

BRIDGEWATER ACADEMY

APPLICATION FOR CHARTER RENEWAL

FEBRUARY 2023

**SOUTH CAROLINA PUBLIC CHARTER SCHOOL
RENEWAL APPLICATION 2023**

NAME OF CHARTER SCHOOL:	BRIDGEWATER ACADEMY PUBLIC CHARTER SCHOOL
SCHOOL ADDRESS:	191 RIVER LANDING BLVD. MYRTLE BEACH, SC 29579
NAME OF APPLICANT GROUP:	WACCAMAW PARK PUBLIC CHARTER SCHOOLS
CONTACT PERSON:	TOM CECALA, BOARD CHAIRPERSON DR. SHERRY PINTO, PRINCIPAL
ADDRESS:	191 RIVER LANDING BLVD. MYRTLE BEACH, SC 29579
DAYTIME PHONE:	843-236-3689
EMAIL ADDRESS:	spinto@bridgewateracademy.org
GRADE LEVELS OF CHARTER SCHOOL:	KINDERGARTEN-GRADE 8
SPONSOR:	HORRY COUNTY SCHOOLS
SIGNATURE OF PRINCIPAL/DATE:	<u>Dr. Sherry Pinto</u> <u>2-10-23</u>
SIGNATURE OF BOARD CHAIR/DESIGNEE:	<u>Judith Edwards</u> <u>2-10-23</u> <u>Vice-chair BWA</u>

**Our Belief:**

We believe that all students should be
Loved- esteemed as the most important people on our campus!
Valued- appreciated for who they are and who they can become!
Safe- allowed to grow exponentially without threat of harm!

Our Vision:

The Vision of Bridgewater Academy Charter School is to Educate and Empower Every student, Every day to become Life-Long Learners!

Our Mission:

The Mission of Bridgewater Academy Charter School is to cultivate a learning community that fosters relationships and success through intentional support and effective instruction.

Our Student Pledge

I AM a Bridgewater Academy student;

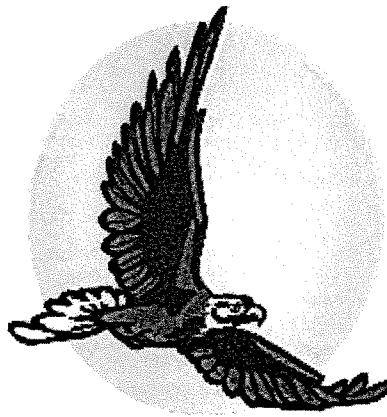
I came to school to learn and I will learn!

I believe in myself and my abilities.

My teachers have high expectations of me,

And so I choose to always do my best!

I AM PROUD TO BE A PART OF BRIDGEWATER ACADEMY
WHERE WE ARE SOARING TO NEW HEIGHTS IN EXCELLENCE!



Executive Summary

Bridgewater Academy (BWA) is helping all students begin to develop the characteristics of the Profile of the SC Graduate by affording a K-8 education with small class sizes, including opportunities for our middle school students to obtain high school credits through SC Virtual programming. Bridgewater Academy is accredited through our sponsor, Horry County Schools, and the application for accreditation renewal (**Appendix C**) was submitted in December 2022, and is pending approval from the SCDE.

Our overarching goal is to increase academic achievement by connecting classroom activities to real world experiences. At Bridgewater Academy, we promote character education, STEAM and career awareness, exploration, and preparation to assist students in developing sound academic, technical, and interpersonal skills that will ensure success in their high school and post-secondary endeavors. Specifically, **Appendix D** identifies the changes made from the Charter goals of 2011 to present as Bridgewater Academy strives to support the growth of each student to meet the guidelines outlined in the profile of a SC Graduate.

We also aid our students in developing character and leadership qualities through opportunities for volunteerism and community service through our Eagle Society and Student Council. The continued support from the community and dedicated faculty and staff, allows the Bridgewater Academy vision to come to fruition each year. Bridgewater Academy continues to engage all students through the consistent use of technology and curriculum guided by the South Carolina standards, as well as participation in Health/PE and world language classes.

Per Section 59-40-110(B), **Appendix A** of this document provides a detailed historical look at Bridgewater Academy's state and local testing results from 2018 to present (data from 2020-2021 may be scant/missing due to Coronavirus shutdowns). Additionally, due to the overdue status of the charter renewal application due to the Coronavirus shutdown, as well as significant personnel changes, this charter renewal applications consists of overarching revisions/updates to each section of the application as compared to the 2011 BWA charter.

As a result of Bridgewater Academy's students' historical and aggregate data/performance on state exams over a period of time and measurement as determined by the state office of testing and accountability, In 2018, Bridgewater Academy received the Comprehensive School Improvement (CSI) status. **Appendix B** of this document outlines the CSI plan and progress monitoring tool for BWA's goals and objectives, including pertinent student data.

In February 2023, although significant improvements in school-wide test scores were noted, Bridgewater Academy will maintain its CSI status and renewal cycle for three additional years.

Educational Plan and Capacity

School Mission Statement

The mission of BWA is to improve student learning by providing all students with a rigorous and relevant academic program. BWA will provide all students with increased learning opportunities that ensure students will develop a strong academic foundation and the technical and personal skills necessary to make a successful transition from BWA to high school and their post-secondary pursuits.

Curriculum and Instructional Model

BWA does not discriminate against any student based on disability, race, creed, color, gender, national origin, religion, ancestry, or need.

No tuition will be charged. BWA is sponsored by Horry County Schools, and aligns with all local, state and federal guidelines and policies. It is BWA's goal to increase student enrollment on the yearly basis by 10% until the maximum enrollment capacity of 171 students is reached.

Each academic course will adhere to the standards mandated by the state of South Carolina and Horry County Schools. The BWA Board of Directors will be ultimately accountable for ensuring students enrolled at BWA have access to curricular content and related instructional strategies which will assist them in meeting or exceeding the SC State Standards. The principal and the faculty and staff will implement this charter with a curriculum aligned with the academic standards adopted by the South Carolina department education that are germane to the grade levels and course offerings at BWA.

BWA will offer virtual high school class opportunities to qualified students, as well as virtual enrichment classes to students grades 6-8 through the SC Virtual program. The educational program at BWA will include a course of study that will help lead to the issuance of a high school diploma from the state of South Carolina that will include but is not limited to course unit requirements and applicable passage of required exams.

BWA will work diligently to ensure that the instructional program meets or exceeds state standards. The current curriculum framework draws from research-based designs such as the South Carolina College- and Career-Ready Standards, South Carolina 4.0 Teaching Standards Rubric, the United States Department of Education (USDE), and the Multi-tiered System of Support (MTSS) model to identify students in need of intervention or acceleration opportunities.

The current standards are referred to as the South Carolina College-and Career-Ready Standards. South Carolina Department of Education's Academic Achievement Standards will serve as the benchmarks, guidance, and structure for the instructional program. Student learning outcomes will drive instruction resulting in a strong academic foundation.

The South Carolina Teaching Standards 4.0 rubric is a research-based tool used to measure teacher effectiveness. A major focus is a more direct connection between teacher practices and increased student learning through the incorporation of student academic growth measures into classroom-based teacher evaluation and effectiveness ratings.

A Multi-Tiered System of Support (MTSS) structure has been established to provide interventions for students who are in need of academic, behavioral and social-emotional support. Students categorized in Tier 1 will receive support that is applied universally across all students to create optimal learning outcomes. Students categorized in Tier 2 will receive support that is applied for selected students in a targeted manner to reduce or eliminate learning difficulties as soon as they are identified. Students categorized in Tier 3 will receive support that is applied in response to significant and chronic learning or behavioral problems to improve student success as much as possible.

Serving Students with Disabilities

BWA will comply fully with the Individuals with Disabilities Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with special needs, including students eligible under Section 504 will be identified through the established Horry County Schools procedures. An individualized Education Program (IEP) will be developed in accordance with standard practices for each student with disabilities by a team including:

- parents or guardian
- the student
- the special education teacher and/or the special education related service provider as appropriate
- at least one of the student's general education teachers
- a representative as appropriate of the school district who can commit resources
- a school psychologist if evaluation results are discussed or if a reevaluation plan is developed
- at the discretion of the parents or BWA, other individuals who have knowledge or special expertise regarding the student, including related or specialized services personnel as appropriate

The IEP team will be responsible for the development of Individualized Education Programs. The IEP team will determine appropriate services to be provided for students to include transition services, assistive technology services, and related support.

The IEP will reflect all the required elements:

- student's present levels of educational performance
- measurable annual goals, including benchmarks or short-term objectives
- special education and related services and supplementary aids and services and a statement of program modifications or supports to be provided for the student
- extent (if any) to which the student will participate with non-disabled students in the general education class and IEP activities
- any individual modifications in administration of state or other required assessments of student achievement needed for the student to participate in the assessments
- projected date for the beginning of services and modifications and anticipated frequency, location, and duration of services and modifications
- how progress toward annual goals will be measured
- transition services as applicable
- documentation student has been informed of his/her rights that will be transferred to the student upon reaching the age of majority

Evaluation procedures will be used in accordance with federal regulations to determine whether a student is disabled and the nature and extent of the special education and related services that the student needs. The use of this term means procedures used selectively with an individual student and does not include basic tests administered to or procedures used with all students in a school, grade, or class.

Prior to conducting any school initiated evaluation, BWA will request parental/guardian permission for the proposed action through written notification. The notification will always include the following information:

- reasons for the requested evaluation and the name of the person who initiated the process;
☐ proposed evaluation procedures;
- statement that after obtaining parent permission for evaluation, the evaluation will be completed and that the parents/guardian will be informed of the schedule for doing so.
- description of the testing procedures and instruments to be utilized and the limitations of the instruments;
- description of how the findings of the evaluation will be used;
- statement that the parents will be informed of the results of the evaluation;
- description of all procedural safeguards available;
- statement of the parent's right to refuse permission for the evaluation, with the understanding that BWA or another agency can request an official hearing to present its reasons and try to obtain approval to conduct the evaluation;
- explanation of other rights pertaining to the evaluation process;
- list of the sources whereby parents may obtain free/low cost legal services;

- declaration that the student's educational status shall not be changed without the knowledge and written approval of the parent, or until the notice and process procedures have been exhausted;
- statement of any other factors relevant to the proposed action.

After obtaining parent/guardian permission for evaluation or following a decision through the official hearing (subject only to State Educational Agency appeal), the evaluation must be completed.

Following evaluation, BWA or other agency will notify the parents/guardian that evaluation has been completed. The notice shall include the following, with the exception of the items specified which are pertinent to both permission for evaluation and placement:

- results of the evaluation and the educational implications;
- statement of the parents'/guardian's rights to attend a meeting of the IEP team;
- a statement of the parents'/guardian right of refusal of permission for placement, with understanding that BWA or other agency can request a due process hearing to present its reasons and try to obtain approval for placement;
- an explanation of other rights pertaining to the placement process;
- a full description of all procedural safeguards available;
- a declaration that the student's educational status shall not be changed without the knowledge and written approval of the parent or until the notice and due process procedures have been exhausted;
- a list of the sources where the parents/guardian may obtain free/low cost legal services; and
- a statement of any other factors relevant to the proposed action

As a public charter school, BWA will comply with all federal and state laws regarding accommodations for students with impairments and will not discriminate against individuals who are believed to be handicapped or who were handicapped at one time.

The school will adhere to the criteria for eligibility, reporting, and official records for accommodations in Section 504. All staff in BWA will receive professional development on an on-going basis to assure that students who may qualify are identified in a timely manner and instructional delivery well as other interactions are conducted appropriately and effectively.

It is the student's responsibility to self-disclose as a student with a disability and to request accommodations through Disability Services. A student's initial request for accommodations should preferably occur prior to the beginning of a program or course but can be requested at any time. Bridgewater Academy's student support specialist and special education teacher may assist students with this request. Accommodations are not retroactive.

Goals, Objectives, Strategies and Assessment Plan

The goals are student-focused, objectives are specific and measurable, and strategies are research based. Assessment results will be used annually for program evaluation and program

improvement. BWA will use (at minimum) annual parent, student, and teacher surveys as an internal evaluation tools. BWA's learning community is committed to developing and focusing a continuous improvement plan that emphasizes student learning. The Board will be committed to supporting a school improvement plan that will sustain high quality of student performance.

GOALS:

- 1) Professional Development - BWA will offer PD with the following guidelines:
 - a. Core content at least 4x/year
 - b. Ed Technology at least 4x/year
 - c. SEL strategies/techniques at least 2x/year
- 2) BWA will maintain compliance with all IDEA, FAPE and FERPA federal, state and local policies and expectations. Exceptions will be documented, including an action plan for remedy as needed.
- 3) BWA will maintain compliance with all TITLE 1 AND TITLE 2 Regulations and district plans. Exceptions will be documented, including an action plan for remedy as needed
- 4) BWA will utilize the MTSS model of continuum of services to identify students in need of intervention or acceleration, hence providing access to those services within the confines of local and state guidelines in all available areas of the curriculum.
- 5) BWA will embed technology instruction, including computer literacy, K-8, and incorporate STEAM opportunities as identified in the SCDE standards.
- 6) BWA will offer at least two elective/related arts programs of study (on-site or virtual) each school year, one of which must be PE/Health and world language.
- 7) BWA will maintain and support a partnership with a parent organization as a means of supporting students and families beyond the academic day.
- 8) BWA will utilize research-based, district/state approved screening and assessment tools for assessment purposes at least 4x per year as part of the MTSS process of identifying need and monitoring student growth and performance creating a service provision plan.
- 9) BWA will maintain compliance with all district and state requirements for testing of all BWA students, including but not limited to, KRA, CoGAT, ACCESS, SC READY, and SCPASS as applicable.
- 10) BWA staff will analyze these data points to make grade and class placement as well as instructional decisions for students, based upon the MTSS model of service delivery.

Bridgewater Academy's Charter Goals that will be support through annual School Improvement Planning are listed below. The general process to monitor and support these goals will involve planning, internal analysis, external review, implementation, and documentation. Thus, BWA will be always involved in one or more components of continuous quality improvement.

Strategies to accomplish these goals include:

Establish continuous and open communication among all stakeholders.

Develop future community partnerships that will allow for student recruitment, staff professional development opportunities, and advanced student learning opportunities

Provide resources, activities, and expectations necessary for students to participate in a well-defined leadership and character-building program.

Organize clubs and organizations that foster a sense of community among students that can be sustained in a virtual or face-to-face environment

Incorporate activities that foster social and emotional learning in classroom and advisement activities

Assessment Plan:

Continuous quality improvement will be central to the approach to student assessment and progress evaluation. An important feature will be using assessment information in a positive manner with students so that they acquire skills in evaluating their own work and performance and that of peers, give and receive feedback constructively, use data from comparative assessments to set appropriate goals, and attach measurable steps toward reaching those goals. Students will become active participants in the assessment process rather than passive recipients of information. In this way, BWA believes there is more ownership of results and enthusiasm for continuous improvement in performance.

BWA has embedded many features in the curriculum and the master school schedule to assist students who may need extra time on task, individualized instruction, or motivational support. In this way, academic assistance will also be monitored by the faculty and the student's academic and family support team.

Because BWA is a 1-1 device school, some of the types of assistance available will be electronic and the student can use their device or similar technology to spend extra time working with various software and online resources for remediation. IXL, Achieve 3000 and other self-paced digital curricula will be utilized and small group instructional methods will be utilized for students who need similar types of help. Built-in reporting systems along with other software and online programs will monitor student effort and performance. These programs provide detailed reports so that the teacher and student have precise, real-time information on what is being accomplished and what adjustments are required.

Virtual Offerings and Other Program Elements

Virtual SC will be used to provide online courses aligned to state standards that are developed and taught by Highly Qualified, SC licensed teachers. Virtual SC will partner with BWA to provide a free individualized online learning solution for students on the path to high school graduation.

The school calendar and daily schedule will meet or exceed all requirements for the minimum number of instructional days and amount of instructional time. The calendar will follow, as close as possible, that of Horry County Schools. BWA will also meet or exceed the same minimum attendance requirements as other schools in Horry County.

Professional Learning

BWA's Principal is assigned the responsibility to oversee the faculty and staff's professional learning. The Principal works collaboratively with the school's leadership to develop a professional learning plan for the school. The key components of the professional learning plan include but are not limited to: teacher input, student achievement data, and state and district initiatives. The school utilizes available resources to assist teachers in their professional growth and to help student accomplish the school's mission, vision and goals. BWA works in conjunction with the district to offer appropriate professional learning opportunities. The school also supplements the opportunity with online resources allowing for flexible access to professional articles, instructional video, professional digital sharing communities and online coursework that can be used for recertification. Professional learning is offered and supported through follow up sessions and discussion faculty meetings. Faculty members share feedback on the effectiveness of professional learning offerings.

Topics for PD are selected based on student achievement data, current school goals, faculty and staff needs and relevant school topics for teachers to be prepared for the school year. Opportunities are structured to accommodate the needs of adult learners via whole group instruction, small collaborative communities, hands-on training, and online instruction.

Organizational Plan and Capacity

The Governing Body

The school is organized as a South Carolina non-profit corporation, and the school will be governed by a Board of Directors as outlined in the Board Bylaws.

The Board shall consist of seven members. No employee of Bridgewater Academy shall be seated on the Board in accordance with current South Carolina Charter School law. The election will be held in April or May on an announced date established by resolution of the Board. This will allow ample time for parents, employees, and other stakeholders to receive information about the nominees, meet the nominees, and talk with them prior to the election. The election process is as follows:

- The Governing Board shall be comprised of 7 members.
- The members of the Governing Board shall be elected to two year terms.
- The Director shall be elected by the employees and parents or guardians from a slate of no less than five (5) candidates who have a background in K-12 education or business. Of these candidates nominated, the candidate with the most votes shall be elected to the Board.
- Members of the board shall be elected by the employees and parents or guardians from a slate of nominated or self-nominated parents or guardians.
- Any vacancy in the Governing Board shall be filled by interim appointment by the Governing Board for the remainder of the vacating board member's term. The same entity or official that nominated the vacating board member shall nominate a candidate or candidates to fill the vacant Governing Board position. The Governing Board shall appoint one of the nominated candidates to fill the vacancy.
- New Board members will be sworn in and take office on or within thirty days of the election. Orientation and training for all new Board members will be held in one year of taking office on the Board in accordance with state law.
- The Board will hold an organizational meeting no later than November 1 and will elect officers in accordance with the articles of incorporation.

The Bridgewater Academy Board of Directors will govern in a manner to be established in conjunction with and approved by the State Board of Education and Horry County Schools, consistent with the provisions of the South Carolina Charter School Act, Sections 59-40-40(2-c) and 59-40-50(B)(8). Board responsibilities will include:

- a. Hiring and firing employees, including administrative personnel.
- b. Contracting for services such as staff development, financial management, program evaluation, legal services
- c. Developing school policies with the input of the professional staff and, where appropriate, students
- d. Developing personnel policies, including pay scales, benefits, performance management
- e. Ensuring that all certified personnel and non-certified teachers undergo background checks and other investigations and verifications before they are employed in the school
- f. Adopting a budget
- g. Approving the school's educational program
- h. Approving the school's accountability plan

- i. Establishing a method of engaging parents, business persons and other community members in planning, implementing, evaluating, and improving the school
- j. Ensuring that the school adheres to the same health, safety and civil rights and disability rights requirements as are applied to all public schools operating in the District
- k. Developing a lottery system that adheres to the guidelines as established in the state statute for charter schools

The Board generally will meet monthly on the 2nd Thursday of each month in a public meeting within South Carolina. A notice and agenda for the Board meeting will be posted in Bridgewater Academy's administrative area or by electronic means for public viewing. Students and parents can access BWA's website for board meeting information. Media will be notified of the time, date, place, and agenda for the meeting. The Board will be accountable for ensuring that Bridgewater Academy implements the approved charter in accordance with the charter school statute. The Board will delegate the responsibility to the Principal to administer approved Board policies.

Bridgewater Academy will comply fully with the South Carolina Freedom of Information Act (FOIA), Title 30, and Chapter Four. Meetings will be conducted by the BWA Board of Directors in accordance with all provisions of the current law and any amendments as they may be enacted. Only those matters as prescribed in the FOIA will be discussed in executive session. Provisions related to student records, personnel issues, and administrative records will comply with the FOIA, the Family Education Rights and Privacy Act, and standard practices of Horry County Schools.

A Chair, Vice Chair, Secretary, and Treasurer shall be elected by and from the Board by majority vote at the Annual Board Meeting as set forth in these Bylaws. Elected Officers shall be installed and serve for a term of one (1) year beginning with the meeting following the Annual Board Meeting. No Director shall hold more than one (1) office at a time, nor serve more than three (3) consecutive terms plus an unexpired term in the same office unless approved by Resolution of the Board.

The Chair shall preside at the meetings of the Board and the Executive Committee; shall be an exofficio member of all committees; and shall appoint the Advisory and Ad Hoc Committees, as deemed necessary. The Chair shall serve as the spokesperson for the Board and perform such other duties as may ordinarily pertain to the office of the Chair.

The Vice-Chair shall assist the Chair, and in the absence of the Chair, perform the duties of the office. The Vice-Chair shall perform whatever duties are assigned to the Chair of the Board. In the event of incapacity, death, or removal of the Chair, the Vice-Chair, shall assume the office of Chair and a new Vice-Chair shall be elected as set forth in these Bylaws.

The Secretary shall be responsible for the preparation, review, and editing of minutes of the Board of Directors and Executive Committee meetings prior to distribution; shall oversee a file of essential records, all attachments to the minutes and Directors' terms and attendance records, and shall perform such other duties pertaining to the office of the Secretary as the Chair may assign.

The Treasurer shall be responsible for the fiscal matters of the Corporation and serve as Chair of the Finance Committee, if any, and shall perform all duties incident to the office of Treasurer.

Any officer may be removed, with cause, by the affirmative majority vote of the Board, at any time. Any officer may resign at any time by giving written notice to the Chair of the Board. Unless otherwise specified in the notice, the resignation shall take effect upon receipt by the Chair, and acceptance of the resignation shall not be necessary to make it effective. Vacancies in any of the offices, except that of the Chair, may be filled by election as set forth in these Bylaws at any regularly scheduled meeting of the Board. The Vice-Chair shall fill the Chair's vacancy and a new Vice-Chair shall be elected. In the event of a vacancy in any office other than that of the Chair, such vacancy may be filled temporarily by appointment by the Chair until such time as the Board shall fill the vacancy by election. A Vice Chair, Secretary or Treasurer elected to fill a vacancy shall serve until the next Annual Meeting, and will be considered to have served one (1) full term in that office, unless he or she served less than six (6) months.

The Officers shall not be personally liable for the debts, liabilities, or other obligations of the Corporation and/or Bridgewater Academy.

Administrative Structure and Building Leadership

The Bridgewater Academy Board of Directors will delegate, to the Principal, the authority to develop and maintain a positive educational program designed to meet the needs of the school. Responsibilities will include personnel issues, student recruitment, revenue acquisition, and federal, state and local mandate compliance. The Principal will also oversee the day-to-day operations of the school. In the event of that the Principal is absent, members of non-instructional staff will oversee the instructional program. The order of succession will be the curriculum specialist, executive assistant, school counselor, student activities coordinator, and the student success coordinator. The Principal will ensure that all Board policies are adhered to, student needs are appropriately addressed and community and business relationships are maintained. The Principal will be responsible for day-to-day activities, monitoring student activity and classroom instruction as well as addressing daily school concerns such as discipline, attendance, district communications, and parent communication and other responsibilities as they occur.

Specifically, the Bridgewater Academy Principal will have the responsibility for oversight and decision-making on school operations including: a. Recommending new employees for hiring

- b. Evaluating and recommending for continuing employment all teachers and nonteaching employees
- c. Ensuring that all personnel undergo background checks and other investigations as required by law and Board policy before they are employed in the school
- d. Arranging and recommending negotiated services
- e. Making recommendations on matters related to the operation of the school, including: budgeting, curriculum, and operational procedures
- f. Ensuring that the school adheres to the same health, safety, civil rights, and disability rights requirements as are applied to all public schools
- g. Leading public relations and school to community and school to district communications

- h. Using technology for instruction and operations
- i. Attaining the goals stated in the school accountability plan
- j. Enlisting a high level of parent and community involvement
- k. All other duties as assigned by the Board

Employee Relations

The Bridgewater Academy basic structure and personnel guidelines for employment will be consistent with those established by Horry County School Board with the following exceptions: Employment and other personnel issues stated in the district policy that are normally referred to the Horry County School Board will be referred to the BWA Board of Directors for action and disposition; responsibilities normally assigned to the superintendent will be assigned to the Principal.

As an Equal Opportunity and Affirmative Action employer, Bridgewater Academy is committed to a policy which does not discriminate on the basis of age, gender, race, religion, handicapping conditions, or national origin in employment and educational programs. This is in compliance with Title VI, Title VII, Title IX, section 501, Americans with Disabilities Act (ADA) and all other applicable Civil Rights Laws.

The Principal will recommend hiring actions and the Board of Directors will have an opportunity to meet the candidates prior to approval.

Applicants for positions at BWA will complete the following process:

- a. Provide transcripts for degrees/diplomas held appropriate to the position
- b. Provide South Carolina Teaching Credentials, if applicable
- c. Provide three work/professional references
- d. Provide written communication describing reasons for wanting to be an employee of Bridgewater Academy
- e. By invitation, interview with the appropriate hiring authority
- f. Receive an offer of employment from the Board by the Principal contingent upon submitting to SLED/FBI screening as required by South Carolina law.
- g. Provide evidence of employment eligibility as required by law
- h. Sign an employment agreement

In addition to following the steps outlined above Principal and Executive Assistant will be approved by the Board.

BWA will not offer employment to any candidate without a personal interview by the Principal and completion of all background checks.

The BWA Board will have input and/or final approval of all of Bridgewater Academy personnel decisions, including employment, compensation, and discharge of all its employees.

Employee Evaluations

Bridgewater Academy employees complete an at-will work agreement. BWA's Principal will coordinate the performance evaluations for employees. The formal evaluation year will begin and end with the employee's work year and evaluation will occur every year. The evaluation process requires at least two observations and/or formal conferences with teachers and instructional support personnel.

A minimum of two formal conferences will be required as a part of the evaluation process for all other personnel. Where any employee is evaluated as not meeting expectations, the Principal will provide evidence and documentation of support in writing with a timeline for reevaluation.

- a. Certified and non-certified instructional employees will use the evaluation instrument consistent with their certification and contract status that is currently adopted by the South Carolina State Department of Education and Richland County School District One the Principal will be the key evaluator.
- b. All other employees will be evaluated using a form consistent with the Horry County Schools evaluation instrument for instructional support personnel and classified personnel. The Principal will be the evaluator for instructional support personnel and any other employees under direct supervision.
- c. The immediate supervisor will evaluate any other employees not reporting directly to the Principal. The Principal will sign all employee evaluations after reviewing with the immediate supervisor.

Terms and Conditions of Employment

Bridgewater Academy does not offer tenure or guaranteed employment. Either the school or the employee can terminate the employment relationship at any time, with or without cause, with or without notice. This is called Employment at Will. In the event of charter revocation or non-renewal, all contractual obligations under this Agreement cease immediately upon the effective date of revocation or non-renewal.

Each year BWA issues an agreement to each employee that outlines the aforementioned terms. The agreement is subject to all duties prescribed by the laws of the State of South Carolina and any concomitant administrative rules and regulations. Also, Employee agrees to render services acceptable to the BWA administration and to faithfully discharge such duties as may be reasonably prescribed by the administration or its designated representatives. Duties and responsibilities will be prescribed by the Principal and are subject to change. The employee further agrees to perform all prescribed duties and responsibilities in accordance with BWA policies and to cooperate with the administration, faculty, and staff to promote the BWA mission.

In consideration of this agreement, BWA agrees to pay Employee for professional services according to their roll during the agreed upon period according to the salary schedule adopted by the Board. In the event of a reduction in any amount of local, state, federal or any other funding,

BWA may, in its discretion, terminate this agreement or reduce Employee's work schedule and/or the salary payments made for the services the employee provides under this agreement. Employee acknowledge that he/she understands that if he/she accepts any payment from BWA for work not completed under this agreement, the employee will refund that amount to BWA and, furthermore, that Employee fully comprehends that if the employee does not repay that money to BWA in a timely manner (within two weeks of Employee's receipt of the unearned funds) legal action may be taken against Employee for receipt of funds for work not completed under this agreement.

BWA employees will be entitled to participate in designated employee benefit programs and plans established by BWA (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be amended and modified by BWA in its sole discretion. Currently, BWA participates SC State Health and Retire Plans through PEBA. Employment rights and benefits for employment at BWA shall only be as specified in this Employment Agreement, BWA's charter, the Charter Schools Act and BWA's Employee Handbook, which from time to time may be amended and modified by Bridgewater Academy leadership. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the South Carolina Department of Education and the BWA Board of Directors.

Employees shall receive periodic performance reviews conducted by his/her supervisor. At a minimum, performance evaluations will be conducted annually, on or about the anniversary date of employment with BWA. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems. Failure to evaluate Employee shall not prevent BWA from disciplining or dismissing Employee at-will in accordance with this Agreement.

In accepting a position with BWA, the employee acknowledges that he/she possesses, or is in progress of possessing, the professional qualifications prerequisite for this position (a valid, current South Carolina teaching certificate, if required) and that failure to maintain these qualifications during the agreement period shall automatically terminate his/her agreement with BWA.

Any changes in these terms shall be made in writing and at least seven days before they become effective.

The official personnel records necessary for executing contracted and support services will be maintained in the Bridgewater Academy's administrative office using appropriate security measures. Personnel files will contain signed employment agreement; credentials and certifications or professional tests, if applicable; academic transcripts; health certificates; birth certificate; social security number; Employment Eligibility Form; benefits declarations; signed terms of employment form; signed receipt of employee handbook; evaluation documentation and commendations; and other official correspondence.

Bridgewater Academy will develop its own employ handbook. In the event of a conflict between BWA however, in the event of a conflict between that handbook and a policy of Horry County Schools, policy or regulation, the Board policy or regulation takes precedence and controls. In the event of a conflict between this handbook and any applicable law, the applicable law takes precedence and controls.

Employee Qualifications

Teachers in the core academic subjects taught at Bridgewater Academy will meet the definition of "highly qualified" by state of South Carolina. The acceptable certificates meeting the "highly qualified" criteria are initial, critical need (PACE), or Professional. Bridgewater Academy will also strive to meet the "25% rule" allowed by Charter Schools for non-HQ staff. The Principal will work with the staff to ensure progress toward proper certification for the area of employment for all teachers.

Paraprofessional employees who perform instructional support duties will meet the qualifications required in any school receiving Title I funding: high school diploma or GED and at least two years of study at an institution of higher education, possess an associate degree, or demonstrate subject matter competence through a state approved assessment.

Qualifications and experience of all faculty and staff of the school will be open to the public and considered an important part of the information shared with prospective and enrolled students and their parents/guardians. Updates on changes as they occur with regard to staffing and qualifications will be communicated in a timely manner as specified in current state and federal laws.

Grievance and Termination Procedures

Bridgewater Academy will not adopt the procedures for the employment and dismissal of teachers outlined in S.C. Code Ann. 59-25-410 et. seq. (1990).

BWA's Principal will give written notice to the employee of intent not to offer an employment agreement no later than May 1 of each year. The teacher shall have an opportunity for due process and a hearing with the Bridgewater Academy Board of Directors in accordance with the grievance procedure outlined in the staff handbook. The decision of the Bridgewater Academy Board is final.

Administrative, paraprofessional, and non-teaching staff will receive written notice from the Principal of intent not to offer an employment agreement no later than June 15 of each year. The employee will have an opportunity for due process and a hearing with the BWA Board in accordance with the grievance procedures outlined in the staff handbook. The decision of the Board is final.

Student Enrollment

The Bridgewater Academy staff will ensure that families and students representative of all ethnic groups receive the information regarding enrollment and are included in focused recruitment efforts. The school will utilize targeted marketing and recruiting efforts to assure that the pool of applicants is sufficient to enroll a student body that complies with the racial composition guidelines stipulated in the charter law.

