

Executive Summary

The mission of Belton Preparatory Academy (BPA) is to prepare its students to compete at the highest levels of academics, with integrity, using a proven curriculum, Core Knowledge, and through the core programmatic feature of entrepreneurship used in tandem with an organized wellness program.

BPA will produce students who excel in academics and physical fitness with a firm grounding in free market economic theory and entrepreneurship. The focus of BPA is on essential educational achievements, with an emphasis on an economics and competitive curriculum that meets the needs of all learners through varied classroom and real world learning opportunities. BPA will also stress physical fitness and create opportunities for athletic competition. The ethos of BPA is that young students progress most rapidly when they are paired with a curriculum that closely aligns to their cognitive development and is based on challenging content that allows for consistent performance based assessments. BPA will focus the primary grades on establishing a strong base of knowledge from which students may expand and practically apply their knowledge at the secondary level. Secondly, the curriculum and practice will allow students to deepen their understanding of economic structures and the challenges of entrepreneurship, while also being well-prepared to experience success in the later grades.

BPA has a projected student enrollment of 20 students per classroom for Kindergarten through second grade in a traditional grade level structure during the opening year. In the opening year, BPA will feature two kindergarten classes, two first grade classes, and one second grade class. BPA will offer differentiated instruction beginning in Kindergarten, with the intent of allowing students to either advance to the next grade level or receive necessary remedial instruction and support. In the beginning, total grade level enrollment including traditional and multi-age students will be 20 per class. The model will grow during subsequent years of implementation, expanding annually by adding one grade level through grade 8. The total target student population for the first year is 100 students. Student population is projected to increase by 40 students each year through grade 8, with additional classes as required. At full capacity BPA will serve 360 students in the 2025/2026 school year. BPA has received more than 600 Indications of Interest in the past year.

BPA will utilize the Core Knowledge© (Core Knowledge) curriculum developed and made available by the Core Knowledge Foundation. Core Knowledge is a highly regarded, proven curriculum used by some of the highest achieving Charter schools in the nation. For example, Liberty Common Charter School in Fort Collins, Colorado utilizes the Core Knowledge curriculum and is ranked as the top high school in Colorado and one of the top 50 high schools in the nation by U.S. News and World Report.¹ It has consistently achieved top test scores and produced exceptionally well-prepared graduates, with 100% Advanced Placement program participation.

The Core Knowledge curriculum's linear historical progression and early emphasis on events and people will assist BPA's core programmatic feature by allowing students to see how advancements in science, math, and technology throughout history are cumulative, with subsequent generations studying, applying, and building on the advancements of

¹ <http://www.usnews.com/education/best-high-schools/colorado/districts/poudre-school-district-r-1/liberty-common-charter-school-4145>

previous generations. The Core Knowledge curriculum will also assist the core programmatic feature of BPA by showcasing how such various advancements were harnessed by entrepreneurs to create goods which have lifted, and are lifting, the living standards of people around the world.

With the prospective location in Anderson School District Two, BPA intends to replicate the demographics of local Anderson County public school student enrollment. BPA may also draw students from Anderson County School Districts Five and One which have schools located nearby. Target geographical service areas for BPA will include the Northern and Eastern portion of Anderson County including the cities of Belton, Anderson, Honea Path, and Williamston. Additionally, the school will seek to serve the far Southwestern edge of Greenville County. BPA will offer these communities a unique choice of curriculum and focused methodology that is currently unavailable within easy commuting distance. BPA offers parents who would prefer to expand their children's current educational options a proven, advanced curriculum alternative with the added advantage of a focus on entrepreneurial skills.

Federal accountability data for 2017 reveals the elementary schools in the area are making inconsistent progress toward meeting the applicable standards. The three elementary schools closest to the proposed BPA campus, one each from Anderson School Districts One, Two and Five, have failed to demonstrate achievement on the SC READY assessment. Specifically, less than half of students enrolled in the third grade scored on grade level on the Language Arts and Mathematics tests. While BPA recognizes there are many factors that affect educational achievement, the 2017 SC READY scores of those schools closest to BPA indicate that room for improvement exists. Moreover, while schools with a similar focus on entrepreneurship are operating elsewhere, including in adjacent Greenville County, Anderson County schools do not offer a focused entrepreneurial education comparable to BPA.

