gray Collegiate Academy have reached a mutually agreed upon early separation from the current term management agreement. The Law Offices of Turner/Caudell will represent Marshview in the charter contract negotiations, as they did with OCA, LCA and ACA. Mr. Turner is considered an expert on Charter School Law, has recently opened his own firm, and specializes in charter schools. The boards at OCA and LCA are elected and appointed as stated in the state charter school law. Pinnacle does not have a representative on the board. Board members are elected by the parents and appointed members are done so by the board. There are no conflicts of interest between the school, Pinnacle, employees, or affiliated business entities. The board will attend training in accordance with state law as well as an orientation by Pinnacle staff.

No subsidiaries or related entities are affiliated or owned in whole or by part by Pinnacle. All employees of Marshview are employees of Pinnacle, not the school itself. Pinnacle hires the Principal and then all other employees are hired by the Principal and approved by Pinnacle. Pinnacle supervises the Principal directly.

The Board will evaluate Pinnacle based on the provisions in the contract, the financial reports, and the goals set forth in the charter. Pinnacle will present the schools fiscal and academic data each year based on the financial audit and the state accountability system which is closely tied to the goals set forth in the charter. Each month, Pinnacle presents to the board a Principal's report concerning the academic and extracurricular activities; an operations report

including enrollment, building provisions and advertising; a fiscal report consisting of cash on hand and financials and an accountability; and compliance report that updates the board on changes in the district and state requirements, etc. The auditor's report is presented to the board directly by the auditor and is contracted directly by the board.

In the event of the termination of the management agreement, as all staff at MCA are Pinnacle employees, during the term of the Agreement and for two complete school years after any termination or expiration of the Agreement by either party for any reason, MCA shall not hire, employ, or retain, as trustee, director, officer, employee, volunteer or consultant, or in any other capacity, any current employee of Pinnacle or anyone who served in any such positions employed by Pinnacle within the charter start and termination or expiration of this Agreement.

MCA recognizes it is using the Pinnacle Collegiate Academy Model and if the need for termination or expiration of this Agreement by either party, MCA will not continue using the Pinnacle Collegiate Academy model in principle or design.

As with OCA, LCA and ACA the Pinnacle staff will put forth the required effort to acquire the facility for MCA. As with OCA, LCA and ACA the building will be owned through a bond by the board. The board will ultimately sign all documents concerning the capital outlay of the school and have final approval on any upgrades or additions to the grounds or facilities. The board is responsible for all capital expenditures. Pinnacle fulfills the operating portion of the negotiations and the oversight to ensure the work is appropriate and completed in a timely manner. Pinnacle makes monthly reports to the board concerning any capital projects and the expenses incurred on a monthly basis as part of the financial statement report.

Pinnacle Staff Capacity

The CEO of Pinnacle, Mike D'Angelo, has been an educator in Wisconsin for twenty-five (25) years and in Florida for thirteen (13) years as an instructor, coach, transportation director, food service director, curriculum coordinator, athletic director, assistant principal and Principal. He has worked on his collegiate academy model for more than twenty (20) years and, through the charter process, has structured the format for success. Pinnacle has opened three (3) collegiate academies in public school systems in South Carolina, Gray Collegiate Academy, Oceanside Collegiate Academy and Legion Collegiate Academy.

The CFO for Pinnacle, Mike Miller, CPA, has worked in the charter industry for the past seven (7) years and has extensive knowledge and experience in school finance and structure.

Andy Patrick joined Pinnacle in 2016 and currently serves as the company's COO after a career in public service, including positions with the U.S. Air Force, New York Air National Guard, New York State Police, U.S. Secret Service, and South Carolina House of Representatives where he served on the House Education and Education Oversight Committees and chaired the K-12 Education Subcommittee, and was appointed to serve on the House Ethics Study and DOR Security Breach Investigative Committees. Throughout his career, Andy has cultivated expertise in numerous areas, including appropriations, economic and business development, gaming, local government, military, policy, public and private partnerships, public safety, and travel and tourism. In 2010, Andy was elected to represent Hilton Head Island in the South Carolina House of Representatives and became its leading voice for families and children; he was re-elected in 2012. During Andy's time in the State House, he served on the House Education and Education Oversight Committees and chaired the K-12 Education Subcommittee, where he worked tirelessly to improve educational opportunity for each student, educational

choice for all families, and accountability in every classroom. Andy was also appointed to serve on the House Ethics Study and DOR Security Breach Investigative Committees. Andy graduated cum laude with a BS in criminal justice from the State University of New York. He lives in Columbia, South Carolina with his wife and four children.

Damon Stephenson comes to Pinnacle Charter Academies as the Director of School Development, following a decade of service as a professional basketball scout and team owner in Australia, as well as a US college recruiting advisor in New Zealand. Most recently, Damon served as the Lead Scout and Minority Owner for the Adelaide 36ers of the Australian National Basketball League. Prior to that he served as the Director of Scouting for the Sydney Kings in the same league. During this time Damon also became an integral part of Aotearoa Basketball Development in New Zealand where he assisted prospective student-athletes with their transition into the American college system. Damon is a former assistant coach at several Division I college programs including Winthrop University, High Point University, Gardner-Webb University, and the College of Charleston. At Winthrop, Stephenson won four consecutive Big South Conference Tournament Championships resulting in four NCAA Tournament appearances under head coach Gregg Marshall. He also spent two seasons as a graduate assistant coach at Georgetown College in Kentucky, where he helped guide the Tigers to a 66-5 overall record and a No. 1 national NAIA ranking. As a high school coach, Stephenson served as the Athletic Director and Head Men's Basketball Coach at Cape Fear Academy (CFA) in Wilmington, NC. During his tenure at CFA, they captured the EPIC Conference Championship, earning Stephenson the EPIC Conference Coach of the Year award. He went on to lead St Joseph Academy in Florida to two consecutive District 3, 3A championships, earning him two more Coach of the Year awards. In addition to his coaching experience, Damon also has tremendous

experience in international sports marketing. As a managing partner of Elite Classic Basketball, he orchestrated High Stakes Hoops, a nationally-televised tournament in Australia that attracted professional talent from around the world. He was the Director of Marketing for Basketball New South Wales (BNSW) and was the head coach of the North Sydney U-18 D1 men's team. After moving back to the States, he owned and operated IndiSport, LLC, a global sports marketing company specializing in international exhibition tours. A native of South Portsmouth, KY, Damon was a three-time All-16th Region selection and honorable mention All-State performer. He went on to play at the University of Pikeville, where he garnered a pair of NAIA Academic All-American honors and was a three-year captain. He graduated Magna Cum Laude with a degree in business administration in 1992. Damon currently resides in Rock Hill, SC with his wife Natalie, and their 14 year old son, Isaak .

Ricky Hazel joined Pinnacle as School Support Coordinator - Communications in January of 2023 after spending the last 28 years as a communicator and administrator in college athletics. He spent the last 11 years serving the role of Associate Director of Athletics at Stetson University where he oversaw communications, social media, broadcasting licensing and branding. During his tenure at Stetson he was a member of the athletics senior staff, oversaw all branding for the University and the Law School, and served as a sport administrator for multiple teams. He oversaw communications for multiple ASUN Conference Championship events and was the Tournament Manager for the 2014 NCAA Men's Basketball tournament games in Orlando. He also served on the FCS Management Advisory Committee. In addition to his day-to-day duties directing communications efforts for Stetson football, baseball, and men's and women's golf, Hazel also oversees coverage for all 18 Division I Athletics programs. He was also in charge of the Hatters' Athletics website, GoHatters.com, and was behind the addition of

fan-friendly tools such as Hat Check and PhotoShelter. In 2014, Hazel oversaw the creation of Stetson Broadcast Productions, which produces high definition broadcasts from Hatters athletics events for ESPN+. That unit also serves the greater Stetson University community by producing video content and various live events such as commencement, musical and theater performances and lectures. A native of Huntsville, AL., Hazel attended the University of Alabama where he received a Bachelor's Degree in Communications in 1988. He went on to earn a Master's in Sport Administration from the University of Southern Mississippi in 1994. Hazel and his wife, Joan, a native of Corinth, MS, will celebrate their 32nd wedding anniversary in July and they are the proud parents of two fur babies, Ellie and Luca. They reside in DeLand, Fla.

Sandi Baldwin joined the Pinnacle as School Support Coordinator - Business Operations. Sandi is from Hanahan, SC and earned her Bachelor's of Science degree in Business Administration from the College of Charleston. She worked as a Silvicultural Manager/Senior Admin for a forestry company for over 17 years. She then worked as a Grants Coordinator for charter schools at a local CPA firm. The transition to Pinnacle was easy as she already has the business, accounting, grants, logistic and organizational skills. Oceanside (Pinnacle Charter School in Mt. Pleasant, SC) has a special place in her heart since it has made such an impact on her daughter Shae (OCA Class of 2022). Baldwin has a passion for organizing and serving others, whether at a food bank or church. She loves spending time with her husband, daughter and toy poodle.

Jeff Wade joined the Pinnacle as School Support Coordinator - Information Technology after having been in education for over 30 years. Most of his time has been spent at the higher education level with York Technical College, followed by a transition to Legion Collegiate Academy(LCA)/Pinnacle Charter Academies (PCA) in 2019. His background is in IT with an

emphasis in PC and network management, including security centered around access control and video surveillance. Jeff's primary duties at Pinnacle include PC/Chromebook support, Gmail/Office365 management, security support as it relates to IT, and E-Rate. As well as a technical resource for current and new schools.

Stephanie Haynes joined Pinnacle as School Support Coordinator - Academic Programming. Her tenure began with a BA in English from the University of California, Chico and two secondary teaching certifications in English and Human Environmental Sciences, with an emphasis in ESL support. Her tenure in California included roles as English Department Chair, Renaissance Committee Chair, Technology Committee Chair, and Lead Educator for the Health Partnerships Academy (a school-within-a-school charter model that created college and career readiness opportunities for at-risk youth). Additionally, Stephanie spent time in the private sector developing and managing Peace of Mind Ministries (a non-profit women's ministry) where she was a sought-after speaker and small-group leader, and Relevant Pages Press (a self-publishing house) where she served as the lead Writer's Coach in addition to writing and publishing her own work. She joined Oceanside Collegiate Academy in 2017 as an English teacher. By the end of her first year she had developed the Compass Program (called REEF at OCA) to support student success in the Pinnacle Charter Schools Model and has run that program for the past 5 years. During that time she has also served OCA as a mentor teacher to new teachers, developed and run their Curriculum Mapping professional development program, and joined their MTSS team as the Academic Support Coordinator. During the past 5 years she also launched her private Coaching and Consulting Company, Stephanie Haynes Coaching and Consulting, and became a Professional Certified Coach (PCC) from the International Coaching Federation (ICF) as well as a licensed Certified Career Services Provider (CCSP). She has been

using her training, experience, and skills to teach parents, educators, and students how to build a post-graduation plan high school graduates are excited to pursue. She has published a book on the subject, *College Is Not Mandatory: A Parent's Guide to All the Options Available to Our Kids After Graduation* and speaks to Career Counselors, educators, parents and students about how to build a culture of success in today's high schools. She is supported by her husband Scott and their two children, Taylor (BS Health Sciences at the University of Missouri and Certified Hair Stylist from Paul Mitchell School of Cosmetology) and Christopher (OCA class of 2020, 2024 BS in Sports, Entertainment, and Event Planning from Johnson and Wales, Collegiate Soccer All-Academic).

Additional Considerations for the Start Up Process

Pinnacle has been able to leverage its learning from its previous school openings to better support the start up of MCA. As stated above, lessons learned include timing for the bond and facility financing and construction. With Marshview the land is already under an LOI, and the bond process has begun. The school model remains constant, but each Principal is free to make adjustments depending on the schools' population, the availability of qualified college instructors, and the academic readiness levels of initial students.

Pinnacle is authorized to conduct business in South Carolina, as evidenced by their SC Business License, which can also be found at the end of this charter application in the "Corresponding Appendices" as Appendix O.

<u>Corresponding Appendices</u>

Appendix O Proposed EMO Contract
Term Sheet
Conflict of Interest- Not Applicable
Copy of EMO SC Business License
Draft copy of Employee Work Agreement

Copy of EMO Employee Policy Manual
Evidence of the financial health of the EMO/CMO

3. Administrative Structure/Building Leadership

After approval of the charter application, the committee and Pinnacle will begin the process of opening the school by completing the following steps:

- complete the RFP for charter school funding commonly called the planning and implementation grant due by SDE timeline;
- create a bank account for the school with a line of credit from the EMO;
- EMO will set up the chart of accounts based on the approved budget;
- begin recruitment of students by posting the lottery application on the website and planning recruitment fairs;
- work with the chosen facility developer to secure land and/or the building for the school;
- consult with the Office of School Facilities and the SC Department of Transportation for a land and traffic appraisal of the perspective school location;
- send out enrollment packets for all students accepted in the lottery, begin taking students on a first come first serve basis if no lottery was required;
- finalize curriculum/assessment tools;
- begin the search for the school Principal;
- have facility purchased and site review submitted to OSF;
- Principal begins hiring staff and facility;
- continue with recruitment if needed;
- begin enrollment reviews to ensure all packets are complete;
- request student records from sending district;
- purchase furniture, equipment and supplies;
- sign contract with authorizer;
- ensure all insurance policies are in place;
- determine e-rate for the school;
- have safety plans ready for opening day;
- have special education procedures completed in conjunction with authorizer's policies;
- present budget to board for final approval;
- consult with school attorney on all policies and procedures to ensure compliance with state and federal laws prior to opening;
- start training for facility and staff in July or sooner if available;
- have OSF inspection for certificate of occupancy;
- ensure transitional board has been trained as required by SC Charter School Law
- ensure all health and safety certificates have been collected from staff and students.

A detailed school start-up plan can be found in Appendix R at the end of the application narrative.

The Board has contracted with Pinnacle Charter School Management Group, LLC as an education management organization (EMO). Pinnacle, through its on-site Principal, will be responsible for day-to-day operations. The Board will set the vision, mission, and goals; monitor outcomes; and ensure accountability. The Board will establish policies as needed; meet the requirements prescribed by laws and rules of the State Board of Education and monitor performance of Pinnacle and MCA.

Pinnacle, as the EMO, will be responsible for the financial management of the school and work with the chosen facility developer to ensure the facility is open and operational for the start of school. Pinnacle will interview the Principal candidates and present the finalists to the board for their review. Pinnacle will work with the college or university supplying the dual enrollment credits and career certification programs to ensure all provisions of the MOU are met on a timely basis. In short, Pinnacle will be responsible for all day-to-day operations of the school. Pinnacle representatives that will be assisting with the start-up of MCA have been involved with the existing successful public charter schools: Gray Collegiate Academy, Oceanside Collegiate Academy, and Legion Collegiate Academy and Atlantic Collegiate Academy.

Once the Principal is hired, s/he will begin hiring qualified staff and faculty that believe in the model of the school. The Principal will hire those qualified professionals that s/he believes can help students achieve the educational outcomes that s/he is accountable for at the school. It is Pinnacle/ the Principal's responsibility to ensure that the school meets its stated educational goals and objectives. It is the Board's responsibility to hold him/her accountable as a Pinnacle employee for such.

After hiring, all staff members will receive their job descriptions and roles and responsibilities. Day-to-day academic operating decisions will be made on-site by Pinnacle/ the Principal. The organizational and management structure of the school will facilitate the delivery of instructional and support services to students in an effective and efficient manner (see Appendix L, Organizational Chart). Pinnacle/ the Principal will work directly with faculty and staff to ensure that they receive proper direction and support to deliver an effective instructional program.

The Athletic Director (AD) will be responsible for the athletic program and be instrumental in ensuring MCA meets its goals for college admission, college athletics eligibility, and college scholarships. The coaching and related athletics staff will report to the AD. The AD will report to the Principal.

The steps in the recruitment and hiring process for Principal will generally follow the steps below, but may be modified as needed for particular positions and circumstances:

1. A nationwide search will be conducted, including referrals from board members, online job sites, CERRA, teachers-teachers.com, and other pertinent resources.
2. Pinnacle will review all resumes.
3. Screening interviews will be conducted by phone as the first step in determining if the person interviewed is the right fit for the job with the school.
4. First round face-to-face interviews of candidates will be held with Pinnacle and/or the supervisor of the position for which the search is being conducted.
5. Background and extensive reference checks will be conducted.
6. Upon the return of a successful background check, Pinnacle will interview final candidates.
7. The Board will review the top finalists.
8. Pinnacle will extend an offer of employment.

Pinnacle and the Principal, will ensure that the operations of the school are in accordance with the mission and vision of MCA. The Principal will have a full understanding of the mission to serve high school students in a safe, small setting who seek the opportunity and challenge of rigorous curriculum, high academic standards, and elite athletics while earning up to two years of

college credit and/or a career certification while in high school. Pinnacle/ the Principal will make all school-based decision's as authorized by Pinnacle, establishing and implementing procedures for the day-to-day operations of the school. The faculty and staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents, and the community.

Parents will have numerous opportunities for involvement in their student's education. Parents will be invited to attend an orientation session with the student where opportunities, expectations, and requirements of the program will be explained, setting the stage for expected student progress and achievement. This will be supplemented by mailings, school web pages, teacher web pages, phone calls, emails, newsletters, and the PowerSchool Parent Portal. In addition, ads in public school athletic programs, brochures, ads on radio, newspapers, church visits, boys and girls clubs, and youth organizations targeted to ethnic populations will be focal points to encourage a diverse population and to increase parental involvement. Parents will be encouraged to attend and to participate in school functions and events throughout the year, including school sponsored workshops, parent nights, report card conferences, and student award ceremonies. Parents will also be invited to submit their names and credentials if interested in serving as Board members, which provides for direct input into the MCA.

The Board, Pinnacle, Principal, Faculty, and Staff will be responsible for developing partnerships with community agencies, non-profits, and local businesses that provide social and intervention services to students and families. The goal of these partnerships is to provide a broader set of services that will help the student and families handle circumstances that interfere with learning and academic success. The school will also create partnerships with local businesses to facilitate internships and employment of students.

School Administration Succession Plan

MCA Board of Directors endeavors to be proactive and prepared for planned or unplanned changes in leadership. The Board of Directors, through Pinnacle, the EMO, shall be responsible for implementing this policy and its related procedures. The Board is to assess the long-term leadership needs of the school to ensure a qualified leader who represents the community and is a suitable fit for the mission, vision, goals, and objectives if selected for the permanent position of Principal.

When a vacancy for the position of the Principal is declared either through resignation, retirement, or sudden loss, the process to fill this vacancy will be as follows below, to guarantee the operations of the school continue without disruption.

1. Pinnacle will activate their Search Procedures. Once this process starts, Pinnacle will:
- *review and update the job description,*
- *develop a profile for desired qualifications,*
- *establish a schedule,*
- *identify other relevant information needed for the process.*

2. Pinnacle will determine where and when the position is advertised. The search will be conducted on, at least, a state-wide basis. The notice will include a closing date for application, this being at least two (2) weeks following posting of notices. Minimum criteria for the position will be included in the position announcement.

3. An interim Principal may be designated to serve for the time between the final date of employment of the current Administrator and the beginning date of the new Principal.

4. Eligible staff from Marshview Collegiate Academy may apply for the position.

5. The search and initial review of the applications will be completed by Pinnacle. Pinnacle will determine, based on the interviews, credentials, etc., which applicants will be reviewed by the Board. The Board will meet with the recommended candidate(s) and give their feedback to Pinnacle. Pinnacle will then make its determination.

Emergency Replacement of the Principal

In the event of a sudden loss of the Principal, Pinnacle shall take immediate action.

1. *In an emergency Pinnacle will act to either designate one staff person to assume the duties of the Administrator or name a member of the Pinnacle Management Staff as an interim Principal. All Pinnacle Management meet the criteria to serve as a Principal.*

2. *The current administration is responsible for creating a single location for containing vital information/documentation that would be used in the event of a succession and will maintain all succession data, school information, and documents with an annual update. The list will be maintained by the Executive Assistant. Information will include the following:*

    - *Staff flow chart showing the chain of command and list of responsibilities*
    - *Instructions about which staff members should be consulted for specific information*
    - *Location of all financial records*
    - *Location of all records including policies, contracts, records retention policies and documents.*

3. *Procedures established for the Succession Policy will be followed if/when this is necessary.*

Additional Considerations for Staffing

As described in several other sections of this application, MCA will be a sister school of Oceanside, Legion and Atlantic Collegiate Academies. The Principal will participate in weekly online and quarterly in-person meetings with the other Pinnacle principals and Pinnacle staff.

Corresponding Appendices

Appendix P – Sample Job Descriptions (for administrators and key employees)
Appendix Q – Detailed School Start-Up Plan

4. Employees

In compliance with the S.C. Charter Schools Act, at least one member of the Marshview Collegiate Academy (MCA) administrative staff will hold a current South Carolina certification in administration or have at least one (1) year of experience in the field of school-based administration. Employment of teachers will meet the South Carolina Charter Schools Act guidelines with a minimum of 75% (but will seek 100%) of all MCA teachers having certification in their subject area. MCA high school teachers serving in grades 9-12 who will be providing curriculum content in each core academic area (English and Language Arts,

Mathematics, Science, and Social Studies) will either be certified in that area or have content knowledge as evidenced by previous teaching experience or hold a baccalaureate/ graduate degree in that subject.

In addition, MCA students in 11th and 12th grades will take dual credit from higher education instructors. Under S.C. Reg § 43-235.III.D., dual credit courses must have accreditation from a list of specified institutions, including the Southern Association of Colleges and Schools (SACS). SACS require that faculty who are teaching college transfer courses have at least a master's degree in the discipline or a master's degree and eighteen (18) semester hours in graduate-level courses in the discipline. These specifications for employees are in keeping with the MCA mission to serve high school students in a safe, small setting who seek the opportunity and challenge of a rigorous curriculum, high academic standards, and outstanding athletics while earning up to two years of college credit and/or career readiness program certification while in high school.

Pinnacle is committed to recruiting and hiring the best qualified employees without regard to race, religion, handicap, gender, sexual orientation/preference, or age. As an equal opportunity employer, Pinnacle will follow all state and federal laws regarding employment practices. Pinnacle will be an at-will employer. Recruitment and hiring of professional and support personnel will be based upon qualifications, merit, and commitment to the mission and philosophy of the school. The provisions of Title 59, Chapter 25, Article 5 will not apply to employment at MCA.