BWA will employ a recruitment and marketing/public relations plan that includes but is not limited to the following strategies and activities to insure that the racial and ethnic balance is reflective of Horry County. An enrollment process will be scheduled and adopted which includes a timeline that allows for broad-based recruiting efforts and distribution of the applications. Applications and information will be available in languages other than English, if requested. Promotional and marketing/recruiting materials will be designed to communicate in an effective manner to all racial and ethnic groups represented in the community. Contacts will be made with and assistance requested from significant community groups and agencies that serve or interact with various racial, ethnic, and special interest groups within the community. Outreach meetings and functions will occur during the application period and throughout the year to assure awareness of the school as a choice for students and their parents/guardians from all geographic and socioeconomic areas of the district. Perceived barriers for any racial or ethnic groups of prospective students will be addressed with particular attention to removing obstacles that might prevent a student from enrolling.

Prospective students that meet BWA acceptance requirements will be admitted on an ongoing basis, with a possible 30-day probationary period, until maximum enrollment capacity is met. BWA will enroll only a limited number of students, if any, from outside the Horry-Georgetown attendance zone. BWA will have a total maximum enrollment of 171 students.

BWA's application period will be from January 1-June 1 of the current school term. Applications can be accessed electronically through the Bridgewater Academy website (www.bridgewateracademy.org)

The application process is as follows:

- BWA representatives will offer monthly tours/information sessions during the application period virtual and/or in-person at the school's location or at a variety of locations throughout the district to ensure that the applications and information about the school reaches all segments of the community. At these meetings, students and parents/guardians will receive information regarding the academic program, attendance expectations, parental involvement expectations, school structure and schedule, as well as other pertinent school information.
- Prospective students must submit a completed application to be considered for fall enrollment. The enrollment period may be extended at the discretion of the principal.

As a charter school, all students will be accepted regardless of disability, race, creed, color, gender, national origin, religion, ancestry, or need.

Out of district enrollment will not exceed 20% of the total charter school enrollment during the charter's existence. Attendance will be checked at regular intervals to best reflect the unique individual needs and interests as the student develops and matures.

Student Conduct, Rights, and Responsibilities

Bridgewater Academy will follow the Horry County Schools policies regarding student rights and responsibilities, as well as the student code of conduct and discipline.

Disciplinary actions will be commensurate with the type of violation:

Level 3 Offenses are Zero Tolerance Behaviors that result in expulsion.

- Level 3 Offenses include: disruption of school by bomb threats, unauthorized activation of a fire alarm, arson or attempted arson of school property, participation in an act of mob or gang violence, extortion or battery, burglary, physical assault of an employee of the school or college or visitor, sexual assault, sale or distribution of drugs/alcohol, possession of firearm or bomb.
- Level 2 Offenses include possession of any object that can be categorized as a weapon; violation of liquor law including using, possessing, handling, or being under the influence of any amount of alcohol; drug possession including being under the influence of a controlled or illegal substance; disruption of the orderly operation of the school; physical assault of a student; threats to another person to do bodily harm; vandalism of school or college property; sexual misconduct; contributing to rules violations; trespassing; material disruption regardless of whether it is on the school or college premises. Disciplinary action: no more than 10 days out-of-school suspension.
- Level 1 Offenses are those which include fighting, refusal to obey, bullying and disrespect, excessive absences and tardiness, failure to respond and provide identification, use of tobacco products, failure to comply with detention or other consequences, theft less than \$100, improper classroom behavior including excessive noise. Disciplinary actions are primarily interventions intended to help the student make more acceptable choices of behaviors such as individual conference, referral to Principal or student services coordinator, parent conference, restitution, behavior contracts, detention or out-of-school suspension.

Out-of-school suspensions apply to all classes including college classes and classes or extracurricular activities at any other South Carolina public school. Expulsion applies to, and includes, any other South Carolina public school.

Law enforcement notification and reports will be filed as required by law.

Decisions of the Principal for Levels 1 and 2 Offenses will be final. In the case of suspension, the student will be given a letter and a letter will be mailed to the parent/guardian. The parents/guardian and student will be scheduled for a conference with the Principal and other school

staff in order to develop a plan for successfully returning to school. A written behavior contract of expectations will be developed with the signatures of the student and parents/guardian with the goal of helping the student to learn from the mistake(s) and to accept responsibility for making appropriate decisions. Resources to assist students with recurring behavior issues will be obtained as needed.

Students with Disabilities Students who have been identified as handicapped or disabled are not exempt from the rules regarding behavior as outlined above. However, all disciplinary action involving these students will be addressed in accordance with state and federal law.

Bridgewater Academy will provide special education services to eligible students in accordance with state and federal regulations as outlined in the Individuals with Disabilities Education Act (IDEA) of 1997.

If a student enters BWA having been identified as having special needs, the special education teacher will work collaboratively with the district and previous school to collect records and documentation regarding the Individual Education Plan/Program (IEP). In the event that a student is recommended to the screening process, the school will obtain parental permission to perform a comprehensive evaluation to determine eligibility. The school will design a program appropriate to the student and provide a full range of services as needed.

Bridgewater Academy will utilize an inclusive special education program, to ensure that students with disabilities will be in school, side by side with their peers in accordance with LRE. The recent reauthorization of IDEA supports inclusive practice and involving students with disabilities in the general classroom curriculum and assessment. The school will employ a special education teacher who will work with classroom teachers to provide modifications, accommodations and instructional support as needed. Students will be provided with supplementary aides as needed. Where necessary, the school will contract for comprehensive, specialized services through the District and/or other local resources to assure that every student's needs are met. Teachers will participate in professional development on a continuous basis related to implementing the IEP and effectively identifying students who may benefit from special education services. Since learning disabilities comprise the greatest need generally for special education students, the Middle College will seek a Special Education teacher with demonstrated expertise in this area as well as other types of special needs.

The school will ensure that the facility will meet all federal, state and local requirements for persons with disabilities.

Student Rights

The Principal will make decisions concerning student expulsion. The decision of expulsion may be appealed to the Board of Directors of Bridgewater Academy. To request an appeal, the

parent/guardian must write a letter to the Board within five (5) calendar days after the Principal's decision for expulsion. An appeal will be limited to the established record from the Principal's investigation, and no new testimony will be allowed. The student may request that the Board conduct their hearing of the appeal in executive session using proper procedures to protect student privacy and measures to comply with the Freedom of Information Act.

BWA will adhere to all provisions of the Family Education Rights and Privacy Act (20 U.S.C. 1232).

At the beginning of the school year, the BWA Student Handbook will be distributed to all students either in print or electronically. Parents/guardians as well as students will sign the form via electronic signature or print acknowledging receipt of the book. The signature will also indicate understanding of the Discipline Code and consent to the responsibilities outlined in it. The Parent/Guardian Partnership Agreement will include a commitment to support the discipline and conduct standards of the school.

The administration will involve the school leadership team in reviewing and revising the Student/Parent Handbooks. The Board will review the Student/Parent Handbooks for each academic year.

English Language Learners will not be excluded from the general classroom activities because of language need, but rather be provided support as needed within the classroom and beyond. BWA will ensure that students and their families will be provided with support in accordance with all applicable federal laws and regulations.

Bridgewater Academy will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.

Parental, Community and Educator Involvement:

The success of Bridgewater Academy is dependent on the continuous involvement of parents, district and community partners. Communication between the school and these groups will occur through the use of, a combination of one or more of the following: school website, automated phone caller, and all school-based social media platforms.

Parents/guardians will receive regular communications from the administration and the staff of the school through telephone calls, website, social media, and letters home. Parents/guardians will be required to sign the Parent/Guardian Partnership Agreement/Title 1 Compact when their student registers which includes a commitment to support student and school activities. If the parent/guardian is unable to make or maintain this commitment, they will be asked to identify another adult advocate who is willing to be a positive role model for the student and volunteer their time. The Parent/Guardian Partnership Agreement will also include:

- Participating in parent/teacher progress conferences

- Participating with the student in events or activities related to the Individual Graduation Plan
- Attending school meetings
- Maintaining awareness of the student's attendance and conduct
- Reading and discussing student/parent handbook with the student
- Communicating with the school about any suggestions that they feel will improve the school

Parents will also be used as field study chaperones and community liaisons. They will also be asked to join the Parent Teacher Organization (PTO).

Transportation

Students will be expected to provide their own transportation to and from school.

Transportation arrangements to attend school or to participate in school activities will be in accordance with all state and federal regulations and laws.

Business Plan and Capacity

Budget and Finance

Bridgewater Academy utilizes an accredited accounting firm to manage all fiscal aspects of the Charter School. In addition, Bridgewater Academy utilizes an approved auditing firm to maintain compliance with all local and state fiduciary obligations and requirements.

**Waccamaw Park Public Charter Schools, Inc.
d/b/a BRIDGEWATER ACADEMY
(A Component Unit of Horry County School District)**

Myrtle Beach, South Carolina

**ANNUAL FINANCIAL REPORT
June 30, 2021**

(With Independent Auditors' Report Thereon)

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Annual Financial Report
Table of Contents
June 30, 2021

FINANCIAL SECTION

	<u>Page(s)</u>
Independent Auditors' Report on Financial Statements.....	1-2
Management's Discussion and Analysis.....	3-8

FINANCIAL STATEMENTS

Exhibit

Government-Wide Financial Statements

A	Statement of Net Position.....	9
B	Statement of Activities.....	10

Fund Financial Statements

C	Balance Sheet - Governmental Funds.....	11
D	Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position.....	12
E	Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds.....	13
F	Reconciliation of Statement of Revenues, Expenditures, and Changes in Fund Balance of Governmental Funds to the Statement of Activities.....	14
	Notes to the Financial Statements.....	15-37

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Annual Financial Report
Table of Contents
June 30, 2021

FINANCIAL SECTION, Continued

REQUIRED SUPPLEMENTARY INFORMATION

<u>Schedule</u>	<u>Page(s)</u>
1 Schedule of the Proportionate Share of the Net Pension Liability.....	38
2 Schedule of School Contributions - Pension Plan.....	39
3 Schedule of the Proportionate Share of the Net OPEB Liability.....	40
4 Schedule of School Contributions - OPEB Plan.....	41
5 General Fund - Schedule of Revenues, Expenditures, and Changes in Fund Balance - Budget and Actual.....	42-46

OTHER SUPPLEMENTARY INFORMATION

6 Special Revenue Fund - Schedule of Revenues, Expenditures, and Changes in Fund Balance.....	47-51
7 Special Revenue Fund - Schedule of Program Classifications	52
8 Special Revenue Fund - Summary Schedule for Designated State Restricted Grants.....	53
9 Education Improvement Act - Combining Schedule of Revenues, Expenditures, and Changes in Fund Balance - All Programs.....	54-55
10 Education Improvement Act - Summary Schedule by Program.....	56
11 Schedule of Due to State Department of Education/Federal Government.....	57

COMPLIANCE SECTION

12 Schedule of Findings and Responses.....	58
13 Schedule of Prior Year Findings.....	59
Independent Auditors' Report on Compliance and Other Matters and on Internal Control Over Financial Reporting Based on an Audit of Financial Statements Performed in Accordance with <u>Government Auditing Standards</u>	60



MARTIN SMITH

& COMPANY CPAs

INDEPENDENT AUDITORS' REPORT ON FINANCIAL STATEMENTS

Board of Directors
Waccamaw Park Public Charter Schools, Inc.
d/b/a Bridgewater Academy
Myrtle Beach, South Carolina

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and each major fund of Waccamaw Park Public Charter Schools, Inc. d/b/a Bridgewater Academy ("the School"), a component unit of the Horry County School District as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the School's financial statements, as listed in the accompanying table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to in the first paragraph above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Waccamaw Park Public Charter Schools, Inc. d/b/a Bridgewater Academy at June 30, 2021, and the respective changes in financial position thereof for the year then ended, in conformity with accounting principles generally accepted in the United States of America.

Other Matters

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, the budgetary comparison information, and the pension plan schedules, as listed in the accompanying table of contents, be presented to supplement the financial statements. Such information, although not a required part of the basic financial statements, is supplementary information required by the Governmental Accounting Standards Board ("GASB"), who considers it to be an essential part of financial reporting for placing the basic financial statements in the appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the financial statements, and other knowledge we obtained during our audit of the financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Our audit was performed for the purpose of forming an opinion on the financial statements taken as a whole. The supplementary information, as listed in the table of contents, is presented for purposes of additional analysis and is not a required part of the financial statements of Waccamaw Park Public Charter Schools, Inc. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion such information is fairly presented in all material respects in relation to the financial statements taken as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated September 24, 2021, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grants. The purpose of that report is to describe the scope of testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audit.

Martin Smith and Company CPAs PA

Greenville, South Carolina
September 24, 2021

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MANAGEMENT'S DISCUSSION AND ANALYSIS
For the Year Ended June 30, 2021

This discussion and analysis of Waccamaw Park Public Charter Schools, Inc.'s d/b/a Bridgewater Academy ("the School") financial performance provides an overview of the School's financial activities for the fiscal year ended June 30, 2021. The intent of this discussion and analysis is to look at the School's financial performance as a whole. Readers should also review the notes to the financial statements and the financial statements themselves to enhance their understanding of the School's financial performance.

FINANCIAL HIGHLIGHTS

Government-Wide Financial Statements

In the Statement of Net Position, the liabilities and deferred inflows of the School exceeded its assets and deferred outflows at the close of the 2021 fiscal year by \$2,259,580 (net deficit). The School has invested \$1,343,639 in capital assets, net of accumulated depreciation, and financed these property acquisitions with \$1,212,407 in related debt. Therefore, the School reported a deficit balance in unrestricted net deficit of \$2,390,812.

Included in liabilities is the net pension obligation of \$1,355,399 and other post-employment benefit obligation of \$1,203,309.

The School's total net position increased by \$204,154 during its most recent fiscal year.

Fund Financial Statements

As of the close of the current fiscal year, the School's Governmental Funds reported combined ending fund balances of \$515,105. This is an increase in the fund balances of \$143,130 from the previous year.

At the end of the current fiscal year, the unassigned fund balance for the General Fund was \$507,674.

The School's total capital assets, net of accumulated depreciation, decreased by \$76,001 during the current fiscal year, as depreciation exceeded property additions.

The School's total long-term debt decreased by \$117,319 during the current fiscal year, as the School borrowed \$204,192 from banks, made scheduled debt payments of \$117,958 and had \$203,553 in PPP loan forgiven.

During the 2021 fiscal year, the School's governmental fund-type revenues were \$1,971,682, an increase of \$210,255 from the previous year.

During the current fiscal year, the School's governmental fund-type expenditures were \$2,032,744.

Overall

The 135-day student count remained the same, 139 students in the prior year as well as 139 students in the current year. The 135-day enrollment count is the basis for most of the state funds that the School receives.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MANAGEMENT'S DISCUSSION AND ANALYSIS
For the Year Ended June 30, 2021

OVERVIEW OF THE FINANCIAL STATEMENTS

Management's Discussion and Analysis serves as an introduction to the School's Financial Statements. The School's Financial Statements consist of three components:

- Government-Wide Financial Statements
- Fund Financial Statements
- Notes to the Financial Statements

In addition to the Financial Statements, this report contains Required Supplementary Information that will enhance the reader's understanding of the financial condition of the School.

Government-Wide Financial Statements

The Government-Wide Financial Statements provide a broad overview of the School's overall financial status, in a manner similar to a private-sector enterprise.

The Statement of Net Position presents information on all of the School's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The Statement of Activities presents information showing how the government's net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, for some items, revenues and expenses are reported in this statement that will only result in cash flows in future fiscal periods.

The Government-Wide Financial Statements distinguish functions of the School that are principally supported by taxes and intergovernmental revenues (Governmental Activities) from other functions that are intended to recover all or a significant portion of their costs through user fees and charges (Business-type Activities). However, all activities of the School are Governmental Activities, which include instruction, supporting services, and debt service. The School's operations do not include any Business-type Activities.

The Government-Wide Financial Statements can be found at Exhibits A and B of this report.

Fund Financial Statements

The remaining financial statements are Fund Financial Statements which focus on individual parts of the School, reporting the School's operations in more detail than the Government-Wide Statements.

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related requirements. All of the funds of the School are Governmental Funds.

Governmental Funds are used to account for essentially the same functions reported as Governmental Activities in the Government-Wide Financial Statements. However, unlike the Government-Wide Financial Statements, Governmental Funds Financial Statements focus on near-term uses of expendable resources, as well as on balances of expendable resources available at the end of the fiscal year. Such information may be useful in evaluating a government's near-term financing requirements.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MANAGEMENT'S DISCUSSION AND ANALYSIS
For the Year Ended June 30, 2021

OVERVIEW OF THE FINANCIAL STATEMENTS, Continued

Because the focus of Governmental Funds is narrower than that of the Government-Wide Financial Statements, it is useful to compare the information presented for Governmental Funds with similar information presented for Governmental Activities in the Government-Wide Financial Statements. By doing so, readers may better understand the long-term impact of the government's near-term financing decisions. Both the Governmental Funds Balance Sheet and the Governmental Funds Statement of Revenues, Expenditures, and Changes in Fund Balance provide a reconciliation to facilitate the comparison between Governmental Funds and Governmental Activities.

The School maintains two individual Governmental Funds. Information is presented separately in the Governmental Funds Balance Sheet and in the Governmental Funds Statement of Revenues, Expenditures, and Changes in Fund Balance for the General Fund and the Special Revenue Fund. The Governmental Funds Financial Statements can be found at Exhibits C, D, E, and F of this report.

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the Government-Wide and Fund Financial Statements. The Notes to the Financial Statements can be found following Exhibit F of this report.

Other Information

The School adopts an annual appropriated budget for its General Fund. A budgetary comparison statement has been provided in the required supplementary information section for this fund to demonstrate compliance with its budget.

Major Features of Waccamaw Park Public Charter Schools, Inc.
d/b/a Bridgewater Academy
Government-Wide and Fund Financial Statements

	Government-Wide Statements	Fund Financial Statements
		<i>Government Funds Only</i>
Scope	Entire school unit	The activities of the School that are not proprietary or fiduciary
Required financial statements	Statement of Net Position Statement of Activities	Balance Sheet
Accounting basis and measurement focus	Accrual accounting and economic resources focus	Modified accrual accounting and current financial resources focus
Type of asset/liability information	All assets and liabilities, both financial and capital, and short-term and long-term	Only assets expected to be used and liabilities that come due during the year or soon thereafter; no capital assets included
Type of inflow/outflow information	All revenues and expenses during year, regardless of when cash is received or paid	Revenues for which cash is received during or soon after the end of the year, expenditures when goods/services have been received and payment is due during the year or soon after

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MANAGEMENT'S DISCUSSION AND ANALYSIS
For the Year Ended June 30, 2021

Government-Wide Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the School, liabilities and deferred inflows of resources exceeded assets and deferred outflows of resources by \$2,259,580 at the close of the most recent fiscal year.

The following table provides a summary of the School's net position for 2021 compared to 2020:

Net Position

	Governmental Activities	
	2021	2020
Assets		
Current and other assets	\$ 1,031,788	\$ 677,916
Capital assets	1,343,639	1,419,640
Total assets	<u>2,375,427</u>	<u>2,097,556</u>
Deferred Outflows of Resources	<u>526,911</u>	<u>371,087</u>
Liabilities		
Long-term liabilities	4,078,168	3,833,411
Other liabilities	516,683	305,941
Total liabilities	<u>4,594,851</u>	<u>4,139,352</u>
Deferred Inflows of Resources	<u>567,067</u>	<u>793,025</u>
Net Position		
Net investment in capital	131,232	118,630
Unrestricted net position	<u>(2,390,812)</u>	<u>(2,582,364)</u>
Total net position	<u>\$ (2,259,580)</u>	<u>\$ (2,463,734)</u>

During the current fiscal year, net position of the School's governmental activities increased by \$204,154. Unrestricted net position – the part of net position that can be used to finance day-to-day operations without constraints established by debt covenants, enabling legislation, or other legal requirements – changed from (\$2,582,364) at June 30, 2020, to (\$2,390,812) at June 30, 2021.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MANAGEMENT'S DISCUSSION AND ANALYSIS
For the Year Ended June 30, 2021

The following table shows the changes in net position for fiscal year 2021 compared to 2020:

Changes in Net Position

	Governmental Activities	
	2021	2020
Revenues		
Program revenues:		
Operating grants	\$ 1,950,523	\$ 1,642,389
Charges for services and sales	12,491	2,475
General revenue:		
Local revenue	17,558	110,272
Total revenues	1,980,572	1,755,136
Program Expenses		
Instruction	1,085,175	915,544
Support services	814,066	751,731
Interest	80,730	87,590
Total expenses	1,979,971	1,754,865
Non-recurring item - contribution from forgiveness of PPP loan	203,553	-
Increase in net position	\$ 204,154	\$ 271

Governmental Activities:

FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS

Governmental Funds

For the year ended June 30, 2021, the School's Governmental Funds reported combined fund balances of \$515,105 as compared to \$371,975 for the prior year.

The Special Revenue Funds consists of various federal, state, local funds, and the Education Improvement Act funds. These funds were spent appropriately as mandated by the legislation that allowed for their distribution. The funds that were received during the year were expended during the current fiscal year; therefore, there was no fund balance at the end of the previous or current year.

General Fund Budgetary Highlights

The School's budget is prepared according to South Carolina law and is based on accounting for certain transactions on a basis of cash receipts, disbursements, and encumbrances. The most significant budgeted fund is the General Fund. During the course of the fiscal year 2021, amendments to the School's General Fund budget resulted in an insignificant change in fund balances.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MANAGEMENT'S DISCUSSION AND ANALYSIS
For the Year Ended June 30, 2021

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

At the end of 2021, the School had \$1,343,639 net investment in capital assets. The year-end total of capital assets was \$2,425,275, with a total accumulated depreciation of \$1,081,636. The depreciation expense taken during the year was \$126,601, and capital additions were 50,600 the current year.

The following table shows fiscal 2021 balances compared to 2020:

	Capital Assets	
	(Net of Depreciation)	
	Governmental Activities	
	2021	2020
Building	\$ 1,215,218	\$ 1,334,748
Furniture and equipment	108,292	23,937
Building improvements	20,129	60,955
Totals	<u>\$ 1,343,639</u>	<u>\$ 1,419,640</u>

Long-term Debt

At fiscal year-end, the School had \$1,519,460 in notes payable versus \$1,636,779 in the prior year, as shown in the following table:

	Outstanding Debt, at Year End	
	Governmental Activities	
	2021	2020
Note payable	\$ 1,636,779	\$ 1,636,779
Total long-term debt	<u>\$ 1,519,460</u>	<u>\$ 1,636,779</u>

Economic Factors

The following key economic indicators reflect the operations of the School:

- The School continues to see community support as evidenced by the volunteerism, local organizations donating classroom and office supplies, private donations, and support through fundraising.
- The School has a returning staff of professionals that are committed to the School.
- The School will continue to seek both federal and private grant funds to supplement its Education Finance Act ("EFA") funding.

Contacting the School's Financial Management

This financial report is designed to provide interested parties with a general overview of the School's finances and to show the School's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the School's business office located at 191 River Landing Blvd, Myrtle Beach, South Carolina 29579.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Statement of Net Position
June 30, 2021

	<u>Governmental Activities</u>
<u>ASSETS</u>	
Cash and cash equivalents	\$ 879,205
Due from other governmental units	145,152
Prepaid expenses	7,431
Capital assets	2,425,275
Less accumulated depreciation and amortization	(1,081,636)
Total capital assets, net of depreciation	<u>1,343,639</u>
Total assets	<u>2,375,427</u>
<u>DEFERRED OUTFLOWS OF RESOURCES</u>	
Deferred pension charges	267,051
Deferred OPEB charges	<u>259,860</u>
Total deferred outflows of resources	<u>526,911</u>
<u>LIABILITIES</u>	
Accounts payable and accrued expenses	276,179
Revenue collected in advance	240,229
Due to other governmental units	275
Pension obligations	1,355,399
OPEB obligations	1,203,309
Long-term liabilities:	
Due within one year	138,278
Due in more than one year	<u>1,381,182</u>
Total liabilities	<u>4,594,851</u>
<u>DEFERRED INFLOWS OF RESOURCES</u>	
Deferred pension credits	222,078
Deferred OPEB credits	<u>344,989</u>
Total deferred inflows of resources	<u>567,067</u>
<u>NET POSITION</u>	
Net investment in capital assets	131,232
Unrestricted net position (deficit)	<u>(2,390,812)</u>
Total net position (deficit)	<u>\$ (2,259,580)</u>

The notes to the financial statements are an integral part of this statement.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Statement of Activities
For the Year Ended June 30, 2021

<u>Functions / Programs</u>	<u>Expenses</u>	<u>Program Revenues</u>		<u>Net Revenue (Expense)</u> <u>and Change</u> <u>in Net Position</u>
		<u>Charges for</u> <u>Services</u> <u>and Sales</u>	<u>Operating</u> <u>Grants and</u> <u>Contributions</u>	<u>Governmental</u> <u>Activities</u>
Governmental activities:				
Instruction	\$ 1,085,175	\$ -	\$ 1,069,036	\$ (16,139)
Support services	814,066	-	801,958	(12,108)
Interest and other charges	80,730	12,491	79,529	11,290
Total governmental activities	<u>1,979,971</u>	<u>12,491</u>	<u>1,950,523</u>	<u>(16,957)</u>
Total	\$ <u>1,979,971</u>	\$ <u>12,491</u>	\$ <u>1,950,523</u>	<u>(16,957)</u>
General revenues:				
Other revenue				10,290
Pupil activity				6,941
Unrestricted investment earnings				<u>327</u>
Total general revenues				<u>17,558</u>
Change in net position before non-recurring item				601
Non-recurring item - contribution from forgiveness of PPP loan				<u>203,553</u>
Change in net position				204,154
Net position, beginning of year				<u>(2,463,734)</u>
Net position, end of year				\$ <u>(2,259,580)</u>

The notes to the financial statements are an integral part of this statement.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Balance Sheet - Governmental Funds
June 30, 2021

	<u>General</u>	<u>Special Revenue</u>	<u>EIA</u>	<u>Total Governmental Funds</u>
<u>ASSETS</u>				
Cash and cash equivalents	\$ 879,205	\$ -	\$ -	\$ 879,205
Due from other governmental units	-	36,137	109,015	145,152
Due from other funds	30,076	-	125,428	155,504
Prepaid expenses	7,431	-	-	7,431
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Total assets	\$ 916,712	\$ 36,137	\$ 234,443	\$ 1,187,292
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u>LIABILITIES AND FUND BALANCES</u>				
Liabilities:				
Accounts payable and accrued expenses	\$ 276,179	\$ -	\$ -	\$ 276,179
Due to other funds	125,428	30,076	-	155,504
Due to other governmental units	-	275	-	275
Unearned revenue	-	5,786	234,443	240,229
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Total liabilities	401,607	36,137	234,443	672,187
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Fund balances:				
Nonspendable	7,431	-	-	7,431
Unassigned	507,674	-	-	507,674
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Total fund balances	515,105	-0-	-0-	515,105
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Total liabilities and fund balances	\$ 916,712	\$ 36,137	\$ 234,443	\$ 1,187,292
	<u> </u>	<u> </u>	<u> </u>	<u> </u>

The notes to the financial statements are an integral part of this statement.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position
June 30, 2021

Total fund balances - Governmental Funds	\$ 515,105
Amounts reported for governmental activities in the Statement of Net Position are different because of the following:	
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in Governmental Funds. The cost of assets is \$2,425,274 and the accumulated depreciation is \$1,081,635.	1,343,639
Long-term liabilities, including net pension obligations, are not due and payable in the current period and, therefore, are not reported in the funds.	(1,355,399)
Long-term liabilities, including net OPEB obligations, are not due and payable in the current period and, therefore, are not reported in the funds.	(1,203,309)
Long-term liabilities, including notes payable, are not due and payable in the current period and, therefore, are not reported in the funds.	(1,519,460)
Deferred outflows of resources related to pensions and OPEB are applicable to future periods and, therefore, are not reported in the funds.	526,911
Deferred inflows of resources related to pensions and OPEB are applicable to future periods and, therefore, are not reported in the funds.	<u>(567,067)</u>
Net position of governmental activities	<u>\$ (2,259,580)</u>

The notes to the financial statements are an integral part of this statement.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Statement of Revenues, Expenditures, and Changes in Fund Balances
Governmental Funds
For the Year Ended June 30, 2021

	<u>General</u>	<u>Special Revenue</u>	<u>EIA Fund</u>	<u>Total Governmental Funds</u>
REVENUES				
Local	\$ 21,762	\$ 1,226	\$ -	\$ 22,988
State	1,388,520	79,543	173,972	1,642,035
Federal	-	306,659	-	306,659
Intergovernmental	-	-	-	-
Total revenues all sources	<u>1,410,282</u>	<u>387,428</u>	<u>173,972</u>	<u>1,971,682</u>
EXPENDITURES				
Current:				
Instruction	638,581	133,516	173,972	946,069
Support services	566,345	225,847	-	792,192
Community services	-	-	-	-
Intergovernmental	-	8,890	-	8,890
Debt service:				
Redemption of principal	117,958	-	-	117,958
Interest	71,840	-	-	71,840
Capital outlay	50,600	45,195	-	95,795
Total expenditures	<u>1,445,324</u>	<u>413,448</u>	<u>173,972</u>	<u>2,032,744</u>
Excess (deficiency) of revenues over expenditures	<u>(35,042)</u>	<u>(26,020)</u>	<u>-</u>	<u>(61,062)</u>
OTHER FINANCING SOURCES (USES)				
Proceeds from borrowing on long-term debt	204,192	-	-	204,192
Operating transfers in	4,521	26,020	-	30,541
Operating transfers out	(30,541)	-	-	(30,541)
Total other financing sources (uses)	<u>178,172</u>	<u>26,020</u>	<u>-</u>	<u>204,192</u>
Net change in fund balances	143,130	-0-	-0-	143,130
FUND BALANCE, July 1, 2020	<u>371,975</u>	<u>-0-</u>	<u>-0-</u>	<u>371,975</u>
FUND BALANCE, June 30, 2021	<u>\$ 515,105</u>	<u>\$ -0-</u>	<u>\$ -0-</u>	<u>\$ 515,105</u>

The notes to the financial statements are an integral part of this statement.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Reconciliation of Statement of Revenues, Expenditures, and Changes in
Fund Balances of Governmental Funds
to the Statement of Activities
For the Year Ended June 30, 2021

Total net change in fund balances - Governmental Funds	\$ 143,130
Amounts reported for governmental activities in the Statement of Activities are different because of the following:	
Capital outlays are reported in Governmental Funds as expenditures. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation (\$126,601) exceeds capital outlays (\$50,600) in the period.	(76,001)
Governmental Funds report certain non-employer OPEB contributions as revenue. However, in the Statement of Activities, such contributions are not recorded as revenue.	8,890
Governmental Funds report pension and OPEB contributions as expenditures. However, in the Statement of Activities, the cost of pension and OPEB benefits earned net of employer contributions is reported as pension and OPEB expense. This is the amount by which employer contributions (\$158,205) exceeds the costs of benefits earned (\$147,389).	10,816
Note payable proceeds provide current financial resources to governmental funds, but issuing debt increases long-term liabilities in the Statement of Net Position	(204,192)
Repayment of debt principal is an expenditure in the Governmental Funds, but the repayment reduces long-term liabilities in the Statement of Net Position.	117,958
Forgiveness of PPP loan reduces long-term liabilities in the Statement of Net Position, but is not recorded in the Governmental Funds.	203,553
Change in net position of governmental activities	\$ <u>204,154</u>

The notes to the financial statements are an integral part of this statement.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Notes to the Financial Statements
June 30, 2021

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accounting policies of the Waccamaw Park Public Charter Schools, Inc. d/b/a Bridgewater Academy ("the School") conform to accounting principles generally accepted in the United States of America as applicable to governments. The following is a summary of the more significant accounting policies:

A. Reporting Entity

The School is a nonprofit organization incorporated in the State of South Carolina and organized under the South Carolina Charter School Act of 1996. The School was initially formed in 2002. The School operates within the Horry County School District ("the District"). The School serves approximately 140 students in kindergarten through grade eight in Horry County, South Carolina.

A charter school is an independent public school, governed by an independent Board of Directors ("the Board"). To encourage innovation, charter schools operate free from a number of state laws and regulations. Charter schools are funded similarly to other public schools in that state and local funds are allocated for each enrolled student. Charter schools may charge for selected additional costs consistent with those permitted by school districts. Because charter schools receive local, state, and federal funds they may not charge tuition.

The School is considered a component unit of the District. A component unit, although a legally separate entity, is, in substance, part of the District's operations. The School has no component units for which it is considered to be financially accountable.

B. Government-Wide and Fund Financial Statements

The Government-Wide Financial Statements include the Statement of Net Position and the Statement of Activities which report information on all of the activities of the School. The Statement of Activities demonstrates the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function. Program revenues include: 1) charges to customers who purchase, use or directly benefit from services or privileges provided by a given function, and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function. Taxes and other items not properly included among program revenues are reported instead as general revenues. Separate financial statements are provided for the governmental funds. Major individual governmental funds are reported as separate columns in the Fund Financial Statements.

C. Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The Government-Wide Financial Statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental Funds Financial Statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, are recorded only when payment is due. All other revenue items are considered to be measurable and available only when cash is received by the School.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Notes to the Financial Statements
June 30, 2021

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Continued

C. Measurement Focus, Basis of Accounting, and Financial Statement Presentation, Continued

The School reports the following major Governmental Funds:

- The General Fund is the School's primary operating fund. It accounts for all financial resources of the School, except those required to be accounted for in another fund.
- The Special Revenue Fund accounts for specific revenue sources (other than expendable trusts) that are legally restricted to expenditures for specified purposes. Money in this fund is expended according to the provisions of general statutes applicable to charter schools.

When both restricted and unrestricted resources are available for use, it is the government's policy to use restricted resources first, then unrestricted resources as they are needed.

The School has no non-major Governmental Funds as of June 30, 2021.

D. Assets, Liabilities, Deferred Inflows/Outflows of Resources and Net Position or Fund Balance

1) Deposits and Investments

The School's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition. The School pools money from two funds to facilitate disbursements and maximize investment income. Investments are reported at fair value.

2) Prepaid Items

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both Government-Wide and Fund Financial Statements.

3) Capital Assets

Capital assets include equipment, furniture, technology, vehicles, and leasehold improvements. Capital assets are defined by the School as assets with an initial, individual cost of more than \$1,000 and an estimated useful life in excess of two years. Such assets are recorded at historical cost. Donated capital assets are recorded at estimated fair market value at the date of donation.

Capital assets are depreciated using the straight-line method over the following estimated useful lives:

<u>Assets</u>	<u>Years</u>
Building	19
Furniture, fixtures, and equipment	3 - 7
Building improvements	5
Vehicles	5

4) Long-term Obligations

In the Government-Wide Financial Statements long-term debt and long-term obligations are reported as liabilities in the applicable governmental activities Statement of Net Assets. In the Fund Financial Statements, governmental fund-types recognize principal and interest payments as expenditures of the current period and report the face amount of debt issued as other financing sources.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Notes to the Financial Statements
June 30, 2021

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Continued

D. Assets, Liabilities, Deferred Inflows/Outflows of Resources and Net Position or Fund Balance, Continued

5) Pension Plan

In Government-Wide Financial Statements, pensions are required to be recognized and disclosed using the accrual basis of accounting, regardless of the amount recognized as pension expenditures on the modified accrual basis of accounting. The School recognizes a net pension liability ("NPL"), which represents the School's proportionate share of the excess of the total pension liability ("TPL") over the fiduciary net position of the qualified pension plan, measured as of the School's fiscal year-end. Changes in the NPL during the period are recorded as pension expense, or as deferred outflows or inflows of resources depending on the nature of the change, in the period incurred. Those changes in NPL that are recorded as deferred outflows or inflows of resources that arise from changes in actuarial assumptions or other inputs and differences between expected or actual experience are amortized over the weighted average remaining service life of all participants in the respective qualified pension plan and recorded as a component of pension expense beginning with the period in which they are incurred. Projected earnings on qualified pension plan investments are recognized as a component of pension expense. Differences between projected and actual investment earnings are reported as deferred outflows or inflows of resources and amortized as a component of pension expense on a closed basis over a five-year period beginning with the period in which the difference occurred.

6) Deferred Outflows/Inflows of Resources

In addition to assets, the Statement of Net Position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until then. School contributions to the pension plan subsequent to the measurement date and the net difference between expected and actual experience in the pension plan are included as deferred outflows of resources. These deferred pension charges are either (a) recognized in the subsequent period as a reduction of the NPL (which includes pension contributions made after the measurement date) or (b) amortized in a systematic and rational way to pension expense in future periods in accordance with Generally Accepted Accounting Principles ("GAAP").

In addition to liabilities, the Statement of Net Position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time. The net difference between projected and actual earnings on pension plan investments are included as deferred inflows of resources. These deferred pension credits are amortized in a systematic and rational way as a reduction to pension expense in future periods in accordance with GAAP.

7) Fund Equity

In the Fund Financial Statements, fund balance classifications depict the nature of the net resources reported in the Governmental Funds. Individual governmental funds may include nonspendable resources and amounts that are restricted, committed, or assigned, or any combination of these classifications. The General Fund also includes unassigned amounts. The School considers that committed amounts are reduced first, followed by assigned amounts, and then unassigned amounts when expenditures are incurred for purposes for which amounts in any of these unrestricted fund balance classifications could be used. The School's policy is to apply expenditures against nonspendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year by adjusting journal entries. First, nonspendable fund balances are determined. Then restricted fund balances for specific purposes if any are determined. Then any remaining fund balance amounts for the non-general funds. Committed fund balance amounts are established by the School's Board through motions passed at the School's Board meetings.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Notes to the Financial Statements
June 30, 2021

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES. Continued

D. Assets, Liabilities, Deferred Inflows/Outflows of Resources and Net Position or Fund Balance. Continued

7) Fund Equity, continued

Assigned fund balance amounts are established by the School's administration. The School has no assigned fund balance amounts.

Nonspendable Fund Balance - includes amounts which cannot be spent. This includes items that may not be in spendable form or that may be legally or contractually required to be maintained intact. The School's nonspendable fund balance represents amounts not in spendable form.

Restricted Fund Balance - includes amounts that have constraints placed upon the use of the resources either by an external party or imposed by law through a constitutional provision or enabling legislation.

Committed Fund Balance - includes amounts that can only be used for the specific purposes pursuant to constraints imposed by a formal action of the School's Board.

Assigned Fund Balance - includes amounts that are constrained by the School's intent to be used for a specific purpose but are neither restricted nor committed. Assignments of fund balance are established by the School's administration.

Unassigned Fund Balance - is the residual classification for the General Fund. This classification represents fund balance that has not been assigned to other funds and that has not been restricted, committed, or assigned to specific purposes within the General Fund. The General Fund should be the only fund that reports a positive unassigned fund balance amount. In other Governmental Funds, it may be necessary to report a negative unassigned fund balance.

8) Net Position

Net position represents the difference between assets and liabilities. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets. Outstanding debt, which has not been spent, is included in the same net position component as the unspent proceeds. Net position is reported as restricted when there are limitations imposed on its use either through the enabling legislation or through external restrictions imposed by creditors, grantors or laws or regulations of other governments.

9) Fair Value

The fair value measurement and disclosure framework provides for a three-tier fair value hierarchy that gives highest priority to quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy are described below:

Level 1 – Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the School can access at the measurement date.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Notes to the Financial Statements
June 30, 2021

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Continued

D. Assets, Liabilities, Deferred Inflows/Outflows of Resources and Net Position or Fund Balance, Continued

9) Fair Value, continued

Level 2 – Inputs to the valuation methodology, other than quoted prices included in Level 1 that are observable for an asset or liability either directly or indirectly and include:

- Quoted prices for similar assets and liabilities in active markets.
- Quoted prices for identical or similar assets or liabilities in inactive markets.
- Inputs other than quoted market prices that are observable for the asset or liability.
- Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

Level 3 – Inputs to the valuation methodology that are unobservable for an asset or liability and include:

- Fair value is often based on developed models in which there are few, if any, observable inputs.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used should maximize the use of observable inputs and minimize the use of unobservable inputs.

The valuation methodologies described above may produce a fair value calculation that may not be indicative of future net realizable values or reflective of future fair values. The School believes that the valuation methods used are appropriate and consistent with GAAP. The use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date. There have been no significant changes from the prior year in the methodologies used to measure fair value.

10) Use of Estimates

The preparation of the financial statements in conformity with GAAP as applicable to governmental units requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements. Estimates also affect the reported amounts of revenue, expenditures, or expenses during the reporting period. Actual results could differ from those estimates.

II. STEWARDSHIP, COMPLIANCE, AND ACCOUNTABILITY

A. Budgetary Information

Annual budgets for all governmental funds are adopted on the modified accrual basis for accounting, which is consistent with accounting principles generally accepted in the United States of America. All annual appropriations lapse at fiscal year-end and the School does not employ encumbrance accounting.

Each budget is prepared by function and object as dictated by the State of South Carolina adopted Program Oriented Budgeting and Accounting System and for management control purposes. The School's policies allow funds to be transferred between functions. However, the total budget cannot be increased beyond that level without approval of the School's Board. The legal level of control is at the fund level. During the year, the School revised the budget. The administration has discretionary authority to make transfers between appropriation accounts. The budget amounts in the financial statements are as amended by the administration.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Notes to the Financial Statements
June 30, 2021

III. DETAILED NOTES ON ALL FUNDS

A. Deposits and Investments

The School's cash investment objectives are preservation of capital, liquidity, and yield. The School is authorized to invest in securities as allowed by South Carolina statute. Those investments are restricted to:

- 1) Obligations of the United States and agencies thereof;
- 2) General obligations of the State of South Carolina or any of its political units;
- 3) Savings and loan associations to the extent that the same are secured by the Savings Association Insurance Fund of the Federal Deposit Insurance Corporation ("FDIC");
- 4) Certificates of deposit where the certificates are collaterally secured by securities of the type described in (1) and (2) above held by a third party as escrow agent or custodian, of a market value not less than the amount of the certificates of deposit so secured, including interest. Investments, which consist of certificates of deposit, are stated at cost which approximates market. During the year, investments made but not held as of the balance sheet date consisted of certificates of deposit.

Custodial credit risk – Custodial credit risk is the risk that the School's deposits will not be returned to it. The School has no formal policy regarding custodial credit risk. The total cash balances are insured by the FDIC up to \$250,000 per bank. At June 30, 2021, the School's carrying amount of deposits was \$879,205, and the bank balance was \$899,503, of which all was FDIC insured or collateralized.

Credit risk - South Carolina state statutes only authorize the School to invest in certain types of investments. The School has no investment policy that would further restrict its choices.

Interest rate risk – The School does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Concentration of credit risk - Concentration of credit risk is the risk of loss attributed to the magnitude of the School's investment in a single issuer. The School does not have a policy that limits the amount that may be invested in any one issuer.

B. Due From/Due To Other Funds

Interfund balances at June 30, 2021, consist of the following individual fund receivables and payables:

<u>Fund</u>	<u>Receivable</u>	<u>Payable</u>
Governmental Funds:		
General Fund	\$ 30,076	\$ 125,428
Special Projects Fund	-	30,076
Education Improvement Act Fund	125,428	-
	<u>\$ 155,504</u>	<u>\$ 155,504</u>

The General Fund payable is a result of the General Fund owing the EIA Fund for amounts received for state claims on behalf of the EIA Fund and the General Fund Receivable represents the Special Revenue Fund owing for amounts expended but not yet received on behalf of the Special Revenue Fund.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Notes to the Financial Statements
June 30, 2021

III. DETAILED NOTES ON ALL FUNDS, Continued

B. Due From/Due To Other Funds, continued

During the course of normal operations, the School has transfers between funds to provide services. These transactions are generally reflected as transfers. Transfers from and to other funds for the year ended June 30, 2021, consisted of the following:

<u>Fund</u>	<u>Transfers In</u>	<u>Transfers Out</u>
Governmental Funds:		
General Fund	\$ 4,521	\$ 30,541
Special Projects Fund	<u>26,020</u>	<u>-</u>
Totals	\$ <u>30,541</u>	\$ <u>30,541</u>

The General Fund received transfers from special revenue for excess food service revenues and made transfers to special revenue for expenses related to PPP funding.

C. Capital Assets

Capital asset activity for the year ended June 30, 2021 was as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Governmental activities:				
Building	\$ 2,271,065	\$ -	\$ -	\$ 2,271,065
Furniture, fixtures and equipment	38,358	-	-	38,358
Building improvements	<u>65,252</u>	<u>50,600</u>	<u>-</u>	<u>115,852</u>
Total capital assets	<u>2,374,675</u>	<u>50,600</u>	<u>-0-</u>	<u>2,425,275</u>
Less accumulated depreciation for:				
Building	936,318	119,530	-	1,055,848
Furniture, fixtures and equipment	14,420	3,809	-	18,229
Building improvements	<u>4,296</u>	<u>3,263</u>	<u>-</u>	<u>7,559</u>
Total accumulated depreciation	<u>955,034</u>	<u>126,602</u>	<u>-0-</u>	<u>1,081,636</u>
Governmental activities capital assets, net	\$ <u>1,419,641</u>	\$ <u>(76,002)</u>	\$ <u>-0-</u>	\$ <u>1,343,639</u>

Depreciation expense charged to functions/programs was as follows:

Governmental Activities:

Instruction	\$ 101,282
Support services	<u>25,320</u>
Total depreciation / amortization expense for governmental activities	\$ <u>126,602</u>

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Notes to the Financial Statements
June 30, 2021

III. DETAILED NOTES ON ALL FUNDS, Continued

D. Long-Term Debt

In 2011, the School obtained a mortgage from a financial institution to finance the costs of constructing the School's facility. The note is due in monthly payments of \$13,083, including principal and interest at 5.5% and matures in September 2031. The note has an outstanding balance of \$1,212,407 at June 30, 2021.

In October 2019, the School obtained a mortgage from a financial institution to finance the costs of certain building repairs. The note is due in monthly payments of \$2,733, including principal and interest at 3.5% and matures in October 2024. The note has an outstanding balance of \$102,861 at June 30, 2021.

In April 2021, the School received a note payable from a bank in connection with the Phase II of the Paycheck Protection Program ("the PPP"). The note matures in January 2027 and bears interest at 1%. The note payable is eligible for forgiveness and management expects the full amount to be forgiven during the next fiscal year. If the full amount of the loan is not forgiven, the expected monthly payment of principal of \$3,403, plus interest, will begin in February 2022. The balance of the loan was \$204,192 at June 30, 2021.

In April 2020, the School received a note payable from a bank in connection with the Paycheck Protection Program. The note payable was eligible for forgiveness. The School applied for and received such forgiveness during the year ended June 30, 2021. The balance of the loan was \$-0- at June 30, 2021.

Maturities of notes outstanding at June 30, 2021, based upon current financing arrangements, are as follows:

<u>Year Ending June 30</u>	<u>Principal</u>	<u>Interest</u>
2022	\$ 138,278	\$ 68,536
2023	168,412	62,224
2024	174,907	55,729
2025	159,859	48,809
2026	154,247	43,588
Thereafter	<u>723,757</u>	<u>80,860</u>
Total	\$ <u>1,519,460</u>	\$ <u>359,746</u>

Changes in long-term debt for the year ended June 30, 2021 were as follows:

Notes payable, beginning of year	\$ 1,636,779
Borrowings	204,192
Principal payments	(117,958)
Loan forgiveness	<u>(203,553)</u>
Notes payable, end of year	\$ <u>1,519,460</u>

Interest expense for the year ended June 30, 2021 was \$71,840.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Notes to the Financial Statements
June 30, 2021

IV. OTHER INFORMATION

A. Risk Management

The School is exposed to various risks of losses related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School maintains a \$1,000,000 per occurrence general liability policy and a \$2,000,000 per occurrence errors and omissions policy with a commercial carrier.

The School carries commercial coverage for all other risks of loss. There have been no significant reductions in insurance coverage in the prior year, and claims have not exceeded coverage in any of the past two fiscal years.

B. Employee Retirement Systems and Pension Plans

The School participates in the State of South Carolina's retirement plans, which are administered by the South Carolina Public Employee Benefit Authority ("PEBA"), which was created July 1, 2012, and administers the various retirement systems and retirement programs managed by its Retirement Division. PEBA has an 11-member Board of Directors ("the PEBA Board"), appointed by the Governor and General Assembly leadership, which serves as custodian, co-trustee and co-fiduciary of the systems and the trust funds. The Retirement System Investment Commission, created by the General Assembly in 2005, has exclusive authority to invest and manage the retirement trust funds' assets. The Commission, an eight-member board, serves as co-trustee and co-fiduciary for the assets of the retirement trust funds. By law, the State Fiscal Accountability Authority ("SFAA"), which consists of five elected officials, also reviews certain PEBA Board decisions regarding the actuary of the Systems.

For purposes of measuring the net pension liability, deferred outflows and inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Systems and additions to/deductions from the Systems fiduciary net position have been determined on the accrual basis of accounting as they are reported by the Systems in accordance with GAAP. For this purpose, revenues are recognized when earned and expenses are recognized when incurred. Benefit and refund expenses are recognized when due and payable in accordance with the terms of the plan. Investments are reported at fair value.

PEBA issues a Comprehensive Annual Financial Report ("CAFR") containing financial statements and required supplementary information for the Systems' Pension Trust Funds. The CAFR is publicly available through PEBA's website at www.peba.sc.gov, or a copy may be obtained by submitting a request to PEBA, 202 Arbor Lake Drive, Columbia, SC 29223. PEBA is considered a division of the primary government of the state of South Carolina and therefore, retirement trust fund financial information is also included in the comprehensive annual financial report of the state.

Plan Description – The South Carolina Retirement System ("SCRS"), a cost-sharing multiple-employer defined benefit pension plan, was established July 1, 1945, pursuant to the provisions of Section 9-1-20 of the South Carolina Code of Laws for the purpose of providing retirement and other benefits for teachers and employees of the state and its political subdivisions. SCRS covers employees of state agencies, public school districts, higher education institutions, other participating local subdivisions of government and individuals newly elected to the South Carolina General Assembly at or after the 2012 general election.

The State Optional Retirement Program ("State ORP") is a defined contribution plan that is offered as an alternative to SCRS to certain newly hired employees of state agencies, institutions of higher education, public school districts, and individuals first elected to the South Carolina General Assembly at or after the general election in November 2012. State ORP participants direct the investment of their funds into an account administered by one of four third party service providers.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Notes to the Financial Statements
June 30, 2021

IV. OTHER INFORMATION, Continued

B. Employee Retirement Systems and Pension Plans, Continued

Plan Membership – Membership requirements are prescribed in Title 9 of the South Carolina Code of Laws. A brief summary of the requirements under each system is presented below:

SCRS – Generally, all employees of covered employers are required to participate in and contribute to the system as a condition of employment. This plan covers general employees and teachers and individuals newly elected to the South Carolina General Assembly beginning with the November 2012 general election. An employee member of the system with an effective date of membership prior to July 1, 2012, is a Class Two member. An employee member of the system with an effective date of membership on or after July 1, 2012, is a Class Three member.

State ORP – As an alternative to membership in SCRS, newly hired state, public school, and higher education employees and individuals newly elected to the South Carolina General Assembly at or after the November 2012 general election have the option to participate in the State ORP. Contributions to the State ORP are at the same rates as SCRS. A direct remittance is required from the employer to the member's account with the ORP service provider for the employee contribution and a portion of the employer contribution (5 percent). A direct remittance is also required to SCRS for the remaining portion of the employer contribution and an incidental death benefit contribution, if applicable, which is retained by SCRS.

Plan Benefits – Benefit terms are prescribed in Title 9 of the South Carolina Code of Laws. PEBA does not have the authority to establish or amend benefit terms without a legislative change in the code of laws. Key elements of the benefit calculation include the benefit multiplier, years of service, and average final compensation/current annual salary. A brief summary of benefit terms for each system is presented below:

SCRS – A Class Two member who has separated from service with at least five or more years of earned service is eligible for a monthly pension at age 65 or with 28 years credited service regardless of age. A member may elect early retirement with reduced pension benefits payable at age 55 with 25 years of service credit. A Class Three member who has separated from service with at least eight or more years of earned service is eligible for a monthly pension upon satisfying the Rule of 90 requirement that the total of the member's age and the member's creditable service equals at least 90 years. Both Class Two and Class Three members are eligible to receive a reduced deferred annuity at age 60 if they satisfy the five- or eight-year earned service requirement, respectively. An incidental death benefit is also available to beneficiaries of active and retired members of employers who participate in the death benefit program.

The annual retirement allowance of eligible retirees or their surviving annuitants is increased by the lesser of 1% or \$500 every July 1. Only those annuitants in receipt of a benefit on July 1 of the preceding year are eligible to receive the increase. Members who retire under the early retirement provisions at age 55 with 25 years of service are not eligible for the benefit adjustment until the second July 1 after reaching age 60 or the second July 1 after the date they would have had 28 years of service credit had they not retired.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Notes to the Financial Statements
June 30, 2021

IV. OTHER INFORMATION, Continued

B. Employee Retirement Systems and Pension Plans, Continued

Funding Policy – Actuarial valuations are performed annually by an external consulting actuary to ensure applicable contribution rates satisfy the funding parameters specified in Title 9 of the South Carolina Code of Laws. Under these provisions, SCRS contribution requirements must be sufficient to maintain an amortization period for the financing of the unfunded actuarial accrued liability (“UAAL”) over a period that does not exceed the number of years scheduled in state statute. Legislation in 2017 increased, but also established a ceiling for SCRS employee contribution rates. Effective July 1, 2017, employee rates were increased to a capped rate of 9.00% for SCRS. The legislation also increased employer contribution rates beginning July 1, 2017, for SCRS by two percentage points and further scheduled employer contribution rates to increase by a minimum of one percentage point each year in accordance with state statute. However, the General Assembly postponed the one percent increase in the SCRS employer contribution rates that was scheduled to go into effect beginning July 1, 2020. If the scheduled contributions are not sufficient to meet the funding periods set in state statute, the PEBA Board shall increase the employer contribution rates as necessary to meet the funding periods set for the applicable year. The maximum funding period of SCRS is scheduled to be reduced over a ten-year schedule from 30 years beginning fiscal year 2018 to 20 years by fiscal year 2028.

Additionally, the PEBA Board is prohibited from decreasing the SCRS contribution rates until the funded ratio is at least 85%. If the most recent annual actuarial valuation of the Systems for funding purposes shows a ratio of the actuarial value of system assets to the actuarial accrued liability of the system (the funded ratio) that is equal to or greater than 85%, then the PEBA Board, effective on the following July first, may decrease the then current contribution rates upon making a finding that the decrease will not result in a funded ratio of less than 85%. If contribution rates are decreased pursuant to this provision, and the most recent annual actuarial valuation of the system shows a funded ratio of less than 85%, then effective on the following July first, and annually thereafter as necessary, the PEBA Board shall increase the then current contribution rates until a subsequent annual actuarial valuation of the system shows a funded ratio that is equal to or greater than 85%.

As noted above, both employees and the School are required to contribute to the plans at rates established and as amended by the PEBA. The School’s contributions are actuarially determined but are communicated to and paid by the School as a percentage of the employees’ annual eligible compensation.

Contribution Summary – Required employer and employee contribution rates for the past three years are as follows:

	SCRS and State ORP Rates		
	2021	2020	2019
Employer Contribution Rate: [^]			
Retirement*	15.41%	15.41%	14.41%
Incidental Death Benefit	0.15%	0.15%	0.15%
	<u>15.56%</u>	<u>15.56%</u>	<u>14.56%</u>
Employee Contribution Rate	<u>9.00%</u>	<u>9.00%</u>	<u>9.00%</u>

[^] Calculated on earnable compensation as defined in Title 9 of the South Carolina Code of Laws.

* Of the rate for the State ORP Plan, 5% of earnable compensation must be remitted by the employer directly to the ORP service provider to be allocated to the member’s account with the remainder of the employer contribution remitted to the SCRS.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Notes to the Financial Statements
June 30, 2021

IV. OTHER INFORMATION, Continued

B. Employee Retirement Systems and Pension Plans, Continued

Contribution Summary, continued

The required contributions and percentages of amounts contributed by the School to the plans for the past three years were as follows:

Year Ended June 30,	SCRS Contributions		State ORP Contributions	
	Required	% Contributed	Required	% Contributed
2021	\$ 104,159	100%	\$ 7,669	100%
2020	84,621	100%	7,462	100%
2019	70,330	100%	9,623	100%

In an effort to help offset a portion of the burden of the increased contribution requirement for employers, the State General Assembly "State" funded 1 percent of the SCRS contribution increases for the year ended June 30, 2020. The State's budget appropriated these funds directly to the PEBA for the South Carolina Retirement System trust Fund. The amount of funds appropriated by the State (nonemployer contributing entity) for the year ended June 30, 2020 (measurement date) to the School were approximately \$7,018 for the SCRS.

The School recognized contributions (on-behalf benefits) from the State of approximately \$7,018 for the year ended June 30, 2021. These contributions by the State are recognized as intergovernmental revenues and pension expenditures in the School's Governmental Fund Financial Statements.

Eligible payrolls of the School covered under the plans for the past three years were as follows:

Year Ended June 30,	SCRS Payroll	State ORP Payroll	Total Payroll
2021	\$ 669,402	\$ 72,623	\$ 742,025
2020	543,836	70,661	614,497
2019	483,033	100,661	583,694

Actuarial Assumptions – Actuarial valuations of the plan involve estimates of the reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and future salary increases. Amounts determined regarding the net pension liability are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. South Carolina state statute requires that an actuarial experience study be completed at least once in each five-year period. An experience report on the Systems was most recently issued for the period ending June 30, 2019 for first use in the July 1, 2021 actuarial valuation.

The June 30, 2020, TPL, NPL, and sensitivity information shown in this report were determined by the consulting actuary, Gabriel, Roeder, Smith and Company ("GRS") and are based on an actuarial valuation performed as of July 1, 2019. The TPL was rolled-forward from the valuation date to the plans' fiscal year end, June 30, 2020, using generally accepted actuarial principles.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Notes to the Financial Statements
June 30, 2021

IV. OTHER INFORMATION, Continued

B. Employee Retirement Systems and Pension Plans, Continued

Actuarial Assumptions, continued

The following table provides a summary of the actuarial assumptions and methods used to calculate the TPL as of June 30, 2020:

Actuarial Cost Method	<u>SCRS</u>
Actuarial assumptions:	Entry age normal
Investment rate of return*	7.25%
Projected salary increases*	3.0% to 12.5% (varies by service)
Benefit adjustments	lesser of 1% or \$500 annually

*Includes inflation at 2.25%

The post-retiree mortality assumption is dependent upon the member's job category and gender. The base mortality assumptions, the 2016 Public Retirees of South Carolina Mortality table ("2016 PRSC"), was developed using the Systems' mortality experience. These base rates are adjusted for future improvement in mortality using published Scale AA projected from the year 2016.

Assumptions used in the determination of the June 30, 2020 TPL are as follows:

<u>Former Job Class</u>	<u>Males</u>	<u>Females</u>
Educators	2016 PRSC Males multiplied by 92%	2016 PRSC Females multiplied by 98%
General Employees and Members of the General Assembly	2016 PRSC Males multiplied by 100%	2016 PRSC Females multiplied by 111%

Long-Term Expected Rate of Return – The long-term expected rate of return on pension plan investments is based upon 20-year capital market assumptions. The long-term expected rate of return represents assumptions developed using an arithmetic building block approach primarily based on consensus expectations and market-based inputs. Expected returns are net of investments fees.

The expected returns, along with the expected inflation rate, form the basis for the target asset allocation adopted at the beginning of the 2020 fiscal year. The long-term expected rate of return is produced by weighting the expected future real rates of return by the target allocation percentage and adding expected inflation and is summarized in the following table. For actuarial purposes, the 7.25% assumed annual investment rate of return used in the calculation of the total pension liability includes a 5.00% real rate of return and a 2.25% inflation component.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Notes to the Financial Statements
June 30, 2021

IV. OTHER INFORMATION, Continued

B. Employee Retirement Systems and Pension Plans, Continued

Long-Term Expected Rate of Return, continued

<u>Asset Class</u>	<u>Target Asset Allocation</u>	<u>Expected Arithmetic Real Rate of Return</u>	<u>Long Term Expected Portfolio Real Rate of Return</u>
Global Equity	51.0%		
Global Public Equity	35.0%	7.81%	2.73%
Private Equity	9.0%	8.91%	0.80%
Equity Options Strategies	7.0%	5.09%	0.36%
Real Assets	12.0%		
Real Estate (Private)	8.0%	5.55%	0.44%
Real Estate (REITs)	1.0%	7.78%	0.08%
Infrastructure (Private)	2.0%	4.88%	0.10%
Infrastructure (Public)	1.0%	7.05%	0.07%
Opportunistic	8.0%		
Global Tactical Asset Allocation	7.0%	3.56%	0.25%
Other Opportunistic Strategies	1.0%	4.41%	0.04%
Credit	15.0%		
High Yield Bonds/Bank Loans	4.0%	4.21%	0.17%
Emerging Markets Debt	4.0%	3.44%	0.14%
Private Debt	7.0%	5.79%	0.40%
Rate Sensitive	14.0%		
Core Fixed Income	13.0%	1.60%	0.21%
Cash and Short Duration (Net)	1.0%	0.56%	0.01%
Total Expected Real Return	<u>100.0%</u>		<u>5.80%</u>
Inflation for Actuarial Purposes			2.25%
Total Expected Nominal Return			<u>8.05%</u>

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions – The NPL is calculated separately for each system and represents that particular system's TPL determined in accordance with GASB No. 67 less that system's fiduciary net position. NPL totals, as of June 30, 2020, for SCRS are presented below:

<u>System</u>	<u>Total Pension Liability</u>	<u>Plan Fiduciary Net Position</u>	<u>Employers' Net Pension Liability (Asset)</u>	<u>Plan Fiduciary Net Position as a Percentage of the Total Pension Liability</u>
SCRS	\$ 51,844,187,763	\$ 26,292,418,682	\$25,551,769,081	50.7%

The TPL is calculated by the Systems' actuary, and each plan's fiduciary net position is reported in the Systems' financial statements. The NPL is disclosed in accordance with the requirement of GASB No. 67 in the Systems' notes to the financial statements and required supplementary information. Liability calculations performed by the Systems' actuary for the purpose of satisfying the requirements of GASB Nos. 67 and 68 are not applicable for other purposes, such as determining the plans' funding requirements.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Notes to the Financial Statements
June 30, 2021

IV. OTHER INFORMATION, Continued

B. Employee Retirement Systems and Pension Plans, Continued

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions, continued

At June 30, 2021, the School reported a liability of \$1,355,399 for its proportionate share of the PEBA's NPL. The NPL was measured as of June 30, 2020, and the TPL used to calculate the NPL was determined based on the most recent actuarial valuation report as of July 1, 2019 that was projected forward to the measurement date. The School's proportion of the NPL was based on a projection of the School's long-term share of contributions to the plans relative to the projected contributions of all participating South Carolina state and local governmental employers, actuarially determined. At the June 30, 2020 measurement date, the School's proportion was 0.005305%, which was an increase of 0.000105% from its proportion measured as of June 30, 2019.

For the year ended June 30, 2021, the School recognized pension expense of \$113,417 for its proportionate share of the PEBA's pension expense. At June 30, 2021, the School reported its proportionate share of the PEBA's deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Net difference between expected and actual experience	\$ 15,640	\$ 5,125
Assumption changes	1,661	-
Net difference between projected and actual earnings on pension plan investments	114,217	14,516
Changes in proportionate share and differences between employer contributions and proportionate share of total plan employer contributions	23,705	202,437
School contributions subsequent to the measurement date	<u>111,828</u>	<u>-</u>
	<u>\$ 267,051</u>	<u>\$ 222,078</u>

\$111,828 reported as deferred outflows of resources related to pensions resulting from School contributions to the PEBA subsequent to the measurement date will be recognized as a reduction of the NPL in the year ended June 30, 2022. Other amounts reported as deferred outflows and inflows of resources related to the PEBA will be recognized in pension expense as follows:

<u>Year Ended June 30</u>	<u>Deferred Outflows (Inflows) of Resources</u>
2022	\$ (104,231)
2023	(26,999)
2024	38,931
2025	<u>25,444</u>
	<u>\$ (66,855)</u>

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Notes to the Financial Statements
June 30, 2021

IV. OTHER INFORMATION, Continued

B. Employee Retirement Systems and Pension Plans, Continued

Discount Rate – The discount rate used to measure the TPL was 7.25%. The projection of cash flows used to determine the discount rate assumed that contributions from participating employers in SCRS will be made based on the actuarially determined rates based on provisions in the South Carolina Code of Laws. Based on those assumptions, the system's fiduciary net position was projected to be available to make all the projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the TPL.