The recruitment and selection process will include, but not be limited to: (a) Pinnacle/the Principal will determine the most appropriate recruitment strategies including: advertisement in local, state, and regional newspapers; advertisement in professional publications; contact with

college and university placement services; interviews with students enrolled in teacher education programs; internal and external searches; inquiries and referrals; professional MCA contacts with organizations that promote the interest of minority groups; publications and pamphlets; special activities and events for prospective applicants; promotional packages and recruiting programs; advertisements on the Internet; or registration with the CERRA. The administration will utilize printed materials and/or technology to recruit high-quality candidates. (b) Announcements/ advertisements for the job vacancy will be published in accordance with all related legal and reporting requirements and may include such information as: job title; summary description of the job responsibilities; school location; description of the application process; minimum requirements; entry salary and/or salary range; opening and closing dates for applying; statement certifying that the employer is an equal employment opportunity employer; work schedule; and whether the position is full or part-time. Appendix Q has sample job descriptions, qualifications and duties for the Principal, Guidance Counselor/Collegiate Advisor, Administrative Assistant, and Teacher.

Decisions and Oversight

The MCA Board of Directors will delegate to Pinnacle authority for the management and execution of the day-to-day school activities, including management of the personnel and instructional leadership. For on-site activities, Pinnacle will operate through the Principal. Pinnacle/Principal will be responsible for academic accountability, will be an experienced leader, and will be committed to excellence in learning and academic innovation. Pinnacle and the Principal will assign appropriate administrative tasks to the Administrative Assistant to ensure the proper management of the student achievement data and fiscal reporting records. Pinnacle/Principal will assign appropriate administrative tasks to the PowerSchool Administrator

to ensure the proper management of the PowerSchool system, student achievement data, and fiscal reporting records. Pinnacle/Principal will assign appropriate responsibilities to the Guidance Counselor/Advisor(s), including those mandated by state laws to promote student achievement and college admission success. The Athletic Director (AD) will be the authority responsible for athletic accountability and an experienced leader committed to excellence in coaching and athletic innovation. The AD will recruit, in-service, and evaluate the Coaches at MCA to ensure the athletes are receiving a first-class experience.

Teacher Evaluations: MCA will utilize the South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) or the SBE approved system in effect upon opening, or an alternative that is later approved for use. College faculty teaching the dual enrollment courses are not covered under the ADEPT teacher evaluation system.

Policy and Procedures

A Pinnacle employee handbook outlining policies and procedures will be in place and distributed upon acceptance of offers of employment. This handbook will be given to all employees and updated annually. Employees will sign a statement indicating their receipt of the handbook and acceptance of the policies-procedures contained in it. The Employee Handbook will include personnel policies and procedures, which will comply with State and Federal laws.

Teacher Employment and Dismissal Procedures

Pinnacle employees are employed at-will and are expected to conduct themselves as professionals. They are expected to meet high standards of conduct and performance. Employees who do not meet these standards may be given the opportunity to correct their conduct or performance through performance evaluations and corrective disciplinary action; however, all

employment is at-will. Corrective action may include or lead up to termination. Though at-will employees may resign or be terminated at any time and for any or no reason, the SC law requires 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." Because charter school employees are at-will and day-to-day school operations are the responsibility of school administration, hearings before the school's board related to employee grievances and terminations will typically address only (1) whether the employee is in fact an at-will employee; (2) whether the school administration's conduct is consistent with the school's policies and procedures; and/or (3) whether the administration's conduct complies with federal and state laws. Employees with disputes or concerns should follow this procedure:

1. The employee will meet with the supervisor to attempt resolution of the issue. If the issue is not resolved after meeting with the supervisor, then the employee will follow the process of escalation.
2. The employee will explain their issue in writing describing in detail, desired result, and the proposed solution. The written issue should be turned into Pinnacle/Principal within ten (10) business days of the occurrence.
3. After Pinnacle/Principal receives the written issue, he/she will meet with the employee and any supervisor to discuss the policies and procedures relating to the issue. Usually, the review of faculty policies and procedures will dictate a resolution.

As an at-will employee, one may be discharged for any reason, so long as it is not a protected reason (e.g., because of race, religion, creed, national origin, gender, age, disability, pregnancy). If an employee has an issue listed in (1)-(3) above, and after the employee has met with the supervisor and/or the Principal, and the issue has still not been resolved, the employee may bring the issue to Pinnacle HR.

Employment and Dismissal Procedures for Administrative, Paraprofessional, and Non-Teaching Staff: Pinnacle will utilize the same procedures for employment, evaluation and termination for administrators and non-teaching staff as those described above for teachers. The Principal will be evaluated annually by Pinnacle and report to the Board the result of the Principal's evaluation.

Corresponding Appendices

Appendix R – Not Applicable (Letter of Agreement from Sponsor Regarding Compliance with SC Code Ann. 59-25-410 *et seq.* 2004)

5. Enrollment

The MCA Planning Committee, and subsequent Boards and Administrators will publicize the charter school throughout Beaufort and surrounding counties with frequent updates to the MCA website and social media channels, library bulletin boards, youth programs, and in articles in local newspapers to ensure that families from all ethnicities, academic ability ranges, and socio-economic levels are aware of this school-choice option. Prior to and after applications are made available, the MCA Planning Committee will continue to advertise and actively recruit families to consider MCA as an educational choice for their children. Subject to space limitations, MCA will admit all children eligible to attend public school in South Carolina. The school will open within the range of 450 to 900 maximum capacity students in grades 9 through 12.

The enrollment policy described below will be used by the Planning Committee for the first year of the school's operation. The first elected MCA Governing Board of Directors will set the admissions policies and procedures for subsequent years aligned with all state and federal requirements.

The MCA Planning Committee will make applications available as soon as MCA is granted its charter and will be accepted through October 1, 2023. Applications postmarked after October 1st will be considered on a space-available basis and in the order upon which they are received. If the number of applications received by the deadline exceeds the number of pupils permitted, a lottery will be conducted, as per *Section 59-40-50*. Subsequent years will follow the same calendar for open enrollment and lottery, with the number of new students that can be added based on the number of returning students. Returning students must verify their intent to return or lose their place at the school and will have to re-enroll as a new student.

A parent or guardian may enroll a student by submitting an application by email or US mail or utilizing the online enrollment program *SchoolMint*. The form will be available for download on the MCA website, at local libraries, or by calling the school and requesting it be mailed or emailed. The deadline for applying for the first operating year is October 1, 2023. These dates will be in place for the school's first year of operation but may be amended by the Board in subsequent years.

If the number of applications received before October 1st (with the lottery to be held in November if needed) does not meet or exceed capacity, then applications will receive a letter of acceptance and admission will then proceed on a first come, first served basis until enrollment capacity is reached. If the number of applications received by the deadline exceeds the number of slots available, then a lottery will be held.

Due to the collegiate model, enrollment by grade levels is not as important to the overall design of the school as are the courses necessary for students to begin college level classes. Thus, applying students' transcripts will be reviewed to ensure the space is available for the needed dual enrollment prerequisites. Therefore, MCA will not designate a particular number of dual

enrollment students per grade level (10th grade, 11th grade, or 12th grade). Instead, the first names drawn will receive placement letters until capacity is achieved, and class assignments will be evaluated. Parents or guardians of applicants will be notified via *SchoolMint,* email and/or US mail that the lottery will take place by November 1st of each year after the initial recruitment year.

If, for some reason, the lottery date needs to change after the first year, the sponsor will be notified in writing no later than sixty (60) days before open enrollment begins. The lottery, if needed, will be conducted virtually through *SchoolMint*. The MCA Planning Committee will utilize *SchoolMint* for the enrollment and lottery management. MCA representatives and the Board of Directors will be on hand to conduct and ensure the lawful operation of the lottery. This program is approved as a digital format for lottery and utilizes specialized logarithms to ensure a fair and systematic approach to enrollment. Any names exceeding the space will be recorded in order on a waiting list.

Parents will be notified of the results from the random selection process. A waiting list will also be formed by order of the lottery. Any applications received after the application deadline will be placed at the end of the waiting list (following those names placed on the waiting list at the lottery) in the order received. As slots become available during the school year, students will be admitted from the waiting list.

Once parents or guardians are notified by email and/or U.S. mail of their student's acceptance to MCA, the family will have fifteen (15) calendar days to complete the online enrollment acceptance or notify the school that they will not be enrolling. Failure to complete the response may result in loss of space, which would then be offered to the next student on the waiting list. Reasonable attempts will be made to assist the family in completing the information

requested, and these efforts will be documented before the space is offered to the next student on the waiting list. Once the Acceptance response has been received, MCA will send out the Student Enrollment Packet.

The Student Enrollment Packet will include a request for student records, immunizations, proof of residency, existing and/or current IEP or 504 Plan, home language survey, and any other required information. Failure to complete and return the Student Enrollment Packet will result in loss of the enrollment seat, which will then be offered to the next student on the waiting list. All reasonable attempts will be made to assist the family in completion of the required materials and documentation. These efforts will be officially documented before the seat is offered to the next student on the list. Returning students, beginning in the second year of operation, will not be required to re-apply or be subject to the public lottery. However, each year before the annual lottery the student will be required to notify the school of their intent to return by a date identified by the Board of Directors. Failure to notify return intent by this deadline could result in loss of space and placement cannot be guaranteed.

There is no appeal process when an applicant is denied admission because of lottery results, and acceptance to the school may not be deferred to the next school year. MCA will notify the LCA regarding enrollment procedures sixty (60) days prior to the enrollment period.

In the event that MCA denies admission for a reason other than the outcome of the lottery process, the student may appeal the denial to the LCA. The appeal must be in writing and state the grounds on which the appeal is based. The decision made by the LCA will be binding on the student and MCA per *Section 59-40-50* of the *South Carolina Charter Schools Act*.

MCA will not limit or deny admission or show preference to any individual based on disability, race, creed, color, gender, sexual orientation/preference, national origin, religion,

ancestry, or need for special education services. However, in accordance with *Section 59-40-50(8)* of the *SC Charter School Law*, MCA will give enrollment priority to children of the MCA Charter committee, children of an MCA employee, and siblings of a pupil already enrolled, provided the priority enrollment for children of the MCA Planning Committee or children of MCA employees does not constitute more than twenty percent (20%) of the total enrollment of the school.

Though enrollment will be open to all students residing in South Carolina, ideal residency for students will be in Beaufort and surrounding counties. The MCA Planning Committee intends to ensure that the enrollment of the school is similar to the racial composition of the School District of Beaufort County school district (where MCA will be located), which is 68 % white, 15% black, 11% Hispanic, and 6% all others including two or more races. Given the athletic focus of MCA, the ability to attract a demographically diverse student population will likely be met through attracting student-athletes interested in a college prep curriculum who desire to continue his/her athletic career at the collegiate level.

There is no desegregation order for the School District of Beaufort County. Our broad communications effort, as described here, is intended to reach families from all backgrounds to encourage a socio-economic and racially diverse mix of students — an enrollment of a student body that mirrors the population of the Beaufort County School District. Enrollment in The Technical College of the Low Country– the higher education institution partnering with MCA for its dual enrollment program -- will be subject to its admission criteria. (See *Commission on Higher Education Policy II:* http://www.che.sc.gov/AcademicAffairs/DualEnrollment.pdf *Student Eligibility*). If a student does not qualify for the dual enrollment program, the student will continue in 11th and/or 12th grade college preparatory courses until enrollment eligibility is

established. This will be a blended program. The courses for this program will be through the SC Department of Education's Virtual program and Edmentum with MCA certified and/or highly qualified instructors.

The Planning Committee members are committed to thoroughly publicizing information regarding MCA by a variety of means to receive a pool of student applications that is similar to the racial composition of the Beaufort County School District. To recruit students, community meetings will be held throughout Beaufort and neighboring counties. The following table outlines MCA's proposed efforts.

Community Outreach for Enrollment of a Diverse Student Body
• Forge relationships with guidance counselors and teachers in elementary and middle schools.
• Provide displays at community centers and potential feeder schools.
• Write articles about our unique educational opportunities and innovative school model for publication in local newspapers, magazines, and family-oriented websites.
• Post announcements in the *Island Packet* and other newspapers distributed or available to SC Beaufort county residents.
• Hold open house gatherings at the school (or a public facility).
• Send student-oriented and family-oriented newsletters to those who apply and encourage families to share it with other families.
• Present to major employers located in Beaufort County.
• Meet with local religious leaders and their congregations who have strong ties to the community.
• Make presentations to neighborhood organizations, including athletic and county recreation leagues.
• Continually update the MCA website to include an overview of the school, a printable application, enrollment procedures, deadlines, and contact information in case a student requires specific assistance in applying to the school.
• Make school brochures/applications available throughout Beaufort and surrounding counties at libraries, churches, civic groups, neighborhood associations, other similar organizations.

- Facebook, Facebook Facebook!!!!!!, as well as Instagram, Twitter, and other social media

An example of the recruiting material used for Marshview Collegiate Academy:





Corresponding Appendices

Appendix S – Letter from Sponsoring District Regarding Desegregation Plan or Order

6. Student Conduct, Rights, and Responsibilities

Marshview Collegiate Academy (MCA) has adopted a Code of Conduct that will support a positive and orderly learning environment while at the same time also ensure that every student's rights are upheld. MCA's philosophy regarding student behavior ensures its daily commitment to the school's mission. The handbook will outline three classes of offenses:

- **Class I** offenses result in school-based action and can be subject to higher discipline if behavior continues or is repeated.
- **Class II** offenses result in temporary suspension for up to 10 days. Upon return to school, the student and his/her parents will meet with the Principal for a re-entry interview. During this interview, the student must demonstrate a willingness to commit to a renewed focus on academic, motivational, and behavioral aspects of his/her MCA life. The student will be required to sign a contract affirming this commitment and acknowledging that

continued disciplinary infractions and breaches of the contract will result in the student moving to a Class III offense.

- **Class III** offenses result in expulsion. All due process rights for children with special needs will be followed in the area of student discipline, including, but not limited to, services on the 11th day and a Manifestation Determination Review.

MCA recognizes that a positive environment is conducive to learning and cannot exist without maintaining order and discipline. The Code of Conduct will standardize procedures and ensure that the rights of every student are upheld. A student's attitude regarding school is important. Having a full understanding of the information, rules, and guidelines so that students can make informed decisions is also important. Because of this, all MCA students will be required to know and follow the Code of Conduct. A positive school climate will be established by building relationships among all stakeholders: students, staff, administration, coaches, and parents/guardians. As stated in the Educational Model and the Goals, Objectives, and Assessment Plan sections, implementing PBIS will reinforce this positive school climate and relationship-building.

However, when students do not follow the policies and rules or comply with the Code of Conduct, it will be necessary for them to enter the disciplinary process and be expected to accept the consequences for their decisions. Such consequences may include, but are not limited to, behavior contracts, school-based actions, detention, in-school suspension, out-of-school suspension, and up to expulsion from MCA. Certain offenses require automatic referral to the Board of Directors for an expulsion hearing including, but not limited to, weapons (S.C. Code Ann. § 59-63-235) (sup 2001) on campus.

When discipline issues arise, an informal conference will be held with the student, legal guardian, Principal, and appropriate staff members. Parents will be notified, updated, and

included in any process or actions related to their child during any disciplinary action. As required by law, the student will be granted all due process procedures, which shall include an opportunity to appeal and present his/her case to the Principal once the student's charges have been presented. If the student does not admit guilt to the charges, the evidence will be presented. The student will then be given an opportunity to present his/her case to the Principal. If the Principal decides that the student should receive a form of discipline, a written notice will be sent to the legal guardian and student.

Before a student receives a suspension of more than ten (10) days or is expelled, the Principal will convene the MCA Discipline Committee, which is composed of the Principal and teachers appointed by the Principal. The Discipline Committee is responsible for reviewing the student's situation or situations that led to this discipline level. The Discipline Committee may request the presence of the parent/guardian and/or student. If the Discipline Committee decides to move forward with the suspension or expulsion, the Principal shall provide the student and parent/guardian with written notification of the charges of misconduct, the disciplinary action to be taken, and their right to appeal in writing to the MCA Board of Directors. If an appeal is submitted, the MCA Board of Directors will schedule a hearing in a timely manner and provide the student and parent/guardian the opportunity to respond. The MCA Board of Directors will then review the entire disciplinary record and notify the student and parent/guardian in writing of the final disciplinary action to be taken.

MCA will comply with the requirements of the Family Education Rights and Privacy Act (*20 U.S.C. § 1232*) *FERP,* which provides families and students: a) the right to inspect and review the student's education records at the school; b) the right to challenge and require the school to amend a student's record if the information is inaccurate, misleading, or in violation of

the student's privacy rights; and c) the right to require the school to obtain written consent prior to the disclosure of personally identifiable information, subject to specific exceptions.

In addition, MCA will comply with FERPA requirements by providing parents and students a copy of the Student Code of Conduct handbook at the beginning of the school year, through orientation sessions held at the school and classroom levels, and by posting this information on the MCA website. An example of the Student Code of Conduct and Handbook can be found at the end of this section.

MCA will ensure the continued provision of FAPE for a student with a disability who is expelled from MCA and will comply with the requirements of LCA for the continued education of a special education student.

Corresponding Appendices

Appendix T – Draft Discipline Policy/Student Code of Conduct

7. Transportation

With the exception of bus services to and from athletic events, transportation will not be provided to students at this time. Upper high school students will be able and permitted to drive to school. Parents who are interested in car-pooling, with their authorization, will be put in contact with other such parents so that partnerships can be established.

If, in the future, the Board of Directors decides the school will provide transportation by school bus, a plan will be developed that complies with the state requirements for drivers, training, and the state safety requirements for school buses.

The Planning Committee of MCA has not, at this time, contracted with any party for transportation services.

Corresponding Appendices

Appendix U – Not Applicable (Transportation Services Contract)

III. Business Plan

1. Budget and Finance

The Marshview Collegiate Academy Board has contracted with Pinnacle to implement the financial plan. The board will receive training in accordance with the law by a designated entity, as well as Pinnacle. The board will approve the annual budget no later than June of each year for the following fiscal year.

The annual budget will be prepared by MCA's EMO, Pinnacle, and then submitted to the Board for review and approval. The budget will be established and monitored so that resources are allocated to meet the operational and educational priorities of MCA. The budget, for the first five (5) years, is included as Appendix X and was prepared in accordance with the S.C. Department of Education (SCDE) Financial Accounting Handbook (Handbook), the Funding Manual, and the Single Audit Act. It supports MCA's mission – expenditures for salaries and bonuses for instructors, guidance-college counselors, and athletics staff; instructional resources; and 1:1 computing. The Board will adopt an annual budget not later than the month of June preceding the start of MCA's fiscal year and will receive and review monthly financial statements that reflect budget to actual reporting. Using the AM/PM split, MCA has more freedom when allocating resources to specific strategies and instructional tools such as the online company used, as well as adding or expanding athletics teams.

Revenue account codes used in the budget are in accordance with the Handbook. Appendix X contains a worksheet which documents estimated State revenues in accordance with S.C. Code Ann. § 59-40-140(A)-(D), for five (5) years. Revenues include grant revenue through the Charter School Program Planning and Implementation grant for years one and two. This

grant was included after consideration of the likelihood of receipt based on historical award data showing at least a seventy percent (70%) award rate. OCA, LCA and ACA each received the grant after approval. If this grant is not available, MCA has prepared a contingency budget which removes this revenue and continues to support the school's priorities. Pinnacle is also prepared to loan MCA up to $200,000 during year one (1), which would be repaid over thirty-six (36) months starting in year two (2) with one percent (1%) interest. Revenues also reflect funds collected from students based on participation in organized athletic activities. MCA will provide a choice of team sports for boys and girls.

MCA does not expect to receive a high level of Federal funds based on the funds allocated to OCA, and LCA. Individuals with Disabilities Education Act (IDEA) funds do not cover the full salary of the special education teachers but are supplemented by the general fund. Whatever maintenance efforts funds are allocated to the school will be used for students with disabilities, such as purchasing monitoring software, for example. None of the Pinnacle managed schools are Title I and because of the location of the proposed facility it is doubtful that MCA will be either.

The bond for the facility will most likely allow MCA to purchase furniture, fixtures, and equipment (FFE). This typically includes technology and classroom and staff furniture. These things can also be purchased with planning and implementation money in addition to the FFE portion of the bond. To date no funds through any other grant, lending institutions, or other resources are expected.

Expenditure account codes used in the attached budget are in accordance with the SCDE's Handbook. The essential function of the Board shall be policymaking and the assurance of sound operations and financial management. Pinnacle will provide management and

administrative services as outlined in its management agreement with MCA. Pinnacle's functions include: Management of Curriculum and Instruction, ongoing financial management, budgeting and financial reporting, maintenance of financial and student records, Human Resource Management, and Operations Management. The Pinnacle team is knowledgeable and experienced in the education and finance fields and will provide direct guidance and oversight and will be accountable to the Board. Pinnacle will be responsible and accountable to the Board for compliance with all laws pertaining to public schools, including budgets and financial records. Pinnacle will establish and provide ACAs' chart of accounts and accounting system, payroll and benefits management, inventory/asset management, invoicing, insurance, financial reporting, and day-to-day business operations. The Pinnacle CFO/Director of Finance will be responsible for preparing and presenting a draft budget to the Board.

Annual Audit:

MCA will comply with the annual audit statutory requirement. The CFO/Director of Finance of Pinnacle is a CPA and has been a financial auditor for schools and nonprofit organizations for over 25 years. He will provide the Board with the background requirements in the Single Audit Guide and related material. MCA will solicit three bids from independent CPA firms and will select one that has prior charter school auditing and reporting experience and best meets its needs. MCA will adhere to sound financial practices and procedures by:

- Establishing policies and adhering to procedures to properly account for all revenue and expenses as directed in the Handbook and Funding Manual.
- Maintaining appropriate records through the use of a general ledger system that is established and maintained on an audit ready basis.
- Preparing and providing required reports to appropriate agencies and other interested parties.
- Ensuring that all accounting, reporting and auditing procedures and requirements will comply with the published specifications of the SCDE.

The Board and/or the Audit Committee of the Board will receive, review, and approve the Auditor's Report and related findings and recommendations prior to official reporting.

Pupil Accounting System:

In accordance with the S.C. Pupil Accounting Manual and the S.C. Student Accountability Manual, MCA will adhere to the reporting procedures, policies, and regulations that apply to all public schools in South Carolina. Reports will be maintained and filed according to district, state, and federal requirements. MCA has reviewed the S.C. Pupil Accounting Manual in regard to the detail requirements for membership criteria, PowerSchool Interface Assigning EFA Pupil Classification Codes, Attendance Reporting and Responsibilities, Special Considerations, Submission of Reports and Retention of Records and Audit Requirements and will fully comply with the mandates.

Student Accountability System secures a cumulative head count of eligible students who are served for the current school year. The cumulative head count is used to calculate the funds school districts will receive under established programs.

Negotiated Services Documentation:

Currently no services have been negotiated with the local school district, sponsor, or other outside vendors other than the EMO. MCA will utilize Pinnacle EMO and the contract includes all aspects of management and the negotiation and evaluation of outside vendor services in conjunction with the Board as appropriate.

It is important to point out the sustainability of this model. Since the building and human resources are designed for half capacity, more money goes into the classroom. This creates a better design for learning along with financial sustainability in the event Marshview does not hit its maximum number for enrollment. OCA opened in a facility 30 minutes from its now open

new facility with only 320 students and was still fiscally solvent in its first year of operation. Pinnacle schools are not eligible for SC retirement but do provide a 3% match.

Student achievement affects the budget, as does the addition of new or expanding sports. More online curricula, teacher assistants, sporting equipment, and coaching staff all become factors in the formation of the upcoming budget year. Budgets are based on the revenue of enrollment and may change slightly from month to month. Because of this, an approved budget is, in essence, a fluid thing with slight increases and decreases throughout the academic year. The decisions to add or subtract from the budget start at the Principal level in conversations with the CEO - model integrity and mission statement alignment, CFO/Director of Finance - fiscal responsibility, COO - implementation and accountability. Once a draft budget has been created, it is then shared with all Pinnacle staff before moving to the board for review and approval. Pinnacle has the leeway to add resources/staffing if deemed necessary.

During the planning year, the Planning and Implementation Grant will be submitted for approval. Any expenses not covered by the grant will be paid by the EMO and be remunerated as outlined in the management agreement between MCA and Pinnacle.

Corresponding Appendices

Appendix V –School Enrollment Projection Form
Appendix W –SCDE Per Pupil Estimate Review
Appendix X–Five-year detailed budget (excel)
Appendix Y –Ten-year budget plan (excel)
Appendix Z –Memorandums of Agreement for Negotiated Services – Not Applicable
Appendix AA –Documentation of any Soft Funds – Not Applicable

2. Facilities

Contingent upon approval of this charter school application, Marshview Collegiate Academy will enter into a purchase agreement for land.

The facility design is crucial to the organization of the school since the building at the high school level must only house half of the students at one time. While the enrollment capacity for MCA high school is nine hundred (900) students, the academic facility will be used by four hundred fifty (450) students during two (2) daily sessions. There will be a session of four hundred fifty (450) morning students and a session of four hundred fifty (450) different afternoon students, in effect creating a school size of four hundred fifty (450) students. This philosophy and strategy support the small school initiative in the MCA mission and vision.

Upon approval of this application, all necessary documents required by the OSF will be completed to meet all school facility requirements.

Corresponding Appendices

Appendix BB – Floor Plan of Identified Facility and/or Build-up Facility
Appendix CC – Proposed Lease or Rental Agreement -Land LOI included
Appendix DD– Documentation from the SCDE's Office of School Facilities (Not Applicable)
Appendix EE – Documentation from SCDOT School Traffic Engineering (Not Applicable)

3. Insurance Coverage

All requirements for this section are in the corresponding appendices.

Corresponding Appendices – (Included as one document)
Appendix-FF Worker's Compensation Description
Liability Insurance Descriptions and Amounts
Property Insurance Description and Amounts
Indemnity Insurance Description and Amounts
Automobile Insurance Description and Amounts
Other Insurance Description and Amounts
Insurance Documents including SC statement

Data Review and Confirmation Page

This screen is not a submission confirmation.

Please review and verify the information in the following summary prior to submitting your application. If any of the entries are incorrect, click on the "**Previous**" button at the bottom of each page to return to the appropriate section(s) and reenter the correct information. If all of the entries are correct, click on the "**Submit Application**" button in the lower right corner of this screen. You will receive an onscreen confirmation message that your application was successfully submitted.

Applicant Information:

Name of Applicant Organization: ***Marshview Collegiate Academy***

Authorizer/Sponsor (District) Name: ***Limestone Charter Association***

Name of Charter School: ***Marshview Collegiate Academy***

Applicant's Address: ***9681 Gladiolus Drive Ste 201, Fort Myers, FL 33908***

Applicant's DUNS Number: ***YWWKPCAF2ZM8***

Applicant's TIN: ***921849285***

Is your organization registered and active with SAM? ***Yes***

Grant Type: ***Planning and Implementation (36-month project)*** Application Type: ***Typical***

Contact Information:

Project Director's Name: ***Katherine Seelbach***

Position or Title: ***Project Director***

Address: ***2120 Blakers Blvd. , Bluffton, SC 29910***

Phone Number: ***(843) 368-1559*** E-mail: ***kitseelbach@gmail.com***

Resume included in appendices? ***Yes***

Competitive Priorities:

Applying for:

Competitive Priority #1: ***No*** Found on Page(s):

Competitive Priority #2: ***No*** Found on Page(s):

Competitive Priority #3: ***No*** Found on Page(s):

Competitive Priority #4: ***No*** Found on Page(s):

Funding Information:

Total Project Cost: ***750000***

Total Funds Requested for Year One: ***250000***

Total In-kind/Matching Funds for Year One: ***180000***

Project Start Date: ***07 01 2023*** Project End Date: ***06 30 2024***

Budget Summary:

Line Item	Funds Requested	In-kind/Matching Funds
Purchased Services (300)	248163	180000
Supplies & Materials (400)	0	0
Capital Outlay/Equipment (500)	0	*0*
Other Objects (600)	1837	0
Totals	**250000**	**180000**

Attachments:

Project Abstract: ***C:\fakepath\MCA Program Summary-Abstract 07-17-23.pdf***

Proposal Narrative: ***C:\fakepath\MCA PI Grant Proposal Narrative 07-17-23.pdf***

Budget Narrative: ***C:\fakepath\MCA P&I Application Budget 07-17-23.xlsx***

Appendices: ***C:\fakepath\MCA P&I Appendicies 07-117-23.pdf***

Pre-Award Audit Questionnaire: ***C:\fakepath\MCA Pre-Award Audit 07-17-23.pdf***

Save and Resume Later

⇦

Submit Application

Progress

Marshview Collegiate Academy Project Abstract

Project Background & Mission. In a small, safe, family and citizenship - centered setting, Marshview Collegiate Academy serves students who seek rigorous curriculum, high academic standards, and elite athletics while they earn up to two years of college credit and/or complete a career readiness certification program upon the completion of high school.

MCA will provide an outstanding academic and athletic program, with a college preparatory program in 9th and 10th grade and dual enrollment/career readiness certification in 11th and 12th grade. Students will graduate from MCA with up to 60 hours of transferable college credit and/or career readiness certification, and college scholarship opportunities. Based in Beaufort, SC, MCA will assist its seniors in continuing their education with admission to two and four year institutions.

Intended Audience. MCA will begin with between 450-900 diverse high school students who seek the challenge of high academic and athletic standards, a rigorous curriculum, and college-level study at a small innovative school. The target market area is Beaufort County, but any South Carolina resident is eligible. The dual enrollment program will be attractive to all students, regardless of athletic ability.

Amount Requested & Competitive Priority. MCA requests the maximum grant amounts available for a non-targeted applicant. These are projected to be $250,000 in the planning stage; $250,000 in Implementation Year 1; and $250,000 in Implementation Year 2. If additional funds are available, MCA requests the maximum allocation. Because Beaufort County and Limestone Charter Association have charter schools, MCA does not qualify for the competitive priorities.

Special Features. MCA will establish an innovative alternative with 150 hours of instruction (most schools offer 120 hours) plus needed interventions in the 9th and 10th grade to intensely focus on college admission. In 11th and 12th grades students with college-admission qualifying scores and other evidence of preparedness will earn dual enrollment from a higher education

institution and graduate on-time from high school with up to 60 transferable college credits. Classes will be small (1:25 or lower) and scheduled in morning or afternoon sessions.

Public Charter Schools Program - Planning and Implementation

2023-24 Competitive Subgrant

Marshview Collegiate Academy

Table of Contents

Application Narrative

Section 1: The School and its Stakeholders 1

a. Mission of the Charter School and Relationship with Sponsor (Authorizer) 1

b. Need for the Charter School 4

c. Support for the Charter School 7

d. Goals of the Charter School 9

Section 2: Financial Sustainability 13

a. Plan for Financial Viability 13

b. Contingency Plan 15

c. Justification for Three-year Budget 16

Section 3: Governance and Management Plan 20

a. Plan to Manage the Charter School and Subgrant 20

b. Project Director's Responsibilities 26

c. Planning Initiative and Charter School Management 27

d. Compliance with Federal and State Programs 28

Marshview Collegiate Academy Proposal Narrative

Section 1: The School and its Stakeholders.

a. Mission of the Charter School and Relationship with Sponsor (Authorizer)

In a small, safe, family and citizenship - centered setting, Marshview Collegiate Academy serves students who seek rigorous curriculum, high academic standards, and elite athletics while they earn up to two years of college credit and/or complete a career readiness certification program upon the completion of high school.

MCA was approved for sponsorship from Limestone Charter Association (LCA) to establish a dual enrollment public charter high school (grades 9-12) in Beaufort County, SC with an academic, athletic and guidance program. Marshview Collegiate Academy's vision states that students will: graduate as responsible and contributing citizens; graduate with a high school diploma and up to 60 hours of transferable dual enrollment credits; graduate already immersed in the culture of college and, thus, be ready to engage in coursework at higher levels and/or receive a certification of one of the provided career readiness programs offered through The Technical College of the Lowcountry; receive the necessary athletic coaching and skill development to be successful athletes beyond high school; develop into leaders through athletic competition and service learning; attain educational, personal, and career-awareness skills in smaller (1:25 or lower) classes; and benefit from a multi-ethnic and diverse community.

MCA is where students work together with business partners, administrators, staff, and parents to create an academic, physical, emotional, social, and safe environment which promotes collaboration and mutual respect and to acquire a comprehensive education through innovative techniques to enhance lifelong learning through technology and varied instructional strategies.

MCA's innovative athletic and academic design reflects best practices found in increasingly robust research literature on school reform. MCA will assist its seniors in continuing their education by seeking admission to two and four year higher education institutions and will promote interested student/athletes to obtain academic/athletic scholarship offers. One of MCA's goals is to assist our students in their pursuit to acquire athletic and/or academic college scholarships by offering them the opportunity to show college recruiters their ability to master college classes, thus giving them an advantage over the typical high school graduate. MCA will also work with students in the career readiness pathway to identify and secure employment through established partnerships with regional employers.

The South Carolina Department of Education (SCDE) requires 120 hours of instruction to receive one high school credit. MCA students will receive over 150 hours of instruction at the 9th & 10th grade College Prep and Honors level per course (credit), plus needed interventions. MCA recognizes the relationship between academics and athletics. Regular exercise, skill development, and interscholastic athletic competition can play a critical role in each student's development and growth and serve as a "hook" to keep them engaged in their education. However, the primary focus of the students is their education, and their choice to participate in athletics will not be a barrier for attendance. MCA will guide its student athletes through the college athletics eligibility process. MCA's academic and sports programs will nurture integrity, pride, loyalty, and character while building school spirit. A variety of individual as well as team sports will be offered at MCA based on student interest. In addition, students will graduate from MCA, not only academically prepared for college study, but also with a competitive edge over their peers in the number of college credits earned that will put them closer to achieving the four-year degree while engaging in athletics in college. Students who engage in the career readiness pathway at MCA will graduate with the necessary certifications to not only secure employment, but also with the necessary training to excel in the workplace.

MCA will assist its seniors in continuing their education by promoting and marketing its students via an in-depth, comprehensive, individualized, and unique website that interacts with colleges and universities throughout the country, enhancing college scholarships for MCA students.

High standards will be communicated during the application process, as MCA will engage students in rigorous, in-depth academic work requiring intellectual inquiry, creativity, and critical thinking. MCA will provide the Beaufort County area with a unique innovative educational setting in which students will:

- Be prepared to graduate as responsible “life-long” learners and citizens.
- Graduate with a high school diploma and up to 60 transferable college credits through dual enrollment.
- Be supported in efforts related to college admission, scholarships, and athletics offers.
- Be provided with the necessary coaching and skill development to be successful beyond high school.
- Develop into leaders through athletic competition and service learning.
- Attain educational, personal, and career awareness skills in smaller (1:25 or lower) classes with a variety of scheduling options on a “split” schedule (morning or afternoon sessions).
- Benefit from a multicultural community. One where parents, business partners, administrators, other students, and staff work together to create an academic, physical, emotional, social, and safe environment where everyone can learn and respect one another.
- Acquire an education through innovative techniques to enhance lifelong learning through technology and varied instructional strategies.
- One to One Technology.

MCA specifically chose Limestone Charter Association (LCA) as a sponsor because of the synergy and affiliation with an institution of higher learning. MCA is required to adhere to its charter application/contract and the Charter Schools Act. This includes complying with disability rights requirements. The LCA as the sponsor will hold the charter school accountable for compliance under the charter school application/contract and the Charter Schools Act. As part of its charter application, the MCA will provide assurances it would comply with all federal and state laws and constitutional provisions prohibiting discrimination based on disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. As a public school, MCA will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to other public schools and will adhere to all provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 that are applicable. LCA will serve as the local educational agency (LEA) for MCA and will conduct LEA support, site visits and compliance audits as needed. LCA will collect all the state reporting required by the SCDE including the annual report. LCA, as MCA's sponsor, will determine whether the charter merits renewal at the appropriate time. In exchange for the services provided by LCA they will retain 2% of gross revenue.

b. Need for the Charter School

Too many of South Carolina's high school graduates who have the athletic ability to compete at the college level are not academically prepared for admission into these institutions. MCA is establishing a collegiate academy which will support academics and athletics in Beaufort County, SC. MCA will include grades 9-12 as of the first year of operation. The rigorous yet supportive dual enrollment program will be attractive to all students who qualify academically per Dual Enrollment guidelines. Those guidelines include a 3.0 GPA or the appropriate score on the Accuplacer college entrance exam. MCA acknowledges that not all secondary students are college bound, therefore, the school offers a career readiness pathway

that facilitates successful transition into the workforce upon high school graduation. MCA will be an innovative alternative to the highly respected academic programs provided in the South Carolina Lowcountry area. MCA's design reflects best practices found in increasingly robust research literature on school reform, including the successful *Early College High School Initiative*.

The MCA project started in 2022 when parents contacted the sister schools Oceanside Collegiate Academy and Legion Collegiate Academy, expressing a desire for a similar school in the Beaufort County area. This initial interest was followed up with parent forums and general interest meetings to form and establish a planning committee and document community needs. The planning committee was able to document a keen interest and dedicated support for an additional, school-of-choice, in the Beaufort County area. MCA will be physically located in Beaufort County. Beaufort County currently is home to six (6) traditional high schools ranging from 438 students to 1590 students. All the high schools are at capacity or close to capacity and an additional school of choice for parents would ease the strains on other schools. Creating a small, safe, family-centered school – such as MCA - is in keeping with the South Carolina Charter School intent and law.

Marshview Collegiate Academy (MCA) is based on meeting the need for higher education at a lower cost to students. While no new studies have been as widely published, projections have been that 65% of jobs will require education and training beyond high school (A. Carnevale et al, Failure to Launch, Georgetown University 2013). Even as early as 2002-03, the Department of Labor's Occupational Quarterly Outlook report emphasized the need for employees to have more than a high school diploma. Although high-wage jobs are being created in Beaufort County, they are frequently filled with college graduates moving from outside of the area. Not only will MCA students have the opportunity to graduate with a high school diploma, but each student has the opportunity to earn up to 60 hours of transferable college

credits. This model has been shown to save our school communities over 3 million dollars in tuition, textbooks and one to one technology.

As a member of the LCA school district, MCA will also invite students from across South Carolina, which includes public school districts other than Beaufort, the district in which the physical school resides. As a public high school, Marshview Collegiate Academy will reflect the diversity of the Beaufort population. Beaufort County School District's enrollment is 44% Caucasian, 32.4% Black, 0.4% Asian or Asian/Pacific Islander, 17.5% Hispanic/Latino, 0.1% American Indian or Alaska Native, and 0% Native Hawaiian or other Pacific Islander. Enrollment estimates are based on the majority of students coming from Beaufort County.

While Beaufort County does have an Early College High School and Scholars Academy, the collegiate academy model or a college program on a school campus that provides the type of accelerated learning that allows students to accumulate credits through the dual enrollment process has not demonstrated the same success as Pinnacle with its Collegiate Academy model. According to the South Carolina Department of Education report card, in the school district that makes up Beaufort County (9 high schools) only 499 students out of approximately 8,249 (6%) are enrolled in dual enrollment classes.

The school, at full capacity, will have 900 students in grades 9-12. MCA will start with a minimum of 450 to a maximum of 900 students. The school will provide a variety of scheduling options on a "split" schedule (8:00 to 12:00 or 12:30 to 4:30). The schedule will be a "hybrid" model with some A/B and semester courses.

Students will either attend classes in the morning or afternoon, which will allow them to participate in athletics, apprentice or internships, extra-curricular activities, hold gainful employment, or attend to personal responsibilities in the non-classroom session of the day. In traditional high schools, athletes regularly end their school/practice day at 6:00 pm or later. The uniqueness of this model allows student-athletes to finish practice earlier and have more time at

home for family and studies. Due to the model and the fact that students will be placed by readiness and ability, dividing students by class is not optimal at the high school level. College classes will be a mix of sophomores to seniors and will not follow the traditional grade level approach.

c. Support for the Charter School

The committee in partnership with the community sees great value in establishing an elite athletic high school in the heart of Beaufort County. As with sister schools Legion, Atlantic and Oceanside, MCA will also petition to join the South Carolina High School League. This will allow our school and student athletes to compete for State Championships each year. We plan to assess the numbers of students enrolled to accurately gauge the number of sports and which to include, however we anticipate six to eight sports in year one.

Parent meetings have been held as well as individual conferences to spread the news of the upcoming charter school. All meetings have been well attended thus far and have covered all socio-economic areas of Beaufort County. Beaufort County is a very diverse county, ensuring MCA should not have to make extreme efforts to reach students of all races, ethnicities, or socio-economic statuses. The MCA marketing efforts span from informational flyers throughout the community, with local youth sports clubs, churches, and businesses that would be frequented by potential MCA parents and students. Recruitment meetings will continue after the submission of the application to increase the number of supporters and to expand the initial email list of parents to notify. All meetings are publicly announced through the school's website and Facebook page. Recruitment materials have been placed throughout the county in an effort to reach every demographic, including at-risk students. Now that our Charter has been approved the meetings will become more enrollment focused. Families will be able to sign up for the lottery, which if needed, will be held November 1st for the initial year.

In our Appendices, we have letters of support from families, community members and businesses who endorse MCA. The committee targeted families and community members in

the sports industry in the Beaufort County area, which may have a vested interest in MCA's ability to support an avenue for rigorous academics and opportunity to play sports at higher levels. The supporters include, but are not limited to representatives from government, business and law. MCA has been able to obtain two hundred and eighty-seven (287) student/parent interest sign-ups for potential enrollment through the website, social media, recruitment material, parent forums and one on one meetings. This grass-roots effort has accumulated more than half to three quarters of our opening number. We will intensify our recruitment now that our charter has been approved. MCA will not hold their lottery by grade but instead by the first 900 students drawn in the lottery.

Parents, students, community members, and educators will all have opportunities to participate actively in the success of the school. Parents and community members will be actively sought out to serve on the MCA Board of Directors. MCA parents and employees will be encouraged to participate in the annual election of board members. In order to establish transparency for parents and faculty, MCA intends to contract with the Public Charter School Alliance of South Carolina for their annual online board election services. In addition, MCA is taking steps to ensure that parents, community members, and employees are well informed about the school's progress through social media and MCA's webpage. As a result of our communications efforts, we have had numerous offers to assist in getting the charter school started. The Planning Committee will follow up with these parents and community members who are interested in helping with the development of the school during the planning year.

To create a culture of family/community at the school, MCA will create a communications system to provide up to date and accurate information and provide parents with numerous opportunities to volunteer their time, talent, expertise, as well as monitor their child's education while also holding the school accountable. Parents will be asked to serve on school committees, help with athletic events and other extracurricular activities, chaperone field trips, as well as volunteer in the school office and/or café. MCA will encourage and engage parents in many

other activities which will enrich the lives of the MCA students and help further the school's mission. Parents will be surveyed about their goals for their children, their opinion on various school programs, and operations as the school grows and matures.

Additionally, parents of MCA students could join and/or participate in the Principal Advisory Council (PAC), School Improvement Council (SIC), and the Athletic Booster Club. If interested parents desire to start and establish a PTO, they will also be able to participate in such an organization.

Students will engage in school beyond just the classroom through athletics, student council, National Honor Society, homecoming events, community service projects, and yearbook staff, etc. MCA will also encourage students to establish and create other clubs as interest is shown. Any student group can start an organization with administration approval and a staff mentor. With only 900 students, students can participate in several committees or clubs in a meaningful way beyond just something to add to their college resume.

d. Goals of the Charter School

In keeping with its mission to serve high school students in a small, safe, setting who seek the opportunity and challenge of a rigorous curriculum, high academic standards, elite athletics while earning up to two years of college credit while in high school, MCA has established the following goals. These SMART goals (Specific, Measurable, Ambitious and Attainable, Relevant and Results-Oriented, Time-bound) are each derived from the mission and from looking at baseline data.

To honor the flexibility and individual evaluations that charter schools are by law entitled to, MCA has separated its graduation goal to reflect its achievement by students who enroll in MCA on track and for those who enroll that are not. The state report card does not account for any variation away from the 9GR system, putting charter high schools that have no educational background with their inaugural students in an unfair situation.

Goal 1: Graduation rate for students that enroll at MCA with an appropriate number of credits for their year. Four year on-time graduation will increase by 2% each year until the end of the charter. Baseline will be taken in year one. If 95% is reached within the life of the charter, focus will shift to maintaining or increasing.
Baseline Data: 87% of students in Beaufort County graduated on time (2022). Students that enroll at MCA that are on time for graduation, meaning all first-time 9th graders, but only 10th, 11th, and 12th graders that have appropriate credits for their year. Baseline graduation rate will be set in Spring of 2026.
Metric: State on-time graduation rate calculation.
Annual Targets: Year 1 (2024-2025) Increase two points per year for five years and then maintain or increase until the end of charter. If 95% is met within the life of the charter the goal will be revised to maintaining.
Strategy: Ensure that students are enrolled in the appropriate number of hours for on-time graduation and provide academic support for struggling students.