Pension Liability Sensitivity - The following table presents the School's proportionate share of the NPL, calculated using the discount rate disclosed in the preceding paragraph, as well as what the School's proportionate share of the NPL would be if it were calculated using a discount rate 1 percentage point lower or 1 percentage point higher than the current discount rate:

<u>Asset Class</u>	<u>1% Decrease (6.25%)</u>	<u>Discount Rate (7.25%)</u>	<u>1% Increase (8.25%)</u>
School's proportionate share of the Net Pension Liability:	\$ 1,679,850	\$ 1,355,399	\$ 1,084,478

Pension Plan Fiduciary Net Position - Detailed information regarding the fiduciary net position of the plans administered by PEBA is available in the separately issued CAFR containing financial statements and required supplementary information for the SCRS. The CAFR is publicly available through the PEBA's website at www.peba.sc.gov, or a copy may be obtained by submitting a request to PEBA, 202 Arbor Lake Drive, Columbia, SC 29223.

C. Other Post-Employment Benefits Trust Funds

The PEBA is the state agency responsible for the administration and management of the state's employee insurance programs, other post-employment benefits trusts, and retirement systems.

The laws of the State and the policies and procedures specified by the State for State agencies are applicable to all activities of the PEBA. By law, the SFAA also reviews certain PEBA Board decisions in administering the State Health Plan and other postemployment benefits ("OPEB"). See Note IV. B. for more details on the PEBA and the SFAA.

PEBA – Insurance Benefits issues audited financial statements and required supplementary information for the OPEB Trust Funds. This information is publicly available through the PEBA – Insurance Benefits' link on PEBA's website at www.peba.sc.gov, or a copy may be obtained by submitting a request to PEBA – Insurance Benefits, 202 Arbor Lake Drive, Columbia, SC 29223. PEBA is considered a division of the primary government of the state of South Carolina and therefore, OPEB Trust fund financial information is also included in the comprehensive annual financial report of the state.

Plan Descriptions – The Other Post-Employment Benefits Trust Funds ("OPEB Trusts"), collectively refers to the South Carolina Retiree Health Insurance Trust Fund ("SCRHITF") and the South Carolina Long-Term Disability Insurance Trust Fund ("SCLTDITF"), which were established by the State of South Carolina as Act 195, which became effective in May 2008. The SCRHITF was created to fund and account for the employer costs of the State's retiree health and dental plans. The SCLTDITF was created to fund and account for the employer costs of the State's Basic Long-Term Disability Income Benefit Plan.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Notes to the Financial Statements
June 30, 2021

IV. OTHER INFORMATION, Continued

C. Other Post-Employment Benefits Trust Funds, Continued

Plan Descriptions, continued

In accordance with Act 195, the OPEB Trusts are administered by the PEBA – Insurance Benefits and the State Treasurer is the custodian of the funds held in trust. The PEBA Board has been designated as the Trustee.

The OPEB Trusts are cost-sharing multiple-employer defined benefit OPEB plans. Article 5 of the State Code of Laws defines the two plans and authorizes the Trustee to at any time adjust the plans, including its benefits and contributions, as necessary to insure the fiscal stability of the plans. In accordance with the South Carolina Code of Laws and the annual Appropriations Act, the State provides post-employment health and dental and long-term disability benefits to retired State and school district employees and their covered dependents.

Plan Benefits – The SCRHITF is a healthcare plan that covers retired employees of the State of South Carolina, including all agencies and public school districts. The SCRHITF provides health and dental insurance benefits to eligible retirees. Generally, retirees are eligible for the health and dental benefits if they have established at least ten years of retirement service credit. For new hires beginning employment May 2, 2008 and after, retirees are eligible for benefits if they have established 25 years of service for 100% employer funding and 15-24 years of service for 50% employer funding.

The SCLTDITF is a long-term disability plan that covers employees of the State of South Carolina, including all agencies and public school districts and all participating local governmental entities. The SCLTDITF provides disability payments to eligible employees that have been approved for disability. Since the employer contribution/premium paid and the proportionate share of the net OPEB liability and related deferred outflows and inflows of resources related to the SCLTDITF are not material to the School, no SCLTDITF OPEB amounts have been recorded in these financial statements and only limited note disclosures have been provided related to these benefits.

Funding Policy – Section 1-11-710 of the South Carolina Code of Laws of 1976, as amended, requires the postemployment and long-term disability benefits to be funded through non-employer and employer contributions for active employees and retirees to the PEBA – Insurance Benefits. Non-employer contributions consist of an annual appropriation by the General Assembly and the statutorily required transfer from PEBA – Insurance Benefits reserves.

The SCRHITF is funded through participating employers that are mandated by State statute to contribute at a rate assessed each year by the Department of Administration Executive Budget Office on active employee covered payroll. The covered payroll surcharge for the year ended June 30, 2020 was 6.25%. The South Carolina Retirement System collects the monthly covered payroll surcharge for all participating employers and remits it directly to the SCRHITF. Other sources of funding for the SCRHITF include the implicit subsidy, or age-related subsidy inherent in the healthcare premiums structure. The implicit subsidy represents a portion of the health care expenditures paid on behalf of the employer's active employees. For purposes of GASB Statement No. 75, this expenditure on behalf of the active employee is reclassified as a retiree health care expenditure so that the employer's contributions towards the plan reflect the underlying age-adjusted, retiree benefit costs. Non-employer contributions include the mandatory transfer of accumulated PEBA – Insurance Benefits' reserves and the annual appropriation budgeted by the General Assembly. It is also funded through investment income.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Notes to the Financial Statements
June 30, 2021

IV. OTHER INFORMATION, Continued

C. Other Post-Employment Benefits Trust Funds, Continued

Funding Policy, continued

The covered payroll surcharge rates for the past three years were as follows:

	Year Ended June 30,		
	2021	2020	2019
Employer Contribution Rate: [^]	6.25%	6.25%	6.05%

[^] Calculated on earnable compensation as defined in Title 9 of the South Carolina Code of Laws.

The required payroll surcharge, percentages of amounts contributed, and eligible payroll by the School covered by the SCRHITF for the past three years were as follows:

Year Ended June 30,	Contributions		Eligible Payroll
	Required	% Contributed	
2021	\$ 46,377	100%	\$ 742,025
2020	38,406	100%	614,497
2019	35,313	100%	583,694

The State (via state appropriations) and the PEBA – Insurance Benefits (via state statute to transfer amounts above 140% of incurred but not reported claims) contributed to the SCRHITF on behalf of the School approximately \$8,890 for the year ended June 30, 2020 (measurement period). The contributions from these non-employer contributing entities are recognized as state revenues and intergovernmental expenditures in the School's Governmental Fund Financial Statements.

In accordance with part (b) of paragraph 69 of GASB Statement No. 75, participating employers should recognize revenue in an amount equal to the employer's proportionate share of the change in the collective net OPEB liability arising from contributions to the OPEB plan during the measurement period from non-employer contributing entities for purposes other than the separate financing of specific liabilities to the OPEB plan. Therefore, employers should classify this revenue in the same manner as it classifies grants from other entities.

For purposes of measuring the net OPEB liability, deferred outflows and inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the OPEB Trusts, and additions to and deductions from the OPEB Trusts fiduciary net position have been determined on the same basis as they were reported by the OPEB Trusts. For this purpose, revenues are recognized when earned and expenses are recognized when incurred. Therefore, benefit and administrative expenses are recognized when due and payable. Investments are reported at fair value.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Notes to the Financial Statements
June 30, 2021

IV. OTHER INFORMATION, Continued

C. Other Post-Employment Benefits Trust Funds, Continued

Actuarial Assumptions – Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the healthcare cost trend. Actuarially determined amounts are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. The Schedule of the School's Contributions, presented as required supplementary information following the notes to the financial statements, present multi-year trend information about the School's net OPEB liability, funded status of the OPEB Plan, and the School's contributions to the OPEB Plan.

Projections of benefits for financial reporting purposes are based on the substantive plans (as understood by the employer and plan participants) and include the types of benefits provided at the time the valuation and the historical pattern of sharing of benefit costs between the employer and plan members to that point.

The total OPEB liability, net OPEB liability, and sensitivity information were determined by the consulting actuary and are based on an actuarial valuation performed as of June 30, 2019. The total OPEB liability was rolled-forward from the valuation date to the OPEB plan's fiscal year ended June 30, 2020 using generally accepted actuarial principles.

Additional information as of the latest actuarial valuation for SCRHITF:

Valuation Date:	June 30, 2019
Actuarial Cost Method:	Entry Age Normal
Inflation:	2.25%
Investment Rate of Return:	2.75%, net of OPEB Plan investment expense; including inflation
Single Discount Rate:	2.45% as of June 30, 2020
Demographic Assumptions:	Based on the experience study performed for the South Carolina Retirement Systems for the 5-year period ending June 30, 2015
Mortality:	For healthy retirees, the 2016 Public Retirees of South Carolina Mortality Table for Males and the 2016 Public Retirees of South Carolina Mortality Table for Females are used with fully generational mortality projections based on Scale AA from the year 2016. Multipliers are applied to the base tables based on gender and employment type.
Health Care Trend Rate:	Initial trend starting at 6.40% and gradually decreasing to an ultimate trend rate of 4.00% over a period of 15 years
Retiree Participation:	79% for retirees who are eligible for funded premiums 59% participation for retirees who are eligible for partial funded premiums 20% participation for retirees who are eligible for non-funded premiums
Notes:	The discount rate changed from 3.13% as of June 30, 2019 to 2.45% as of June 30, 2020; updates were also made to the healthcare trend rate assumption, including an adjustment to reflect the repeal of the "Cadillac Tax."

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Notes to the Financial Statements
June 30, 2021

IV. OTHER INFORMATION, Continued

C. Other Post-Employment Benefits Trust Funds, Continued

Long-term Expected Rate of Return – The long-term expected rate of return represents assumptions developed using an arithmetic building block approach primarily based on consensus expectations and market-based inputs. The expected returns, along with the expected inflation rate, form the basis for the target asset allocation adopted at the beginning of the 2018 fiscal year. The long-term expected rate of return is produced by weighting the expected future real rates of return by the target allocation percentage and adding expected inflation. This information is summarized in the following table:

<u>Asset Class</u>	<u>Target Asset Allocation</u>	<u>Expected Arithmetic Real Rate of Return</u>	<u>Allocation Weighted Long-Term Expected Real Rate of Return</u>
U.S. Domestic Fixed Income	80.00%	0.60%	0.48%
Cash	20.00%	0.35%	0.07%
Total	<u>100.00%</u>		<u>0.55%</u>
Expected Inflation			2.25%
Total Return			<u>2.80%</u>
Investment Return Assumption			<u>2.75%</u>

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB – The Net OPEB Liability ("NOL") is calculated separately for each system and represents that particular system's total OPEB liability ("TOL") determined in accordance with GASB No. 74 less its fiduciary net position.

The following table represents the components of the NOL as of the June 30, 2020 measurement date, as well as the three prior years:

<u>SOUTH CAROLINA RETIREE HEALTH INSURANCE TRUST FUND</u>				
<u>Fiscal Year Ending</u>	<u>Total OPEB Liability</u>	<u>Plan Fiduciary Net Position</u>	<u>Net OPEB Liability</u>	<u>Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability</u>
June 30, 2020	\$ 19,703,745,672	\$ 1,652,299,185	\$ 18,051,446,487	8.39%
June 30, 2019	\$ 16,516,264,617	\$ 1,394,740,049	\$ 15,121,524,568	8.44%
June 30, 2018	\$ 15,387,115,010	\$ 1,216,530,062	\$ 14,170,584,948	7.91%
June 30, 2017	\$ 14,659,610,970	\$ 1,114,774,760	\$ 13,544,836,210	7.60%

The TOL is calculated by the Trusts' actuary, and each Trust's fiduciary net position is reported in the Trust's financial statements. The NOL is disclosed in accordance with the requirements of GASB No. 74 in the Trusts' notes to the financial statements and required supplementary information. Liability calculations performed by the Trusts' actuary for the purpose of satisfying the requirements of GASB Nos. 74 and 75 and are not applicable for other purposes, such as determining the Trusts' funding requirements.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Notes to the Financial Statements
June 30, 2021

IV. OTHER INFORMATION, Continued

C. Other Post-Employment Benefits Trust Funds, Continued

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB, continued

At June 30, 2021, the School reported a liability of \$1,203,309 for its proportionate share of the NOL for the SCRHITF. The NOL was measured as of June 30, 2020, and the TOL for the SCRHITF used to calculate the NOL was determined by an actuarial valuation as of June 30, 2019 that was projected forward to the measurement date. The School's proportion of the NOL was based on a projection of the School's long-term share of contributions to the SCRHITF relative to the projected contributions of all participating South Carolina state and local governmental employers, actuarially determined. At the June 30, 2020 measurement date, the School's proportion was 0.006666%, which was a decrease of 0.000008% from its proportion measured as of June 30, 2019.

For the year ended June 30, 2021, the School recognized OPEB expense of \$33,534 for its proportionate share of the PEBA's OPEB expense for SCRHITF. At June 30, 2021, the School reported its proportionate share of the PEBA's deferred outflows of resources and deferred inflows of resources related to SCRHITF from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Net difference between expected and actual experience	\$ 34,416	\$ 27,404
Assumption changes	179,067	47,922
Net difference between projected and actual earnings on OPEB plan investments	-	2,807
Changes in proportionate share and differences between employer contributions and proportionate share of total plan employer contributions	-	266,856
School contributions subsequent to the measurement date	46,377	-
	<u>\$ 259,860</u>	<u>\$ 344,989</u>

\$46,377 reported as deferred outflows of resources related to the School's contributions subsequent to the measurement date to the SCRHITF will be recognized as a reduction of the NOL in the year ended June 30, 2022. Other amounts reported as deferred outflows and inflows of resources related to the SCRHITF will be recognized in OPEB expense as follows:

<u>Year Ended June 30</u>	<u>Deferred Outflows (Inflows) of Resources</u>
2022	\$ (41,187)
2023	(41,801)
2024	(31,135)
2025	(1,345)
Thereafter	(16,038)
	<u>\$ (131,506)</u>

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Notes to the Financial Statements
June 30, 2021

IV. OTHER INFORMATION, Continued

C. Other Post-Employment Benefits Trust Funds, Continued

Discount Rate – The discount rate of 2.45% was used to measure the TOL for the SCRHITF. The accounting policy for this plan is to set the discount rate equal to the prevailing municipal bond rate. Due to the plan's investment and funding policies, the difference between a blended discount rate and the municipal bond rate would be less than several basis points (several hundredths of one percent).

OPEB Liability Sensitivity – The following table presents the School's proportionate share of the SCRHITF's NOL calculated using a single discount rate of 2.45%, as well as what the NOL would be if it were calculated using a single discount rate that is one percent lower or one percent higher:

	<u>1% Decrease</u> <u>(1.45%)</u>	<u>Discount</u> <u>Rate</u> <u>(2.45%)</u>	<u>1% Increase</u> <u>(3.45%)</u>
School's proportionate share of the SCRHITF net OPEB liability	\$ 1,435,790	\$ 1,203,309	\$ 1,017,540

Regarding the sensitivity of the SCRHITF's NOL to changes in the healthcare cost trend rates, the following table presents the School's proportionate share of the SCRHITF's net OPEB liability, calculated using the assumed trend rates as well as what the School's net OPEB liability would be if it were calculated using a trend rate that is one percent lower or one percent higher:

	<u>1% Decrease</u>	<u>Current Healthcare</u> <u>Cost Trend Rate</u>	<u>1% Increase</u>
School's proportionate share of the SCRHITF net OPEB liability	\$ 973,963	\$ 1,203,309	\$ 1,504,507

OPEB Plan Fiduciary Net Position – Detailed information regarding the fiduciary net position of the OPEB Plans administered by PEBA is available in the separately issued financial statements and required supplementary information for the South Carolina Public Employee Benefit Authority, Insurance Benefits and Other Post-Employment Benefits Trust Funds. This information is publicly available through the Insurance Benefits' link on the PEBA's website at www.peba.sc.gov, or a copy may be obtained by submitting a request to PEBA – Insurance Benefits, 202 Arbor Lake Drive, Columbia, SC 29223.

D. Commitments and Contingencies

The School participates in a number of federal and state assisted programs. These programs are subject to program compliance audits by the grantors or their representatives. The amount of program expenditures that may be disallowed by the granting agencies cannot be determined at this time. Based on prior experience, the School's management believes such disallowances, if any, would be immaterial.

E. Operating Leases

The School entered into an operating lease for the land the School occupies. The lease was amended in 2011 to extend the term of the lease until June 2032. Monthly base rent is \$1,200 per acre (2.68 acres) with annual consumer price index increases. Lease expense for this lease was \$41,890 for the year ended June 30, 2021. Minimum lease payments are due in the amount of approximately \$42,000 (subject to consumer price index adjustment) through 2032.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Notes to the Financial Statements
June 30, 2021

IV. OTHER INFORMATION, Continued

E. Operating Leases, continued

The School leases copiers under an operating lease that expired in May 2021, and continues on a month-to-month basis. Lease expense for the copiers was \$9,348 for the year ended June 30, 2021.

F. Other Matter

In December 2019, an outbreak of novel coronavirus ("COVID-19") originated in China and spread to other countries, including the U.S. In March 2020, the World Health Organization characterized COVID-19 as a pandemic. Multiple jurisdictions in the U.S. declared a state of emergency, and limited most aspects of business, education, travel, and personal physical interactions. Beginning in March 2020 through much of the following school year, the School was forced to move to primarily remote educational offerings and to cancel certain other programs. These necessary actions did cause certain school-related revenues to decrease and additional expenses to be incurred. Management of the School took prompt action to postpone certain initiatives and reduce operating expenses so as to maintain its financial stability.

In response to the pandemic, Congress passed the Corona Aid, Relief, and Economic Security Act which, among other provisions, introduced additional aid to effected organizations through the PPP. This program allowed eligible entities to borrow up to 2.5 times the average monthly eligible payroll costs of the previous year. These funds must be used solely for specified purposes, which include payroll expenses, rent, interest payments, and utilities. To the extent the borrower meets certain requirements, all or some portion of the loan may be forgiven.

The School determined its eligibility for the PPP and borrowed \$203,553 under this program in April 2020. It anticipated that it would be able to expend the loan proceeds and maintain employment levels in such a manner that it would meet the requirements for full forgiveness of the loan. During the year ended June 30, 2021, the School met the conditions for full forgiveness of the PPP loan, applied for, and was granted such forgiveness. This forgiveness is included as a non-recurring item – contribution from PPP loan forgiveness of \$203,553 in the Statement of Activities.

The School determined its eligibility for Phase II of the PPP and borrowed \$204,192 under this program in April 2021. The School has accounted for the loan as a financial liability in accordance with FASB ASC 470 *Debt*. Based on this accounting guidance, the proceeds from the loan will remain recorded as a liability until either 1) the loan is, in part or wholly, forgiven and the School has been legally released or 2) the School pays off the loan. The School anticipates that it will be able to expend the loan proceeds in such a manner that it will meet the requirements for full forgiveness of the loan. Once the loan has been forgiven, the liability will be reduced and a gain on extinguishment recorded.

With the substantial improvements in experience with COVID-19 regionally and nationally, the School is planning to resume normal school operations in the fall of 2021. However, there remains some uncertainty. Future significant impacts could include continued possible adjustments to the School's operations and calendar and could include disruptions or restrictions on employees' ability to work. Changes in the operating environment may also increase operating costs. Management of the School is carefully monitoring this situation and has budgeted so as to enable the School to maintain its financial stability.

G. Subsequent Events

In preparing these financial statements, Bridgewater Academy has evaluated events and transactions for potential recognition or disclosure through September 24, 2021, the date the financial statements were available to be issued. There were no such events requiring recording or disclosure for the year ended June 30, 2021.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Schedule of the Proportionate Share of the Net Pension Liability
June 30, 2021

<u>Year</u>	<u>School's proportion of the net pension liability</u>	<u>School's proportionate share of the net pension liability</u>	<u>School's covered- employee payroll</u>	<u>School's proportionate share of the net pension liability as a percentage of the covered- employee payroll</u>	<u>Plan fiduciary net position as a percentage of the total pension liability</u>
2017	0.006052%	\$1,292,698	\$705,252	183.30%	52.90%
2018	0.007864%	\$1,770,313	\$797,404	222.01%	53.30%
2019	0.006300%	\$1,411,585	\$674,888	209.16%	54.10%
2020	0.005200%	\$1,187,421	\$583,694	203.43%	54.40%
2021	0.005305%	\$1,355,399	\$614,497	220.57%	50.70%

Note to Schedule:

The amounts presented for each fiscal year were determined as of June 30th of the preceding year (measurement date).

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Schedule of School Contributions - Pension Plan
June 30, 2021

<u>Year</u>	<u>Contractually required contributions</u>	<u>Contributions in relation to the contractually required contributions</u>	<u>Contribution deficiency (excess)</u>	<u>School's covered- employee payroll</u>	<u>Contributions as percentage of covered- employee payroll</u>
2017	\$76,910	\$76,910	\$-0-	\$797,404	9.65%
2018	\$85,377	\$85,377	\$-0-	\$674,888	12.65%
2019	\$79,953	\$79,953	\$-0-	\$583,694	13.70%
2020	\$92,083	\$92,083	\$-0-	\$614,497	14.99%
2021	\$111,828	\$111,828	\$-0-	\$742,025	15.07%

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Schedule of the Proportionate Share of the Net OPEB Liability
June 30, 2021

SCRHITF	School's	School's	School's	School's	Plan fiduciary
Year	proportion of	proportionate	covered-	proportionate share	net position as a
	the net OPEB	share of the net	employee	of the net OPEB	percentage of the
	liability	OPEB liability	payroll	liability as a	total OPEB
				percentage of the	liability
				covered-employee	
				payroll	
2017	0.009456%	\$1,329,235	\$705,252	188.48%	6.60%
2018	0.009456%	\$1,280,800	\$797,404	160.62%	7.60%
2019	0.007826%	\$1,108,990	\$674,888	164.32%	7.91%
2020	0.006674%	\$1,009,211	\$583,694	172.90%	8.44%
2021	0.006666%	\$1,203,309	\$614,497	195.82%	8.39%

Note to Schedule:

The amounts presented for each fiscal year were determined as of June 30th of the preceding year (measurement date).

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
Schedule of School Contributions - OPEB Plan
June 30, 2021

<u>SCRHITF</u>		Contributions in relation to the			Contributions as percentage of covered-
<u>Year</u>	<u>Contractually required contributions</u>	<u>contractually required contributions</u>	<u>Contribution deficiency (excess)</u>	<u>School's covered- employee payroll</u>	<u>employee payroll</u>
2017	\$39,354	\$39,354	\$-0-	\$797,404	4.94%
2018	\$37,119	\$37,119	\$-0-	\$674,888	5.50%
2019	\$35,313	\$35,313	\$-0-	\$583,694	6.05%
2020	\$38,406	\$38,406	\$-0-	\$614,497	6.25%
2021	\$46,377	\$46,377	\$-0-	\$742,025	6.25%

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
d/b/a BRIDGEWATER ACADEMY
MYRTLE BEACH, SOUTH CAROLINA
General Fund
Schedule of Revenues, Expenditures, and Changes in Fund Balance -
Budget and Actual
For Fiscal Year Ended June 30, 2021

	<u>Budget</u>	<u>Actual</u>	<u>Variance Favorable (Unfavorable)</u>
REVENUES			
1000 Revenue from local sources			
1500 Earnings on investments			
1510 Interest on investments	\$ 500	\$ 327	\$ (173)
1600 Food services			
1610 Lunch sales to pupils	1,609	403	(1,206)
1700 Pupil activities			
1740 Student fees	15,000	12,491	(2,509)
1790 Other pupil activity income	6,941	6,941	-
1900 Other revenue from local sources			
1920 Contributions and donations from private sources	500	200	(300)
1990 Miscellaneous local revenue			
1999 Revenue from other local sources	8,418	1,400	(7,018)
Total local sources	<u>32,968</u>	<u>21,762</u>	<u>(11,206)</u>
3000 Revenue from state sources			
3300 Education Finance Act (EFA)			
3311 Kindergarten	99,989	99,989	-
3312 Primary	272,093	272,093	-
3313 Elementary	441,123	441,123	-
3316 Speech handicapped (part-time)	124,118	124,118	-
3320 Part-time programs			
3323 Learning disabilities	186,790	186,790	-
3330 Miscellaneous EFA programs			
3331 Autism	18,368	18,368	-
3332 High achieving students	5,360	5,360	-
3334 Limited english proficiency	10,006	10,006	-
3350 Residential Treatment Facilities (RTF)			
3351 Academic assistance	55,168	55,168	-
3352 Pupils in poverty	168,487	168,487	-

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.

d/b/a BRIDGEWATER ACADEMY

MYRTLE BEACH, SOUTH CAROLINA

General Fund

Schedule of Revenues, Expenditures, and Changes in Fund Balance -

Budget and Actual

For Fiscal Year Ended June 30, 2021

	Budget	Actual	Variance Favorable (Unfavorable)
3900 Other state revenue			
3993 PEBA on-behalf	\$ -	\$ 7,018	\$ 7,018
Total state sources	1,381,502	1,388,520	7,018
Total revenues all sources	1,414,470	1,410,282	(4,188)
EXPENDITURES			
100 Instruction			
110 General instruction			
111 Kindergarten programs			
100 Salaries	36,600	39,026	(2,426)
200 Employee benefits	21,293	22,079	(786)
112 Primary programs			
100 Salaries	157,100	171,633	(14,533)
200 Employee benefits	78,887	85,059	(6,172)
113 Elementary programs			
100 Salaries	142,340	171,627	(29,287)
200 Employee benefits	62,136	74,519	(12,383)
300 Purchased services	450	50	400
400 Supplies and materials	3,000	10,455	(7,455)
500 Capital outlay	5,794	-	5,794
114 High school programs			
100 Salaries	5,000	5,000	-
120 Exceptional programs			
127 Learning disabilities			
100 Salaries	57,207	31,271	25,936
200 Employee benefits	24,874	16,123	8,751
300 Purchased services	10,000	11,739	(1,739)

Elementary Report Card Comparison

	2013	2014	2015	2016	2017
Report Card	2013 Elementary Report Card	2014 Elementary Report Card	2015 Elementary Report Card	2016 Elementary Report Card	2017 Elementary Report Card
Absolute Rating	Average	Excellent		NA	NA
Growth Rating	Average	Excellent			
ELA (% Met/ Exemplary)	85.3	93.6	English 75.6 Reading 32.4	62.8	41.7
Math (% Met/ Exemplary)	76.5	80.6	35.1	55.8	37.5
Science (% Met/ Exemplary)	70.8	68.4	66.7	80	46.9
Social Studies (% Met/ Exemplary)	86.3	77.7	77.8	93.4	65.7
Writing (% Met/ Exemplary)	80.4	87.5	18.9	NA	NA

Middle Report Card Comparison

	2013	2014	2015	2016	2017
	2013 Middle Report Card	2014 Middle Report Card	2015 Middle Report Card	2016 Middle Report Card	2017 Middle Report Card
Absolute Rating	Average	Average		NA	NA
Growth Rating	Excellent	Below Average			
ELA (% Met/ Exemplary)	78.1	61	English 80 Reading 42.9	46.7	34.3
Math (% Met/ Exemplary)	56.1	46.3	37.1	20	37.2
Science (% Met/ Exemplary)	88.3	60	68.6	73.3	65.8
Social Studies (% Met/ Exemplary)	66.6	85.2	74.3	66.7	82.9
Writing (% Met/ Exemplary)	77.6	68.3	37.1	NA	NA

Elementary School Overall Rating Scale and Points for SC School Report Card

<p>OVERALL RATINGS SCALE</p> <p>Excellent: School performance substantially exceeds the criteria to ensure all students meet the Profile of the SC Graduate</p> <p>Good: School performance exceeds the criteria to ensure all students meet the Profile of the SC Graduate</p> <p>Average: School performance meets the criteria to ensure all students meet the Profile of the SC Graduate</p> <p>Below Average: School performance is in jeopardy of not meeting the criteria to ensure all students meet the Profile of the SC Graduate</p> <p>Unsatisfactory: School performance fails to meet the criteria to ensure all students meet the Profile of the SC Graduate</p>	<p>Elementary School Overall Ratings Points</p> <table> <tr> <td>Excellent *</td><td>61 to 100</td></tr> <tr> <td>Good</td><td>53 to 60</td></tr> <tr> <td>Average</td><td>42 to 52</td></tr> <tr> <td>Below Average</td><td>34 to 41</td></tr> <tr> <td>Unsatisfactory</td><td>33 and below</td></tr> </table> <p><i>*Note: If a school tests less than 95 percent of eligible students, then the school's Rating in Academic Achievement will be reduced by one Rating level. The school is also not eligible for the highest overall rating level.</i></p>	Excellent *	61 to 100	Good	53 to 60	Average	42 to 52	Below Average	34 to 41	Unsatisfactory	33 and below
Excellent *	61 to 100										
Good	53 to 60										
Average	42 to 52										
Below Average	34 to 41										
Unsatisfactory	33 and below										

Elementary Comparison

<https://screportcards.com/>

	2018	2019	2020	2021	2022
Overall Rating	Unsatisfactory- 28	Unsatisfactory- 31	NO RATING	NO RATING	Average- 48
Academic Achievement	Below Average	Below Average	-	-	Average
Points	13.48/40	14.14/40	-	-	21.04/45
ELA	34%-16/47	28.6%- 14/49		45.2%-14/31	56.1%-23/41
Math	23.4%-11/47	30.6%- 15/49		29%-9/31	41.5%-17/41
Progress	Unsatisfactory	Unsatisfactory	-	-	Average
Points	3.30/40	5.48/40	-	-	20.23/45
Overall	8.3%	13.7%	-	-	45%- 18/40
All Students	8.3%	11.8%	-	-	48.7%- 19/40
Lowest 20%	8.3%	15.6%	-	-	41.2%- 16/40
Preparing for Success	Below Average	Unsatisfactory	-	-	Not Rated
Points	3.69/10	3.09/10	-	-	-
SCPASS (Science)	17.6%- 3/17	23.5%- 4/17	-	36.4% 4/11	-
Student Engagement/ School Climate	Good	Good	-	-	Average
Points	8/10	8/10	-	-	6.77/10

Middle Report Card Comparison
<https://screportcards.com/>

	2018	2019	2020	2021	2022
Overall Rating	Good-51	Excellent- 58	NO RATING	NO RATING	Good- 49
Academic Achievement	Average	Average		-	Average
Points	17.60/40	15.92/40		-	18.9/45
ELA	54%-27/50	44.9%-22/49		44.2%-19/43	52%-13/25
Math	36%- 19/50	30.6%- 15/49		25.6%- 11/43	32%-8/25
Progress	Average	Good		-	Average
Points	23.47/40	27.34/40		-	23.26/45
Overall	58.7%	68.4%		-	51.7%- 21/40
All Students	58.7%	66.5%		-	50.6%- 20/40
Lowest 20%	58.7%	70.2%		-	52.8%- 21/40
Preparing for Success	Average	Average		-	-
Points	5.30/10	4.49/10		-	-
SCPASS (Science)	61.8%- 21/34	46.7%- 14/30		28.6%- 4/14	
Student Engagement	Average	Excellent			Good
Points	5/10	10/10			6.86/10

Year	Enrollment
2013	133
2014	124
2015	136
2016	127
2017	153
2018	162
2019	159
2020	140
2021	145
2022	117

South Carolina Department of Education
Office of School Transformation
Progress Monitoring Tool 2021-2022



School: Bridgewater Academy

Principal: Steve Wilson

Transformation Coach: Denise Covert-Wilson

Improvement Priority #1 (from the Cognia Diagnostic Review, formerly AdvancED)	Develop and implement an ongoing, collaborative, and continuous improvement structure and process that includes the analysis of a variety of data sources (e.g., universal screeners, South Carolina Palmetto Assessment of State Standards, common assessments, formative assessments, disciplinary records) to inform decision making. Routinely monitor all aspects of the improvement process, use stakeholder input, build staff capacity through effective professional growth and evaluation systems (including feedback), and ensure the plan is adjusted as needed to guarantee an increase in student learning. (Standard 1.3)		
Measurable Objective	<p><u>School-Wide Goal:</u> Bridgewater Academy will increase the percentage of students scoring At or Above Grade Level by 10% or more in overall Reading and Math according to NWEA MAP.</p> <p>a. Fall to Winter → 5% increase b. Winter to Spring → 5% increase</p> <p><u>Special Education and Intervention Goal:</u> Bridgewater Academy will increase 30% of the students receiving Tier 2 and Tier 3 instruction baseline R.I.T score by 10 points, or higher, in Reading and Math from Fall to Spring administrations of NWEA MAP Growth assessment.</p>		
Strategies/Activities	<p>Categories:</p> <table border="1"> <tr> <td data-bbox="1089 1675 1266 2003"> 1. Analysis of Various Data Sources: </td><td data-bbox="1089 71 1266 1675"> <ul style="list-style-type: none"> • Achieve 3000 • NWEA MAP • SC-Ready/SC Pass • MAP Reading Fluency (used to </td></tr> </table>	1. Analysis of Various Data Sources:	<ul style="list-style-type: none"> • Achieve 3000 • NWEA MAP • SC-Ready/SC Pass • MAP Reading Fluency (used to
1. Analysis of Various Data Sources:	<ul style="list-style-type: none"> • Achieve 3000 • NWEA MAP • SC-Ready/SC Pass • MAP Reading Fluency (used to 		

**Formative data sources from evidence-based interventions are encouraged which provide Lexile and Quantile information. Activity is implemented with an individual student or group of students to prevent or remediate a target area.