Goal 2: Graduation rate for students that enroll at MCA with less than the appropriate number of credits for their year. Graduation rate will increase by 2% each year until the end of the charter. If 80% is reached within the life of the charter, focus will shift to maintaining or increasing.
Baseline Data: Students that enroll at MCA that are not on time for graduation, meaning any second-year 9th grader, 10th, 11th and 12th grader who does not have appropriate credits for their year. Baseline graduation rate will be set in Spring of 2026.
Metric: Number of students in the senior class who graduated from MCA but entered without enough credits divided by all the senior class who entered without enough credits.
Annual Targets: Year 1 (2024-2025) Set baseline and then increase two points per year for five years and then maintain or increase until the end of charter. If 80% is met within the life of the charter the goal will be revised to maintaining.
Strategy: Use individual PSAT, ACT and SAT testing results and transcripts from previous schools to create a map to graduation for each student. Students will be able to double up on courses via Edmentum either not taken or failed if appropriate for their individual needs. These students could stay for extra classes in the opposite session they are assigned to attend.

Goal 3: Ninety percent (90%) of all qualifying students will graduate with college credit by the end of the charter. Of the ninety percent (90%), sixty percent (60%) will have earned at least thirty (30) hours of college credit.
Baseline Data: 499 students in Beaufort County were enrolled in dual enrollment programs in 2022 (less than 6% of high school students). MCA baseline data will be based on how many students qualify for dual enrollment the first year.
Metric: Calculations provided by guidance department for percentage of graduates receiving college credit

Annual Targets: Year 4 (2027-2028) 84% of all qualifying students will graduate with college credit. Increase one point per year for 6 years until 90% is reached.
Strategy: Core focus in 9th and 10th grade. Additionally, all students take an ACT/SAT prep course class in the first year to develop test taking strategies. Dual enrollment made available by TCL.

Goal 4: Eighty-five percent (85%) End of Course (EOC) exam combined passage rate for English and Math.
Baseline Data: Beaufort School District has an End of Course test passage rate of 50%
Metric: 2022 EOC passage rate supplied by SCDE
Annual Targets: Year 3 (2027-2028) passage rate of eighty-three percent (83%). Increase one (1) point per year for five (5) years then maintain or increase until the end of charter
Strategy: Small class size, assessment at beginning of semester to assess readiness. Remedial study is necessary, extra instruction time via Edmentum beyond classroom instruction. Students can attend morning and afternoon sessions if needed.

Goal 5: By the end of the charter, 30% of graduating athletes will have an offer to play collegiate athletics.
Baseline Data: NCAA: Of the 8 million students who participate in high school sports less than 3% have an offer to play at the next level.
Metric: Athletic offer letters from college and universities.
Annual Targets: Every year 30% of the senior athletes will have an offer to play.
Strategy: Outside recruiting firm. Internal recruiting – calls and communication from coaches

Learning elevates with increased intrinsic motivation, improved study habits, and college-level processing. All students identified as working below grade level will receive additional instructional support designed to help them close the gap as described previously.

MCA will ensure through the rigorous college prep, honors, and early college programs that students achieve goals that match national averages for early college high school programs. MCA in conjunction with higher education professors, will ensure that relevant and meaningful lessons enable students to reach these goals. A focus on the core subjects in 9th and 10th grade and dual enrollment in 11th and 12th grade and a closely monitored graduation

plan will ensure that students are utilizing their time in high school to work toward a future of college and career readiness.

In order to prepare academically for the Dual Enrollment classes, students are to be exposed to a rigorous yet supportive curriculum that meets their needs for EOC testing and Collegiate Academy admission. All the ninth and tenth grade students will focus on Math, English, Science and Social Studies (core courses) in Honors level courses in preparation for Dual Enrollment admission. College prep ACT and SAT courses, workshops, and tutoring sessions will be offered as well as 4 credits of CATE, one per year, will be required. Determining dual enrollment eligibility; students in grades tenth through twelfth must have taken the Accuplacer test or maintained a 3.0 grade point average in order to qualify for dual enrollment. Students who are not eligible will continue in Honor's and College Preparatory classes until further assessment can establish eligibility and success. All students in their junior year will take the SAT or ACT which will provide school accountability for State Reporting. Students at MCA will have opportunities for more assessment than in a traditional school and will take more test prep classes. Test prep classes and pre-assessments are currently being done using the online software program Edmentum. This requirement is due to the nature of the school and expectation of the students at MCA.

Section 2: Financial Sustainability

MCA requests the maximum funding permitted under the Planning & Implementation grant program. Budgets are based upon current projections; however, should additional funding become available, MCA would request the opportunity to increase its budgets to support the additional resources.

a. Plan for Financial Viability

MCA has a long-term business plan to maintain the viability and sustainability of the charter school beyond the grant period. In partnership with Pinnacle Charter School Management Group, its Education Management Organization (EMO), MCA has the knowledge and experience to operate a thriving charter school within current education funding levels. MCA also has contingency plans should funding levels change. This subgrant will improve cash flow, improve quality, and accelerate the speed at which benchmark tasks are completed.

Annual budgets have been prepared collaboratively by MCA's Board of Directors and its EMO. The grant budget includes FY 23-24. Included in the charter school application to the LCA are five years of budgets starting from SY 24-25, which were prepared in accordance with the S.C. Department of Education (SCDE) Financial Accounting Handbook (Handbook), the Funding Manual and the Single Audit Act. These budgets are established and will be monitored so that resources are allocated to meet the operational and educational objectives/priorities of MCA. The grant budget includes expenditures in support of MCA's mission and within the grant guidelines – enrollment, training, communications, instructional resources, programming, and 1:1 computing technology. Moving forward, the Board will adopt an updated annual operating budget in the month of June preceding the start of MCA's fiscal year and will receive and approve monthly financial statements that reflect budget to actual reporting throughout the fiscal year of operation.

To ensure Effective Fiscal Management Practices and Reasonable Promise of Sustainability, MCA will use Expenditure account codes in the budget that are in accordance with the SCDE's requirements. The essential function of the Board shall be policymaking and the assurance of sound operations and financial management. The EMO will provide management and administrative services. The EMO's functions include ongoing financial management, budgeting and financial reporting, and maintenance of financial and student records. The EMO team is knowledgeable and experienced in the education and finance fields,

will provide direct guidance and oversight, and will be accountable to the Board. The EMO will be responsible and accountable to the Board for compliance with all laws pertaining to public schools, including budgets and financial records. The EMO will establish and provide MCAs' chart of accounts and accounting system, payroll and benefits management, inventory/asset management, invoicing, insurance, financial reporting, and day-to-day business operations. The EMO's Chief Financial Officer (CFO) and the Head of School will be responsible for preparing and presenting a draft budget to the Board.

MCA will comply with the annual audit statutory requirement. The CFO of Pinnacle is a CPA and has been a financial auditor for schools and nonprofit organizations for 30 years. He will provide the Board with the background requirements in the Single Audit Guide and related material. MCA will solicit three bids from independent CPA firms and the Board will select one that has prior charter school auditing and reporting experience that will best meet its needs. MCA will adhere to sound financial practices and procedures by:

- Establishing policies and adhering to procedures to properly account for all revenue and expenses as directed in the Handbook and Funding Manual.
- Maintaining appropriate records using a general ledger system that is established and maintained on an audit-ready basis.
- Preparing and providing required reports to appropriate agencies and other interested parties.
- Ensuring that all accounting, reporting and auditing procedures and requirements will comply with the published specifications of the SCDE.
- The Board and/or the Audit Committee of the Board will receive, review and approve the Auditor's Report and related findings and recommendations prior to official reporting.

In accordance with the S.C. Pupil Accounting Manual and the S.C. Student Accountability Manual, MCA will adhere to the reporting procedures, policies, and regulations that apply to all

public schools in South Carolina, as well as those of any related federal agencies, local governments and School Authorizer. Reports will be maintained and filed according to district, state and federal requirements. MCA has reviewed the S.C. Pupil Accounting Manual regarding the detail requirements for membership criteria, PowerSchool Interface Assigning EFA Pupil Classification Codes, Attendance Reporting and Responsibilities, Special Considerations, Submission of Reports and Retention of Records and Audit Requirements and will fully comply with the mandates.

The five-year budget plan starting FY 24-25 is based upon expected enrollment estimates. It provides for a positive year-end budget balance every year. MCA has an effective fiscal management plan in place and will run a sustainable operation.

b. Contingency Plan

Revenue account codes used in the five-year budgets submitted with the charter application are in accordance with the SCDE Handbook. Should MCA receive a full grant award, it would receive $750,000 over three years ($250,000 planning, $250,000 year 1, $250,000 year 2). Budgeted revenue projections are based on the current year base student funding. This is a conservative estimate because – except during the recessionary time in 2008-2010 – base student funding has increased for schools under statewide sponsors. The budget lists $250,000 in grant revenue provided through the Charter School Program Planning and Implementation grant in years 1 and 2 of operations. If this grant is not available, or if other funds decline, MCA has prepared a contingency budget which removes this revenue and continues to support its priorities. Those contingencies include actions such as the purchase of fewer items or less expensive athletic equipment, computing equipment, the deferral of management fees paid to Pinnacle, reduction in personnel and deferral of discretionary expenses. Revenues also reflect funds collected from students based on participation in organized athletic activities. MCA will provide a variety of boys and girls sports based on need and interest. By basing all revenue on

the current year funding level (for all years of the budget), under-estimating grant revenue, and having a contingency plan in place to reduce expenditures, MCA has used conservative estimates to ensure financial viability.

MCA has an agreement with its EMO, which provides expertise and administrative support to the opening and operation of the charter school. MCA will also be negotiating with partners to supply sports-related items and collegiate promotion services. Although MCA has not yet identified other grant and funding opportunities, one of the duties of the Project Director will be to investigate and pursue other funding from businesses, community organizations, and grant-making institutions.

c. Justification for Three-Year Budget

Items were selected for inclusion in the grant budget after consideration of sources of revenue available from other State and local sources, including in-kind support, that could meet the planning and implementation objectives of the subgrant and allow MCA to achieve its goals for the new school.

In the early stages of the planning phase, grant proceeds will need to be expended on hiring project personnel, training project staff and those individuals charged with governance over the school, informing the community about MCA, and creating a means for students to apply and then enroll in the school.

Pinnacle will provide in-kind services to supplement the expenditure of grant proceeds during the planning phase including extensive time commitments for training, policy and procedures development and drafting those documents, assistance with facilities development and leasing, accounting systems and procedures, personnel and hiring assistance, nonprofit application to IRS, and marketing services.

Revenues from the grant have been specifically budgeted for the payment of contracted services for the project director, administrative support/enrollment (who will also be responsible

for PowerSchool) specialists. They will be given the primary task of coordinating the process for recruitment of students and the enrollment of those students. In addition, these individuals will develop curriculum for the school and prepare policies and procedures related to student handbook, administration and discipline. Therefore, their hiring is critical for the success of the school in the early planning phase. In addition, the budget includes proceeds that will be used for the hosting and development of the school's website (which will contain information that will allow students to apply to the school) and for marketing efforts to include direct mail campaigns and social media marketing.

Budget dollars will be used to pay for the services needed for rent, internet and phone (the school intends to apply for E-rate to cover these services as soon as possible), as well as provide funding to purchase a fireproof filing cabinet and basic office equipment that will support the efforts of the project staff.

Grant proceeds will pay for the staff and board to attend and participate in training at the 2023 Charter School Alliance of SC Conference, 2024 Leadership Summit and participate in governance/leadership training through the Charter School Alliance. This training is critical to the success of MCA's mission. MCA will continue to expend budgeted grant revenues on the Charter School Alliance of SC Conference in each of the two years of Implementation.

During the implementation periods of the grant term, MCA intends to use the proceeds primarily for training of the Board and for the acquisition of technology related equipment. The largest single expenditure during both periods will be for the acquisition of computer equipment for students and teachers and equipment needed for the school's computer network. This includes the use of multimedia in all classrooms to advance the educational experience. It is the stated intention of MCA to purchase laptops/Chromebooks for every student and it will use grant funds to do so. If grant funds are not obtained, MCA will look at options to finance these

purchases or reduce the number of laptops/Chromebooks obtained initially. MCA sees the use of grant funds for technology purchases to be the “highest and best” use of grant resources.

Cost Per Item Calculated

The cost per item used in the budget was derived from several sources and can be summarized as follows:

i. Consulting fees – based on an estimate of hours to complete tasks and hourly rate that has been previously discussed with the consultant being considered for task(s).

ii. Office equipment, furniture and computers – based on pricing obtained from known sources on the internet and previous experience with vendors that offer this product.

iii. Computer equipment – laptops – based on price quotes obtained for this equipment.

iv. Training and travel – based on actual costs for registration and hotel fees, estimates for travel and meals.

v. Internet and marketing – based on contract rates obtained through competitive price quoting.

vi. Textbooks – based on estimates of students that will participate in dual enrollment classes and current textbook costs.

vii. Other services – based on estimates of costs that are considered reasonable and affordable.

MCA will ensure that grant funds supplement the state funds that it will receive starting in SY 24-25. No grant funds will be used on items being paid from state public funds (which do not exist during the planning year). In addition, funding will not be used for acquisition or unauthorized renovation of facilities; for vehicles; for construction related fees; for recurring operating expenses; or for indirect costs.

At this time, MCA does not have any other federal funds included in its proposed budgets. In future years, should MCA receive Title II, IDEA, or other funds, grant funds may be used as

appropriate to supplement expenditures that further the objectives of those programs. However, if there are expenditures required during the planning year that are outside of the funds available from the grant, Pinnacle has the financial means to pay for those out of their company funds and will ask for reimbursement from MCA when cash flow allows it in the future. The EMO (Pinnacle) will fully support the cash flow requirements during and after the grant period as they have done with the schools opened and managed by Pinnacle in Conway, Mount Pleasant and Rock Hill.

In addition, Pinnacle is one of a handful of EMOs across the country that has the capacity to BOND out in the first year of operation. In effect, Pinnacle has the ability to borrow 12-19 million dollars without a building in place. This capability is based on the models 50% facility acquisition, 49-55% Human Resource costs, the confidence in the high level of management performance Pinnacle provides and the subjugation of the Pinnacle fee as determined by the BOND issuer will allow MCA the opportunity to OWN the school the first year of operation.

Section 3: Governance and Management Plan

a. Plan to Manage the Charter School and the Subgrant

The Charter Committee appointed the first Board of Directors (hereafter referred to as "the Board"), selected from a pool of applicants consisting of interested parent and community members. Subsequent boards will be elected by the eligible voters at the time, as well as appointed by the current Board, as required by statute and outlined below. MCA plans to have The Public Charter School Alliance of South Carolina host their school board election.

The following people are on the charter planning committee and are currently serving as the MCA board:

Bill Moss (Chair) is a graduate of the University of Rhode Island and was commissioned as an officer in the U.S. Army Reserve assigned to the National Security Agency.

Subsequently, Bill began his career with Merck & Co., Inc. Starting in sales, he eventually joined the health sciences initiative in cardiovascular disease. Later, following other assignments in education and marketing, he was promoted to management where he led a team of hospital representatives in New England eventually retiring as an Executive Business Manager.

Following his move to South Carolina he served as president of the Auxiliary at Hilton Head Hospital and was elected to the Board of Directors in Hilton Head Plantation. Later, he created the South Carolina Youth Leadership Council that holds annual conferences at Clemson University, the University of South Carolina Beaufort, and Francis Marion University currently serving as president. While working on the leadership programs he found time to write a book titled: LEAD ON! Timeless Skills for Leading Among Your Peers.

Bill's most recent endeavor is teaching leadership at Heritage Academy where he also has created the Heritage Academy Leadership Institute.

Bill and his wife, Pearl, are the proud parents of four wonderful daughters with seven outstanding grandchildren. They presently live on Hilton Head Island in South Carolina.

Darcie D. Patrick is a Midwesterner – born in Michigan and raised in Indiana. Darcie is a graduate of Elon College, B.A. She worked in the fields of marketing and advertising before pursuing graduate studies at Indiana University-Purdue University Indianapolis (IUPUI) to pursue an encore career in education. She has served in the education field since 1996, where she began as a high school teacher in the Indianapolis Public School System. Darcie is a veteran educator, with experience in the field of education, including: teaching and administrative leadership roles in both public and private schools, college planning and admissions consulting services to domestic, international and first generation students. Darcie has worked in private school admissions/administration on Hilton Head Island, South Carolina for two decades. In 2012, she retired as Head of School from Sea Pines Montessori Academy. Since then, she has

been working as a College Admission Strategist and founded her own college consulting firm – College HHI.

She has been a featured speaker at educational conferences and broadcast on television and international radio on the subject of education. Most recently, she was featured as a one of four *Women of Distinction* featured in Elysian Magazine. In addition to being a Professional Member of the Independent Educational Consultants Association (IECA) she is also a Member of the National Association for College Admission Counseling (NACAC).

On a personal note, Darcie and her husband Kevin met in college and are parents to three children – Ella (24), Hake (20) and Jeep (16). She is a Past President of Hilton Head Rotary – VanLandingham and the Rotary District 7770 recipient of the Vocational Service Award. Darcie loves to spend time with her family and their black lab Smokey. She enjoys camping, paddle boarding, watching the sunrise over the ocean, photography and caddying for Jeep. Darcie loves the smell and taste of freshly roasted coffee...an afternoon pour-over is her brewing method of choice.

Laura Dukes became Dean of the Business and Industrial Technologies Division in 2021 and was recently named the Vice President of Academic Affairs at the Technical College of the Lowcountry (TCL). She is particularly interested in developing innovative ways to break down barriers for students so that they can take advantage of the increasing need for a skilled workforce in the Lowcountry.

After graduating from the University of South Carolina with a B.A. in Political Science and a minor in Business, Laura went on to obtain a J.D. from the University of South Carolina School of Law. She then joined Nelson, Mullins, Scarborough and Riley Law Firm in Columbia, S.C. Upon moving to Beaufort, she became the Director of the Paralegal Program at TCL.

Laura has served on numerous committees within the College. She has chaired the Curriculum Committee, the Strategic Planning Committee and the QEP Committee. She initiated and has maintained the Paralegal Program's approval by the American Bar Association.

She is originally from Greenville, S.C. and moved to the Lowcountry when she married Beaufort native, Marvin Dukes III. She and Marvin have one child, Campbell, who is presently a senior in college. Laura is a member of the South Carolina Governor's School for the Arts and Humanities Foundation Board. She has also served on several other local Boards including; the Technical College of the Lowcountry Foundation, the Historic Beaufort Foundation, Beaufort Academy, USCB's Center for the Arts, the Open Land Trust and the Coastal Community Foundation Listening Network.

Dave Fuka is a Program Management Senior Advisor with Cigna. He spent 24 years on active duty in the Coast Guard where operationally he was engaged in Maritime Law Enforcement; predominantly counter-narcotics and drug smuggling. He held numerous positions of Command and deployed multiple times in support of Operations DESERT STORM and IRAQI FREEDOM. In addition to being a graduate of the United States Coast Guard Academy (USCGA) he was also an Associate Professor in the Department of Economics and Management and the Leadership Development Center, and also served as the Assistant Director of Admissions. Dave retired from active duty in 2004 at the rank of Lieutenant Commander. Dave's transition to the civilian world has found him working predominantly as a Project Management Professional (PMP) driving quality, consistency and productivity in both the public and private sectors. He has led international teams that have streamlined operations efficiency and maximized the effectiveness of Fortune 20 teams through continuous process improvement. In addition to his PMP Certification, Dave is a Six Sigma Black Belt and holds a B.S. in Management from USCGA as well as an M.B.A. from Florida Institute of Technology (FIT).

Dave lives on Hilton Head Island with his wife Shelly and their two lab-rescue fur babies Macy & Charlie.

Stacy Wiggins was born in Savannah, GA. She was raised in Hardeeville, SC and is the fifth born child in her family. She attended and graduated from West Hardeeville Elementary

School and later went on to Jasper High School in Jasper County. She has experience in customer service for over 35 years, currently working at Shipyard Plantation in Hilton Head Island. Stacy is a proud mother and grandmother to four beautiful children.

Abby Frey is currently the Director of Student Support & Accountability at Beaufort Academy, as well as a Middle and Upper School Teacher. In 2020, Abby brought her passion, knowledge, and enthusiasm for social, emotional, and physical wellness to Beaufort Academy, where she designed and piloted a growing and successful Middle School program called "Mindset & Leadership". Abby is passionate about the power of Mindset relative to success and one's physical, emotional, and social wellbeing. Abby grew up in Connecticut and received a B.S. in Applied Health Science and Human Development and Family Studies from Indiana University. She and her Husband spent 11 years raising their two children in Charlotte, NC before relocating to the Low Country in 2020. Abby has an innate ability to connect with others, is a self-starter, and leads with empathy, gratitude, and compassion. Abby embraces challenges as opportunities for human connection and deeper spiritual growth. She believes that leadership is built on relationships, as well as our ability to care for and inspire those around us.

The Founding Board has developed a governance model that combines and adapts governance models from the National School Boards Association. The governance model includes emphasis on the Board's focus on student learning through vision, structure, accountability and advocacy. The National School Boards Association provides a publication, The Key Work of School Boards (www.nsba.org), which details a continuous improvement model that aligns vision, standards, assessment, accountability, climate and collaboration. Through this model and training provided by the South Carolina Department of Education, the Board will implement a governing structure that will allow the school to grow and flourish. Ongoing board training will build board collaboration, capacity, and expertise. The Board will follow the "one voice" principle, speaking and governing as a full board, rather than as individuals. The Board's deliverables will include: systematic linkage between the school and the

community; written governing policies which facilitate academic standards and budget priorities; and assurance of organizational performance.

The Board is contracting with Pinnacle Charter Academies, LLC as an education management organization (EMO). Pinnacle through its on-site Director will be responsible for day-to-day operations. The Board will set the vision, mission, and goals; monitor outcomes; and ensure accountability. The Board will establish policy; meet the requirements prescribed by laws and rules of the State Board of Education, and monitor performance of the EMO and MCA.

MCA and Pinnacle began their partnership in 2022 due to the interest generated in the community of a collegiate model high school that mimics its sister schools Atlantic Collegiate Academy, Oceanside Collegiate Academy and Legion Collegiate Academy. The choice to bring the school to the Beaufort County area was not only the size (enrollment) of the surrounding area existing high schools, but also the lack of choice. Beaufort County has no Collegiate Academy models currently. MCA selected Pinnacle to partner with not only for the collegiate model but also for the following reasons:

The CEO of Pinnacle (Mike D'Angelo) has been an educator in Wisconsin for 25 years and Florida for 17 years as an instructor, coach, transportation director, food service director, curriculum coordinator, athletic director, assistant principal, principal and technical college director. He has worked on the collegiate academy model for the past 25 years and through the charter process has structured the format for success. Mr. D'Angelo has opened one collegiate academy in the public school system in Florida, one charter school in Columbia, SC, one charter school in Mt. Pleasant, SC, and one charter school in Rock Hill, SC with tremendous success. Academic success for students included in those schools, which have similar demographics, included: above state average graduation rate, 100%-degree attainment when in the program at least two years, 93% attendance rate, <1% rate of discipline or behavior issues, millions of dollars in academic scholarships and 100% admission into four year universities. He started Pinnacle in March 2012 to enhance and accelerate the educational process for high

school students while saving parents tens of thousands of dollars in tuition, books, housing and food costs through the dual enrollment programming.

The CFO for Pinnacle (Mike Miller) has worked in the charter industry for the past seven years and has extensive knowledge and experience in school finance and structure. Other Pinnacle staff members have the skills in operations, curriculum, real estate, and finance necessary for MCA's success.

For the 10-year, renewable duration of the contract, Pinnacle has limited their management fee to 15% of State base student funding. In exchange, it will be responsible for all day-to-day educational operations of the school within MCA board guidelines and the charter school laws and regulations. This will include hiring a Head of School/Principal who will recruit and hire the school's staff. In addition to general operations, Pinnacle will be responsible for recruitment, marketing, and curriculum development. Pinnacle has agreed that its performance will be measured by MCA's meeting or exceeding the academic goals in this charter application. Both parties have the right to terminate for cause after notice and an opportunity to correct any deficiencies.

Pinnacle is not a national EMO. It is based in the south and does not expend resources trying to open schools across the nation. The MCA Board and the Pinnacle staff have a close working relationship because Pinnacle is devoted to ensuring a successful school and effective Board.

b. Project Directors Responsibilities

Katherine (Kit) Seelbach will serve as the Project Director. Kit was a collegiate soccer player at the University of Arkansas and graduated with a BA in Communications. Her initial goal was to play professional women's soccer and then coach at the collegiate level. One marriage, two children, and many carpool lines later, she formulated a new challenge – getting a Masters in Education (Art of Teaching) from the University of South Carolina. She earned her masters and joined the staff at Hilton Head Island Elementary (HHIE) in South Carolina. She

has taught 5th grade for 14+ years and is now specializing in the 5th grade Spanish dual language class. She has accepted challenges to lead and mentor fellow teachers, develop her profession through courses offered by the district, and earned HHIE Teacher of the Year 2017-2018. She has also combined her love of sports with the school district becoming the head soccer coach at Hilton Head Island High. All along the way she has had the ultimate privilege of nurturing and guiding her own two children to higher learning and athletics. She is excited to begin her studies this summer at the University of South Carolina to earn a Masters in Administration. She is a born leader and loves all aspects of education.

MCA's lottery pre-application deadline is October 31, 2023. The response thus far has been overwhelming but should slots still be available, recruiting activities will continue until student enrollment meets projections. Recruitment will then change focus to year two.

Numerous other tasks must be performed related to opening of a new school, including: managing MCA's updated, full-function website; setting up an office; tasks related to the facility; building partnerships and support within the community; board and staff training; refinement of curriculum, policies, and procedures; acquisition of computers and instructional materials; and setting up of school administrative functions such as attendance, HR, information technology systems, and athletic programs. The Project Director will manage all of these tasks to ensure a successful opening of the school. Kit Seelbach's resume is attached in Appendix 7.

The organization chart, with lines of direct reports and the school committee, is as follows:

c. Planning Initiative and School Management

The Board, in collaboration with the Project Director and the EMO, will be responsible for the organization and control of the school and is empowered, within the boundaries of federal and state law, to determine the policies necessary for the effective operation and general improvement of the school. The Board will be a public corporate entity and will comply with the Freedom of Information Act. It may act only during a meeting in an official public session, when a quorum is present. Unless the Board specifically authorizes a member to act, the Board shall

not be bound in any way by any action on the part of an individual board member or an employee, except when such statement or action is in compliance with the public action of the Board. The MCA Board of Directors will meet a minimum of 7 times a year.

The Board of Directors of MCA is the ultimate policy-making body that determines the academic direction, curriculum, and operation of the school to be implemented by the EMO. The Head of School/Principal, hired by the EMO with review by the Board, will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Board. The school's educational program faculty and staff will report directly to the Head of School/Principal, who reports to the EMO but also serves as the liaison to the Board. The athletic program staff will report to the Athletic Director, who will report to the Head of School/Principal. The Head of School/Principal is responsible for maintaining clear and consistent communication with the Board regarding matters related to the daily operation of the school. Communications, reports, and school updates to the Board of Directors from staff members and staff organizations will be submitted to the Board of Directors in writing through the Head of School/Principal.

Grant Project Director Kit Seelbach will set up systems for tracking and reporting on tasks and benchmarks necessary to open the school. MCA will provide the USED and SCDE with all information required to determine that MCA is making satisfactory progress towards achieving its objectives under the grant and the related charter. Assurances will be provided annually as required, and at or before the benchmark times listed in the 2023-2024 RFP. All information from MCA, in relation to the subgrant, to the SCDE will be from Kit Seelbach.

d. Compliance with Federal and State Programs

The Limestone Charter Association is not a traditional district and therefore will not provide Special Education and related services directly to MCA. It will provide flow through IDEIA money to MCA and monitor MCA for compliance to all federal and state laws regarding

students with disabilities. MCA, as a school under LCA, understands and will comply with the requirements of all State and federal statutes, laws, regulations and sponsor-specific policies/procedures when it comes to serving students with disabilities, including the IDEIA, Section 504, and the ADA, and including providing supplementary and related services as required by IDEIA § 613(a)(5). MCA will comply with these requirements and will provide a Free and Appropriate Public Education (FAPE) to all students with disabilities, including all documentation, assessments, adaptations, and modifications. To be effective in serving students with special needs MCA will employ special education teachers starting at year one. All MCA personnel and contractors who provide related services to students (counseling, psychologist, social worker, or mental health professional, etc.) will meet all professional certification requirements. In addition MCA will provide (1) Appropriate student evaluation and education plans for exceptional students; (2) Inclusion of parents and students in decisions regarding consent, understanding of the child, initial placement, and assistance with creating an IEP; (3) Due process safeguards will be provided to parents in written form; (4) Students with disabilities will be afforded the same educational opportunities in the "least restrictive environment" in all academic and extracurricular activities provided by MCA. Any modification for participation of a special needs student will be made in accordance with the IEP under the guidelines established under NCLB, IDEIA, 504, ADA, and SBE 43-243 regulations. MCA will diligently ensure that the first choice of education placement will be in the regular education classroom, but resource and other options will be available as specified in the IEP. (5) MCA will implement MTSS (Multi-Tiered System of Support) when necessary for all students at MCA, including those with special needs.

A key feature of the SC Charter Schools Act is its emphasis on innovation, high-quality, and accountability for student outcomes. The MCA Board is responsible for these conditions and outcomes through its setting of policy and monitoring of objectives. The EMO is responsible for day-to-day operations. The school's Head of School/Principal will ensure that the operations

of the school are in accordance with the mission and vision of MCA. The school's principal will be responsible and accountable for the educational outcomes as well as for ensuring that the school is meeting its stated educational goals and objectives.

The Head of School/Principal, and Athletic Director will make all school-based decisions as authorized, establishing and implementing procedures for the day-to-day operations of the school. The faculty and staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents and the community. The School Advisory Council (SAC) will serve as an advising body to assist the school in deliberation on policies and creating an environment that meets the goals of the Board. The SAC will also be important in communicating and sharing information among stakeholders, the school, parents, and community. In addition, the SAC will be part of a feedback loop for continuously improving MCA.

In furtherance of these objectives, MCA will employ high-quality staff. In compliance with the SC Charter Schools Act, at least one member of the Marshview Collegiate Academy (MCA) administrative staff will hold a current South Carolina certification in administration or have at least one year of experience in the field of school-based administration. In accordance with the Elementary & Secondary Education Act (ESEA), commonly referred to as No Child Left Behind (NCLB), and recent guidance from the U.S. Department of Education about NCLB and Title I, employment will meet the South Carolina Charter Schools Act guidelines with a minimum of 75% (but will seek for 100%) of all MCA teachers being “highly qualified” and having certification in their subject area. MCA high school teachers serving in grades 9-12 who will be providing curriculum content in each core academic area (English and Language Arts, Mathematics, Science, and Social Studies) will either be certified in that area or hold a baccalaureate or graduate degree in that subject. Any teacher that is not certified will meet SC Charter School law’s definition of “allowable”. All teachers will either be certified or allowable. In addition, MCA students in 11th and 12th grade will take dual credit courses from higher education instructors. Under S.C. Reg § 43-235.III.D., dual credit courses must have accreditation from a list of

specified institutions, including the Southern Association of Colleges and Schools (SACS). SACS requires that faculty who are teaching college transfer courses have at least a master's degree in the discipline or a master's degree and 18 semester hours in graduate-level courses in the discipline.

The MCA Board's governance model includes emphasis on the Board's focus on student learning through vision, structure, accountability and advocacy. The MCA Board of Directors will delegate to the educational management company (EMO) authority for the management and execution of the day-to-day school activities, including management of the personnel and instructional leadership. For on-site activities the EMO will operate through the HOS. With Policy Governance, the board sets the overall policy and delegates administration to the EMO-school leadership subject to specific executive limitations. The board will adopt: Outcomes and Ends Policies – proactive prescriptive statements of the outcomes and ends that the public expects from MCA, and specifically those listed in the charter application; Board – EMO-School Leadership Relationship Policies – policies governing the relationship between the board, which sets outcomes and ends, and the EMO-School Leadership, which is charged with accomplishing the means to those ends; Board Governance Policies – how the board will go about doing its job; and Executive Limitation Policies – statements of board values defining which means it does not want used by MCA, statements of prudence and ethics to be observed by the EMO-School Leadership and staff, or means that are limited by law.

MCA has ensured that parents were involved in planning and formation of the school. MCA continues to solicit input from, and the support of, stakeholders in the community. The formal School Advisory Committee will be an ongoing mechanism for engaging stakeholders and ensuring continuous improvement of MCA.

Appendix C: Required SCDE Forms

Certification Signature Page

Certification

I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant's governing body has duly authorized this application and documentation, and the applicant will comply with the Program-Specific Assurances and the SCDE Assurances and Terms and Conditions for Federal Subawards if the subgrant is awarded. The applicant is registered and current (active) on the federal System for Award Management (SAM).

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

Authorized Official Representative (duly authorized representative of charter committee)

Name: Bill Moss	
Position: Planning Committee Chair	E-mail: [redacted]
Telephone: (843) 422-1728	Fax:

Signature of Authorized Official Representative:	Date: 7/17/2023

Authorized Financial Official

Name: Michael Miller, CPA	
Position: Chief Financial Officer	E-mail: mmiller@pcaschools.org
Telephone: (239) 472-1323	Fax:

Signature of Authorized Financial Official:	Date: 7/17/2023

Please complete, print, and obtain signatures prior to submission. Include the signed, scanned form in the Required Appendices as indicated on page 28.

Assurances and Terms and Conditions for Federal Subawards

Assurances

A. Has the legal authority to apply for federal assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
B. Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP) or agency directives.
C. Has an accounting system with sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
D. Will also comply with the Office of Management and Budget 2 CFR Part 200 Subpart E-Cost Principles related to the allowability, reasonableness, and allocability of costs consistent with the approved budget and also by maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records depending upon the amount of time spent on cost objectives.
E. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
F. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
G. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability and comply with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and Titles I, II, and III of the Americans with Disabilities Act of 1990 (ADA). The grantee will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
H. Has no policy that prevents, or otherwise denies, participation in constitutionally protected prayer in public schools as set forth in the *Guidance on Constitutionally Protected Prayer in Public Education* (20 U.S.C. § 7904).
I. Will comply with the Family Educational Rights and Privacy Act. (20 U.S.C. §1232g; 34 CFR Part 99).
J. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 *et seq.* and § 8-13-100 *et seq.* (Supp. 2022)).
K. Will comply with the South Carolina Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq*. (Supp. 2022) if the amount of this award is $50,000 or more and the federal Drug Free Workplace Act of 1988 (41 USC 702).

L. Will provide information to the SCDE, as requested, regarding the reporting requirements of the Federal Funding Accountability and Transparency Act (FFATA), which requires the SCDE to file a FFATA subaward report by the end of the month following the month in which it awards any subgrant equal to or greater than $25,000.
M. Will comply with 2 CFR Part 25 and register and receive a unique entity identifier, fulfill the requirement for the System for Award Management, maintain the currency of the registration throughout the full grant term, and allow access by the granting agency to ensure compliance.
N. Will comply with 2 CFR Part 200.112 and disclose in writing any potential conflict of interest to the SCDE.
O. Will comply with 2 CFR Part 200.113 and disclose in writing to the SCDE all violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award.
P. Will comply with conditions under Executive Order 13513 "Federal Leadership on Reducing Text Messaging While Driving" (October 1, 2009) by refraining from text messaging while driving during official grant business. Relatedly, the applicant will refrain from emailing while driving during official grant business.

Terms and Conditions

A. **Completeness of Proposal.** All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
B. **Non-awards/Termination.** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a hearing, as provided by 2 CFR Part 200.341 and 34 CFR Part 76.401, if it alleges the SCDE's actions violate a state or federal statute or regulation by (1) disapproving of or failing to approve the application or project, in whole or in part, or (2) failing to provide funds in amounts in accordance with the requirements of statutes and regulations.

After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for allowable expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal. Federal grants will be terminated in accordance with 2 CFR Part 200.339 and 200.340.

In the event that this grant is terminated, the grantee shall have a right to a hearing as set forth in 34 CFR Part 76.783. The grantee must notify the SCDE of its request for a hearing within 30 days of receiving written notice of the termination. If a hearing is requested, the SCDE will conduct the hearing in accordance with the procedures outlined in 34 CFR Part 76.401(d)(2)–(7).

C. **Reduction in Budgets and Negotiations.** The SCDE reserves the right to negotiate budgets with applicants. The SCDE may, at its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the applicant. The applicant may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case, the SCDE shall notify the applicant of the amount that can be funded, and the applicant and the SCDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the SCDE.
D. **Amendments to Grants.** Amendments are permitted generally for budgets, grant end date, and management upon the mutual agreement of the parties involved and will become effective when specified in writing and signed by both parties. However, amendments to scope of work that

significantly alter the original application proposal may trigger partial or full termination consistent with 2 CFR Part 200.339 and 200.340.

E. **Use of Grant Funds.** Funds awarded are to be expended only for purposes and activities covered by the approved project plan and approved budget and budget narrative.

F. **Submission of Expenditure Reports.** Claims for reimbursement must be made at least quarterly and consistent with calendar quarters (e.g., an expenditure report claim for costs for January 1 through March 30 must be filed by May 15).

G. **Obligation of Grant Funds.** Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than forty-five (45) days after the end of the grant period unless the scope of work for the grant states a shorter reporting period.

H. **Deobligation of Funds.** After a final expenditure report claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.

I. **Documentation.** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims."

J. **Travel Costs.** Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (GSA) per diem rates for lodging, except in the case of conference lodging required for program-required training. In the case that conference-related lodging exceeds the GSA per diem rate, the grantee shall follow their entity's written procedure for obtaining prior approval to exceed a GSA rate for a conference hotel. Meals and incidentals are limited by the state budget proviso, currently not to exceed $35 per day for in-state travel and $50 for out-of-state travel (see page 81 of the State of South Carolina Statewide Disbursement Regulations). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.

K. **Honoraria.** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria.

L. **Reports.** The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format. An expenditure claim report must be filed by August 15 for all expenditures incurred by June 30 in order to comply with the generally accepted accounting principles (GAAP) and the production of the State's Comprehensive Annual Financial Report.

M. **Copyright.** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.

N. **Certification Regarding Lobbying, Suspension, and Debarment.** By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the

- Applicant and/or any of its principals, subgrantees, or subcontractors
  - Have not paid or will not pay to any person any federally appropriated funds for the purpose of influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or any employee of a Member of Congress in connection with making any federal grant and the extension continuation, renewal, amendment, or modification of any federal grant, as defined at 34 CFR Part 82.105 and

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

- Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency as stated at 2 CFR Part 180 or 2 CFR Part 3485.
- Have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violated federal or state antitrust statutes relating to the submission of offers; or committed embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property.
- Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.

- Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.

O. **Audits.**

- Entities expending $750,000 or more in federal awards:
  Entities that expend $750,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, *et seq*. Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.
- Entities expending less than $750,000 in federal awards:
  Entities that expend less than $750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

P. **Records.** The grantee shall retain federal grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in the case of litigation.

Q. **Electronic Signature Agreement.** I agree that my electronic signature is the legally binding equivalent to my handwritten signature.

Program-Specific Assurances

For informational purposes only
The applicant agrees to abide by the SCDE Program-Specific Assurances by signing and submitting the Certification Signature Page

The applicant ensures that it will:

- Use the Planning and Implementation subgrant to plan and implement a charter school that aligns with the intent of the SC Charter School Act.
- Comply with the non-regulatory guidance provided by the USED (found here), regarding expenditures being allocable, allowable, and reasonable as determined by the USED.
- Comply with 2 CFR § 200.439 when purchasing equipment or disposing of equipment purchased with Planning and Implementation funds.
- Comply with all guidelines for meeting stated benchmarks in a time-sensitive manner.

G.E.P.A.

(General Educational Provisions Act)

Marshview Collegiate Academy (MCA) serves an academically, athletically, culturally, and socio- economically diverse population of children and families. Marshview Collegiate Academy and the Board are strongly committed to equal access and treatment for all students, families, employees, and the general public. MCA's Board policy of nondiscrimination guides and governs decision making at all levels.

Such policies incorporate the following principles: the Board shall not discriminate against children, parents or guardians of children, employees, applicants, contractors, or individuals participating in Board and/or agency sponsored activities. The Board is committed to the provision of equal access in all child/family/employment and business programs, activities, services and operations that are deployed or provided directly by the Board, as well as those operated or provided by another entity on behalf of the Board under contractual or other arrangements. This policy is established to provide an environment free from discrimination and harassment based upon age, race, color, disability, gender, marital status, national origin, religion, or sexual orientation.

MCA's Director and staff monitors, coordinates, and recommends action to ensure compliance with the above policies. To effectively and fairly resolve conflicts should they arise, MCA has established grievance procedures related to equal access for applicants, employees and/or children and their families' alleging discrimination. These procedures are accessible for use by consumers, employees, and the general public. MCA also offers in-service training to increase staff effectiveness in recognizing and correcting biased attitudes.

All information disseminated by MCA will be made available in a variety of formats for participants with varying disabilities and learning needs. All web-based information will be fully accessible. Additionally, current and future faculty will learn how to diversify their materials and teaching strategies to make course web sites more accessible for students with disabilities.

IRS DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 01-20-2023

[redacted]

Form: SS-4

Number of this notice: CP 575 E

MARSHVIEW COLLEGIATE ACADEMY
% MICHAEL MILLER
9681 GLADIOLUS DR STE 201
FORT MYERS, FL 33908

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 92-1849285. This EIN will identify your entity, accounts, tax returns, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for business and tax purposes. Some taxpayers receive CP575 notices when another person has stolen their identity and are operating using their information. If you did **not** apply for this EIN, please contact us at the phone number or address listed on the top of this notice.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status, organizations must complete an application on one of the following forms: Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1023-EZ, Streamlined Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1024, Application for Recognition Under Section 501(a); or Form 1024-A, Application for Recognition of Exemption Under Section 501(c)(4) of the Internal Revenue Code.

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

If you become tax-exempt, you will lose tax-exempt status if you fail to file a required return or notice for three consecutive years, unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File). We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter. For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

(IRS USE ONLY) 575E 01-20-2023 MARS O 9999999999 SS-4

IMPORTANT REMINDERS:

* Keep a copy of this notice in your permanent records. This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you. You may give a copy of this document to anyone asking for proof of your EIN.

* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.

* Refer to this EIN on your tax-related correspondence and documents.

* Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is MARS. You will need to provide this information along with your EIN, if you file your returns electronically.

Safeguard your EIN by referring to Publication 4557, Safeguarding Taxpayer Data: A Guide for Your Business.

You can get any of the forms or publications mentioned in this letter by visiting our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter.

Thank you for your cooperation.

Keep this part for your records. CP 575 E (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 E

9999999999

Your Telephone Number
( ) -
_____

Best Time to Call
_____

DATE OF THIS NOTICE: 01-20-2023
EMPLOYER IDENTIFICATION NUMBER: 92-1849285
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

MARSHVIEW COLLEGIATE ACADEMY
% MICHAEL MILLER
9681 GLADIOLUS DR STE 201
FORT MYERS, FL 33908

Form **W-9**
(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

▶ Go to *www.irs.gov/FormW9* for instructions and the latest information.

Give Form to the requester. Do not send to the IRS.

Print or type. See Specific Instructions on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

Marshview Collegiate Academy

2 Business name/disregarded entity name, if different from above

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.

☐ Individual/sole proprietor or single-member LLC ☐ C Corporation ☐ S Corporation ☐ Partnership ☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

☑ Other (see instructions) ▶ Tax-exempt 501(c)3

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.

9681 GLADIOLUS DR STE 201

Requester's name and address (optional)

6 City, state, and ZIP code

FORT MYERS, FL 33908

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

			–			–				

or

Employer identification number

[redacted]

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here | **Signature of U.S. person** ▶ [signature] **Date** ▶ 7/17/2023

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9*.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, *later.*

Subject: Registration Activated for MARSHVIEW COLLEGIATE ACADEMY / YWWKPCAF2ZM8 in the U.S. Government's System for Award Management (SAM).

donotreply@sam.gov <donotreply@sam.gov>
to Linda Miller, Linda Miller

Wed, Jun 21, 7:46 AM

You are viewing an attached message. pcaschools.org Mail can't verify the authenticity of attached messages.

This email was sent by an automated administrator. Please do not reply to this message.

Dear Michael Miller,

The registration for MARSHVIEW COLLEGIATE ACADEMY / YWWKPCAF2ZM8 is now active in the U.S. federal government's System for Award Management (SAM).

To remain eligible to do business with the federal government, you must renew your entity's registration in SAM every year. The annual renewal date for the registration is 2024-06-19 09:21:46.517.

You may invite additional users to manage or review your entity registration by following these steps:

1. Go to https://www.sam.gov and log in.
2. On the Workspace page, scroll down to the User Directory.
3. Enter the email address of the user you want to invite and select Enter or select the email address from the list.
4. On the next page, select the Assign Role button in the top right corner of the page.
5. On the Assign Role page, follow the instructions provided and then select Send Invitation at the bottom of the page.
6. The user will be notified.

All invitees will receive an email message from SAM with instructions on how to complete the process.