- 1.) Analyze base-line data and develop measurable objective.
- 2.) Analyze resources for evidence based intervention (ex: Best Evidence Encyclopedia, The Center on Instruction, What Works Clearinghouse, Evidence for ESSA, Results First Clearinghouse Database)
- 3.) Select intervention based on target area and practicality.

South Carolina Department of Education
Office of School Transformation
Progress Monitoring Tool 2021-2022



School: Bridgewater Academy		Principal: Steve Wilson	Transformation Coach: Denise Covert-Wilson
		determine students for intervention)	
2.	Building Staff Capacity	<ul style="list-style-type: none"> • Bi-Weekly PLCs • Cluster Meetings • Graduate Courses (optional) • Primary Intervention • Elementary Intervention 	
3.	Evaluation Systems (including feedback)	<ul style="list-style-type: none"> • Observations with Feedback Sessions • SLO Initial, Mid, and End Year Conferences • School-wide Goals 	
4.	Progress Monitoring	<ul style="list-style-type: none"> • Literacy Assessment Portfolio (LAP) • School-wide Goals • Quarterly Reading and Math Workshops • Primary Intervention • Elementary Intervention 	
5.	Stakeholder Input	<ul style="list-style-type: none"> • Task Force 	

**Formative data sources from evidence-based interventions are encouraged which provide Lexile and Quantile information. Activity is implemented with an individual student or group of students to prevent or remediate a target area.

- 1.) Analyze base-line data and develop measurable objective.
- 2.) Analyze resources for evidence based intervention (ex: Best Evidence Encyclopedia, The Center on Instruction, What Works Clearinghouse, Evidence for ESSA, Results First Clearinghouse Database)
- 3.) Select Intervention based on target area and practicality.

South Carolina Department of Education
Office of School Transformation
Progress Monitoring Tool 2021-2022



School: Bridgewater Academy		Principal: Steve Wilson	Transformation Coach: Denise Covert-Wilson
		<ul style="list-style-type: none"> • Student Data Conferences • Parent Data Conferences 	
	<ol style="list-style-type: none"> 1. Create routine benchmark assessments through the use of Mastery Connect. 2. Offer built in differentiated intervention, school-wide, through the use of Achieve 3000 3. Engage students in extended learning opportunities aligned with SCCCRS. 4. Implement Quarterly Reading and Math Workshops 5. Provide Intervention for students selected according to data from MAP in the area of math and reading. 6. Incorporate the usage of STEAM/STEM into the curriculum. 7. Provide collaborative classroom structures in each classroom to incorporate blended learning. 8. Integrate effective classroom technology in each class. 9. Employ personnel to support teachers in implementing and strengthening students in the area of math, reading and special education. 10. Provide teachers with the necessary programs and/or tools to carry out universal screening and progress monitoring. 11. Provide teachers with RTI Programs, Universal Screeners, and Academic support through a multi-tiered system of intervention. 		
Funding Source/ Amount (Include Fiscal Year & State or Federal)	CSI Funds (2021-2022) State Funding → \$75,000	Total Spent	

3

**Formative data sources from evidence-based interventions are encouraged which provide Lexile and Quantile information. Activity is implemented with an individual student or group of students to prevent or remediate a target area.

- 1.) Analyze base-line data and develop measurable objective.
- 2.) Analyze resources for evidence based intervention (ex: Best Evidence Encyclopedia, The Center on Instruction, What Works Clearinghouse, Evidence for ESSA, Results First Clearinghouse Database)
- 3.) Select Intervention based on target area and practicality.

South Carolina Department of Education
Office of School Transformation
Progress Monitoring Tool 2021-2022



School: Bridgewater Academy		Principal: Steve Wilson	Transformation Coach: Denise Covert-Wilson
Data Source	SC-Ready, MAP Growth Assessments, MAP Reading Fluency Screener, Achieve 3000		

**Formative data sources from evidence-based interventions are encouraged which provide Lexile and Quantile information. Activity is implemented with an individual student or group of students to prevent or remediate a target area.

- 1.) Analyze base-line data and develop measurable objective.
- 2.) Analyze resources for evidence based intervention (ex: Best Evidence Encyclopedia, The Center on Instruction, What Works Clearinghouse, Evidence for ESSA, Results First Clearinghouse Database)
- 3.) Select Intervention based on target area and practicality.

School: Bridgewater Academy			Principal: Steve Wilson		Transformation Coach: Denise Covert-Wilson			
Improvement Priority #1 Progress Monitoring (**Formative and Summative Data)								
Oct. Baseline Data – Prior to Implementation			Dec. – Midyear Data – During Implementation		May – Data After Implementation			
SC-Ready Math Scores 2020-2021			SC-Ready Math Scores 2020-2021		SC-Ready Math Scores 2020-2021			
(Overall Performance)			(Overall Performance)		(Overall Performance)			
Grade	Does Not Meet	Meets	Grade	Does Not Meet	Meets	Grade	Does Not Meet	Meets
3	42%	57%	3	42%	57%	3	42%	57%
4	80%	20%	4	80%	20%	4	80%	20%
5	100%	0%	5	100%	0%	5	100%	0%
6	81.25%	18.75%	6	81.25%	18.75%	6	81.25%	18.75%
7	58.33%	41.67%	7	58.33%	41.67%	7	58.33%	41.67%
8	78%	22%	8	78%	22%	8	78%	22%

**Formative data sources from evidence-based interventions are encouraged which provide Lexile and Quantile information. Activity is implemented with an individual student or group of students to prevent or remediate a target area.

- 1.) Analyze base-line data and develop measurable objective.
- 2.) Analyze resources for evidence based intervention (ex: Best Evidence Encyclopedia, The Center on Instruction, What Works Clearinghouse, Evidence for ESSA, Results First Clearinghouse Database)
- 3.) Select intervention based on target area and practicality.

South Carolina Department of Education
Office of School Transformation
Progress Monitoring Tool 2021-2022



School: Bridgewater Academy

Principal: Steve Wilson **Transformation Coach: Denise Covert-Wilson**

SC-Ready ELA Scores 2020-2021

SC-Ready ELA Scores 2020-2021

SC-Ready ELA Scores 2020-2021

(Overall Performance)

(Overall Performance)

(Overall Performance)

Grade	Does Not Meet	Meets
3	42%	57%
4	53%	47%
5	87.5%	12.5%
6	75%	25%
7	41.67%	58.33%
8	50%	50%

Grade	Does Not Meet	Meets
3	42%	57%
4	53%	47%
5	87.5%	12.5%
6	75%	25%
7	41.67%	58.33%
8	50%	50%

Grade	Does Not Meet	Meets
3	42%	57%
4	53%	47%
5	87.5%	12.5%
6	75%	25%
7	41.67%	58.33%
8	50%	50%

**Formative data sources from evidence-based interventions are encouraged which provide Lexile and Quantile information. Activity is implemented with an individual student or group of students to prevent or remediate a target area.

- 1.) Analyze base-line data and develop measurable objective.
- 2.) Analyze resources for evidence based intervention (ex: Best Evidence Encyclopedia, The Center on Instruction, What Works Clearinghouse, Evidence for ESSA, Results First Clearinghouse Database)
- 3.) Select Intervention based on target area and practicality.

South Carolina Department of Education
Office of School Transformation
Progress Monitoring Tool 2021-2022



School: Bridgewater Academy

Principal: Steve Wilson

Transformation Coach: Denise Covert-Wilson

MAP Fall Math Score 2021-2022

(Overall Performance)

Grades	Below Grade Level	At or Above Grade Level
K	59% (Mean RIT Score)	41% (Mean RIT Score)
1	47% (Mean RIT Score)	53% (Mean RIT Score)
2	62%	38%
3	59%	41%
4	57%	43%
5	73%	27%
6	80%	20%
7	93%	7%
8	62.5%	37.5%

MAP Winter Math Score 2021-2022

(Overall Performance)

Grades	Below Grade Level	At or Above Grade Level
K	65% (Mean RIT Score)	35% (Mean RIT Score)
1	58% (Mean RIT Score)	42% (Mean RIT Score)
2	69%	31%
3	37.5%	62.5%
4	69%	31%
5	73%	27%
6	80%	20%
7	64%	36%
8	87.5%	12.5%

MAP Spring Math Score 2021-2022

(Overall Performance)

Grades	Below Grade Level	At or Above Grade Level
K	47% (Mean RIT Score)	53% (Mean RIT Score)
1	42% (Mean RIT Score)	58% (Mean RIT Score)
2	50%	50%
3	53%	47%
4	69%	31%
5	85%	15%
6	86%	14%
7	74%	26%
8	89%	11%

**Formative data sources from evidence-based interventions are encouraged which provide Lexile and Quantile information. Activity is implemented with an individual student or group of students to prevent or remediate a target area.

- 1.) Analyze base-line data and develop measurable objective.
- 2.) Analyze resources for evidence based intervention (ex: Best Evidence Encyclopedia, The Center on Instruction, What Works Clearinghouse, Evidence for ESSA, Results First Clearinghouse Database)
- 3.) Select intervention based on target area and practicality.

South Carolina Department of Education
Office of School Transformation
Progress Monitoring Tool 2021-2022



School: Bridgewater Academy

Principal: Steve Wilson

Transformation Coach: Denise Covert-Wilson

MAP Fall Reading Score 2021-2022
(Overall Performance)

Grades	Below Grade Level	At or Above Grade Level
K	47% (Mean RIT Score)	53% (Mean RIT Score)
1	58% (Mean RIT Score)	42% (Mean RIT Score)
2	77%	23%
3	65%	35%
4	43%	57%
5	80%	20%
6	80%	20%
7	80%	20%
8	50%	50%

MAP Winter Reading Score 2021-2022
(Overall Performance)

Grades	Below Grade Level	At or Above Grade Level
K	47% (Mean RIT Score)	53% (Mean RIT Score)
1	63% (Mean RIT Score)	37% (Mean RIT Score)
2	85%	15%
3	62.5%	37.5%
4	54%	46%
5	87%	13%
6	80%	20%
7	86%	14%
8	62.5%	37.5%

MAP Spring Reading Score 2021-2022
(Overall Performance)

Grades	Below Grade Level	At or Above Grade Level
K	53% (Mean RIT Score)	47% (Mean RIT Score)
1	58% (Mean RIT Score)	42% (Mean RIT Score)
2	79%	21%
3	53%	47%
4	62%	38%
5	77%	23%
6	71%	29%
7	68%	32%
8	56%	44%

**Formative data sources from evidence-based interventions are encouraged which provide Lexile and Quantile information. Activity is implemented with an individual student or group of students to prevent or remediate a target area.

- 1.) Analyze base-line data and develop measurable objective.
- 2.) Analyze resources for evidence based intervention (ex: Best Evidence Encyclopedia, The Center on Instruction, What Works Clearinghouse, Evidence for ESSA, Results First Clearinghouse Database)
- 3.) Select Intervention based on target area and practicality.

South Carolina Department of Education
Office of School Transformation
Progress Monitoring Tool 2021-2022



School: Bridgewater Academy

Principal: Steve Wilson

Transformation Coach: Denise Covert-Wilson

Achieve 3000

Math

(Overall Performance)

2021-2022

Fall Benchmark (LevelSet): Math-Quantiles

Grades	Below Grade Level (Quantile)	At or Above Grade Level (Quantile)
K	100%	0%
1	100%	0%
2	100%	0%
3	94%	6%
4	93%	7%
5	93%	7%
6	100%	0%
7	92%	8%
8	88%	13%

Achieve 3000

Math

(Overall Performance)

2021-2022

Winter Benchmark (LevelSet): Math-Quantiles

Grades	Below Grade Level (Quantile)	At or Above Grade Level (Quantile)
K	76%	24%
1	100%	0%
2	90%	10%
3	94%	6%
4	75%	25%
5	100%	0%
6	100%	0%
7	88%	13%
8	83%	17%

Achieve 3000

Math

(Overall Performance)

2021-2022

Spring Benchmark (LevelSet): Math-Quantiles

Grades	Below Grade Level (Quantile)	At or Above Grade Level (Quantile)
K	73%	27%
1	84%	16%
2	64%	36%
3	94%	6%
4	81%	19%
5	100%	0%
6	100%	0%
7	94%	6%
8	89%	11%

**Formative data sources from evidence-based interventions are encouraged which provide Lexile and Quantile information. Activity is implemented with an individual student or group of students to prevent or remediate a target area.

- 1.) Analyze base-line data and develop measurable objective.
- 2.) Analyze resources for evidence based intervention (ex: Best Evidence Encyclopedia, The Center on Instruction, What Works Clearinghouse, Evidence for ESSA, Results First Clearinghouse Database)
- 3.) Select Intervention based on target area and practicality.

Revised on June 20, 2022

South Carolina Department of Education
Office of School Transformation
Progress Monitoring Tool 2021-2022



School: Bridgewater Academy

Achieve 3000

Literacy

(Overall Performance)

2021-2022

Fall Benchmark (LevelSet: Grades K-2):

Literacy-Placement After Initial Assessment

Grades	Below Grade Level (Initial Placement)	At or Above Grade Level (Initial Placement)
K	33.3%	66.7%
1	88.9%	11.1%
2	90%	10%

Principal: Steve Wilson

Achieve 3000

Literacy

(Overall Performance)

2021-2022

Winter Benchmark (LevelSet: Grades K-2):

Literacy-Current Placement Level

Grades	Below Grade Level (Current Placement)	At or Above Grade Level (Current Placement)
K	24%	76%
1	83%	17%
2	69%	31%

Transformation Coach: Denise Covert-Wilson

Achieve 3000

Literacy

(Overall Performance)

2021-2022

Spring Benchmark (LevelSet: Grades K-2):

Literacy-Current Placement Level

Grades	Below Grade Level (Current Placement)	At or Above Grade Level (Current Placement)
K	13%	87%
1	74%	26%
2	57%	43%

**Formative data sources from evidence-based interventions are encouraged which provide Lexile and Quantile information. Activity is implemented with an individual student or group of students to prevent or remediate a target area.

- 1.) Analyze base-line data and develop measurable objective.
- 2.) Analyze resources for evidence based intervention (ex: Best Evidence Encyclopedia, The Center on Instruction, What Works Clearinghouse, Evidence for ESSA, Results First Clearinghouse Database)
- 3.) Select Intervention based on target area and practicality.

Revised on June 20, 2022

South Carolina Department of Education
Office of School Transformation
Progress Monitoring Tool 2021-2022



School: Bridgewater Academy

Principal: Steve Wilson

Transformation Coach: Denise Covert-Wilson

Fall Benchmark (LevelSet: Grades 3-8):

Literacy-Lexile Ranges

Grades	Below Grade Level (Lexile Range)	At or Above Grade Level (Lexile Range)
3	65%	35%
4	57%	43%
5	100%	0%
6	100%	0%
7	83%	17%
8	71%	29%

Winter Benchmark (LevelSet: Grades 3-8):

Literacy-Lexile Ranges

Grades	Below Grade Level (Lexile Range)	At or Above Grade Level (Lexile Range)
3	62.5%	37.5%
4	54%	46%
5	93%	7%
6	100%	0%
7	87%	13%
8	67%	33%

Spring Benchmark (LevelSet: Grades 3-8):

Literacy-Lexile Ranges

Grades	Below Grade Level (Lexile Range)	At or Above Grade Level (Lexile Range)
3	35%	65%
4	56%	44%
5	77%	23%
6	100%	0%
7	74%	26%
8	44%	56%

**Formative data sources from evidence-based interventions are encouraged which provide Lexile and Quantile information. Activity is implemented with an individual student or group of students to prevent or remediate a target area.

- 1.) Analyze base-line data and develop measurable objective.
- 2.) Analyze resources for evidence based intervention (ex: Best Evidence Encyclopedia, The Center on Instruction, What Works Clearinghouse, Evidence for ESSA, Results First Clearinghouse Database)
- 3.) Select intervention based on target area and practicality.

Revised on June 20, 2022

South Carolina Department of Education
Office of School Transformation
Progress Monitoring Tool 2021-2022



School: Bridgewater Academy

Principal: Steve Wilson

Transformation Coach: Denise Covert-Wilson

MAP Reading Fluency:

Fall Data

(Overall Performance)

MAP Reading Fluency:

Winter Data

(Overall Performance)

MAP Reading Fluency:

Spring Data

(Overall Performance)

Foundational Skills: Phonological Awareness

Grade	Below Grade Level	At or Above Grade Level
K	53%	47%
1	26%	74%
2	57%	43%
3	29%	71%

Foundational Skills: Phonological Awareness

Grade	Below Grade Level	At or Above Grade Level
K	59%	41%
1	33%	67%
2	57%	43%
3	29%	71%

Foundational Skills: Phonological Awareness

Grade	Below Grade Level	At or Above Grade Level
K	60%	40%
1	74%	26%
2	21%	79%
3	18%	82%

Foundational Skills: Phonics/Word Recognition

Grade	Below Grade Level	At or Above Grade Level
K	47%	53%
1	37%	63%
2	57%	43%
3	29%	71%

Foundational Skills: Phonics/Word Recognition

Grade	Below Grade Level	At or Above Grade Level
K	59%	41%
1	39%	61%
2	57%	43%
3	29%	71%

Foundational Skills: Phonics/Word Recognition

Grade	Below Grade Level	At or Above Grade Level
K	47%	53%
1	74%	26%
2	21%	79%
3	18%	82%

**Formative data sources from evidence-based interventions are encouraged which provide Lexile and Quantile information. Activity is implemented with an individual student or group of students to prevent or remediate a target area.

- 1.) Analyze base-line data and develop measurable objective.
- 2.) Analyze resources for evidence based intervention (ex: Best Evidence Encyclopedia, The Center on Instruction, What Works Clearinghouse, Evidence for ESSA, Results First Clearinghouse Database)
- 3.) Select Intervention based on target area and practicality.

South Carolina Department of Education
Office of School Transformation
Progress Monitoring Tool 2021-2022



School: Bridgewater Academy

Principal: Steve Wilson

Transformation Coach: Denise Covert-Wilson

Foundational Skills: Listening Comprehension

Grade	Below Grade Level	At or Above Grade Level
K	70%	30%
1	58%	42%
2	7%	93%
3	0%	100%

Foundational Skills: Picture Vocabulary

Grade	Below Grade Level	At or Above Grade Level
K	24%	76%
1	37%	63%
2	7%	93%
3	0%	100%

Oral Reading Skills: Sentence Reading Fluency

Foundational Skills: Listening Comprehension

Grade	Below Grade Level	At or Above Grade Level
K	29%	71%
1	39%	61%
2	7%	93%
3	0%	100%

Foundational Skills: Picture Vocabulary

Grade	Below Grade Level	At or Above Grade Level
K	24%	76%
1	22%	78%
2	14%	86%
3	0%	100%

Oral Reading Skills: Sentence Reading Fluency

Foundational Skills: Listening Comprehension

Grade	Below Grade Level	At or Above Grade Level
K	13%	87%
1	32%	68%
2	7%	93%
3	0%	100%

Foundational Skills: Picture Vocabulary

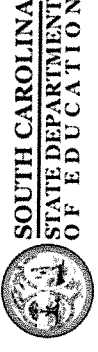
Grade	Below Grade Level	At or Above Grade Level
K	13%	87%
1	11%	89%
2	7%	93%
3	0%	100%

Oral Reading Skills: Sentence Reading Fluency

**Formative data sources from evidence-based interventions are encouraged which provide Lexile and Quantile information. Activity is implemented with an individual student or group of students to prevent or remediate a target area.

- 1.) Analyze base-line data and develop measurable objective.
- 2.) Analyze resources for evidence based intervention (ex: Best Evidence Encyclopedia, The Center on Instruction, What Works Clearinghouse, Evidence for ESSA, Results First Clearinghouse Database)
- 3.) Select intervention based on target area and practicality.

South Carolina Department of Education
Office of School Transformation
Progress Monitoring Tool 2021-2022



School: Bridgewater Academy

Principal: Steve Wilson

Transformation Coach: Denise Covert-Wilson

Grade	Below Grade Level	At or Above Grade Level
K	----	----
1	79%	21%
2	71%	29%
3	35%	65%

Grade	Below Grade Level	At or Above Grade Level
K	94%-NE (No Expectations)	6%
1	61%	39%
2	71%	29%
3	29%	71%

Grade	Below Grade Level	At or Above Grade Level
K	93%NE (No Expectations)	7%
1	74%	26%
2	21%	79%
3	24%	76%

Oral Reading Skills: Oral Reading Rate

Grade	Below Grade Level	At or Above Grade Level
K	94%-NE (No Expectations)	6%
1	89%	11%
2	93%	7%
3	65%	35%

Oral Reading Skills: Oral Reading Rate

Grade	Below Grade Level	At or Above Grade Level
K	93%NE (No Expectations)	7%
1	84%	16%
2	79%	21%
3	71%	29%

**Formative data sources from evidence-based interventions are encouraged which provide Lexile and Quantile information. Activity is implemented with an individual student or group of students to prevent or remediate a target area.

- 1.) Analyze base-line data and develop measurable objective.
- 2.) Analyze resources for evidence based intervention (ex: Best Evidence Encyclopedia, The Center on Instruction, What Works Clearinghouse, Evidence for ESSA, Results First Clearinghouse Database)
- 3.) Select intervention based on target area and practicality.

South Carolina Department of Education
Office of School Transformation
Progress Monitoring Tool 2021-2022



School: Bridgewater Academy		Principal: Steve Wilson	Transformation Coach: Denise Covert-Wilson						
Improvement Priority #2 (from the Cognia Diagnostic Review, formerly AdvancED)	Develop and implement processes that ensure the individual needs of students are met. Establish a process to provide social and emotional and academic support through a multi-tiered system of intervention. Implement frequent progress monitoring of student data, adjustments to processes, and program evaluation to meet student needs and improve student learning. (Standard 2.9)								
Measurable Objective	<p>Bridgewater Academy will incorporate the use of student Literacy Assessment Portfolios/Student Data Portfolios to progress monitor and meet the needs of students academically and socially-emotionally.</p> <p>Bridgewater Academy will incorporate various social-emotional topics through the usage of "Studies Weekly" wellbeing newsletters to meet the needs of students socially and emotionally.</p> <p>Bridgewater Academy will incorporate "Student Clubs" and "Career Studies" to meet the needs of students socially and emotionally.</p> <p>Bridgewater Academy will incorporate a "Positive Behavior Intervention System", PBIS, to meet the needs of students academically and social-emotionally.</p>								
Strategies/ Activities	<table><tr><td colspan="2">Categories:</td></tr><tr><td>1. Analysis of Various Data Sources:</td><td><ul style="list-style-type: none">● Achieve 3000● NWEA MAP● SC-Ready/SC Pass● MAP Reading Fluency (used to determine students for intervention)</td></tr><tr><td>2. Progress Monitoring</td><td><ul style="list-style-type: none">● Literacy Assessment Portfolio (LAP)</td></tr></table>			Categories:		1. Analysis of Various Data Sources:	<ul style="list-style-type: none">● Achieve 3000● NWEA MAP● SC-Ready/SC Pass● MAP Reading Fluency (used to determine students for intervention)	2. Progress Monitoring	<ul style="list-style-type: none">● Literacy Assessment Portfolio (LAP)
Categories:									
1. Analysis of Various Data Sources:	<ul style="list-style-type: none">● Achieve 3000● NWEA MAP● SC-Ready/SC Pass● MAP Reading Fluency (used to determine students for intervention)								
2. Progress Monitoring	<ul style="list-style-type: none">● Literacy Assessment Portfolio (LAP)								

**Formative data sources from evidence-based interventions are encouraged which provide Lexile and Quantile information. Activity is implemented with an individual student or group of students to prevent or remediate a target area.

- 1.) Analyze base-line data and develop measurable objective.
- 2.) Analyze resources for evidence based intervention (ex: Best Evidence Encyclopedia, The Center on Instruction, What Works Clearinghouse, Evidence for ESSA, Results First Clearinghouse Database)
- 3.) Select intervention based on target area and practicality.

South Carolina Department of Education
Office of School Transformation
Progress Monitoring Tool 2021-2022



School: Bridgewater Academy		Principal: Steve Wilson	Transformation Coach: Denise Covert-Wilson
			<ul style="list-style-type: none"> • School-wide Goals • Quarterly Reading and Math Workshops • Primary Intervention • Elementary Intervention
3.	Evaluation Systems (including feedback)		<ul style="list-style-type: none"> • Observations with Feedback Sessions • SLO Initial, Mid, and End Year Conferences • School-wide Goals • Cluster differentiated Lesson Plan Templates submitted through Google
4.	MTSS		<ul style="list-style-type: none"> • Primary Intervention • Elementary Intervention • Studies Weekly Newsletters • Tier 2 Support through Related Arts Teachers • LAP Binders • PBIS Matrix • Achieve 3000 Intervention • Hooked on Phonics • S.E.L. Hour (Staff)

**Formative data sources from evidence-based interventions are encouraged which provide Lexile and Quantile information. Activity is implemented with an individual student or group of students to prevent or remediate a target area.

- 1.) Analyze base-line data and develop measurable objective.
- 2.) Analyze resources for evidence based intervention (ex: Best Evidence Encyclopedia, The Center on Instruction, What Works Clearinghouse, Evidence for ESSA, Results First Clearinghouse Database)
- 3.) Select Intervention based on target area and practicality.

South Carolina Department of Education
Office of School Transformation
Progress Monitoring Tool 2021-2022



School: Bridgewater Academy		Principal: Steve Wilson	Transformation Coach: Denise Covert-Wilson
	<div>1. Providing a universal screening program</div> <div>2. Providing teachers with professional development opportunities with social-emotional learning, Tier I & II Instruction, Digital Applications, etc.</div> <div>3. Tiered Instruction & Support</div> <div>4. Create and implement the usage of Clustered Lesson Plan Templates</div> <div>5. Lesson Plans submitted through individual Google folders</div> <div>6. Analyze MAP data</div> <div>7. Create a school-wide PBIS Matrix</div> <div>8. Implement the daily usage of Studies Weekly in each classroom</div> <div>9. Quarterly checks of Literacy Assessment Portfolios</div> <div>*** Provide teachers and students with academic and emotional support, through the use of:</div>		
Funding Source/ Amount <i>(include Fiscal Year & State or Federal)</i>	CSI Funds (2021-2022) State Funding→ \$75,000	Total Spent:	
Data Source	LAP's Folders/Student Data Portfolios, MAP Reading Fluency Screener, Student Data Conferences, Parent Data Conferences, Reading and Math Workshops (Quarterly), StudiesWeekly Newsletter, SLO Conferences		

**Formative data sources from evidence-based interventions are encouraged which provide Lexile and Quantile information. Activity is implemented with an individual student or group of students to prevent or remediate a target area.

- 1.) Analyze base-line data and develop measurable objective.
- 2.) Analyze resources for evidence based intervention (ex: Best Evidence Encyclopedia, The Center on Instruction, What Works Clearinghouse, Evidence for ESSA, Results First Clearinghouse Database)
- 3.) Select intervention based on target area and practicality.

School: Bridgewater Academy

Principal: Steve Wilson

Transformation Coach: Denise Covert-Wilson

Improvement Priority #2 Progress Monitoring (**Formative and Summative Data)			
Oct. Baseline Data – Prior to Implementation	Dec.. – Midyear Data – During Implementation	May – Data After Implementation	
<ul style="list-style-type: none"> • Creation of the LAPs Binder • Initial LAP's Binder Check-in • SLO Conferences • Tier II Instruction and Support • Interventionist Support • Fall MAP Data Analysis • Student Data Conferences • Parent Data Conferences • Reading and Math Workshop • Student TDA Writing Samples 	<ul style="list-style-type: none"> • Continuation of the LAPs Binder • Quarter 2 LAP's Binder Check-in • SLO Conferences • Tier II Instruction and Support • Interventionist Support • Winter MAP Data Analysis • Student Data Conferences • Parent Data Conferences • Reading and Math Workshop • Student TDA Writing Samples 	<ul style="list-style-type: none"> • Continuation of the LAPs Binder • Quarter 3 LAP's Binder Check-in • SLO Conferences • Tier II Instruction and Support • Interventionist Support • Spring MAP Data Analysis • Student Data Conferences • Parent Data Conferences • Reading and Math Workshop • Student TDA Writing Samples 	

**Formative data sources from evidence-based interventions are encouraged which provide Lexile and Quantile information. Activity is implemented with an individual student or group of students to prevent or remediate a target area.

- 1.) Analyze base-line data and develop measurable objective.
- 2.) Analyze resources for evidence based intervention (ex: Best Evidence Encyclopedia, The Center on Instruction, What Works Clearinghouse, Evidence for ESSA, Results First Clearinghouse Database)
- 3.) Select intervention based on target area and practicality.

South Carolina Department of Education
Office of School Transformation
Progress Monitoring Tool 2021-2022



School: Bridgewater Academy

Principal: Steve Wilson

Transformation Coach: Denise Covert-Wilson

Eleot Observation Feedback Data (Environment Averages)		Eleot Observation Feedback Data (Environment Averages)		Eleot Observation Feedback Data (Environment Averages)	
	Diagnostic Review Averages (2018-2019)	Quarter 1 (2021-2022)		Quarter 2	Quarter 3
Environment A: Equitable Learning	2.1	2.64	Environment A: Equitable Learning	2.96	3.56
Environment B: High Expectations	1.8	2.52	Environment B: High Expectations	2.74	3.29
Environment C: Supportive Learning	2.2	3.01	Environment C: Supportive Learning	3.02	3.68
Environment D: Active Learning	2.0	2.5	Environment D: Active Learning	2.50	3.18
Environment E: Progress Monitoring	1.8	2.26	Environment E: Progress Monitoring	2.56	3.40
Environment F: Well-Managed Learning	2.4	2.98	Environment F: Well-Managed Learning	2.85	3.40
Environment G: Digital Learning	1.4	2.15	Environment G: Digital Learning	2.64	3.47

**Formative data sources from evidence-based interventions are encouraged which provide Lexile and Quantile information. Activity is implemented with an individual student or group of students to prevent or remediate a target area.

- 1.) Analyze base-line data and develop measurable objective.
- 2.) Analyze resources for evidence based intervention (ex: Best Evidence Encyclopedia, The Center on Instruction, What Works Clearinghouse, Evidence for ESSA, Results First Clearinghouse Database)
- 3.) Select intervention based on target area and practicality.