Remember, this process is entirely FREE to you. It is FREE to register and maintain your registration in SAM. It is FREE to get help with your registration. Contact our supporting Federal Service Desk at www.fsd.gov, or by telephone at 866-606-8220 (toll free) or 334-206-7828 (internationally).

In addition, if you are located in the U.S. and its outlying areas, you can get FREE support from your local Procurement Technical Assistance Center (PTAC), an official resource for government contracting assistance. Go to http://www.aptac-us.org/ to find your closest PTAC.

Thank you,
The System for Award Management (SAM) Administrator
https://www.sam.gov

MARSHVIEW COLLEGIATE ACADEMY ● Active Registration

[redacted]

CAGE/NCAGE:
(blank)

Doing Business As:
(blank)

Physical Address:
9681 GLADIOLUS DR STE 201
FORT MYERS, FL 33908-7607 USA

Purpose of Registration:
Federal Assistance Awards

Expiration Date
Jun 19, 2024

Timeline of Activities/Workplan Chart

Project Goal: To open and operate a high-quality charter school

Planning vs. Implementation: Subgrantees have, at a minimum, 6 months for Planning with a maximum up to 18 months. Implementation Phase 1 charter schools will have 12 months and Implementation Phase 2 charter schools may have from 3 to 12 months depending on the remaining time; 24 months is the maximum period of time for the Implementation phases. Subgrant awards may range from 33 months to a maximum total of 36 months. Please indicate the Planning and Implementation periods below:

Planning: July 1, 2023 to June 30, 2024
Implementation Phase 1: July 1, 2024 to June 30, 2025
Implementation Phase 2: July1, 2025 to June 30, 2026

Anticipated Date of Charter School Opening: August 15, 2024

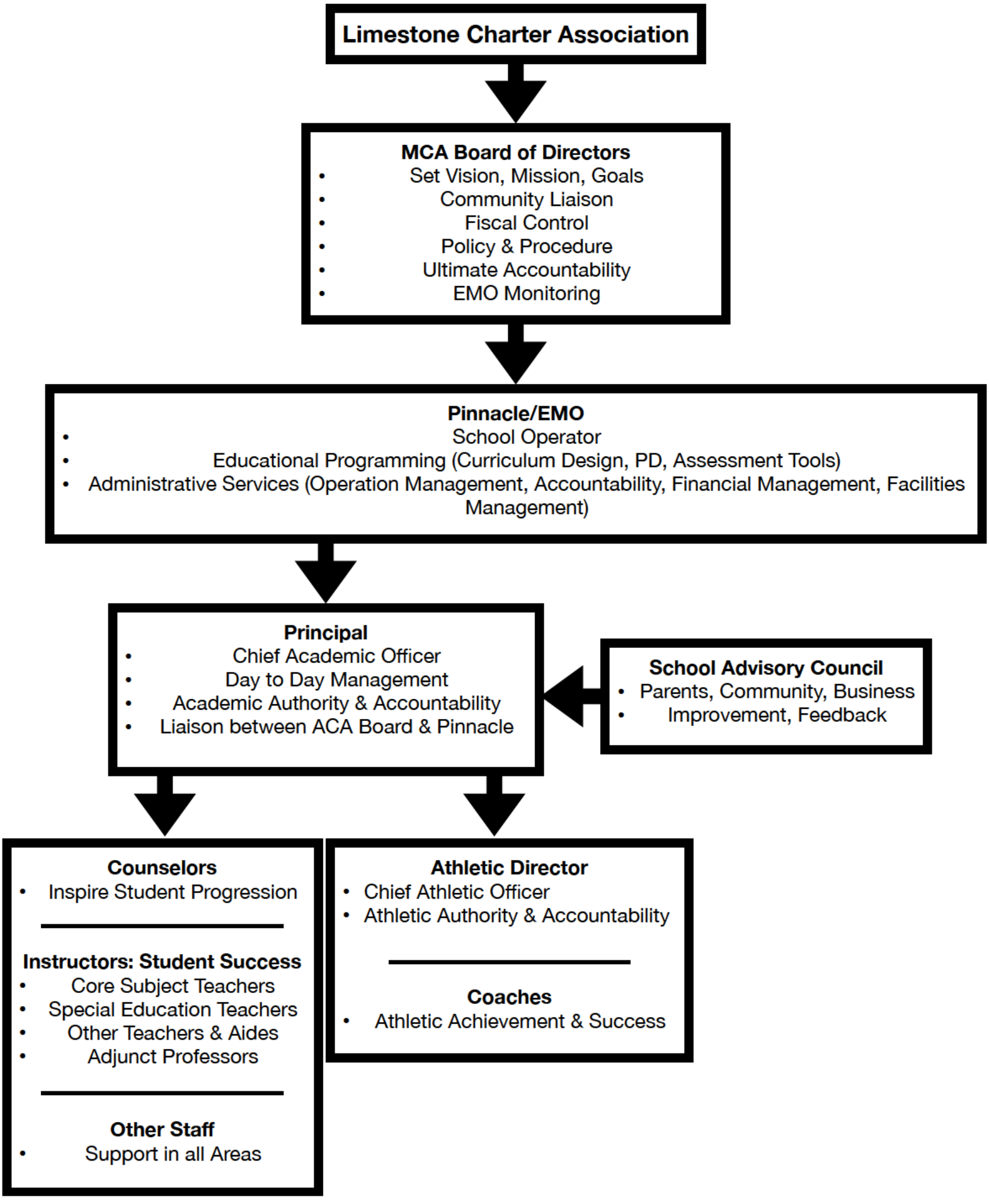
Activity	Budget Item	Amount of Funds (Must align to Object Codes)	Timeline	Budget Justification
Hire Project Coordinator Responsible Parties: Planning Committee Chair and Pinnacle	Grant Coordinator, Head of School PowerSchool coordinator	300-$80,000 300-$16,250	Planning Year August 1, 2023 Planning Year January 1, 2024	The Project Coordinator will be a consulting position and will last one year. He/she will be responsible for all aspects of school start-up operations in conjunction with the Planning Committee and Pinnacle. The PowerSchool position will be subcontracted during the Planning phase. Both positions will be paid with School funds and not grant funds beginning with Year 1 on Implementation period.

Establish Office and purchase furniture, equipment Acquire office supplies to manage activities Responsible Parties: Project Coordinator, Planning Committee & Pinnacle	Find Rental space and buy equipment, technology and phone	300- $8,550 for rental of office (9 months) 300 – Office furniture (desks, chairs, conference table, etc)-$6,000 300 – Office technology equipment (projector, laptopr, monitors, printer, phones with service, etc)-$4,250	Planning Year August 2023	Office space will be used by consultants and administrative support. Meeting space will be made available to meet with prospective parents, students, and staff.
Advertising using social and other available means to build enrollment (Flyers, Boxout Sports for flyers, Sidearm sports website program and ads) Responsible Party-Project Coordinator, Planning Committee & Pinnacle	Advertising for school enrollment and webite platform (Sidearm)	300 -Sidearm website build $3,000 300- Other enrollment marketing such as brochures $3,000 300-Marketing programs under Year 1 $6,000.00	Planning Year Year 1	Purchase website program to include implementation, purchase marketing materials such as brochures to build enrollment through awareness of school
Attorney Responsible Party-Project Coordinator, Planning Committee & Pinnacle	Attorney fees for contracts and other legal matters	300 - $6,000 300 - $12,000	Planning Year Year 1	Legal fees to support school for contracts, hiring, work with contractors. After planning period, all legal will be paid by school.
Provide payroll and accounting services,	Payroll and accounting services	300 - $18,000	Planning Year	Accounting books will be maintained by CPA firm

budgets, and financial statements Responsible Party- Project Coordinator, Planning Committee & Pinnacle				experienced with Charter Schools and P & I grant budgeting and reporting. After planning phase, all accounting will be paid by school.
Board and project coordinator attendance at Alliance and Limestone conferences (reimbursement for mileage, hotel, registration). Participation in Charter School Alliance Incubator program Responsible Party- Project Coordinator, Planning Committee & Pinnacle	Public Charter School Alliance registration for all board members and one staff (two registrations are free). Also includes hotel and mileage for conferences. Train and education through Charter Alliance for all Board members	300 - $2,000	Planning Year	Required training for Board and selected staff throughout the grant period.
Instructional Technology Needs Responsible Party- Project Coordinator, Planning Committee & Pinnacle	Purchase laptops for teachers and staff	300-$11,250	Planning Year May 2024	Must have computers for instructional staff and others prior to July 1 when some start employment.
Purchase and install technology infrastructure equipment in school building to support wireless technology to be used by students and staff for one to one technology	Making IT Happen to supply	300- $38,863	Planning Year May/June 2024	All students and staff will use computers in instruction and network equipment is needed to support this.

Responsible Party- Project Coordinator, Planning Committee & Pinnacle				
Enrollment lottery program and teaching curriculum Responsible Party- Project Coordinator, Planning Committee & Pinnacle	SchoolMint and Edmentum	300- $6,000 SchoolMint lottery application 300-$45,000 Edmentum curriculum for year	Planning Year	Must have lottery system and curriculum yearly
Purchase classroom furniture: Tables, chairs, teacher desks, teacher chairs Responsible Party- Project Coordinator, Planning Committee & Pinnacle	Furniture	400-$37,800	Year 1 July 1, 2024	Classroom furniture needed for opening of school August 15, 2024
Purchase chromebooks for students Responsible Party- Project Coordinator, Planning Committee & Pinnacle	Chromebooks	400-$120,000 400-$120,000	Year 1 July 1, 2024 Year 2 July 1, 2025	All students will have chromebooks as part of course of instruction (one-to-one technology).
Phone system for School Responsible Party- Project Coordinator, Planning Committee & Pinnacle	Phones, phone server and switchboard	400-$5,800	Year 1 July 1, 2024	Equipment needed for new school building communication

Educational software, curriculum, programs for instruction Responsible Party- Project Coordinator, Planning Committee & Pinnacle	Programs for instruction: Edmentum, Go Guardian, PearDeck, TurnItIn, NoRedInk	400- $63,900 400- $73,950	Year 1 July 1, 2024 Year 2 July 1, 2025	Software/curriculum needed for effective classroom learning
Purchase additional classroom furniture: Additional tables, chairs, chromebook charging carts, outdoor classroom tables, etc. Responsible Party- Project Coordinator, Planning Committee & Pinnacle	Furniture	400-$53,950	Year 2 July 1, 2025	Additional classroom furniture needed for increase in enrollment prior to Year 2.
Purchase D & O Insurance and Fidelity Bond Responsible Party- Project Coordinator, Planning Committee & Pinnacle	The Insurance People quotes	600 - $1,837 600 - $2,100 600 - $2,100	Planning Year Year 1, July 1, 2024 Year 2, July 1, 2025	Insurance policies are required


Limestone Charter Association
MCA Board of Directors
Set Vision, Mission, Goals
Community Liaison
Fiscal Control
Policy & Procedure
Ultimate Accountability
EMO Monitoring
Pinnacle/EMO
School Operator
Educational Programming (Curriculum Design, PD, Assessment Tools)
Administrative Services (Operation Management, Accountability, Financial Management, Facilities Management)
Principal
Chief Academic Officer
Day to Day Management
Academic Authority & Accountability
Liaison between ACA Board & Pinnacle
School Advisory Council
Parents, Community, Business
Improvement, Feedback
Counselors
Inspire Student Progression
Instructors: Student Success
Core Subject Teachers
Special Education Teachers
Other Teachers & Aides
Adjunct Professors
Other Staff
Support in all Areas
Athletic Director
Chief Athletic Officer
Athletic Authority & Accountability
Coaches
Athletic Achievement & Success

Katherine Carson Seelbach, M.Ed.
[redacted]

Education

University of South Carolina (2009)
Master of Education, Art of Teaching

University of Arkansas (1995)
Bachelor of Arts, Communication

Teaching Experience

Beaufort County School District
Hilton Head Island Elementary – IB July 2009-Present

Fifth Grade Spanish Dual Language Teacher August 2016-Present

- Teacher of the Year, Hilton Head Island Elementary 2017-2018
- Lead teacher in English/Language Arts and Social Studies
- Co-Teacher in Spanish, Science, and Mathematics
- Curriculum writer for transdisciplinary themed unit planners to ensure alignment with International Baccalaureate Progamme

Fifth Grade Single Gender – Boys July 2009-May 2016

- Lead teacher, all subjects
- Utilized positive behavior intervention strategies (PBIS) to motivate and support students
- Attended district-wide professional development, Summer Learning Institute 2010, 2011, 2012, 2013, 2014
- Presenter at district-wide professional development, Summer Learning Institute 2013
- Created and adapted lesson plans according to students' academic needs

Athletics Experience

Hilton Head Island Seahawks Girls Varsity Soccer 2019-Present
Head Coach

Tormenta Football 05 Girls Magenta 2018-2022
Head Coach

University of Arkansas Razorback Women's Soccer 1990-1995
2-year Captain
4-year Starter

Katherine Carson Seelbach, M.Ed.
[redacted]

Teacher Leadership
Fifth Grade Team Lead 2014, 2015, 2016
School Representative at Beaufort County District County Forum 2017
Teacher Mentor HHIE-IB 2019-Present
Teacher Evaluator BCSD 2019-Present

Community Leadership
FCA Week of Champions Co-Director 2015 and 2016
FCA Board of Directors 2014-2016

Certifications/Licenses
Elementary Education 2-6
U.S Soccer D License

Endorsements
International Baccalaureate Level 3
Gifted and Talented
Read to Succeed

LIMESTONE CHARTER ASSOCIATION

Est. 2021

May 18, 2023

Ms. Darcie Patrick
Planning Committee Chair
Marshview Collegiate Academy
(VIA: E-MAIL ONLY)

Dear Ms. Patrick,

I am writing on behalf of the LCA Board to convey the official approval of your charter school application. We have carefully reviewed the submitted application for **Marshview Collegiate Academy**, including the proposed educational program, curriculum, governance structure, and overall vision for the school. We are pleased to inform you that your application has met all the necessary requirements and demonstrates a commitment to providing quality education.

The evaluation process involved a thorough assessment of your application, including interviews with key personnel, review of supporting documents, and consideration of community feedback. Throughout this process, we have been impressed by your group's passion, expertise, and dedication to creating an exceptional learning environment for students. We firmly believe that your proposed charter school will contribute significantly to the educational landscape of South Carolina. The innovative and comprehensive approach outlined in your application aligns with our organization's core values and objectives and your commitment to fostering academic excellence and empowering students to reach their full potential has resonated strongly with us.

Please note that, as part of your approval, it is expected for your school to achieve the performance goals, reporting requirements, and ongoing evaluation processes outlined in the application. Our team will collaborate closely with you to ensure that these benchmarks are met and that your students receive the high-quality education they deserve. In the near future, we will reach out to discuss next steps, a district contract, and the upcoming benchmarks to ensure a successful launch of your charter school. We look forward to partnering with you, as we uphold our mission to serve as the cornerstone of charter school authorizing and to facilitate a positive educational environment that fosters school autonomy through support and oversight to its member schools.

I am excited to serve as your superintendent, as **Marshview Collegiate Academy** joins us on its path to academic excellence in charter education. I look forward to personally meeting with you to assist with planning for the journey ahead. Should you have any questions or require further clarification, please do not hesitate to contact me directly at amalone@limestonecharters.org or via phone at (803) 319-8560. Again, welcome to the Limestone Charter Association family where excellence is the expectation and autonomy is the way.

Sincerely,

Angel H. Malone
Superintendent

RE: MCA: Intent to Apply for the SCDE's P&I Grant

1 message

Donna Manning <dmanning@limestonecharters.org> Fri, Jun 23, 2023 at 4:13 PM
To: Sandi Baldwin <sbaldwin@pcaschools.org>
Cc: Andy Patrick <apatrick@pcaschools.org>, Damon Stephenson <dstephenson@pcaschools.org>

Thank you for letting me know.

Donna

Donna Manning

Director of School Accountability & Development

Limestone Charter Association

6923 N. Trenholm Road

Columbia, SC 29206

803-665-3133

www.limestonecharters.org

"Where Excellence is the Standard and Autonomy is the Way"

From: Sandi Baldwin <sbaldwin@pcaschools.org>
Sent: Friday, June 9, 2023 5:29 PM
To: Donna Manning <dmanning@limestonecharters.org>
Cc: Andy Patrick <apatrick@pcaschools.org>; Damon Stephenson <dstephenson@pcaschools.org>
Subject: MCA: Intent to Apply for the SCDE's P&I Grant

Donna,

Marshview Collegiate Academy intends to apply for the South Carolina Department of Education's Planning and Implementation Grant (CSP). We wanted to make sure you were aware and we will send you a copy of the completed application once submitted.

Thank You!

Sandi Baldwin

School Support Coordinator – Business Operations

Pinnacle Charter School Management Group

Cell: (919)264-0087

sbaldwin@pcaschools.org

Marshview Collegiate Academy

Student Interest

Evidence of Student Interest

I, Whitney Edmondson verify that Marshview Collegiate Academy has collected 287 parent contacts of students who will be eligible to enroll in Marshview Collegiate Academy in 2024.

Darcie Patrick, Planning Committee Chair

Whitney Edmondson, Notary

WHITNEY EDMONDSON NOTARY PUBLIC MY COMMISSION EXPIRES 9/25/2027 SOUTH CAROLINA

Hubrich
Contracting Inc

February 6, 2023

Ms. Angel Malone
Limestone Charter Association

Re: Marshview Collegiate Academy

Dear Ms. Malone,

I'm writing a letter for support for Marshview Collegiate Academy. Hubrich Contracting, Inc. and Marshview Collegiate Academy have been discussing a partnership for development and construction of a new charter school. Hubrich Contracting, Inc. would be the developer/contractor for the new charter school located in Hardeeville, South Carolina and will provide financial support for design, programming, project management and construction. Hubrich Contracting, Inc. has successfully completed 36 projects in North Carolina and South Carolina. We began discussions in December 2022, and Hubrich Contracting, Inc. and Marshview Collegiate Academy have been discussing and reviewing finance structures and potential sites for the development of this new charter school. Given all the complexities with zoning, traffic, and land availability, Hubrich has been engaged and visited numerous sites in Hardeeville, SC. Hubrich offered insight as to positives and negatives of the different sites to help provide guidance and are working on securing the land for the project. We have been reviewing potential project budgets and the project is realistic given other charter school projects we have been involved with in the past.

Please do not hesitate to call me if you have any further questions. 919-697-5571

Sincerely,

Steve Hubrich

Steve Hubrich
President
Hubrich Contracting, Inc.

TECHNICAL COLLEGE
OF THE LOWCOUNTRY

Office of the President

Ms. Angel Malone, Superintendent

Limestone Charter Association

115 College Drive

Gaffney, S.C. 29340

Dear Ms. Malone:

As the President of the Technical College of the Lowcountry, I gladly submit this letter of support for the Marshview Collegiate Academy. Pinnacle Charter Academies have demonstrated a dedication to helping high school students finish their requirements within a rigorous environment. Their dual credit program allows students to earn up to 60 hours of college credit while building the skills—time management, oral and written communication, and resourcefulness—necessary to succeed at the next level.

The Technical College of the Lowcountry has agreed to work directly with Marshview to provide its dual credit course options. We believe that there is no better way to prepare high school students for future college and university coursework than a robust dual credit program. And here in South Carolina, there is no more affordable way to earn college credits than through the grant funding of the South Carolina Lottery Tuition Assistance Program for these Dual Credit courses. As I am sure you are aware, Dual Credit programs deliver college courses to high school students and, in most cases, reduce the time to degree and the costs of higher education for students and their families.

As a higher education partner, I enthusiastically support Marshview Collegiate Academy' request for approval so they may continue to provide these much-needed academic programs. I look forward to enhancing our partnership with the Marshview Collegiate Academy.

Please feel free to contact me if you have any questions. You may reach my office at 843-525-8247.

Sincerely,

Richard J. Gough, Ed.D.

Pre-Award Audit Questionnaire for Non-LEAs

Please provide answers to the following questions and submit with your application for subgrant funding. If you need clarification on any question, please contact auditing services at auditingservices@ed.sc.gov or 803-734-8453.

If the entity is a startup entity, for each question please include your plan for meeting the requirements and financial management expectations.

1. What is the entity's basis of accounting? Cash basis_____ Accrual __X_____ Modified Accrual _____ Other _____ If other, please explain _____

2. What is the entity's fiscal year period? __June 30_____

3. In the prior fiscal year, was the entity required to obtain an audit under OMB Circular A-133 (currently listed at 2 CFR Part 200 Subpart F)? Yes _____ No_X__

4. What system does the entity use to record accounting transactions?
___QuickBooks_____

5. How do you ensure that access and use of the accounting system is limited to appropriate personnel?
User names and passwords are restricted to authorized personnel

6. Who is responsible for assigning roles and/or access to the accounting system?
Michael Miller, Chief Financial Officer

7. Are sources of federal and non-federal funds identified and tracked in the accounting system?Yes __X__ No____ If no, please explain how funds are tracked.

8. Are budgeted revenues and expenditures entered in the accounting system by project?
Yes _X_No_____ If no, please explain how items are entered.

9. Are comparisons of budgeted to actual (revenues and expenditures) conducted on a periodic basis for each grant? Yes__XNo_____ If so, at what frequency are the comparisons done? If no, how and at what frequency are reviews conducted?

10. Describe the controls in place to prevent duplicate payments to vendors.
Bill.com indicates duplicate invoices automatically.

11. Describe the controls in place to prevent duplicate requests for payment to grantors.
Duties are assigned to one experienced coordinator.

12. Describe the controls in place to ensure compliance with cost allowability and period of availability requirements.
Reviewed for compliance monthly by grant coordinator and CFO

13. What controls are in place to prevent over obligation of resources?
Budgetary controls are in place and monitored monthly

14. How do you ensure that all reporting of grant financial activity is accurate, current, and complete?
Reporting done by an experienced and knowledgeable grant coordinator. Reports and information reviewed by bookkeeper and CFO.

15. Do appropriate entity personnel (both programmatic and financial) possess the knowledge and experience necessary to manage grant awards? Yes _X_ No_____

16. Does entity management ensure staff (specifically finance and federal grant program staff) receives adequate training to perform their duties? Yes _X_ No_____ Please explain.
Grant coordinator and accounting staff have prior experience with federal grant programs

17. Are finance employees bonded? Yes _X_ No_____ If so, which classification of employees? How much coverage?
All finance personnel and grant management coverage - $250,000

18. Do you have written policies and procedures in place related to the following:

Procurement Yes _X_ No_____
Payroll and timekeeping Yes _X_ No_____
Travel Yes _X_ No_____
Equipment acquisition and disposal Yes _X_ No_____
Budgeting Yes _X_ No_____
Accounts Payable Yes _X_ No_____
Grants Accounting Yes _X_ No_____
Indirect Cost Allocation Yes_____ No_X_
Allowability of Costs Yes_X_ No_____
Cash Management Yes_X_ No_____
Drawdowns Yes_____ No_X_

If yes, how are these procedures shared with employees?
Copies are provided to appropriate personnel.
Do you acquire and maintain documentation to support that staff has been trained on these policies and procedures?
Limited staff - no documentation maintained

19. Do you have segregation of duties between the authorization, custody, and recording functions related to the following processes:

Receipt of cash and assets process Yes _X_ No_____
Payroll process Yes _X_ No_____
Procurement and Disbursement process Yes _X_ No_____

20. How are disbursements made (i.e., cash, paper checks, electronically)? School management approves invoices, they are entered in Bill.com for e-payment (mainly) by purchaser, approved again by principal and CFO

If you use paper checks,

Are they pre-numbered? Yes _X_ No_____
Do you prohibit the use of checks made to "cash"? Yes _____ No_X_
Do you prohibit advance signing of checks? Yes _X_ No_____
Are all blank checks secured? Yes _X_ No_____
Are voided checks properly canceled and retained Yes_X_No_____

21. Are multiple signatures required on checks? If so, whose signature is required?
Only the CFO may sign checks and process payments.

22. Are bank statements reconciled to the accounting records monthly? Yes _X___ No _____

Who performs the reconciliations? Who reviews the reconciliation?
Prepared by outside CPA firm and reviewed by CFO.

23. Explain the entity's authorization levels for procurement.
Purchaser prepares request for Project Coordinator/Principal, Planning Committee Chair & CFO to approve

24. What is your record retention period for grant award documents?
7 years

25. Do any communication channels exist for employees to report suspected improprieties or areas of noncompliance? Yes _____ No_X___ Please explain.
No employees since school is a startup

26. Has the entity been designated as a high risk grantee by any grantor? Yes _____ No_X___

27. Does the entity have an outstanding liability with the Internal Revenue Service? Yes _____ No_X___ If yes, please explain.

28. Will any board members or trustees be compensated from grant funds for providing goods or services to the entity? Yes _____ No_X___ If yes, please explain.

29. Does the entity maintain general liability coverage? If so, how much coverage?
Yes, $1 million

30. What measures does the entity take to safeguard and protect personally identifiable information and other information it considers to be sensitive?
Electronically secured - access restricted to assigned users with passwords.

I certify that the responses above are complete and accurately reflect the position of the entity.

_____ Chief Financial Officer _____ 6/23/2023
Signature and Title Date

Marshview Collegiate Academy
_____
Entity Name

Taking High School Students to the Next Level

Oceanside Collegiate Academy

"It's not college prep - It's college"

2022 Annual Report

Mission Statement

Oceanside Collegiate Academy serves high school students in a **safe, small, family centered** environment who seek the opportunity and challenge of a rigorous curriculum, high academic standards, and elite athletics while earning up to two years of college credit while in high school.

Oceanside Collegiate Academy provides graduates with world-class knowledge by providing rigorous standards in language arts, science, social studies and math for college and career readiness by integrating a modified schedule and focusing on an athletic based curriculum. Students are offered stringent coursework through Dual-Enrollment and Honors classes. Our REEF program, offered in ninth grade, introduces all new Landsharks to our school culture and offers up to 55 minutes on topics such as goal setting, studying/test-taking tips, social coping skills, geography, ACT/SAT Prep and other topics which would be usually addressed through classroom guidance. All faculty collaborate yearly to modify the REEF curriculum to suit the ever-changing needs of our students.

The Oceanside graduate encompasses the world-class skills of creativity and innovation, critical thinking and collaboration. Graduates from Oceanside are equipped with appropriate life and career characteristics in order to be both college and career ready. Students are offered the opportunity to develop integrity, self-direction and interpersonal skills through elite athletics, delivered by an experienced and professional coaching staff; an incredibly active and involved student leadership program; the REEF program; and various clubs and organizations which meet monthly during the school day throughout the year. Student achievement is celebrated through the Super Shark Award program. Our graduates are prepared to enter the world of work, military or post-secondary education equipped with the skills needed in order to find success.

There are plenty of fish in the sea, but we CHOSE TO BE A SHARK!

Small, Safe and Family Centered

SMALL

The small schools movement in the United States contends that many high schools are too large and should be reorganized into smaller, autonomous schools of no more than 400 students. Many private schools of under 200 share design features which draw upon the benefits of organizations of less than 200 people. In the public-school version of the Small Schools Movement, students may be given a choice of which small school they want to join. Each of the smaller schools would offer students a feeling of connectedness between students who share the same or similar interests with them. Oceanside Collegiate Academy (OCA) is designed and built to accommodate 300-350 students. The design standard, consistent with the "Small Schools Movement" promotes a connection between students, which cascades into a connection with Faculty and Staff and subsequently a connection to the school.

SAFE

As a result of our design, and the subsequent connection on a personal level our schools are inherently safe. OCA was designed physically and philosophically to create an atmosphere and culture that insures the safety of students at the highest level.

FAMILY CENTERED

OCA provides a unique and productive design which maximizes school time and opportunity. OCA utilizes a split schedule; 300 students in the AM session and 300 different students in the PM session. OCA feels strongly about the family unit and its influence on children. Most traditional high school students involved in extra-curricular activities do not reunite with their families until 8:00 – 10:00 PM. It is OCA's goal to have the families reunited by 5:00 PM. OCA believes this reconnection will enhance family values and support the OCA commitment to be family centered.

Points of Pride

Top 10% of all SC High Schools in English

Top 10% of all SC High Schools in Algebra

Top 10% of all SC High Schools in Biology

Ranked 6th Best High School in South Carolina

99.4% Graduation Rate

96% of our graduates earned earned Bronze, Silver, Gold or Platinum Work-Keys Certificate

93% of OCA enrolled college students passed and received credit for all their college courses

91% of OCA Juniors and Seniors are enrolled as full-time college students (2 or more classes per semester)

141 out of 164 Seniors graduated with either the Life, Hope or Palmetto Fellows Scholarships

Graduating class was awarded more than $15 million in academic and athletic scholarships

Students earned more than 4,526 college credits, saving OCA families in excess of $4 million in tuition, textbooks and technology costs

2021-2022 OCA built a 1.5+ million dollar multi purpose turf field using cash reserves

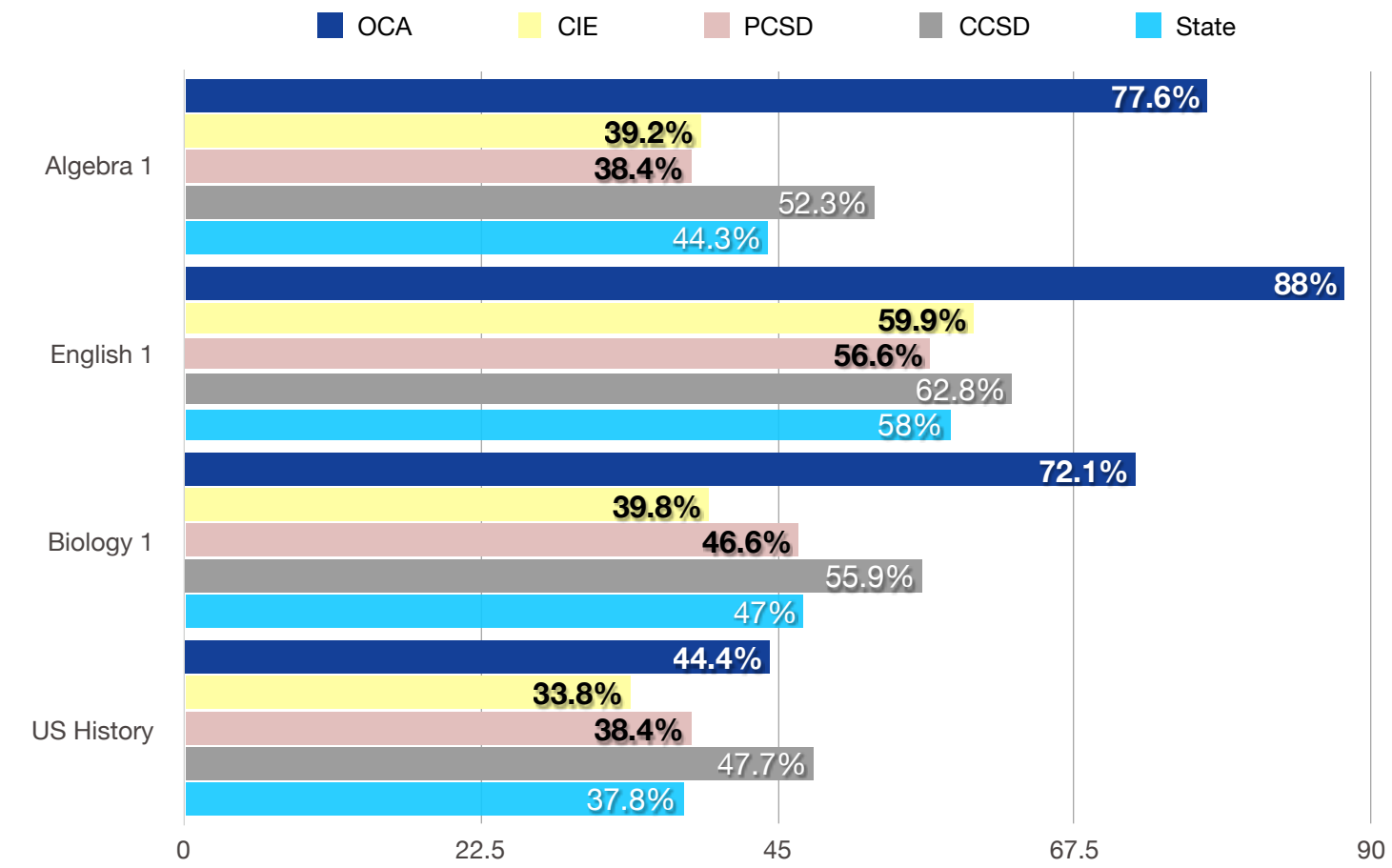
2023 Goals

	STATEMENT OF NEED	OBJECTIVE	STRATEGY
Academic Performance	Monitoring and tracking student learning, comprehension and understanding on topics that students typically struggle with while in Chemistry courses at OCA.	Show an increase in % of students (from 20% to 70%) demonstrating mastery of H.C.6A.4 (Use mathematical and computational thinking to predict the amounts of reactants required and products produced in specific chemical reactions) for students from the beginning to the end of the 22-23 school year	Evaluate curriculum and add new activities to our Stoichiometry Unit (Unit 7) that add to improve student understanding of concepts covered within standard H.C.6A4 Monitor data on student growth during the 22-23 school year on standard H.C.6A.4 Analyze 22-23 pre-assessment and final exam data on standard H.C.6A.4
Governance/ Management	Improve communication with external stakeholders	Develop an enhanced communications platform	Hire a school support coordinator for communications to analyze all layers of communication and implement improvements as identified
	Enhance transparency both internally and externally	Re-evaluate all policies and procedures	Develop protocols for ensuring all stakeholders are provided information in a timely manner and given time to allow for greater input and understanding

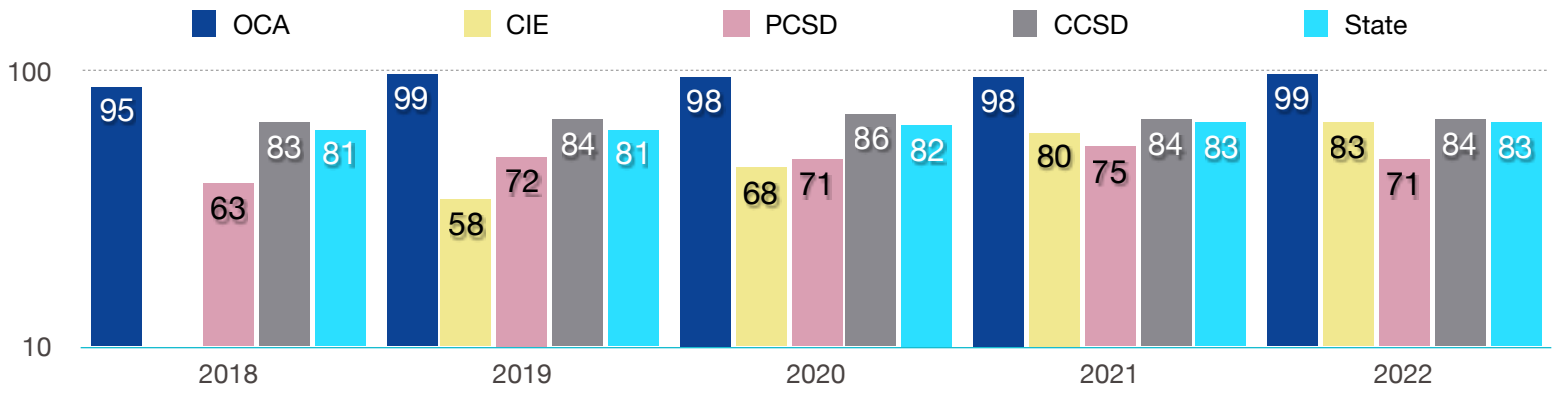
Rigorous Curriculum, High Academic Standards

For the purposes of this report, OCA will be compared to the district within which it is geographically located (Charleston County School District) The Charter Institute at Erskine and the SC Public Charter School District. This indicator displays the end of course test results for the percentage of students scoring C or higher. All academic data sourced from the state report card, SC Department of Education.

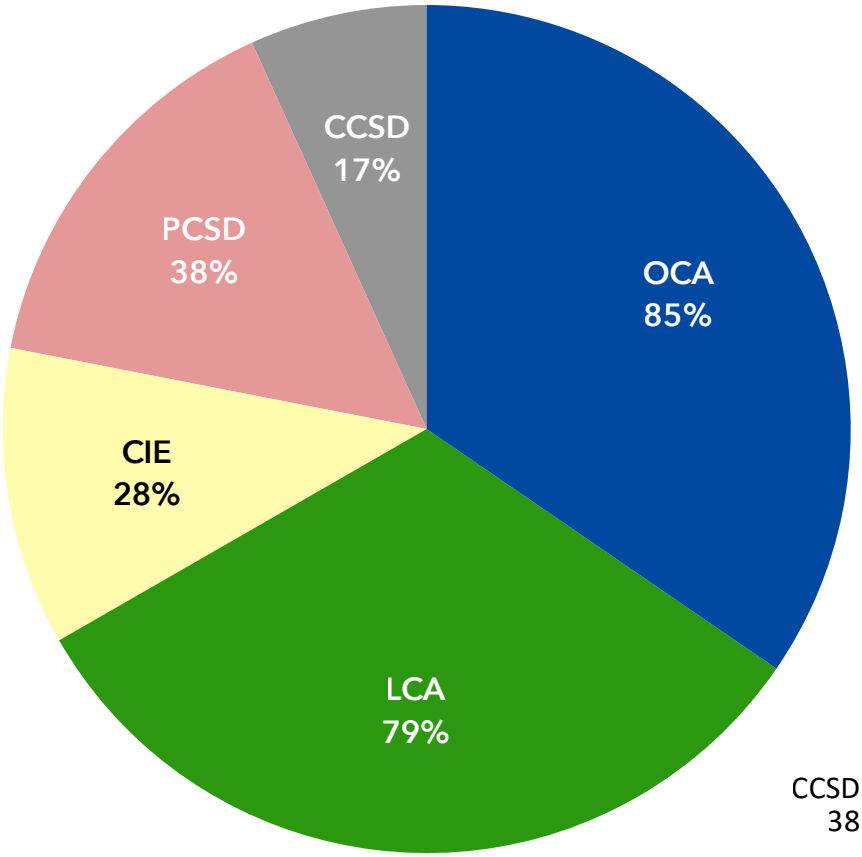
2021-2022 OCA Academic Achievement Comparison



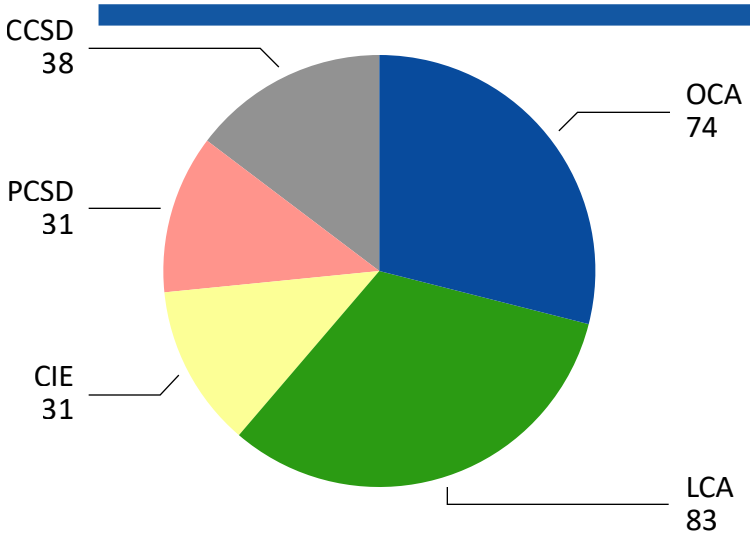
Four Year Cohort Graduation Rate (%)



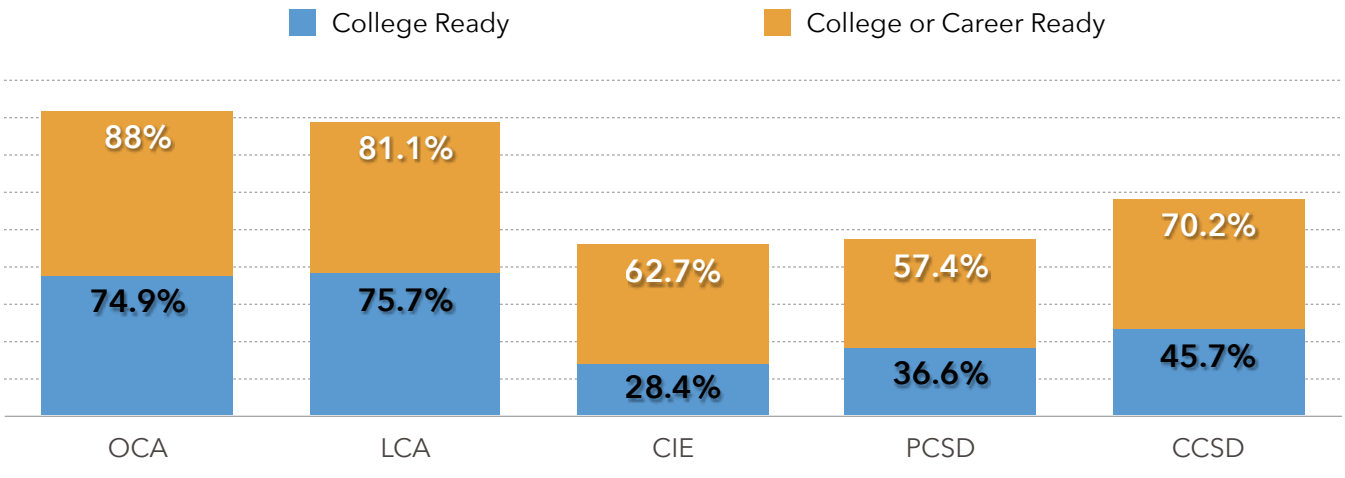
Dual Enrollment Participation



Graduate Eligible for Life Scholarship %



Diploma Earners - College and Career Readiness

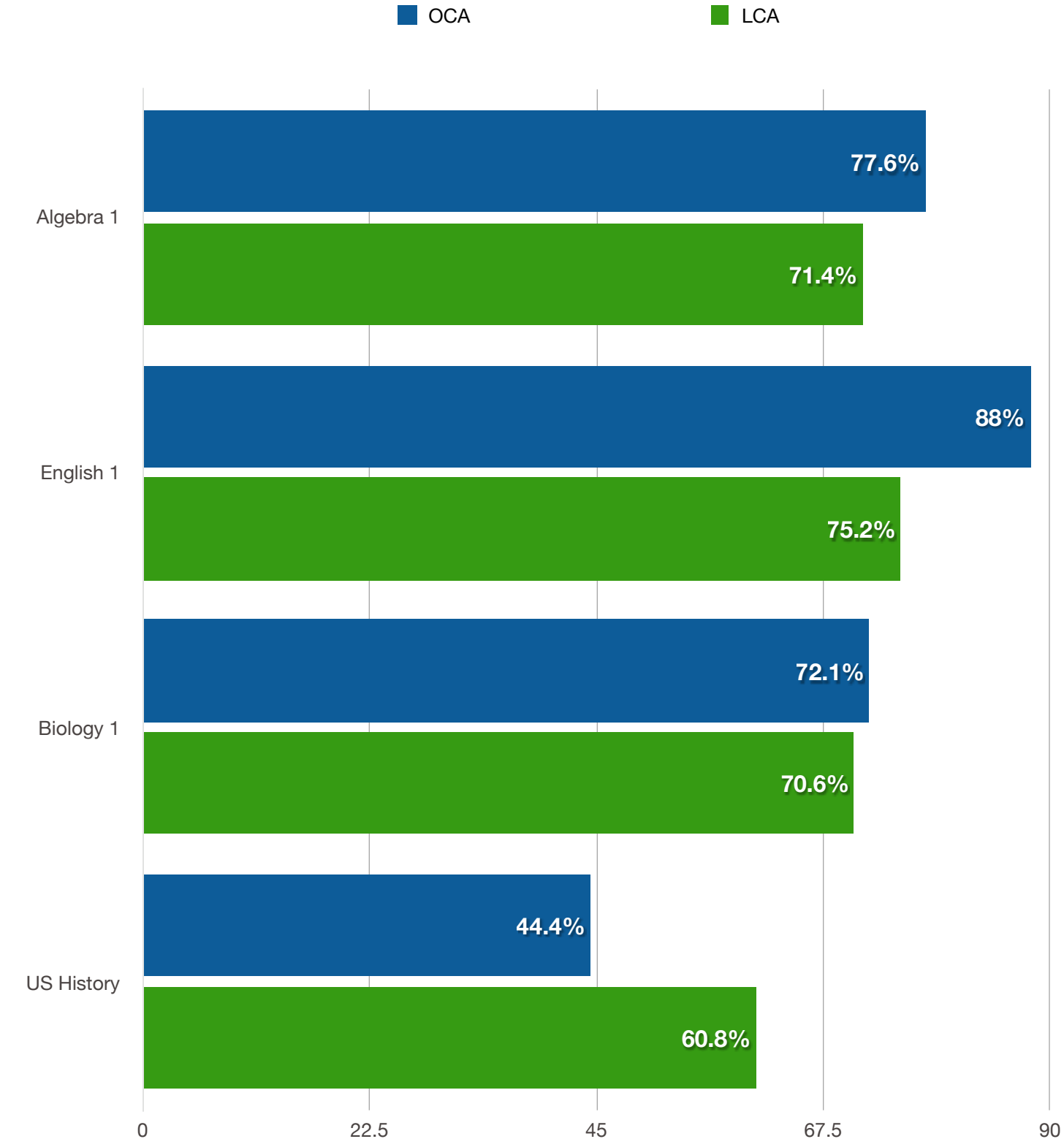


Percentage of Students

from prior year graduating class enrolled in a two- or four-year college or technical college pursuing an associates degree, certificate, or diploma in Fall following graduation