South Carolina Department of Education
Office of School Transformation
Progress Monitoring Tool 2021-2022



School: Bridgewater Academy

Principal: Steve Wilson

Transformation Coach: Denise Covert-Wilson

Improvement Priority #3 <i>(from the Cognia Diagnostic Review, formerly AdvancED)</i>	Bridgewater Academy will increase teachers' capacity by providing ongoing Professional Development which promotes applying the use of data to their daily instruction, implementation of new programs and curriculum, and employing the use of purposeful co-teaching methods.	
Measurable Objective	Teachers will show evidence of new methods and strategies by means of exemplifying these strategies in lesson plans and Student Learning Objectives (SLOs). Beginning, Mid-year, and end-of-year conferences will be held to evaluate teachers' implementation of enhanced instruction.	
Strategies/Activities	<p>Teachers will have access to the following professional development throughout the year (not limited to):</p> <ul style="list-style-type: none"> • Conferences (content specific) • GT Endorsement • Read to Succeed • Tiered Instruction • Differentiated Instruction • M.T.S.S. (PBIS) • STEM/Inquiry • Heggerty • Achieve 3000 • Fountas and Pinnell • Voyager • Woodcock Johnson • KeyMath • AimsWeb • Hooked on Phonics 	

20

**Formative data sources from evidence-based interventions are encouraged which provide Lexile and Quantile information. Activity is implemented with an individual student or group of students to prevent or remediate a target area.

1.) Analyze base-line data and develop measurable objective.

2.) Analyze resources for evidence based intervention (ex: Best Evidence Encyclopedia, The Center on Instruction, What Works Clearinghouse, Evidence for ESSA, Results First Clearinghouse Database)

3.) Select Intervention based on target area and practicality.

Revised on June 20, 2022

South Carolina Department of Education
Office of School Transformation
Progress Monitoring Tool 2021-2022



School: Bridgewater Academy		Principal: Steve Wilson	Transformation Coach: Denise Covert-Wilson
	<ul style="list-style-type: none"> • Generation Genius • Etcetera 		
Funding Source/ Amount (Include Fiscal Year & State or Federal)	CSI Funds (2021-2022) State Funding → \$75,000	Total Spent:	
Data Source	PLC's and PD		

21

**Formative data sources from evidence-based interventions are encouraged which provide Lexile and Quantile information. Activity is implemented with an individual student or group of students to prevent or remediate a target area.

- 1.) Analyze base-line data and develop measurable objective.
- 2.) Analyze resources for evidence based intervention (ex: Best Evidence Encyclopedia, The Center on Instruction, What Works Clearinghouse, Evidence for ESSA, Results First Clearinghouse Database)
- 3.) Select Intervention based on target area and practicality.

South Carolina Department of Education
Office of School Transformation
Progress Monitoring Tool 2021-2022



School: Bridgewater Academy

Principal: Steve Wilson

Transformation Coach: Denise Covert-Wilson

Improvement Priority #3 Progress Monitoring (**Formative and Summative Data)			
Oct. Baseline Data – Prior to Implementation			
August 2021			
Date	Name	Hours	
8/2	PD: Work Session, Part 1	2 hours	
8/3	PD: Achieve 3000 (Math)	2 hours	
8/4	PD: Achieve 3000 (Literacy)	2 hours	
8/5	PD: Achieve 3000 (Smarty Ants)	2 hours	
8/6	PD: Work Session, Part 2	2 hours	
8/9	PD: Work Session, Part 3	2 hours	
8/10	PD: Work Session, Part 4	2 hours	
8/11	PD: GoMath Overview	1 hour	
8/12	PD: Wonders Overview	1 hour	
Dec. Midyear Data – During Implementation			
December 2021			
Date	Name	Hours	
12/14	PLC: Reading and Math Workshop	1 hour	
January 2022			
Date	Name	Hours	
1/25	PLC: Data Reflection	1 hour	
1/26	PD: COP Refresher (SIT Members)	2 hours	
1/28	PD: Small Group Instruction	1 hour	
February 2022			
Date	Name	Hours	
March 2022			
Date	Name	Hours	
3/8	PLC: Building Stamina: Reading and Math Workshop	1 hour	
April 2022			
Date	Name	Hours	
4/5	PLC: Data Analysis	1 hour	
4/26	PLC: Yearly Reflection	1 hour	
May 2022			
Date	Name	Hours	
5/5	PD: Fountas & Pinnell		

**Formative data sources from evidence-based interventions are encouraged which provide Lexile and Quantile information. Activity is implemented with an individual student or group of students to prevent or remediate a target area.

- 1.) Analyze base-line data and develop measurable objective.
- 2.) Analyze resources for evidence based intervention (ex: Best Evidence Encyclopedia, The Center on Instruction, What Works Clearinghouse, Evidence for ESSA, Results First Clearinghouse Database)
- 3.) Select intervention based on target area and practicality.

South Carolina Department of Education
Office of School Transformation
Progress Monitoring Tool 2021-2022



School: Bridgewater Academy

Principal: Steve Wilson

Transformation Coach: Denise Covert-Wilson

8/13	PD: IXL, Google Classroom Overview	1.5 hours
8/24	PLC: BWA Website Update	1 hour
8/31	PLC: MAP Monitoring	1 hour

September 2021

Date	Name	Hours
9/14	PLC: Literacy Assessment Portfolio	1 hour
9/28	PLC: Reading and Math Workshop	1 hour

October 2021

Date	Name	Hours
10/11	PLC: TDA Feedback	1 hour
10/20	PD: COP Refresher (SIT Members)	2 hours

Date	Name	Hours
2/22	PLC: Cognia Review Evidence Collection	1 hour

June 2022

Date	Name	Hours
5/6	PD: Fountas & Pinnell	
5/12	PD: Voyager	3
5/20	PD: Open Court Literacy	7
6/2	PD: Fountas & Pinnell	

**Formative data sources from evidence-based interventions are encouraged which provide Lexile and Quantile information. Activity is implemented with an individual student or group of students to prevent or remediate a target area.

- 1.) Analyze base-line data and develop measurable objective.
- 2.) Analyze resources for evidence based intervention (ex: Best Evidence Encyclopedia, The Center on Instruction, What Works Clearinghouse, Evidence for ESSA, Results First Clearinghouse Database)
- 3.) Select intervention based on target area and practicality.

Revised on June 20, 2022

South Carolina Department of Education
Office of School Transformation
Progress Monitoring Tool 2021-2022



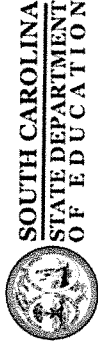
10/25	PLC: MTSS Grouping and Tiered Instruction	1 hour
10/29	PD: Achieve 3000 "Refresher"	2 hours
November 2021		
Date	Name	Hours
11/5	PD: Achieve 3000 Math "Refresher"	45 minutes
11/9	PLC: Aligning ELEOT with Tiered Instruction	1 hour
11/17	PD: COP Refresher (SIT Members)	2 hours

School: Bridgewater Academy Principal: Steve Wilson Transformation Coach: Denise Covert-Wilson

**Formative data sources from evidence-based interventions are encouraged which provide Lexile and Quantile information. Activity is implemented with an individual student or group of students to prevent or remediate a target area.

- 1.) Analyze base-line data and develop measurable objective.
- 2.) Analyze resources for evidence based intervention (ex: Best Evidence Encyclopedia, The Center on Instruction, What Works Clearinghouse, Evidence for ESSA, Results First Clearinghouse Database)
- 3.) Select intervention based on target area and practicality.

South Carolina Department of Education
Office of School Transformation
Progress Monitoring Tool 2021-2022



School: Bridgewater Academy

Principal: Steve Wilson

Transformation Coach: Denise Covert-Wilson

**Formative data sources from evidence-based interventions are encouraged which provide Lexile and Quantile information.
Activity is implemented with an individual student or group of students to prevent or remediate a target area.

- 1.) Analyze base-line data and develop measurable objective.
- 2.) Analyze resources for evidence based intervention (ex: Best Evidence Encyclopedia, The Center on Instruction, What Works Clearinghouse, Evidence for ESSA, Results First Clearinghouse Database)
- 3.) Select intervention based on target area and practicality.

Revised on June 20, 2022



**SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION**

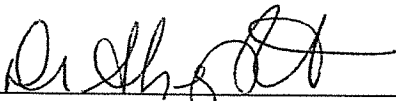
South Carolina Public Charter School Annual Report

Statement of Assurances for Charter Schools

As the authorized representative of Bridgewater Academy [(name of charter school)], I hereby certify that the stated charter school complies with all applicable South Carolina Charter Schools Act of 1996 requirements as submitted in this statement of assurances.

- A. Complies with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. S.C. Code Ann. § 59-40-40(2)(b)
- B. Does not charge tuition or other charges pursuant to S.C. Code Ann. § 59-19-90(8) except as may be allowed by the sponsor and is comparable to the charges of the local school district in which the charter school is located. S.C. Code Ann. § 59-40-40(2)(d)
- C. Adheres to the same health, safety, civil rights, and disability rights requirements as are applied to other public schools operating in the same school district or, in the case of the South Carolina Public Charter School District (SCPCSD) or a public or independent institution of higher learning, the local school district in which the charter school is located. S.C. Code Ann. § 59-40-50(B)(1)
- D. Meets, and may exceed, the same minimum student attendance requirements as are applied to public schools. S.C. Code Ann. § 59-40-50(B)(2)
- E. Adheres to the same financial audits, audit procedures, and audit requirements as are applied to public schools. S.C. Code Ann. § 59-40-50(B)(3)
- F. Reports to its sponsor and the South Carolina Department of Education (SCDE) documentation of the appropriate use of federal funds the charter school may receive.
- G. Uses the same pupil accounting system as required of public schools and districts.
- H. Employs noncertified teachers in a ratio of up to 25 percent of its entire teaching staff (10 percent for conversion schools). All teachers in core academic areas will be highly qualified as defined in the Elementary and Secondary Education Act (ESEA). S.C. Code Ann. § 59-40-50(5)
- I. Employs one administrative staff member who is certified or experienced in the field of school administration. S.C. Code Ann. § 59-40-50(6)
- J. Is secular in its curriculum, programs, governance, and all other operations. S.C. Code Ann. § 59-40-40(1)
- K. Complies with the Freedom of Information Act. S.C. Code Ann. § 59-40-50(10)
- L. Complies with the ESEA legislation and applicable provisions of the SCDE's ESEA waiver.

- M. Adheres to all provisions of reporting student truancy, discipline incidents, and persistently dangerous situations as required by ESEA.
- N. Assumes liability for the activities of the charter school and will indemnify and hold harmless the school district and its servants, agents, and employees from any and all liability, damage, expense, causes of action, suits, claims, or judgments arising from injury to persons or property or otherwise which arises out of the act, failure to act, or negligence of the charter school, or its agents and employees, in connection with or arising out of the activity of the charter school. S.C. Code Ann. § 59-40-60(F)(15)
- O. Reports to its sponsor and the SCDE any changes to information provided under its application in a timely manner. S.C. Code Ann. § 59-40-140(H)
- P. Reports at least annually to its sponsor and the SCDE all information required by the sponsor and by the SCDE, including, at a minimum, the number of students enrolled in the charter school, the success of students in achieving the specific educational goals for which the charter school was established, and the identity and certification status of the teaching staff. S.C. Code Ann. § 59-40-140(H)
- Q. Adheres to all provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 that are applicable. S.C. Code Ann. § 59-40-50(B)(1)
- R. Adheres to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. S.C. Code Ann. § 59-40-50(B)(1)
- S. Complies with S.C. Code Ann. § 59-63-235 (2004), which provides for the expulsion of any student who brings a firearm to school.
- T. Complies with the Family Education Rights and Privacy Act (20 U.S.C. § 1232).
- U. Complies with any school district desegregation plan or order in effect. S.C. Code Ann. § 59-40-60(F)(9)
- V. Adheres to all requirements of the Office of School Facilities as detailed in the Charter School Facilities Approval Form.
- W. Understands that, as a charter, we gain autonomy to make decisions in exchange for accountability to our authorizer.



Signature of Charter School Leader

12-13-22
Date



Signature of Charter School Board Chairman

12-13-22
Date

I. PROGRAM

A. *Mission Statement – The mission of Bridgewater Academy is to enable all students to exceed academic standards through direct, personal, one-on-one instruction by providing an innovative academic program within a small classroom environment, and to provide a personalized, supportive learning community where teachers, parents, community members and students all partner together to establish a place where student achievement is celebrated, instruction is provided with passion and commitment, and value is given to the development of self discipline, honesty, integrity and respect.*

At Bridgewater Academy, all students are provided with a quality choice in free public education. We accomplish this by offering:

- A challenging and engaging curriculum delivered to promote critical thinking skills in all students.
- Innovative lessons with real world applications and creative methods to incite discovery.
- Low pupil to teacher ratio to ensure personalized attention and build confidence.

Our students develop sound academic skills, sound study habits and qualities of character necessary to succeed in high school, college, and the competitive world. Each student is given the opportunity to achieve his or her full potential in a safe, supportive, loving environment preparing them for higher education, satisfying employment, and responsible citizenship. Our staff includes passionate, innovative, and encouraging teachers, administrators, parents, and community members. Our school community inspires students to cultivate their individual gifts and abilities, equipping them to discover meaningful value and purpose in the world. Everyone in the school is expected to live by the philosophy that the path to success in life is education, there are no shortcuts.

In order to bridge the achievement gap and improve student learning we will stand by our hallmark by maintaining a low pupil/teacher ratio. Each student receives individual instruction every day. Teachers use a variety of teaching techniques and are encouraged to "think out of the box" to develop methods that work. Because of this approach to individualized instruction, two sixth grade students scored a perfect one hundred percent this year on the Algebra 1 End of Course exam, along with two other sixth grade students who scored above the eighty third percentile. Bridgewater Academy received the Palmetto Silver Award 2010-2011. We are accountable to Horry County and the State of South Carolina; implementing required testing, sending in annual reports, and complying with charter school law. Our charter school is assisting South Carolina in reaching academic excellence.

B. Educational Program, Goals, Objectives, Pupil Achievement Standards, and Curriculum

1. Student Population

Our student population is racially balanced with approximately 50 percent African American, 46 percent white, and 4 percent Asian/Pacific Islander. We currently have 37 % females and 63% males. Our Free and Reduced Lunch population has grown from 47.8% in 2006-2007 to 81.4% in 2010-2011. Even with these changes we maintained high attendance, in the 95 percentile and made Average Yearly Progress in 2009-2010. Our Academic Gifted and Talented population is 10.5%, while 9.2% are serviced in Art Gifted and Talented. Students with special accommodations make up 20.4% of our school population. We enrolled 4.6% of our middle school students in advanced placement math classes for high school credit in 2010-2011. Our athletic teams involved 56 % of our middle school population. Bridgewater Academy adheres to the same health, safety, and civil rights requirements as are applied to public schools operating the same school district, Section 59-40-50, B-1, as stated in Charter School act.

2. Educational Program Overview

The South Carolina State Standards define what children should know and be able to do at the end of each grade. Our curriculum, the Core Knowledge Curriculum (www.coreknowledge.org) along with project based learning, will describe what our students need to learn in order to meet and/or exceed those standards. The Core Knowledge Curriculum framework identifies specific content to be studied and is a coherent, specific and content rich curriculum that addresses the components of the State Content Standards. The Core Knowledge Curriculum is aligned with the South Carolina State Standards and is also aligned with the Common Core State Standards adopted by the State of South Carolina along with 41 other states. Please find a copy of this alignment in Appendix F.

Core Knowledge Curriculum presents a body of lasting knowledge that forms the core of a Preschool-Grade 8 curriculum. Such solid knowledge includes, for example, the basic principles of constitutional government, important events of world history, essential elements of mathematics and of oral and written expression, widely acknowledged masterpieces of art and music, and stories and poems passed down from generation to generation. The curriculum is carefully sequenced because knowledge builds on knowledge. Children learn new knowledge by building on what they already know. Only a school that clearly defines the knowledge and skills required to know in each successive grade can be excellent and fair for all students. For this reason, the Core Knowledge Sequence provides a clear outline of content to be learned grade by grade. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, but also helps prevent the many repetitions and gaps that characterize much current schooling.

Typical standards tend to be generic and skill-oriented. For example: "Students will demonstrate knowledge of people, events, ideas, and movements that contributed to the development of the United States." The question is which people and events? What ideas and movements? The Core Knowledge Sequence specifies important knowledge in language arts, history and geography, math, science, and the fine arts. Where the state standards often ask, "What do our children need to be able to do?" the Core Knowledge Sequence answers the question, "What do our children need to know?" Literacy depends on sharing knowledge. One goal of Core Knowledge is to provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture. Studies show Core Knowledge narrows the achievement gap between advantaged and disadvantaged students.

An important feature of Core Knowledge is the interdisciplinary nature of the curriculum, helping children see the interrelationships between subjects taught in school. For example, social studies and literature are topically linked. The arts may also be topically linked with the whole unit culminating in a class activity or presentation.

Along with this approach Bridgewater Academy is engaged in and reaching toward more project based learning. Project based learning is a dynamic approach to teaching in which students explore real-

world problems and challenges, while developing cross-curriculum skills. It involves working in small groups who are actively engaged in learning. Research indicates that students are more likely to retain the knowledge gained through this approach far more readily than those taught by traditional textbook centered and lecture based teaching. We will make this one component of our curriculum and assessment.

Bridgewater Academy will be implementing a reading enrichment program for all students grades K-8th beginning in the 2011-2012 academic year. In the Reading for Enrichment Program, (RFE), students will be grouped by their Lexile numbers. Reading materials will be provided at the appropriate Lexile Range for each group.

Individualized instruction is possible with Title 1 aides, small class sizes, and the utilization of Individual Learning Plans for each student.

The Character Education Program, (Second Step), will be implemented in every classroom for all grade levels by the classroom teacher.

Our students participate in standards based field trips throughout the year. Field trips are submitted for approval and granted permission based on their educational validity.

Our program is rigorous and challenging. Bridgewater Academy students are well prepared to meet State Standards and the demands of high school education. It is our goal to work towards meeting or exceeding SC State Standards. The curriculum of Bridgewater Academy is a challenging combination of the Core Knowledge Curriculum, project based learning, and the State of South Carolina's Content Standards. It is also highly connected to the recently adopted Common Core Standards.

Measurable Goals – Strategies for Implementing the Educational Program

A. Staff Development

A. Staff Development- Bridgewater Academy will offer staff development within the following guidelines through 2021:

- Core Knowledge Curriculum in services trainings will be held for new and returning staff four times each year. Teachers will demonstrate knowledge and the ability to implement this program through regular observation and Goals Based Evaluation.
- Project Based Learning in services will be held for new and returning staff twice a year. Teachers will demonstrate knowledge of creating and evaluating projects using cross curricular rubrics and community involvement through evaluation by administration.
- Teachers will receive Second Step Kits and will attend ongoing training and evaluation sessions twice per year.

B. Special Education

BWA's Special Education Department provides the services for each student according to individual needs. The special education classroom is a resource for students in grades K-8th. Students will receive services according to their needs documented in the IEP. Services range from consulting with the general education teachers, assisting students in the classroom, to small group or one-on-one in the special education room. For students needing additional assistance in the general curriculum, the RTI (Response to Intervention) Team provides interventions to document student success. If the IEP team, including parents, decides that the student needs evaluated to determine if special services are needed, the evaluation process will begin, and a school psychologist will be contracted to lead the process. Federal and state guidelines are followed throughout the process.

Bridgewater Academy will offer a full range of services in special education. The formation of an IEP involves seven steps, beginning with pre-referral and ending with evaluation of a student's program. These steps are including but not limited to

1. Pre-referral
2. Referral
3. Identification
4. Eligibility
5. Development of the IEP
6. Implementation of the IEP
7. Evaluation and reviews

Based on the outcomes of these steps, services we rendered to students who qualify. Bridgewater Academy provides a full range of special education and related services and placements for students with disabilities in accordance with state and federal regulations. We will contract the services of school Psychologist through HCS (if available) or a private contracted service. These services include screenings, evaluations, remediation, and speech therapy. Additionally, Bridgewater Academy will provide the technology needs of all students as identified in the students IEP.

C. Federal Title 1: Targeted Assistance Plan

Bridgewater Academy became eligible for Title I funding under the Targeted Assistance Plan in 2010. This program has provided specialized services for our qualified students in ELA. The Title I program at Bridgewater Academy Charter School focuses on individual and small group work. The lead teacher works with Kindergarten through Fifth grade daily for forty five minutes to an hour. During this time the teacher helps students further their understanding of the lesson being taught by their teacher, as well as help with assignments as well as assessments. The Title I Assistant works with the Middle School students in their classrooms, assisting with reading and writing assignments. The purpose is to enrich a lesson being taught with individual focus on each student.

Strategies – Title 1

- Add the mathematics component in addition to our current English Language Arts program within the next five years
- 100% of all core area teachers will become Highly Qualified (HQ) by August 2015
- 100% of all related arts teachers, including P.E. teacher, will become Highly Qualified by August 2015

D. Gifted and Talented Programs at Bridgewater Academy Charter School

Gifted Instruction is a unique and challenging field. Our program provides passion for the gifted learner through instructors who themselves are passionate lifelong learners; understanding the complex nature of the gifted student. At Bridgewater Academy, we believe that the diversity of our students, as well as their instructional levels and emotional well being, all play a part in the culture and overall objectives of the gifted program.

Currently, we have two separate gifted programs operating at Bridgewater. Our academic program began in 2007. Students are identified using the same systems as the State of South Carolina and Horry County: scores are derived from academic aptitude, ability, and performance that are at very elevated levels as compared to the general population of students in the same grade level. Our gifted and talented teachers are endorsed by the State of South Carolina, and their instruction focus intently on the areas of verbal, nonverbal, and quantitative academic rigor. The students are given constantly evolving curricula that is illustrative of depth and breadth of the most exceptional advanced instructional practices. Based on the research behind gifted students, we require that every student's strengths are highlighted and encouraged, without forcing students to work in an area that is not of high interest or ability. We also focus specifically on thematic units of study and embed within those the awareness and understanding of one's thinking patterns and problem-solving gifts as they pertain to self and others. This is a feature that

our students report makes our program one-of-a-kind. Students are offered advanced and accelerated mathematics, English language arts, writing, and social studies as part of their weekly schedules. The arts are weaved into this academic instruction for a cohesive, tight-knit understanding of related fields. Authentic experiences are integral part of the instruction. Several project-based assessments are required for completion in all academic areas. Parent communication and involvement is crucial and a key part of the success of this program.

In addition to our academic programs, in 2009 we completed the framework for our artistically gifted and talented program in the area of visual arts. This program is driven by excellence and giftedness in the elements and principles of design including: drawing, painting, sculpting, graphic design, and photography. Our students complete a scrupulous process of interviews and performance-based assessments in order to apply to the program. Once admitted, they have the opportunity to work closely with a very intimate group of aspiring and talented artists and instructors. We require our students to submit work several times for revision, reflect upon their work, and produce a portfolio containing a variety of media to host a gallery show as their class final project for the year. Students are taken on several assignments out of the school building as part of the curriculum. Additionally, our middle school spends part of the instructional time discussing and working on acquiring appropriate etiquette that is found in the art world. We aspire to develop world-class artists from a young age by giving our students the autonomy and support to find that their original thoughts and feelings are becoming reality.

E. Technology /Media

Technology instruction is an integral part of instruction at Bridgewater Academy. It involves computer literacy for all students beginning in Kindergarten and continuing through 8th grade. Students can complete the Keyboarding component in the 8th grade. The Technology and Science Association Club has involved our students in advanced technology learning and projects, including competitions. Teachers use technology (Mimio System) daily to enhance instruction.

Strategies

- To establish a Media Center with an age appropriate reading materials and computer access by 2016. The Media Center design for the new facility includes fiction, nonfiction, reference materials and computer access.
- Acquire two mobile lap-top carts (with 20 laptops each) by 2014. ————— ? completed

F. Related Arts – Courses offered as electives

Gifted and Talented Art Program

Visual Arts K-8

Technology Literacy

Physical Education/Health

G. Extra Curricular Activities

Bridgewater Academy offers a wide variety of extracurricular activities to enrich and engage students' varied interests.

Athletics

Boys' basketball

Girls' basketball

Girls' volleyball

Soccer

Activities/ Additional Programs

4 H Garden Clubs

Technology Club & Competitions

Chess Club

BETA Club (Competitions and Service: Special Olympics, Samaritan's Purse)

8th grade trip – Washington DC 2011

American Heart Association - Jump Rope for Heart

School-wide recycling schedule

Red Ribbon Week (Drug Prevention)

American Cancer Society- Relay for Life

Earth Day Celebration

Peer Mentor Reading Program (Kindergarten through eighth grade)

Student Achievement Awards Day

Student Achievement (honor roll, student of the week)

8th Grade Promotion Program

Gold Pin Incentive Program (grades 5-8)

3. Student Assessment and Achievement Measures

Bridgewater Academy administers the following in order to assure students are making adequate progress and are placed in appropriate programs:

MAP

PASS

Cog AT

STAR

The uniform method of grading applies to students in grades three through twelve throughout South Carolina. Student performance is often reported with letter and numerical grades. Report cards are sent out quarterly and are processed through Power School.

A = 93-100 percent

B = 85-92 percent

C = 77-84 percent

D = 70-76 percent

F = 69 percent and below

At Bridgewater Academy, we strive to ensure that every lesson taught has a desirable and measureable outcome. Throughout the year, we administer several types of assessments including formal, informal, written, oral, and performance-based. This variety, coupled with data analysis allows our students every opportunity to succeed as well as holds students, parents, and teachers, are accountable for a team approach to learning.

State standards-based assessments given each year at Bridgewater Academy include Measures of Academic Progress (MAP) in grades Kindergarten through 8th, the Palmetto Assessment of State Standards (PASS) in grades 3 through 8, Cognitive Abilities Test (CogAT) in grades 2 and 5, as well as any student who is referred to take this exam. In grades 2 through 5, if recommended, students also have the opportunity to take the STAR test to indicate ability in South Carolina's gifted and talented programs. Any student involved in a course that will earn high school credit is required to take the End of Course Exam (EOC). Students in Kindergarten through 4th grade are required to be measured in reading abilities using the Developmental Reading Assessment (DRA) test.

Within Bridgewater's classrooms, assessment is used as the framework for measuring an educator's long and short range planning goals and objectives that students are required to meet. Daily, weekly, monthly and quarterly all students are tested to ensure that there is growth and progress in their learning. These individual measures allow our staff to make informed decisions about the current and future plans for each child who attends our school. The classroom teachers design special assessments as well as use the materials that come in alignment with each textbook, assign hands-on project based assessments, as well as give oral and written exams that show one's achievement over time. In our special education classrooms, we modify and re-structure assessments that adhere to federal and state regulations to best serve our students with a learning specialty or disability. Our gifted and talented courses have specially-constructed assessments that meet these students' demands for a more rigorous test based on the depth and complexity inherent in any academically gifted child. Our artistic gifted and talented program ensures that work done as project-based performance measures the children's work using a variety of media and perspectives.

In preparation for their futures, we know that offering a variety of tests and other assessment measures in a structured and safe academic environment will aid each child in his or her academic progress.

Measurable Goals – Student Achievement

In review of PASS results over the past three years the following goals address grades three through eight.

- Overall PASS writing scores in grades five and eight will improve by 4% in 2012, 3% in 2013, and then increase at 2% overall each year with the goal of 85% passing by 2014.
- Overall PASS English Language Arts scores in will improve by 2% in 2012, 3% in 2013, and 5% in 2014. The overall goal will be 85% passing.
- Overall PASS Math scores will improve by 5% in 2012, 3% in 2013, and 3% in 2014 with the goal of 74.45% passing overall by 2014.

Met
Goals?

- Overall PASS Science scores will improve 3% in 2012, 5% in 2013, and 5% in 2014.
- Overall PASS Social Studies scores will improve 5% in 2012, 5% in 2013 and 3% in 2014.

Students in Kindergarten through eighth grade will meet the following goal.

- Students in K-8 will meet or exceed their individual growth projection in ELA and Math through MAP testing.

Students in Kindergarten through Second Grade will meet the following goals.,

- 80% of students will meet the DIEBELS benchmarks in Math and Reading by 2014.

Bridgewater Academy will work towards meeting or exceeding federal and state requirements by reevaluating, revising and resetting goals. Our programs, instruction, and educational program will adjust according to the needs of our students and ongoing changes made to the standards through 2021.

Assessment Measures

- PASS scores will be used as one indicator of achievement in an individual student's learning plan. The students who scored "Not Met" in English Language Arts will receive targeted assistance based upon student Lexile Levels every day for 45 minutes during Read for Enrichment (RFE) time provided by the Special Education Department Staff, Title One Department Staff, or the Highly Qualified Teaching Staff in order to improve for the March and May PASS assessments each year.
- Reading progress in RFE will be measured using MAP Testing scores in grades K-8th. Progress will be documented for ILP review with parents. MAP testing results will be analyzed in the area of informational reading to provide measured growth. Assessments in the form of quizzes, written assignments, and oral assessments will be taken weekly during RFE and recorded by individual teachers.
- Map scores will be used to measure student achievement growth in reading and math three times each academic year. Using NWEA assessment profile charts, goals for students' individual gains will be set and measured to quantify progress during the year.
- Students who scored Not Met on PASS in English Language Arts, Writing, or Math will participate in the extended day program. Students who scored MET or Exemplary will be able to attend the extended day program if they choose to or if a teacher requests that they do so. All students are invited to attend the extended day program. The extended day program will be conducted in mandatory tutoring sessions as part of our extended school day from 3:00-3:45 PM according to the following schedule:
 Reading- Tuesdays
 Writing- Wednesdays
 Math- Thursdays
- Students who scored "Exemplary" on PASS will be given 45 minutes of accelerated RFE time and challenging core curricula instruction by a gifted and

talented endorsed instructor in order to maintain and surpass the academic performance that PASS cannot measure.

- f. DIEBELS Next and teacher evaluation, including DRA, will be used to identify students in grades K-2 who demonstrate the need for assistance and tutorial sessions. Students who do not meet the grade level benchmarks will be identified for the extended day program offered on Tuesday, Wednesday, and Thursday.
- g. Product assessments will be used to evaluate the project based learning initiatives.

II. PERSONNEL

A. Administrative, Teaching Staff, and Support Staff

Bridgewater Academy will comply with the South Carolina Charter School requirements. At least one administrator will have a degree in administration and/or have completed successful employment in the field of school administration. Seventy five percent or more of the teachers will be SC Certified (see goals below). All core academic teachers will be certified in the subject area they are teaching August 2015.

Refer to Appendix A: Bridgewater Academy Organizational Chart

Measurable Goals - Personnel

- 100% of Core Content Teaching Staff (grades K-8) will be certified and highly qualified to instruct and perform job responsibilities based on the NCLB Federal Laws by August 2015.
 - a. The principal will require that any core curriculum teacher who is not highly qualified in the state of South Carolina will register to take the appropriate exam and/or coursework by September 2011.
 - b. By August 2015 all elective course staff will be certified in the proper content area (music, art, technology/ media, and physical education).
- All staff serving in assistant roles, classroom aides, and/or office staff will receive training in their assigned area by August of 2013.
- Improvement plans will be on file for those who currently hold certification but are underperforming.
 - a. The administration will observe teaching staff bimonthly and have follow up meetings to address areas of strength and areas of concern and to address all GBE progress. Administration will see that all staff members complete the State and County mandated trainings for school personnel
 - b. The principal will place any core curriculum teacher who is certified and HQ, but who is low performing, on a Competency-Building Goals Based Evaluation using the ADEPT process by September 2011.
 - c. All certified teachers, (Induction, Annual, or Continuing), will be evaluated in full compliance with the ADEPT (SAFE-T) Module. Teachers without certification will be evaluated by principal generated evaluation process.
 - d. If a teacher is not showing reasonable progress within 60 days of written notice; the teacher may, at the principal's discretion, be relieved of his/her duties.

Teaching Philosophy and Opportunities for Professional Development

All children can learn and celebrate success. This tenet is the foundation of our approach to teaching. In American education today, it is ultimately the teacher who makes the difference, regardless of mandates imposed by the district, state, or government. It is our responsibility to take them from where they are, with support and high expectations, to an advanced level.

Children are welcomed into a well-organized, safe, community environment where they are valued regardless of their background. Diversity is celebrated. Students are immersed in an atmosphere where there is no shame, no pain, and where they are perceived as a learner. They feel free to take risks and actively participate. Predictable routines along with clear expectations set the stage. Our teachers are knowledgeable and confident. They provide appropriate learning materials and situations based on a sound knowledge of how children learn, an in depth inquiry into who each child is, and the ability to actively engage students in the learning process. Learning is a meaning making process. We provide authentic learning circumstances and students are given choice and voice in the classroom, making motivation intrinsic. Learning is a social process. Students learn from interactions with others through reading and writing, listening, and speaking. The classroom is an interactive environment. Our teachers use assessment to monitor the outcomes of instruction and to guide instruction. They model learning behaviors and present themselves as lifelong learners sharing the journey with their students. Teachers include parents and other professionals in their decision making. All of these combined allow teachers to meet government mandates, cover curriculum standards, and be an integral part of their school culture. Our teachers stand on their personal and professional knowledge of teaching principles and best practices as they are the catalyst for each student's learning.

Teachers are encouraged to place and emphasis on their own professional growth by attending workshops and staff development made available to them. Our professional development opportunities are offered to every staff member, and they fall into three categories:

In House

- Core Knowledge Training

- Project Based Learning

- School Safety

- Technology

- Curriculum: reading, writing, mathematics, research, gifted and talented, special education compliance and procedures

- CCU Football Mentoring Program

- Second Step – Character Development

District

- Option to attend any staff development at the district level only when available

- Power School training

- ADEPT/SAFE-T

State Wide/National

- State Charter School Conference

- Council for Exceptional Children (CEC)

- National Charter School Conference

- Consortium for Gifted Education Conference

B. Employee Relations

Refer to Appendix B: Bridgewater Academy Teacher Handbook

C. Grievance and Termination Policies

Refer to Appendix B: Bridgewater Academy Teacher Handbook

III. PLANS

A. Parental and Community Support

Bridgewater Academy maintains an active Parent Teacher Organization. They sponsor events and hold fundraisers to support school programs. Many of our parents volunteer on a regular basis; offering support in a wide spectrum of areas including time, donations, and support. Parents are expected to commit to volunteering for a set amount of hours each year.

We have several strong community partnerships. Our partnership with Coastal Carolina University involves students in Dr. Cobb's education classes who come to work with our young readers. Dr. Cobb also offers in service training to our staff. Chick-Fil-A provides fund raising opportunities to our various clubs.

B. Budget and Accounting System

Bridgewater Academy will follow the district's policies and procedures related to financial accounting and reporting. A financial audit is prepared and submitted by an independent auditor, a member of the Professional Association of Certified Public Accountants and Consultants and South Carolina Association of Certified Public Accountants.

C. Insurance

Bridgewater Academy carries all required insurance in accordance with Horry County School District and provides certificates of insurance to the District as required. Bridgewater Academy indemnifies and holds harmless the Horry County Public Schools, its servants and agents and employees.

D. Transportation

Refer to Appendix C: Charter School Renewal Contract

E. Facilities and Equipment

Bridgewater Academy is temporarily located in Christ Methodist Church, 2901 Fantasy Way, Myrtle Beach, SC 29579. We have a signed contract allowing our school to remain on these premises until December 22, 2011. Our plans to relocate into a new facility are outlined below.

Measureable Goals - Facilities

1. Facilities Management: Bridgewater Academy's Board of Directors will have a facility that is owned and operational for staff and students by December 22, 2011.

Refer to Appendix C: Charter School Renewal Contract 3.0

IV. PRACTICES

A. Governance and Operation

1. Refer to Appendix D: Waccamaw Park Public Charter Schools, Inc. By-Laws of Nonprofit Corporation.
2. Compensation & Benefits Schedules

Bridgewater Academy uses the Horry County School District pay scale as a guideline for the compensation of administration and teaching staff. Bridgewater Academy participates in the Horry County School District benefits package. Compensation of support staff will be offered according to the responsibility of the position, training and education, and BWA's operational budget at the discretion of the Board of Directors.

Refer to Appendix B: Bridgewater Academy Teacher Handbook.

3. Statement of Assurance

Bridgewater Academy disseminates information about the school to parents and employees through direct methods such as meetings, School Reach, fliers and mailings. Bridgewater Academy provides information to the community and outside the district through the website and media.

4. The annual calendar, including instructional and professional development sessions, will reflect that Bridgewater Academy operates an academic year of 185 instructional days. Professional development sessions will be conducted within this time frame, as offered in our standard Staff meetings (conducted on the first Monday of every month), Team/Grade Level meetings (held on the second Monday of every month), and as the second portion of the Early Dismissal Days as scheduled on the calendar, and will increase by one day per year until 2016 or the total increase of 5 days for a total of 190 days. Our hours of operation will be from 8:00-3:00 PM, with extended day services in session until 3:45 PM on Tuesday, Wednesday and Thursday.

B. Admissions Policies and Procedures

Bridgewater Academy is a school of choice. Parents from all over Horry County can choose to enroll their children. Since sometimes the number of applications exceeds the capacity of the program, class, grade level, or building, students shall be accepted by a lottery, and there is no appeal to the sponsor. As a charter school, all students are accepted - subject to the lottery regardless of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.

Guidelines & Procedures for Student Selection Bridgewater Academy will be open to all children in the district who are eligible to attend public schools in grades K-8. The exception being Bridgewater Academy will accept students who miss the August 31st age cutoff who are deemed ready to attend Kindergarten after testing by the Bridgewater Academy staff. The students will be accepted by lot as prescribed by the South Carolina Charter School Law should the level of interest exceed the capacity. (Charter School Terms of Agreement, Section 59-40-50).

In compliance with state law, every effort will be made to ensure the racial makeup at Bridgewater Academy will reflect the Horry County School District populations within a 20% variance. (Charter School Terms of Agreement, Section 59-40-50).

The selection process will be: All applications must be received by the deadline. The deadline will be the last Friday of March.

Applications will be numbered (with a number beginning with the current Year - number received) upon receipt and sorted by grade level. Each application will be folded in half and a label placed on it. Then each application will be color coded with the following information:

Grade Level

Blue	Kindergarten
Red	First Grade
Green	Second Grade
Yellow	Third Grade
Orange	Fourth Grade
Purple	Fifth Grade
Brown	Sixth Grade
Pink	Seventh Grade
Black	Eighth Grade

Ethnicity

White	the letter "W"
African American	the letters "AA"
Hispanic	the letter "H"
Asian/Pacific Islander	the letters "AP"
American Indian/Alaskan	the letters "AI"
Other	the letter "O"

Siblings

Indicated by the letter "S" and grade level noted:

All Bridgewater Academy School employees' children's applications will be pulled and placed in appropriate grade levels in accordance with state Law. (SC Charter Schools Act of 1996, Section 2, Chapter 40. Section 59-40-50-7).

The lot process for student selection will be as follows: A meeting will be called within two weeks of the application deadline to select students for Bridgewater Academy. The meeting will be held at the school.

The Student Selection Committee, employees of Bridgewater Academy will be asked to be present. A neutral observer will be asked to be present also.

The teacher for each grade level/classroom will draw from the lot of students, which will be divided by grades and racial background to ensure the ratio makeup according to the Horry County School District guidelines.

The lot process will begin by placing any Bridgewater Academy employees' children's applications in the appropriate grade level, in accordance with state law. Next, minority applications will be pulled to meet the ratio balance of the Horry County School District.

Beginning with Kindergarten, five (5) applications will be pulled from each grade level, and then return to Kindergarten and each grade thereafter and pull remaining applications until a total of fifteen (15) applications for each grade are met. (It was decided to start with five applications from each grade level to ensure room for siblings in other grade-levels.)

The applications drawn out of the lot will be posted.

1. Applications will not reveal names: they will have the basic information of grade level, racial background, and any sibling that will be attending the school. Student names will be revealed upon completion of filling all available slots for each grade level.
2. If a name has to be removed to makeup the racial balance or to provide room for siblings, that name will be placed on a waiting list.
3. After each grade level is selected, additional names will be drawn for each grade level and placed on a waiting list. Approximately ten (10) names per grade level will be posted.
4. Members of the Student Selection Committee will be assigned the responsibility of keeping track of the ratio balance: keeping a record of grade level selections and alternative names.
5. Any students that are not selected must reapply for the following year(s).
6. After the first year, all students currently enrolled are automatically posted along with their siblings and employees' children in successive years.

C. Student Conduct, Rights, and Responsibilities

Refer to Appendix E: Bridgewater Academy Student Handbook

D. Indemnification

Refer to Appendix C: Charter School Renewal Contract, Section 6.0, *et seq.*

E. Freedom of Information Act- (FOIA)-

Bridgewater Academy along with the Board of Directors for Bridgewater Academy will comply with the SC Law of the Freedom of Information Act.

SECTION 30-4-10. Which is known as the "Freedom of Information Act"

And that we added the following section as well to our Freedom of Information Policy as well.

SECTION 30-4-30 (B) S.C. Code of Laws, 1976, as amended provides as follows:

The public body may establish and collect fees not to exceed the actual cost of searching for and making copies of records. Documents may be furnished when appropriate without charge or at a reduced charge when the agency determines that waiver or reduction of the fee is in the public interest. The custodian of the public records may charge a reasonable hourly rate for making records available to the public and may receive a reasonable deposit of these rates before searching for and making copies of records.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.

also known as
Bridgewater Academy

BY-LAWS OF NON-PROFIT CORPORATION

ARTICLE I – NAME, ADDRESS

Section 1. Name of Corporation The name of the Corporation shall be as specified in its Articles of Incorporation, as: Waccamaw Park Public Charter Schools, Inc.

Section 2. Name The Corporation may conduct business under the name: Bridgewater Academy.

Section 3. Address of Corporation The location and address of the registered office of the Corporation shall be 316 Bush Drive, Myrtle Beach, SC 29579.

ARTICLE II – NATURE OF CORPORATION

Section 1. Non-Profit The Corporation is organized exclusively for non-profit purposes.

Section 2. Purposes The purpose for which the Corporation was formed is exclusively for educational purposes, more specifically to provide for the operation of a Charter School in Horry County where the mission is as follows:

The Corporation, in accordance with Section 59-40-20, in addition to supporting the mission of the Horry County School District, shall provide education to a diverse population of students. The Corporation is dedicated to extra school hours and days, a commitment to excellence, a high-content rigorous academic program, flexibility and an emphasis on personal responsibility for students and accountability by teachers with no short cuts and no excuses policy.

Section 3. Non-Discrimination The Corporation shall be non-religious and shall accept students and hire staff without discrimination as to race, color, religion, national origin, sex, marital status, educational affiliation, handicap status, or age.

Section 4. Enrollment Subject to total enrollment limitations, enrollment in the school shall be open to any child in accordance with the SC Charter School Law of 1996, as amended.

ARTICLE III – MEMBERS, ELECTION OF BOARD OF DIRECTORS AND MEETINGS

Section 1. Members The Corporation shall have members made up of the employees of the corporation and all parents or guardians of enrolled students.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.

also know as
Bridgewater Academy

Section 2. Election of Board of Directors The Corporation will be governed by an elected Board of Directors. There will be an election held annually which conforms to the S.C. Charter School Law of 1996 to elect all board members serving for the following fiscal year.

Section 3. Board Operations Calendar

MONTH	ACTIVITY
August	Begin new school/fiscal year
August	Semi Annual Board meeting and retreat – work on team building; begin strategic planning; establish goals for new fiscal/school year; board orientation/training; re-organize committees review planning status based on strategic plan.
September	Conduct strategic planning – set mission, vision, values, issues, goals, strategies, resource needs, funding needs, etc.
October	Review fund raising plan from PTO (Board strategic plan should be in line with PTO fundraising plan).
November	Deadline for yearly Charter School Board Training to be complete for EMBRY board member
December	BOARD VACATION
January	Review and discuss Annual Audit Report
February	Board Evaluation – once a year.
March	Begin recruiting new Board of Directors (Election in May); Review personnel contracts and policies; Review Board policies.
April	Principal annual evaluation (Reference progress toward previous year goals and job description). Budget draft due from the budget and finance committee; Draft should be presented to the Board for review.
May	1st Tuesday of May Election Day. Election in May is to elect Directors to serve for the next fiscal year. A fiscal year runs from July 1 through June 30.
May	Budget deadline to be approved by the Board.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.

also know as
Bridgewater Academy

June Semi Annual Board Retreat – address board self-evaluation results;
Evaluate actual accomplishments versus planned; what was
accomplished and what still needs to be done; prepare to turn over
Board Manual to new Board members.

ARTICLE IV – BOARD OF DIRECTORS

Section 1. Management The Board of Directors shall sometimes be referred to as the “Board”. The business and affairs of the Corporation shall be managed by the Board. The Board shall consist of Directors who are elected by the membership.

Section 2. Responsibilities The Board shall have the responsibility with oversight and decision-making on school operations to include:

- a. Signing of any future Charter School Contracts with the School District
- b. Selection of a director/principal
- c. Approval of teachers hired by recommendation from the director/principal
- d. Setting of policies
- e. Approving annual budgets
- f. Approving school procedures
- g. Any other responsibility as required by the South Carolina Charter School Law of 1996, as amended

The Board shall have the authority to appoint committees composed of parents, community members, teachers to study and recommend additions or deletions to the Board policy as needed.

Section 3. Number and Election The Board shall consist of at least seven Directors but no more than nine Directors.

Section 4. Annual and Regular Meetings There will be two semi annual meetings of the Board as stated in the Board operations calendar. The Board will hold one monthly meeting and special meetings in between as deemed necessary each school year. Meetings of the Board are subject to the Freedom of Information Act, including all notice provisions.

Section 5. Place and Time of Meetings All meetings of the Board for conducting the corporation business shall be held at such places within Horry County and at such times as shall be specified in the respective notices of such meetings, and pursuant to the Freedom of Information Act.

Section 6. Notice of Meetings All notice of meetings will be prepared and forwarded pursuant to the Freedom of Information Act.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.

also know as
Bridgewater Academy

Notices of meetings of the Board shall also be posted in the school and given to the public in accordance with the requirements of the Freedom of Information Act. Public notice shall, however, not be required in the case of emergency meetings or a conference as defined in the Freedom of Information Act.

Section 7. Open Meetings All official actions and any deliberations by a quorum of the Board shall take place at the meeting open to the public, as provided by the Freedom of Information Act.

Section 8. Quorum At any meeting of the Board, the presence of a majority of the Directors in service at the time of the meeting shall be necessary and sufficient to constitute a quorum and, except as otherwise provided by law, the act of majority of the members present shall be the act of the Board. In the absence of a quorum, no business shall be transacted except to take measures to obtain a quorum, fix a time to adjourn, or take a recess.

Section 9. Resignation of Directors Any Director may resign at any time during the elected year of service. Directors shall be expected to attend at least seventy percent of all Board meetings and of any meetings of the committee or committees on which he or she has agreed to serve. A committee member may be removed for other reasons by a three-fourths vote of the remaining directors.

Section 10. Vacancies A vacancy may occur within the Board of Directors, by the death, resignation or dismissal of any Director. Should there be vacancy, no matter the cause, the vacancy is to be filled by election or appointment by the Board of Directors within 35 days of the termination date of the Board member.

Section 11. Compensation and Expenses Directors shall serve without compensation, but may be reimbursed for expenses incurred when acting at the request of and on behalf of the Board.

Section 12. Qualifications of Directors Directors shall qualify under all requirements of the South Carolina Charter School Law.

ARTICLE V – MISCELLANEOUS PROVISIONS

Section 1. Fiscal Year and Audit The fiscal year shall be July 1 through June 30. The treasurer of the Corporation shall be required periodically and no less than once a year to employ a certified public accountant to audit the accounts.

Section 2. Execution of Contracts The Board may authorize an officer, employee or agent, in the name of and on behalf of the Corporation, to enter into any contract, and such authority may be general or confined to specific instances. Unless so authorized by the Board, no officer, employee or agent shall have any power to bind the

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.

also know as
Bridgewater Academy

Corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or in any amount.

ARTICLE VI – DISSOLUTION OF THE CORPORATION

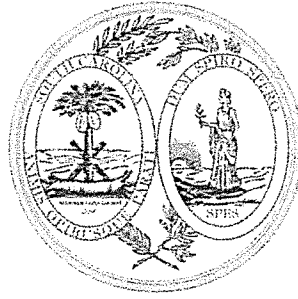
Upon dissolution of the Corporation, its assets may not inure to the benefit of any private person. Any assets obtained through restricted agreements with a donor, through awards, grants, or gifts, must be returned to that entity, and all other assets become the property of the sponsor pursuant to the South Carolina School Law of 1996, as amended.

ARTICLE VII – AMENDMENTS

Section 1. These Bylaws may be amended when necessary by a two-thirds majority of the Board of Directors. Proposed amendments must be submitted to the Secretary to be sent out with regular Board announcements.

Section 2. These Bylaws were approved by the Charter School Committee of the Corporation on August 5, 2003, and amended on February 15, 2007.

The State of South Carolina




Office of Secretary of State Mark Hammond

Certificate of Existence

I, Mark Hammond, Secretary of State of South Carolina Hereby Certify that:

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC., a nonprofit corporation duly organized under the laws of the State of South Carolina on February 5th, 2002, has as of the date hereof filed as a nonprofit corporation for religious, educational, social, fraternal, charitable, or other eleemosynary purpose, and has paid all fees, taxes and penalties owed to the State, that the Secretary of State has not mailed notice to the company that it is subject to being dissolved by administrative action pursuant to S.C. Code Ann. §33-31-1421, and that the nonprofit corporation has not filed articles of dissolution as of the date hereof.

Given under my Hand and the Great Seal
of the State of South Carolina this 14th day
of November, 2022.


Mark Hammond, Secretary of State

Nov 14 2022

REFERENCE ID: 1160400

Mark Hammond
SECRETARY OF STATE OF SOUTH CAROLINA

STATE OF SOUTH CAROLINA
SECRETARY OF STATE

RESIGNATION OF REGISTERED AGENT AND
DISCONTINUANCE OF REGISTERED OFFICE
OF A SOUTH CAROLINA OR
FOREIGN NONPROFIT CORPORATION

PLEASE TYPE OR PRINT IN BLACK INK

Pursuant to Sections 33-31-503 of the South Carolina Code of Laws, as amended, the undersigned hereby submits the following:

1. The name of the Corporation that is affected by this document is Waccamaw Pk. Pub.Chart. Sch.
The date of Incorporation is Feb. 5, 2002
2. ☒ That the undersigned resigns as the registered agent of the above named corporation effective the 31st day after the date on which this document is filed in the Office of the Secretary of State.
3. ☐ That the above named corporation's registered office, which is the business office of the registered agent, is discontinued, effective the 31st day after the date on which this document is filed in the Office of the Secretary of State.

Date: May 21, 2010

Carol J. Merrill / Keith D. Merrill
Signature

Carol J. Merrill / Keith D. Merrill
Type or Print Name

FILING INSTRUCTIONS

1. Three copies of this document, the original and either two duplicate originals or two conformed copies, must be filed.
2. Filing fee (payable to the Secretary of State at the time of filing this document):

Agent's Statement of Resignation	\$ 3.00
Discontinuance of Registered Office	2.00
Total	\$ 5.00

Return to: Secretary of State
P.O. Box 11350
Columbia, SC 29211

FRN-RESIGNATION OF REGISTERED AGENT.doc

100527-0033 FILED: 05/25/2010
WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
Filing Fee: \$5.00 ORIG



Mark Hammond

South Carolina Secretary of State

Nov 14 2022

REFERENCE ID: 1160400

STATE OF SOUTH CAROLINA
SECRETARY OF STATE

NONPROFIT CORPORATION
ARTICLES OF AMENDMENT

FILED

AUG 18 2003

Mark Hammond
SECRETARY OF STATE

Mark Hammond
SECRETARY OF STATE OF SOUTH CAROLINA

TYPE OR PRINT CLEARLY WITH BLACK INK

Pursuant to the provisions of Section 33-31-1005 of the 1976 South Carolina Code of Laws, as amended, the applicant delivers to the Secretary of State these articles of amendment

1. The name of the nonprofit corporation is Waccamaw Park Public Charter Schools, Inc.
2. Date incorporated February 5, 2002
3. Specify (a) the text of every amendment adopted, and (b) list when each amendment was adopted.

The corporate charter shall now also include terms identified on the attached Exhibit "A" adopted on August 5, 2003

4. [] By checking this paragraph #4 the applicant represents that (a) approval of the amendment by the members was not required, (b) the amendment was approved by a sufficient vote of the board or directors or the incorporators. (Do not check this paragraph #4 if member vote was required or if the required vote of directors or incorporators was not obtained.)
5. If the approval of the members was required to adopt the amendment(s), provide the following information:
 - (a) Designation (Classes of Membership)
General
 - (b) Number of memberships outstanding
Four (4)
 - (c) Number of votes entitled to be cast by each class entitled to vote separately on the amendment
One (1) for Each Member
 - (d) Number of votes of each class indisputably voting on the amendment
Four (4)
 - (e) Complete one of the following as appropriate
 - (i) Total number of votes cast for and against the amendment by each class entitled to vote separately

 - (ii) Total number of undisputed votes cast for the amendment by each class which was sufficient for approval for that class
Four (4) For
6. [] By checking this paragraph #6 the applicant represents that approval of the amendment by some person or persons other than the members, the board, or the incorporators is required pursuant to Section 33-31-1030 of the 1976 South Carolina code of Laws, as amended, and that the approval was obtained. (Do not mark paragraph #6 if either of these statements is not true.)
7. If the amendment provides for an exchange, reclassification, or cancellation of memberships, provisions for implementing the amendment must be set forth here if provisions are not contained in the amendment itself

031213-0207

031213-0207

CERTIFIED TO BE A TRUE AND CORRECT COPY
AS TAKEN FROM AND COMPARED WITH THE
ORIGINAL ON FILE IN THIS OFFICE

Nov 14 2022

REFERENCE ID: 1160400

8.

☐ If this corporation is converting from either a public benefit or religious corporation into a mutual corporation, mark this paragraph #8 which certifies that a notice, including a copy of the amendment, was delivered to the South Carolina Attorney General at least twenty days before consummation of the amendment.

Mark Hammond
SECRETARY OF STATE OF SOUTH CAROLINA

Date:

8-5-03

Waccamaw Park Public Charter Schools, Inc.
Name of Corporation

Carol Merrill
Signature of Officer

Carol Merrill, Director
Type or Print Name and Office

FILING INSTRUCTIONS

1. Two copies of this form, the original and either a duplicate original or a conformed copy, must be filed.
2. If the space in this form is insufficient, please attach additional sheets containing a reference to the appropriate paragraph in this form, or prepare this using a computer disk which will allow for expansion of space on the form.
3. This form must be accompanied by the filing fee of \$10.00 payable to the Secretary of State.

Return to: Secretary of State
P.O. Box 11350
Columbia, SC 29211

CERTIFIED TO BE A TRUE AND CORRECT COPY
AS TAKEN FROM AND COMPARED WITH THE
ORIGINAL ON FILE IN THIS OFFICE

Nov 14 2022

REFERENCE ID: 1160400

EXHIBIT "A"


SECRETARY OF STATE OF SOUTH CAROLINA

sh 4. of the original Articles will be changed to indicate that the Corporation will
Item 4.b. should have been checked.

All directors will be elected annually by the employees of the Charter School and all parents or guardians of enrolled students, who are members of the Corporation, and the election of the Board of Directors will occur as soon as practical after the opening of the Charter School.

At the first meeting of the elected Board of Directors, the independent directors on the Board of Directors of the Corporation elected by the members will review the good faith and reasonableness of the agreements entered into prior to the election of the Board of Directors and either ratify or annul the pre-existing contractual agreements proposed by the Charter Committee.

Nov 14 2022

REFERENCE ID: 1160400

Mark Hammond
SECRETARY OF STATE OF SOUTH CAROLINA

STATE OF SOUTH CAROLINA
SECRETARY OF STATE
NONPROFIT CORPORATION
ARTICLES OF INCORPORATION

JAN 21 2022 11:49 AM											
Page 2/3											
SECRETARY OF STATE											
FILED											
FEB 05 2002											
AM PM											
7	8	9	10	11	12	1	2	3	4	5	6

TYPE OR PRINT CLEARLY IN BLACK INK

Pursuant to Section 33-31-202 of the South Carolina Code of Laws, as amended, the undersigned corporation submits the following information.

1. The name of the nonprofit corporation is Waccamaw Park Public Charter Schools, Inc.

2. The initial registered office of the nonprofit corporation is 316 Bush Drive
Myrtle Beach, Horry SC 29579
City County State Zip Code

The name of the registered agent of the nonprofit corporation at that office is

Carol + Keith Merrill
Print Name

I hereby consent to the appointment as registered agent of the corporation.

Carol + Keith Merrill
Agent's Signature

3. Check "a", "b", or "c" whichever is applicable. Check only one box.

- a. ☒ The nonprofit corporation is a public benefit corporation.
b. ☐ The nonprofit corporation is a religious corporation.
c. ☐ The nonprofit corporation is a mutual benefit corporation.

4. Check "a" or "b", whichever is applicable

- a. ☐ This corporation will have members.
b. ☒ This corporation will not have members.

5. The address of the principal office of the nonprofit corporation is

316 Bush Drive - Myrtle Beach - Horry - SC 29579
Street Address City County State Zip Code

6. If this nonprofit corporation is either a public benefit or religious corporation (when box "a" or "b" of paragraph 3 is checked), complete either "a" or "b" whichever is applicable, to describe how the remaining assets of the corporation will be distributed upon dissolution of the corporation

- a. ☒ Upon dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future Federal tax code, or shall be distributed to the Federal government, or to a state or local government, for a public purpose. Any such asset not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated

Nov 14 2022

REFERENCE ID: 1160400

Waccaman Park Public Charter Schools, Inc.
Name of Corporation

Mark Hammond
SECRETARY OF STATE OF SOUTH CAROLINA

exclusively for such purposes.

Upon dissolution of the corporation, consistent with the law, the remaining assets of the corporation shall be distributed to

7. If the corporation is a mutual benefit corporation (when box "c" of paragraph 3 is checked), complete either "a" or "b", whichever is applicable, to describe how the (remaining) assets of the corporation will be distributed upon dissolution of the corporation.

- a. ☐ Upon dissolution of the mutual benefit corporation, the (remaining) assets shall be distributed to its members, or if it has no members, to those persons to whom the corporation holds itself out as benefiting or serving.
- b. ☐ Upon dissolution of the mutual benefit corporation, the (remaining) assets, consistent with the law, shall be distributed to

n/a

8. The optional provisions which the nonprofit corporation elects to include in the articles of incorporation are as follows (See 33-31-202(c) of the 1976 South Carolina Code of Laws, as amended, the applicable comments thereto, and the instructions to this form)

n/a

9. The name and address of each incorporator is as follows (only one is required)

<u>Carol J. Merrill</u>	<u>313 65th Ave N - Myrtle Beach, SC</u>	<u>29572</u>
Name	Address	Zip Code
<u>Keith D. Merrill</u>	<u>313 65th Ave N - Myrtle Beach, SC</u>	<u>29572</u>
Name	Address	Zip Code

Name

Address

Zip Code

10. Each original director of the nonprofit corporation must sign the articles but only if the directors are named in these articles

Carol J. Merrill

Name (Only if named in articles)

Keith D. Merrill

Name (Only if named in articles)

Name (Only if named in articles)

Carol J. Merrill

Signature of director

Keith D. Merrill

Signature of director

Signature of director

11. Each incorporator must sign the articles.

Carol J. Merrill

Signature of incorporator

Keith D. Merrill

Signature of incorporator

Signature of incorporator

Nov 14 2022
REFERENCE ID: 1160400

Jan-21-02 17:00; Page 3/3
Waccamaw Park Public Charter Schools, Inc.
Name of Corporation

Mark Hammond
SECRETARY OF STATE OF SOUTH CAROLINA

- ding any other provisions of these articles, the purposes for which the corporation is re exclusively religious, charitable, scientific, literary, and educational within the meaning of 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue law
2. Notwithstanding any other provisions of these articles, this organization shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue law.
 3. Upon dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future federal tax code, or shall be distributed to the federal government, or to a state or local government for a public purpose. Any such assets not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated for such purposes



**Statement of Assurances for
Charter School Sponsors**

As the authorized representative of [(name of charter school sponsor)], I hereby certify that the stated charter school sponsor complies with all applicable South Carolina Charter Schools Act of 1996 requirements as submitted in this statement of assurances.

- A. The sponsor of a charter school is the charter school's local education agency (LEA) and a charter school is a school within that LEA. The sponsor retains responsibility for special education and shall ensure that students enrolled in its charter schools are served in a manner consistent with LEA obligations under applicable federal, state, and local law as defined in section S.C. Code Ann. § 59-40-40.
- B. Adopt national industry standards of quality charter schools and shall authorize and implement practices consistent with those standards in order to promote the quality of charter school outcomes and oversight. S.C. Code Ann. § 59-40-55
- C. Approve and decline charter applications as specified in S.C. Code Ann. §§ 59-40-50, 59-40-60, and 59-40-70(C).
- D. Conduct or require oversight activities that enable the sponsor to fulfill its responsibilities outlined in this chapter, including conducting appropriate inquiries and investigations, only if those activities are consistent with the intent of this chapter, adhere to the terms of the charter contract, and do not unduly inhibit the autonomy granted to public charter schools. S.C. Code Ann. § 59-40-55
- E. Collect, in accordance with S.C. Code Ann. § 59-40-140(H), an annual report from each of its sponsored charter schools and submit the reports to the Department of Education. S.C. Code Ann. § 59-40-55
- F. Provide to parents and the general public information about charter schools authorized by the sponsor as an enrollment option within the district in which the charter school is located to the same extent and through the same means as the district in which the charter school is located provides and publicizes information about all public schools in the district. S.C. Code Ann. § 59-40-55
- G. Will negotiate, execute, and monitor the terms of a contract between the charter school and the sponsor as defined in S.C. Code Ann. §§ 59-40-55 and 59-40-60. Contracts must be submitted to the SCDE annually.
- H. Will comply with S.C. Code Ann. § 59-40-70 (1996), which outlines charter school application hearing, approval, and appeal process.
- I. Will adhere to all provisions of S.C. Code Ann. § 59-40-100 pertaining to conversion charter schools, as applicable.
- J. Notify the charter school of perceived problems if its performance or legal compliance appears to be unsatisfactory and provide reasonable opportunity for the school to remedy the problem, unless the problem warrants revocation and revocation timeframes apply. S.C. Code Ann. § 59-40-55
- K. Take appropriate corrective actions or exercise sanctions short of revocation in response to apparent deficiencies in charter school performance or legal compliance. These actions or sanctions may include requiring a school to develop and execute a corrective action plan within a specified timeframe. S.C. Code Ann. § 59-40-55

- L. The sponsor annually shall evaluate the conditions outlined in S.C. Code Ann. § 59-40-110. The annual evaluation results must be used in making a determination for nonrenewal or revocation and notify in writing the charter school's governing body of the proposed action. S.C. Code Ann. § 59-40-110(F)
- M. Shall permanently close any charter school at the conclusion of the school year after receiving the lowest performance level rating as defined by the federal accountability system for three consecutive years in accordance with S.C. Code Ann. § 59-40-110(E).
- N. Prior to any public charter school closure, the sponsor shall develop a public charter school closure protocol to ensure timely notification to parents, orderly transition of students and student records to new schools, and proper disposition of school funds, property, and net assets in accordance with S.C. Code Ann. § 59-40-110(K).
- O. Sponsors shall classify schools as Alternative Education Campuses (AEC) as outlined in S.C. Code Ann. § 59-40-111 and follow procedures as outlined in S.C. Code Ann. § 59-40-110(E) for automatic closure.
- P. Will receive and distribute state, county, and school district funds to a charter school as determined by the formula outlined in S.C. Code Ann. § 59-40-140(A).
- Q. The South Carolina Public Charter School District or public or independent institution of higher learning sponsor shall receive and distribute state funds to the charter school as provided by the General Assembly as outlined in S.C. Code Ann. § 59-40-140(B).
- R. Will receive and distribute to the charter school federal funds which are allocated to the sponsor on the basis of the number of special characteristics of the students attending the charter school. These amounts must be verified by the State Department of Education before the first disbursement of funds as outlined in S.C. Code Ann. § 59-40-140(C).
- S. After receipt of federal or state categorical aid funds, sponsors shall, within ten business days, supply to the charter school the proportional share of each categorical fund for which the charter school qualifies as outlined in S.C. Code Ann. § 59-40-140(D).
- T. Shall provide technical assistance to persons and groups preparing or revising charter applications at no expense per S.C. Code Ann. § 59-40-140(I).
- U. If a school district declares a building surplus and chooses to sell or lease the building, a charter school's board of directors or a charter committee operating or applying within the district must be given the first refusal to purchase or lease the building under the same or better terms and conditions as it would be offered to the public as outlined in S.C. Code Ann. § 59-40-170.
- V. Use its funding provided pursuant to this section exclusively for the purpose of fulfilling sponsor obligations in accordance with the South Carolina Charter Schools Act of 1996.