2021-2022 PCA Managed Schools Academic Achievement Comparison



Elite Athletics

2021-2022 Highlights

Oceanside named the MaxPreps Cup Champion for being the top overall high school athletic program in the state of South Carolina regardless of classification or private/ public school league

Oceanside named the MaxPreps top 25 Athletic Program in the Nation

Oceanside named the #9 Overall Girls Athletic Program in the Nation

Oceanside named the Carlisle Cup Champion for the SCHSL AAA classification

Oceanside Athletic Director named AD of the Year

Team:

7 State Championships **(17 Total)**

2 Lower State Championships

8 Region Championships

Individual:

7 Individual State Championships in Swimming, Tennis and Track

2 Region POY

32 All-Region Players

24 All-State Players

1 Shrine Bowl Selection

Coaches:

8 Region COY

7 State COY AAA

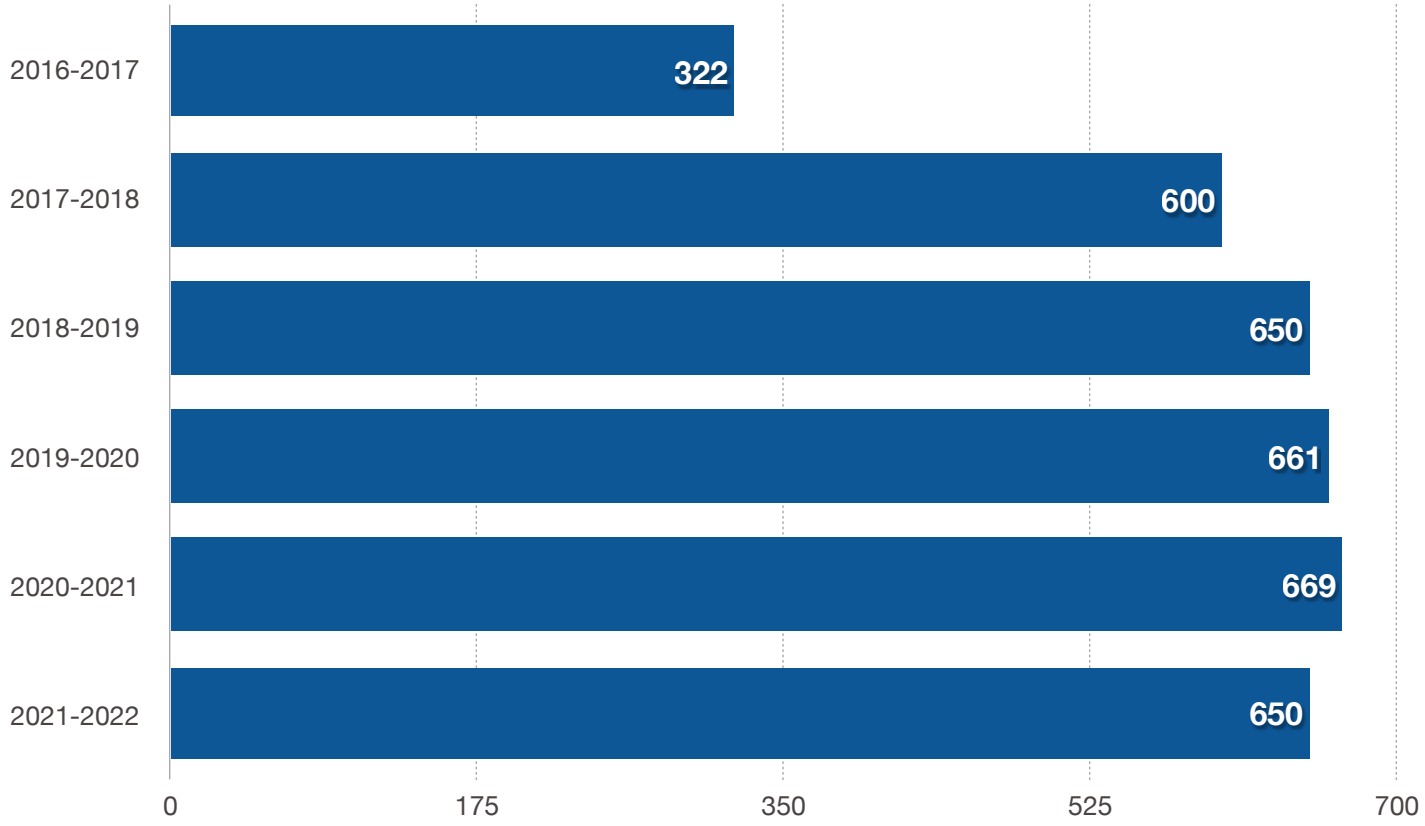
Senior-Athletes:

33 Senior Athletes signed NLI's and 6 others were offered and declined. That makes up 23.9% of the class. (National average is less than 6%)

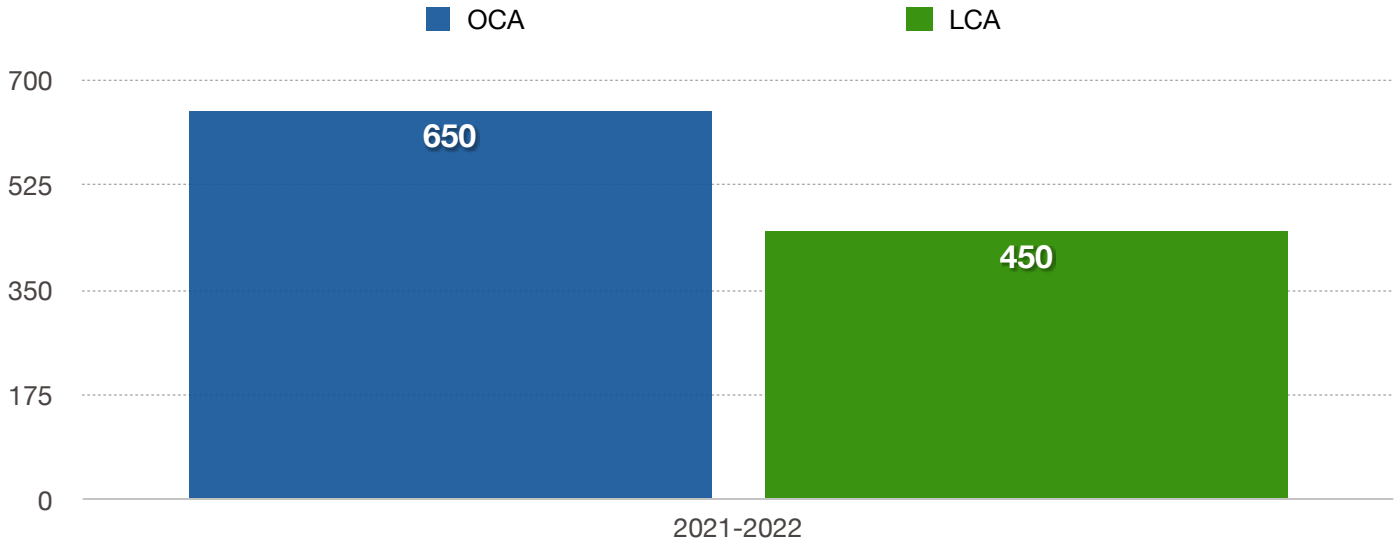
14 Seniors Signed for NCAA D1 Programs which is 8.6% of the class. (National average is 8.6%)

Fiscally Responsible

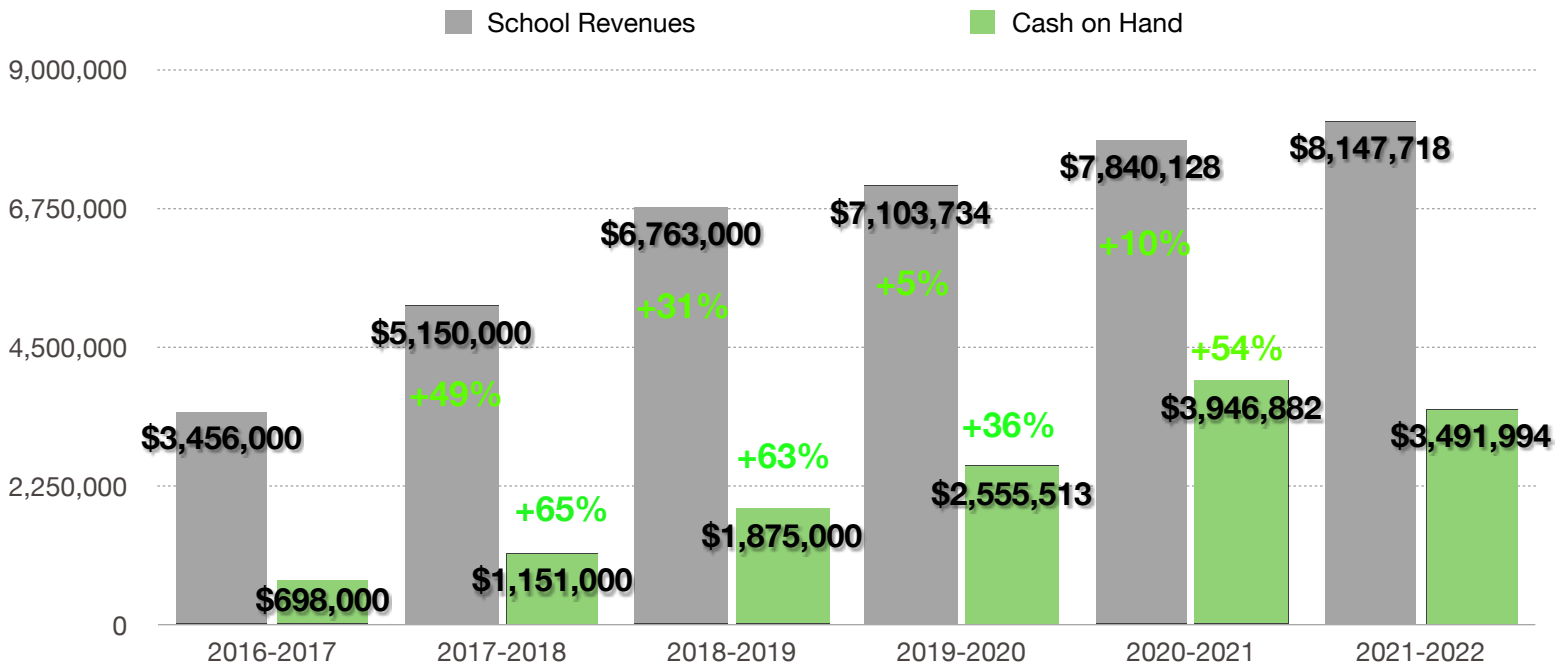
Oceanside Collegiate Academy Enrollment History



2021-2022 PCA Managed Schools Enrollment



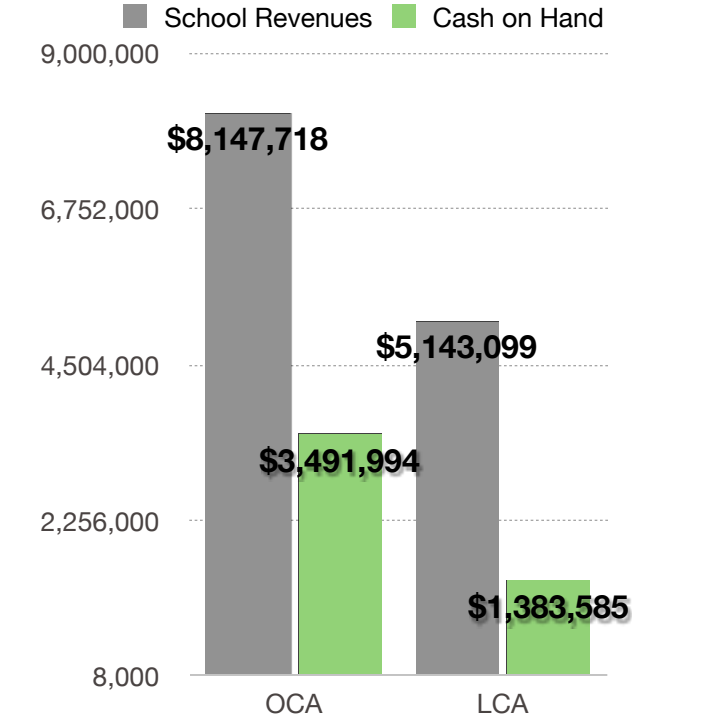
OCA Financial Highlights



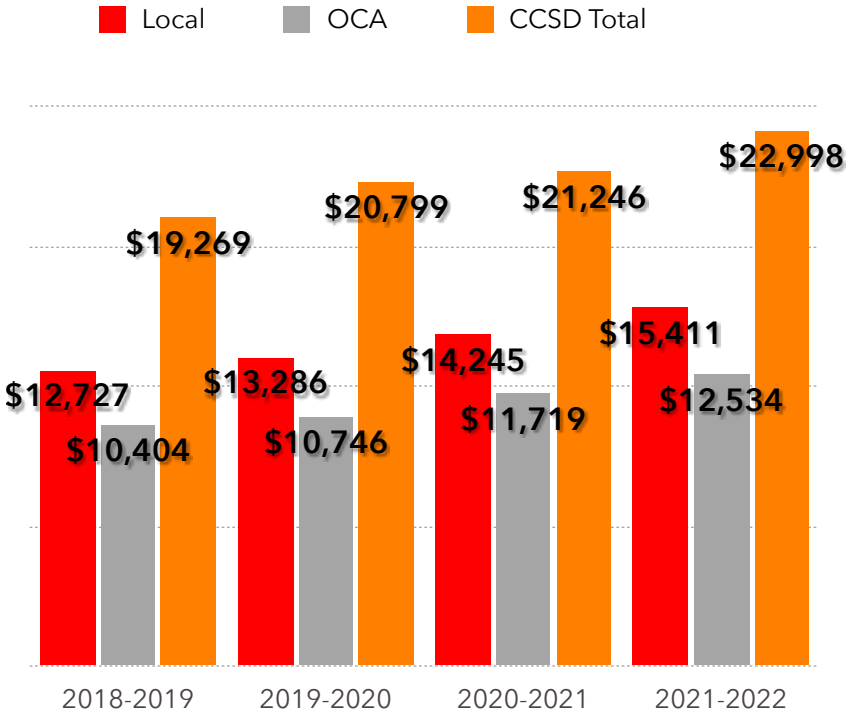
The above financial performance of our schools illustrates the sustainability of our financial model. Through effective cost controls and efficiencies provided in our model in the areas of occupancy and human resources, cash flow growth has consistently outpaced our growth in revenues. This has allowed the school's to quickly build cash reserves that promote long - term financial sustainability.

Source - Per Pupil Spending Revenue for Charleston County sourced from the South Carolina Revenue and Fiscal Affairs Office

2021-2022 PCA Managed Schools Revenue and Cash on Hand Balance



Per Pupil Revenue



Summary

The Oceanside Annual Report starts and ends with our "Mission Statement". While many companies and schools "identify" their mission statement, little is done to match the mission statement to school performance, culture, operations or evaluation.

Oceanside Collegiate Academy Mission Statement

"Oceanside Collegiate Academy (OCA) serves high school students in a safe, small, family centered environment who seek the opportunity and challenge of a rigorous curriculum, high academic standards, and elite athletics while earning up to two years of college credit"

Small - OCA is following the national small schools' initiative. OCA is built for 700 students, 350 students maximum in each academic setting.

Safe – OCA is designed physically and philosophically to create an atmosphere and culture that insures the safety of students at the highest level.

Family Centered – OCA recognizes the family unit as the focal point of student success and makes every effort to return the student to the family unit as soon as possible each day (5:00 PM). In addition, families save tens of thousands of dollars as a result of the OCA academic model and college credits earned while in high school.

Rigorous Curriculum, High Academic Standards – OCA continues to out score its comparable local district, The Charter Institute at Erskine, The South Carolina Public Charter School District, The Charleston County School District and South Carolina statewide academic performance criteria.

Elite Athletics – Thirty percent of OCA school athletes are likely to receive some type of financial support (scholarship) from Colleges or Universities as compared to the national high school rate of approximately 5%.

Fiscal Responsibility – OCA generates a substantial surplus (cash flow) each year to maintain the school. Fiscal sustainability and responsibility is critical to parents, students, community and our schools Local Education Agency Sponsor. In the past six years there have been no deficiencies identified by an outside audit firm.

6

Consecutive years of audits, completed in accordance with state statute with 0 identified deficiencies by an outside certified audit firm

There is always room for improvement and OCA will strive to improve our service model each year. However, test data and circumstances change each year as new students repopulate the school.

This Annual Report demonstrates the successes we have achieved in fulfilling the mission of our school - both through its culture and climate and through the extraordinary efforts of our team members and students.

From: Mike Lorenz <mlorenz@acaarmada.org>
Subject: Marshview Collegiate Academy
To: Francisco.Rodriguez@beaufort.k12.sc.us <Francisco.Rodriguez@beaufort.k12.sc.us>
Sent: January 6, 2025 9:39 AM (UTC-05:00)

WARNING: This email originated from outside of Beaufort County School District's email system. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Dr. Rodriguez,

Hope all is going well with you and your family. Congratulations for making superintendent of the year in SC.

I am reaching out to see if I can chat with you about BCSD and Marshview Collegiate Academy.

If you are able to talk with me what is the best time and phone number to reach you at?

Thank you,

Mike

--
Michael Lorenz
Principal
(843) 286-5990

From: Francisco.Rodriguez@beaufort.k12.sc.us <Francisco.Rodriguez@beaufort.k12.sc.us>
Subject: Re: Marshview Collegiate Academy
To: mlorenz@acaarmada.org <mlorenz@acaarmada.org>
Sent: January 13, 2025 3:21 PM (UTC-05:00)

Good afternoon Michael,
Thank you for reaching out to me. I tried to call you back today, but was unable to reach you. Let me know a good time to call or feel free to reach me at [redacted]
Regards,
Frank

Get Outlook for iOS

From: Mike Lorenz <mlorenz@acaarmada.org>
Sent: Monday, January 6, 2025 9:39:29 AM
To: Rodriguez, Francisco J <Francisco.Rodriguez@beaufort.k12.sc.us>
Subject: Marshview Collegiate Academy

WARNING: This email originated from outside of Beaufort County School District's email system. Do not click links or open attachments unless you recognize the sender and know the content is safe.

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Thank you,

Mike

--
Michael Lorenz
Principal
(843) 286-5990

From: Cartledge, Wendy B <Wendy.Cartledge@beaufort.k12.sc.us>
Subject: Marshview Collegiate Academy
To: apatrick@pcaschools.org <apatrick@pcaschools.org>
Sent: February 3, 2023 11:48 AM (UTC-05:00)

Dear Mr. Patrick:

Thank you for notifying Dr. Christina Gwozdz of the application for Marshview Collegiate Academy. We would greatly appreciate receiving a copy of the submission.

The Beaufort County School District is under a Title VI Desegregation Plan Agreement with the Office for Civil Rights. We are available to meet with you and your planning committee at your convenience.

We look forward to hearing from you.

Thanks,
Wendy

Wendy B. Cartledge
General Counsel

Beaufort County School District
2900 Mink Point Blvd.
Beaufort, SC 29901
Direct Line: (843) 322.2414
Fax Line: (843) 322.2330
Wendy.Cartledge@beaufort.k12.sc.us

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Beaufort County School District Nondiscrimination Statement

The BCSD is committed to nondiscrimination and equal opportunity for all students, parents/legal guardians, staff, visitors, applicants for admission and employment, personnel, and community members who participate or seek to participate in its educational programs or activities. Accordingly, the BCSD does not discriminate against any individual on the basis of race, religion, gender, gender identity, sexual orientation, sex, pregnancy, childbirth, or any related medical conditions, color, physical or mental disability, age (40 or older), ancestry, genetic information, national origin, or any other applicable status protected by Title VI, Title VII, Title IX or any other local, state, or federal law.

From: Andy Patrick <apatrick@pcaschools.org>
Subject: Marshview Collegiate Academy
To: Christina.Gwozdz@beaufort.k12.sc.us <Christina.Gwozdz@beaufort.k12.sc.us>
Cc: Robyn.Cushingberry@beaufort.k12.sc.us <Robyn.Cushingberry@beaufort.k12.sc.us>; Darcie Patrick <darciepatrick@gmail.com>; Damon Stephenson <dstephenson@pcaschools.org>; Francisco.Rodriguez@beaufort.k12.sc.us <Francisco.Rodriguez@beaufort.k12.sc.us>
Sent: January 28, 2023 2:44 PM (UTC-05:00)

WARNING: This email originated from outside of Beaufort County School District's email system. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Ms. Gwozdz

I am excited to announce to you that the planning committee for Marshview Collegiate Academy (MCA) will submit an application for approval through the Limestone Charter Association in February 2023. If approved, Marshview Collegiate Academy will be located in Bluffton, SC. Marshview will join its sister schools, Oceanside Collegiate Academy in Mt. Pleasant, SC, Legion Collegiate Academy in Rock Hill, SC and Atlantic Collegiate Academy in Conway, SC. Marshview will enroll 700-900 high school students primarily from Beaufort and Jasper counties. It will not be bound by district lines. MCA, like its sister schools, will be a dual enrollment high school and career readiness academy where students can earn up to 60 college credits while completing their high school diploma.

As per charter school law, MCA must inform the local district of the application. If you would like to have a copy of the submission one can be emailed to you upon request after submission. We are also required to ask the local district if it is under a desegregation order or volunteer plan by the USED, Office of Civil Rights. If so, MCA would need to meet with you to discuss the effect MCA would have on it.

The planning committee would be glad to meet with you, if desired. We look forward to serving students of Beaufort County.

Best Regards,

Andy

--

Andy Patrick, Chief Operating Officer

Pinnacle Charter School Management Group

C: (803) 530-3537

apatrick@pcaschools.org