Signature of Sponsoring District Superintendent

Date

BWA CHARTER GOALS

2011 CHARTER GOALS	2023 CHARTER GOALS
<p>Staff Development - BWA will offer PD with the following guidelines:</p> <ul style="list-style-type: none"> a) Core knowledge 3-5x/year b) PBL training 2x/year c) Teachers will receive second step kits & training 2x/year 	<p>Staff Development - BWA will offer PD with the following guidelines:</p> <ul style="list-style-type: none"> a) Core content at least 4x/year b) Ed Technology at least 4x/year c) SEL strategies/techniques at least 2x/year
<p>BWA will offer a full range of IEP services as identified in IEP formation</p>	<p>BWA will maintain compliance with all IDEA, FAPE and FERPA federal, state and local policies and expectations. Exceptions will be documented, including an action plan for remedy as needed.</p>
<p>BWA will maintain compliance with all Title 1 Regulations and district plans.</p>	<p>BWA will maintain Compliance with all Title 1 AND TITLE 2 Regulations and district plans. Exceptions will be documented, including an action plan for remedy as needed</p>
<p>BWA will offer G&T services in math, ELA, writing, social studies and visual art.</p>	<p>BWA will utilize the MTSS model of continuum of services to identify students in need of intervention or acceleration, hence providing access to those services within the confines of local and state guidelines in all available areas of the curriculum.</p>
<p>BWA will offer technology instruction as a part of instruction, involving computer literacy, K-8.</p>	<p>BWA will embed technology instruction, including computer literacy, K-8, and incorporate STEAM opportunities as identified in the SCDE standards.</p>

<p>BWA will offer the following related arts electives:</p> <p>G&T Art Program Visual Arts K-8 Technology Literacy PE/Health</p>	
<p>BWA will offer the following extracurricular activities including sports and non-athletic organization (list of over 20 was attached- soccer, 4-H, and others too numerous to mention).</p>	<p>BWA will offer at least three elective/related arts programs of study (on-site or virtual) each school year, one of which must be PE/Health and world language.</p>
<p>BWA will administer the following to measure student progress: MAP, PASS, CoGAT, STAR. Students will grow 3% per year. Students in K will exceed growth on MAP testing. Students in K-2 will meet DIBELS benchmarks in math & ELA</p>	<p>BWA will maintain and support a partnership with a parent organization as a means of supporting students and families beyond the academic day.</p>
<p>BWA students will meet state requirements with PASS. Students not meeting goals will participate in extended day programs.</p>	<p>BWA will utilize research-based, district/state approved screening and assessment tools for assessment purposes at least 4x per year as part of the MTSS process of identifying need and monitoring student growth and performance creating a service provision plan.</p>
	<p>BWA will maintain compliance with all district and state requirements for testing of all BWA students, including but not limited to, KRA, CoGAT, ACCESS, SC READY, and SCPASS as applicable.</p>

	BWA staff will analyze these data points to make grade and class placement as well as instructional decisions for students, based upon the MTSS model of service delivery.
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------



**SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION**

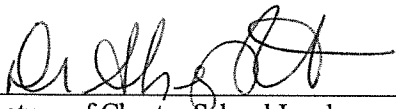
South Carolina Public Charter School Annual Report

Statement of Assurances for Charter Schools

As the authorized representative of Bridgewater Academy [(name of charter school)], I hereby certify that the stated charter school complies with all applicable South Carolina Charter Schools Act of 1996 requirements as submitted in this statement of assurances.

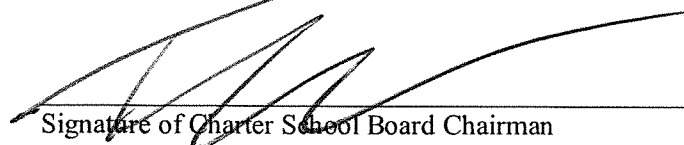
- A. Complies with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. S.C. Code Ann. § 59-40-40(2)(b)
- B. Does not charge tuition or other charges pursuant to S.C. Code Ann. § 59-19-90(8) except as may be allowed by the sponsor and is comparable to the charges of the local school district in which the charter school is located. S.C. Code Ann. § 59-40-40(2)(d)
- C. Adheres to the same health, safety, civil rights, and disability rights requirements as are applied to other public schools operating in the same school district or, in the case of the South Carolina Public Charter School District (SCPCSD) or a public or independent institution of higher learning, the local school district in which the charter school is located. S.C. Code Ann. § 59-40-50(B)(1)
- D. Meets, and may exceed, the same minimum student attendance requirements as are applied to public schools. S.C. Code Ann. § 59-40-50(B)(2)
- E. Adheres to the same financial audits, audit procedures, and audit requirements as are applied to public schools. S.C. Code Ann. § 59-40-50(B)(3)
- F. Reports to its sponsor and the South Carolina Department of Education (SCDE) documentation of the appropriate use of federal funds the charter school may receive.
- G. Uses the same pupil accounting system as required of public schools and districts.
- H. Employs noncertified teachers in a ratio of up to 25 percent of its entire teaching staff (10 percent for conversion schools). All teachers in core academic areas will be highly qualified as defined in the Elementary and Secondary Education Act (ESEA). S.C. Code Ann. § 59-40-50(5)
- I. Employs one administrative staff member who is certified or experienced in the field of school administration. S.C. Code Ann. § 59-40-50(6)
- J. Is secular in its curriculum, programs, governance, and all other operations. S.C. Code Ann. § 59-40-40(1)
- K. Complies with the Freedom of Information Act. S.C. Code Ann. § 59-40-50(10)
- L. Complies with the ESEA legislation and applicable provisions of the SCDE's ESEA waiver.

- M. Adheres to all provisions of reporting student truancy, discipline incidents, and persistently dangerous situations as required by ESEA.
- N. Assumes liability for the activities of the charter school and will indemnify and hold harmless the school district and its servants, agents, and employees from any and all liability, damage, expense, causes of action, suits, claims, or judgments arising from injury to persons or property or otherwise which arises out of the act, failure to act, or negligence of the charter school, or its agents and employees, in connection with or arising out of the activity of the charter school. S.C. Code Ann. § 59-40-60(F)(15)
- O. Reports to its sponsor and the SCDE any changes to information provided under its application in a timely manner. S.C. Code Ann. § 59-40-140(H)
- P. Reports at least annually to its sponsor and the SCDE all information required by the sponsor and by the SCDE, including, at a minimum, the number of students enrolled in the charter school, the success of students in achieving the specific educational goals for which the charter school was established, and the identity and certification status of the teaching staff. S.C. Code Ann. § 59-40-140(H)
- Q. Adheres to all provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 that are applicable. S.C. Code Ann. § 59-40-50(B)(1)
- R. Adheres to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. S.C. Code Ann. § 59-40-50(B)(1)
- S. Complies with S.C. Code Ann. § 59-63-235 (2004), which provides for the expulsion of any student who brings a firearm to school.
- T. Complies with the Family Education Rights and Privacy Act (20 U.S.C. § 1232).
- U. Complies with any school district desegregation plan or order in effect. S.C. Code Ann. § 59-40-60(F)(9)
- V. Adheres to all requirements of the Office of School Facilities as detailed in the Charter School Facilities Approval Form.
- W. Understands that, as a charter, we gain autonomy to make decisions in exchange for accountability to our authorizer.



Signature of Charter School Leader

12-13-22
Date



Signature of Charter School Board Chairman

12-13-22
Date

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.

also know as
Bridgewater Academy

BY-LAWS OF NON-PROFIT CORPORATION

ARTICLE I – NAME, ADDRESS

Section 1. Name of Corporation The name of the Corporation shall be as specified in its Articles of Incorporation, as: Waccamaw Park Public Charter Schools, Inc.

Section 2. Name The Corporation may conduct business under the name: Bridgewater Academy.

Section 3. Address of Corporation The location and address of the registered office of the Corporation shall be 316 Bush Drive, Myrtle Beach, SC 29579.

ARTICLE II – NATURE OF CORPORATION

Section 1. Non-Profit The Corporation is organized exclusively for non-profit purposes.

Section 2. Purposes The purpose for which the Corporation was formed is exclusively for educational purposes, more specifically to provide for the operation of a Charter School in Horry County where the mission is as follows:

The Corporation, in accordance with Section 59-40-20, in addition to supporting the mission of the Horry County School District, shall provide education to a diverse population of students. The Corporation is dedicated to extra school hours and days, a commitment to excellence, a high-content rigorous academic program, flexibility and an emphasis on personal responsibility for students and accountability by teachers with no short cuts and no excuses policy.

Section 3. Non-Discrimination The Corporation shall be non-religious and shall accept students and hire staff without discrimination as to race, color, religion, national origin, sex, marital status, educational affiliation, handicap status, or age.

Section 4. Enrollment Subject to total enrollment limitations, enrollment in the school shall be open to any child in accordance with the SC Charter School Law of 1996, as amended.

ARTICLE III – MEMBERS, ELECTION OF BOARD OF DIRECTORS AND MEETINGS

Section 1. Members The Corporation shall have members made up of the employees of the corporation and all parents or guardians of enrolled students.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.

also know as
Bridgewater Academy

Section 2. Election of Board of Directors The Corporation will be governed by an elected Board of Directors. There will be an election held annually which conforms to the S.C. Charter School Law of 1996 to elect all board members serving for the following fiscal year.

Section 3. Board Operations Calendar

MONTH	ACTIVITY
August	Begin new school/fiscal year
August	Semi Annual Board meeting and retreat – work on team building; begin strategic planning; establish goals for new fiscal/school year; board orientation/training; re-organize committees review planning status based on strategic plan.
September	Conduct strategic planning – set mission, vision, values, issues, goals, strategies, resource needs, funding needs, etc.
October	Review fund raising plan from PTO (Board strategic plan should be in line with PTO fundraising plan).
November	Deadline for yearly Charter School Board Training to be complete for EVERY board member
December	BOARD VACATION
January	Review and discuss Annual Audit Report
February	Board Evaluation – once a year.
March	Begin recruiting new Board of Directors (Election in May); Review personnel contracts and policies; Review Board policies.
April	Principal annual evaluation (Reference progress toward previous year goals and job description). Budget draft due from the budget and finance committee; Draft should be presented to the Board for review.
May	1 st Tuesday of May Election Day. Election in May is to elect Directors to serve for the next fiscal year. A fiscal year runs from July 1 through June 30.
May	Budget deadline to be approved by the Board.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.

also know as
Bridgewater Academy

June Semi Annual Board Retreat – address board self-evaluation results; Evaluate actual accomplishments versus planned; what was accomplished and what still needs to be done; prepare to turn over Board Manual to new Board members.

ARTICLE IV – BOARD OF DIRECTORS

Section 1. Management The Board of Directors shall sometimes be referred to as the “Board”. The business and affairs of the Corporation shall be managed by the Board. The Board shall consist of Directors who are elected by the membership.

Section 2. Responsibilities The Board shall have the responsibility with oversight and decision-making on school operations to include:

- a. Signing of any future Charter School Contracts with the School District
- b. Selection of a director/principal
- c. Approval of teachers hired by recommendation from the director/principal
- d. Setting of policies
- e. Approving annual budgets
- f. Approving school procedures
- g. Any other responsibility as required by the South Carolina Charter School Law of 1996, as amended

The Board shall have the authority to appoint committees composed of parents, community members, teachers to study and recommend additions or deletions to the Board policy as needed.

Section 3. Number and Election The Board shall consist of at least seven Directors but no more than nine Directors.

Section 4. Annual and Regular Meetings There will be two semi annual meetings of the Board as stated in the Board operations calendar. The Board will hold one monthly meeting and special meetings in between as deemed necessary each school year. Meetings of the Board are subject to the Freedom of Information Act, including all notice provisions.

Section 5. Place and Time of Meetings All meetings of the Board for conducting the corporation business shall be held at such places within Horry County and at such times as shall be specified in the respective notices of such meetings, and pursuant to the Freedom of Information Act.

Section 6. Notice of Meetings All notice of meetings will be prepared and forwarded pursuant to the Freedom of Information Act.

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.

also know as
Bridgewater Academy

Notices of meetings of the Board shall also be posted in the school and given to the public in accordance with the requirements of the Freedom of Information Act. Public notice shall, however, not be required in the case of emergency meetings or a conference as defined in the Freedom of Information Act.

Section 7. Open Meetings All official actions and any deliberations by a quorum of the Board shall take place at the meeting open to the public, as provided by the Freedom of Information Act.

Section 8. Quorum At any meeting of the Board, the presence of a majority of the Directors in service at the time of the meeting shall be necessary and sufficient to constitute a quorum and, except as otherwise provided by law, the act of majority of the members present shall be the act of the Board. In the absence of a quorum, no business shall be transacted except to take measures to obtain a quorum, fix a time to adjourn, or take a recess.

Section 9. Resignation of Directors Any Director may resign at any time during the elected year of service. Directors shall be expected to attend at least seventy percent of all Board meetings and of any meetings of the committee or committees on which he or she has agreed to serve. A committee member may be removed for other reasons by a three-fourths vote of the remaining directors.

Section 10. Vacancies A vacancy may occur within the Board of Directors, by the death, resignation or dismissal of any Director. Should there be vacancy, no matter the cause, the vacancy is to be filled by election or appointment by the Board of Directors within 35 days of the termination date of the Board member.

Section 11. Compensation and Expenses Directors shall serve without compensation, but may be reimbursed for expenses incurred when acting at the request of and on behalf of the Board.

Section 12. Qualifications of Directors Directors shall qualify under all requirements of the South Carolina Charter School Law.

ARTICLE V – MISCELLANEOUS PROVISIONS

Section 1. Fiscal Year and Audit The fiscal year shall be July 1 through June 30. The treasurer of the Corporation shall be required periodically and no less than once a year to employ a certified public accountant to audit the accounts.

Section 2. Execution of Contracts The Board may authorize an officer, employee or agent, in the name of and on behalf of the Corporation, to enter into any contract, and such authority may be general or confined to specific instances. Unless so authorized by the Board, no officer, employee or agent shall have any power to bind the

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.

also know as
Bridgewater Academy

Corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or in any amount.

ARTICLE VI – DISSOLUTION OF THE CORPORATION

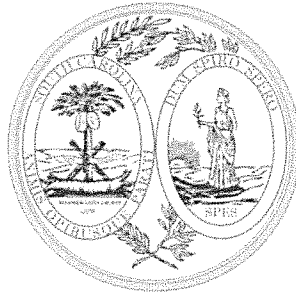
Upon dissolution of the Corporation, its assets may not inure to the benefit of any private person. Any assets obtained through restricted agreements with a donor, through awards, grants, or gifts, must be returned to that entity, and all other assets become the property of the sponsor pursuant to the South Carolina School Law of 1996, as amended.

ARTICLE VII – AMENDMENTS

Section 1. These Bylaws may be amended when necessary by a two-thirds majority of the Board of Directors. Proposed amendments must be submitted to the Secretary to be sent out with regular Board announcements.

Section 2. These Bylaws were approved by the Charter School Committee of the Corporation on August 5, 2003, and amended on February 15, 2007.

The State of South Carolina



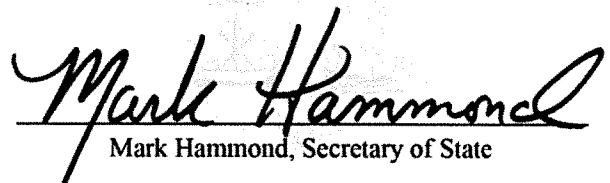
Office of Secretary of State Mark Hammond

Certificate of Existence

I, Mark Hammond, Secretary of State of South Carolina Hereby Certify that:

WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC., a nonprofit corporation duly organized under the laws of the State of South Carolina on February 5th, 2002, has as of the date hereof filed as a nonprofit corporation for religious, educational, social, fraternal, charitable, or other eleemosynary purpose, and has paid all fees, taxes and penalties owed to the State, that the Secretary of State has not mailed notice to the company that it is subject to being dissolved by administrative action pursuant to S.C. Code Ann. §33-31-1421, and that the nonprofit corporation has not filed articles of dissolution as of the date hereof.

Given under my Hand and the Great Seal
of the State of South Carolina this 14th day
of November, 2022.


Mark Hammond, Secretary of State

Nov 14 2022
REFERENCE ID: 1160400

Mark Hammond
SECRETARY OF STATE OF SOUTH CAROLINA

STATE OF SOUTH CAROLINA
SECRETARY OF STATE

RESIGNATION OF REGISTERED AGENT AND
DISCONTINUANCE OF REGISTERED OFFICE
OF A SOUTH CAROLINA OR
FOREIGN NONPROFIT CORPORATION

PLEASE TYPE OR PRINT IN BLACK INK

Pursuant to Sections 33-31-503 of the South Carolina Code of Laws, as amended, the undersigned hereby submits the following:

1. The name of the Corporation that is affected by this document is Waccamaw Pk. Pub.Chart. Sch.
The date of Incorporation is Feb. 5, 2002
2. ☒ That the undersigned resigns as the registered agent of the above named corporation effective the 31st day after the date on which this document is filed in the Office of the Secretary of State.
3. ☐ That the above named corporation's registered office, which is the business office of the registered agent, is discontinued, effective the 31st day after the date on which this document is filed in the Office of the Secretary of State.

Date: May 21, 2010

Carol J. Merrill / Keith D. Merrill
Signature

Carol J. Merrill / Keith D. Merrill
Type or Print Name

FILING INSTRUCTIONS

1. Three copies of this document, the original and either two duplicate originals or two conformed copies, must be filed.
2. Filing fee (payable to the Secretary of State at the time of filing this document):

Agent's Statement of Resignation	\$ 3.00
Discontinuance of Registered Office	2.00
Total	\$ 5.00

Return to: Secretary of State
P.O. Box 11350
Columbia, SC 29211

FRN-RESIGNATION OF REGISTERED AGENT.doc

100527-0033 FILED: 05/25/2010
WACCAMAW PARK PUBLIC CHARTER SCHOOLS, INC.
Filing Fee: \$5.00 ORIG



Mark Hammond

South Carolina Secretary of State

Nov 14 2022
REFERENCE ID: 1160400

Mark Hammond
SECRETARY OF STATE OF SOUTH CAROLINA

STATE OF SOUTH CAROLINA
SECRETARY OF STATE

NONPROFIT CORPORATION
ARTICLES OF AMENDMENT

FILED

AUG 18 2003

Mark Hammond
SECRETARY OF STATE 4

TYPE OR PRINT CLEARLY WITH BLACK INK

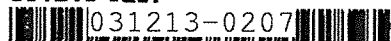
Pursuant to the provisions of Section 33-31-1005 of the 1976 South Carolina Code of Laws, as amended, the applicant delivers to the Secretary of State these articles of amendment

1. The name of the nonprofit corporation is Waccamaw Park Public Charter Schools, Inc.
2. Date incorporated February 5, 2002
3. Specify (a) the text of every amendment adopted, and (b) list when each amendment was adopted.

The corporate charter shall now also include terms identified on the attached Exhibit "A" adopted on August 5, 2003

4. ☐ By checking this paragraph #4 the applicant represents that (a) approval of the amendment by the members was not required, (b) the amendment was approved by a sufficient vote of the board or directors or the incorporators. (Do not check this paragraph #4 if member vote was required or if the required vote of directors or incorporators was not obtained.)
5. If the approval of the members was required to adopt the amendment(s), provide the following information:
 - (a) Designation (Classes of Membership)
General
 - (b) Number of memberships outstanding
Four (4)
 - (c) Number of votes entitled to be cast by each class entitled to vote separately on the amendment
One (1) for Each Member
 - (d) Number of votes of each class indisputably voting on the amendment
Four (4)
 - (e) Complete one of the following as appropriate
 - (i) Total number of votes cast for and against the amendment by each class entitled to vote separately
 - (ii) Total number of undisputed votes cast for the amendment by each class which was sufficient for approval for that class
Four (4) For
6. ☐ By checking this paragraph #6 the applicant represents that approval of the amendment by some person or persons other than the members, the board, or the incorporators is required pursuant to Section 33-31-1030 of the 1976 South Carolina code of Laws, as amended, and that the approval was obtained. (Do not mark paragraph #6 if either of these statements is not true.)
7. If the amendment provides for an exchange, reclassification, or cancellation of memberships, provisions for implementing the amendment must be set forth here if provisions are not contained in the amendment itself

031213-0207



CERTIFIED TO BE A TRUE AND CORRECT COPY
AS TAKEN FROM AND COMPARED WITH THE
ORIGINAL ON FILE IN THIS OFFICE

Nov 14 2022

REFERENCE ID: 1160400

8. ☐ If this corporation is converting from either a public benefit or religious corporation into a mutual corporation, mark this paragraph #8 which certifies that a notice, including a copy of the amendment, was delivered to the South Carolina Attorney General at least twenty days before consummation of the amendment.

Mark Hammond
SECRETARY OF STATE OF SOUTH CAROLINA

Date: 8-5-03

Waccamaw Park Public Charter Schools, Inc.
Name of Corporation

Carol Merrill
Signature of Officer

Carol Merrill, Director
Type or Print Name and Office

FILING INSTRUCTIONS

1. Two copies of this form, the original and either a duplicate original or a conformed copy, must be filed.
2. If the space in this form is insufficient, please attach additional sheets containing a reference to the appropriate paragraph in this form, or prepare this using a computer disk which will allow for expansion of space on the form.
3. This form must be accompanied by the filing fee of \$10.00 payable to the Secretary of State.

Return to: Secretary of State
P.O. Box 11350
Columbia, SC 29211

CERTIFIED TO BE A TRUE AND CORRECT COPY
AS TAKEN FROM AND COMPARED WITH THE
ORIGINAL ON FILE IN THIS OFFICE

Nov 14 2022

REFERENCE ID: 1160400

EXHIBIT "A"


SECRETARY OF STATE OF SOUTH CAROLINA

sh 4. of the original Articles will be changed to indicate that the Corporation will
Item 4.b. should have been checked.

All directors will be elected annually by the employees of the Charter School and all parents or guardians of enrolled students, who are members of the Corporation, and the election of the Board of Directors will occur as soon as practical after the opening of the Charter School.

At the first meeting of the elected Board of Directors, the independent directors on the Board of Directors of the Corporation elected by the members will review the good faith and reasonableness of the agreements entered into prior to the election of the Board of Directors and either ratify or annul the pre-existing contractual agreements proposed by the Charter Committee.

Nov 14 2022

REFERENCE ID: 1160400

Mark Hammond
SECRETARY OF STATE OF SOUTH CAROLINA

STATE OF SOUTH CAROLINA
SECRETARY OF STATE
NONPROFIT CORPORATION
ARTICLES OF INCORPORATION

FILED												4
FEB 05 2002												PM
7	8	9	10	11	12	1	2	3	4	5	6	

TYPE OR PRINT CLEARLY IN BLACK INK

Pursuant to Section 33-31 202 of the South Carolina Code of Laws, as amended, the undersigned corporation submits the following information.

1. The name of the nonprofit corporation is Waccamaw Park Public Charter Schools, Inc.
2. The initial registered office of the nonprofit corporation is 316 Bush Drive
Myrtle Beach, Horry SC 29579
City County State Zip Code

The name of the registered agent of the nonprofit corporation at that office is

Carol + Keith Merrill
Print Name

I hereby consent to the appointment as registered agent of the corporation.

Carol J Merrill / Keith Q Merrill
Agent's Signature

3. Check "a", "b", or "c" whichever is applicable. Check only one box.
- a. ☒ The nonprofit corporation is a public benefit corporation.
- b. ☐ The nonprofit corporation is a religious corporation.
- c. ☐ The nonprofit corporation is a mutual benefit corporation.
4. Check "a" or "b", whichever is applicable
- a. ☐ This corporation will have members.
- b. ☒ This corporation will not have members.
5. The address of the principal office of the nonprofit corporation is
316 Bush Drive Myrtle Beach - Horry - SC 29579
Street Address City County State Zip Code
6. If this nonprofit corporation is either a public benefit or religious corporation (when box "a" or "b" of paragraph 3 is checked), complete either "a" or "b" whichever is applicable, to describe how the remaining assets of the corporation will be distributed upon dissolution of the corporation
- a. ☒ Upon dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future Federal tax code, or shall be distributed to the Federal government, or to a state or local government, for a public purpose. Any such asset not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated

Nov 14 2022
REFERENCE ID: 1160400

Waccamaw Park Public Charter Schools, Inc.
Name of Corporation

Mark Hammond
SECRETARY OF STATE OF SOUTH CAROLINA

exclusively for such purposes.

Upon dissolution of the corporation, consistent with the law, the remaining assets of the corporation shall be distributed to

7. If the corporation is a mutual benefit corporation (when box "c" of paragraph 3 is checked), complete either "a" or "b", whichever is applicable, to describe how the (remaining) assets of the corporation will be distributed upon dissolution of the corporation.

- a. ☐ Upon dissolution of the mutual benefit corporation, the (remaining) assets shall be distributed to its members, or if it has no members, to those persons to whom the corporation holds itself out as benefiting or serving.
- b. ☐ Upon dissolution of the mutual benefit corporation, the (remaining) assets, consistent with the law, shall be distributed to

n/a

8. The optional provisions which the nonprofit corporation elects to include in the articles of incorporation are as follows (See 33-31-202(c) of the 1976 South Carolina Code of Laws, as amended, the applicable comments thereto, and the instructions to this form)

n/a

9. The name and address of each incorporator is as follows (only one is required)

<u>Carol J. Merrill</u>	<u>313 65th Ave N. - Myrtle Beach, SC</u>	<u>29572</u>
Name	Address	Zip Code
<u>Keith D. Merrill</u>	<u>313 65th Ave N. - Myrtle Beach, SC</u>	<u>29572</u>
Name	Address	Zip Code

Name

Address

Zip Code

10. Each original director of the nonprofit corporation must sign the articles but only if the directors are named in these articles:

Carol J. Merrill

Name (Only if named in articles)

Keith D. Merrill

Name (Only if named in articles)

Carol J. Merrill

Signature of director

Keith D. Merrill

Signature of director

Name (Only if named in articles)

Signature of director

11. Each incorporator must sign the articles.

Carol J. Merrill

Signature of incorporator

Keith D. Merrill

Signature of incorporator

Signature of incorporator

Nov 14 2022
REFERENCE ID: 1160400

Waccamaw Park Public Charter Schools, Inc.
Name of Corporation

Mark Hammond
SECRETARY OF STATE OF SOUTH CAROLINA

- ding any other provisions of these articles, the purposes for which the corporation is re exclusively religious, charitable, scientific, literary, and educational within the meaning of 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue law
2. Notwithstanding any other provisions of these articles, this organization shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue law.
 3. Upon dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future federal tax code, or shall be distributed to the federal government, or to a state or local government for a public purpose. Any such assets not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated for such purposes



**Statement of Assurances for
Charter School Sponsors**

As the authorized representative of [(name of charter school sponsor)], I hereby certify that the stated charter school sponsor complies with all applicable South Carolina Charter Schools Act of 1996 requirements as submitted in this statement of assurances.

- A. The sponsor of a charter school is the charter school's local education agency (LEA) and a charter school is a school within that LEA. The sponsor retains responsibility for special education and shall ensure that students enrolled in its charter schools are served in a manner consistent with LEA obligations under applicable federal, state, and local law as defined in section S.C. Code Ann. § 59-40-40.
- B. Adopt national industry standards of quality charter schools and shall authorize and implement practices consistent with those standards in order to promote the quality of charter school outcomes and oversight. S.C. Code Ann. § 59-40-55
- C. Approve and decline charter applications as specified in S.C. Code Ann. §§ 59-40-50, 59-40-60, and 59-40-70(C).
- D. Conduct or require oversight activities that enable the sponsor to fulfill its responsibilities outlined in this chapter, including conducting appropriate inquiries and investigations, only if those activities are consistent with the intent of this chapter, adhere to the terms of the charter contract, and do not unduly inhibit the autonomy granted to public charter schools. S.C. Code Ann. § 59-40-55
- E. Collect, in accordance with S.C. Code Ann. § 59-40-140(H), an annual report from each of its sponsored charter schools and submit the reports to the Department of Education. S.C. Code Ann. § 59-40-55
- F. Provide to parents and the general public information about charter schools authorized by the sponsor as an enrollment option within the district in which the charter school is located to the same extent and through the same means as the district in which the charter school is located provides and publicizes information about all public schools in the district. S.C. Code Ann. § 59-40-55
- G. Will negotiate, execute, and monitor the terms of a contract between the charter school and the sponsor as defined in S.C. Code Ann. §§ 59-40-55 and 59-40-60. Contracts must be submitted to the SCDE annually.
- H. Will comply with S.C. Code Ann. § 59-40-70 (1996), which outlines charter school application hearing, approval, and appeal process.
- I. Will adhere to all provisions of S.C. Code Ann. § 59-40-100 pertaining to conversion charter schools, as applicable.
- J. Notify the charter school of perceived problems if its performance or legal compliance appears to be unsatisfactory and provide reasonable opportunity for the school to remedy the problem, unless the problem warrants revocation and revocation timeframes apply. S.C. Code Ann. § 59-40-55
- K. Take appropriate corrective actions or exercise sanctions short of revocation in response to apparent deficiencies in charter school performance or legal compliance. These actions or sanctions may include requiring a school to develop and execute a corrective action plan within a specified timeframe. S.C. Code Ann. § 59-40-55

- L. The sponsor annually shall evaluate the conditions outlined in S.C. Code Ann. § 59-40-110. The annual evaluation results must be used in making a determination for nonrenewal or revocation and notify in writing the charter school's governing body of the proposed action. S.C. Code Ann. § 59-40-110(F)
- M. Shall permanently close any charter school at the conclusion of the school year after receiving the lowest performance level rating as defined by the federal accountability system for three consecutive years in accordance with S.C. Code Ann. § 59-40-110(E).
- N. Prior to any public charter school closure, the sponsor shall develop a public charter school closure protocol to ensure timely notification to parents, orderly transition of students and student records to new schools, and proper disposition of school funds, property, and net assets in accordance with S.C. Code Ann. § 59-40-110(K).
- O. Sponsors shall classify schools as Alternative Education Campuses (AEC) as outlined in S.C. Code Ann. § 59-40-111 and follow procedures as outlined in S.C. Code Ann. § 59-40-110(E) for automatic closure.
- P. Will receive and distribute state, county, and school district funds to a charter school as determined by the formula outlined in S.C. Code Ann. § 59-40-140(A).
- Q. The South Carolina Public Charter School District or public or independent institution of higher learning sponsor shall receive and distribute state funds to the charter school as provided by the General Assembly as outlined in S.C. Code Ann. § 59-40-140(B).
- R. Will receive and distribute to the charter school federal funds which are allocated to the sponsor on the basis of the number of special characteristics of the students attending the charter school. These amounts must be verified by the State Department of Education before the first disbursement of funds as outlined in S.C. Code Ann. § 59-40-140(C).
- S. After receipt of federal or state categorical aid funds, sponsors shall, within ten business days, supply to the charter school the proportional share of each categorical fund for which the charter school qualifies as outlined in S.C. Code Ann. § 59-40-140(D).
- T. Shall provide technical assistance to persons and groups preparing or revising charter applications at no expense per S.C. Code Ann. § 59-40-140(I).
- U. If a school district declares a building surplus and chooses to sell or lease the building, a charter school's board of directors or a charter committee operating or applying within the district must be given the first refusal to purchase or lease the building under the same or better terms and conditions as it would be offered to the public as outlined in S.C. Code Ann. § 59-40-170.
- V. Use its funding provided pursuant to this section exclusively for the purpose of fulfilling sponsor obligations in accordance with the South Carolina Charter Schools Act of 1996.

Signature of Sponsoring District Superintendent

Date