Core Knowledge is a well-designed and researched curriculum that provides a wide range of materials to address individual student needs. The use of Core Knowledge has produced student academic success in students at all levels of academic ability and performance. Beyond using the proven Core Knowledge curriculum, BPA will establish a well-defined partnership with parents to ensure there is frequent communication as to the continual monitoring and individualized instruction at BPA. Each student at the school will establish an academic goal known to parents and teachers and receive the support to make or exceed that goal. This plan has worked to close achievement gaps in numerous Core Knowledge schools across the country.

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EVIDENCE OF NEED AND COMMUNITY SUPPORT

1. Evidence of Need and Support

1. Over the course of several months of contact efforts, BPA obtained 449 indications of interest by February 1, 2017. Many others expressed interest in the school and requested to be kept informed, but cited a reluctance to have their name included on a list, and declined to be counted. By mid-year, despite a cessation of outreach efforts, over 750 indications of interest had been received through BPA's website. *See Appendix C for Evidence of Support. Appendices D and E are not applicable.*

2. The same plan as outlined below (in Section 3) will be repeated upon receiving a charter to ensure sufficient numbers of students enroll in BPA. Should BPA need to address any discrepancies between its enrollment numbers and state or federal law, BPA will take every avenue legally available to it to comply with such requirements. Such efforts may include door-to-door canvassing, social media advertising, mail drops, etc. in communities likely to result in compliance with state and federal law.

3. The Planning Committee's intent is to ensure that the enrollment of BPA reflects the population of Anderson County and BPA looks forward to welcoming children without regard for their background or experience. Toward that end, BPA commissioned a demographic analysis of the areas surrounding BPA of households with children. BPA is committed to reaching out to every household in the area to make them aware of its mission and to welcome every family's children as students. BPA's Planning Committee has already expended considerable resources to identify households with children and to make them aware of the school. BPA will continue this effort in the coming months and will update its progress as needed.

The Planning Committee asked Greenhouse Solutions (Greenhouse), a demographic data company, to oversee the effort to analyze the local population, and identify families with school age children. Such identification was made without regard to race, national origin, religion, or other such cultural factors. If a household might have children residing there, BPA wanted that household to be aware of its efforts.

Upon identification, Greenhouse oversaw the contacting of the families in relative proximity to BPA's proposed campus, approximately 30 miles from the campus in all directions. Greenhouse then retained Victory, a media firm, to contact those families to inform the families of the charter application process and ascertain any interest on the part of the families in having their children attend BPA. Through this process, BPA identified approximately 13,000 households with potential school age children in geographic proximity to BPA. United States Congressman Jeff Duncan recorded an informational announcement regarding BPA, giving a short summary of BPA and the website address. The announcement was used in conjunction with a phone survey system that allowed recipients to request more information. BPA volunteers and Victory then contacted those families with more information regarding the charter application process and proposed opening schedule.

Five formal information sessions were conducted to create community awareness of BPA. The five sessions had over 200 attendees. In addition, BPA representatives attended meetings with local community leaders, including County Council personnel, local church leaders, and community groups like the Anderson County Chamber of Commerce and the local Girl and Boy Scout organizations. Members of the Planning Committee were also interviewed by the Anderson Independent Mail for ongoing coverage

of their efforts. The BPA Planning Committee Members have been visible in the community and there is knowledge and anticipation in this region of Anderson County that a unique educational option is a possibility for the Belton area.

4. Support for the formation of a school like BPA has been very strong. BPA has support from parents, community and business leaders, and elected officials including: U.S. Senator Lindsey Graham, U.S. Congressman Jeff Duncan, U.S. Congressman Trey Gowdy, and S.C. Senator Kevin Bryant. In addition, there is wide support from a range of employers in Anderson County and surrounding counties, including Lumbee Enterprises, Cline Industries, Palmetto Insurance, Collins Construction Group, Timms Mill, National HealthCare of Anderson, and Tactical Medical Solutions. These companies have also agreed to aid BPA's entrepreneurial education efforts by acting as business mentors for BPA students. BPA's proposed facility is located at Second Baptist Church of Belton. Multiple attempts have been made to reach all the citizens of Anderson County, with outreach to community leaders and media appearances.

5. As stated previously above (in Section 3), BPA intends to continue its outreach efforts to assess and build parent and community demand for the school by identifying possible households that may be interested in BPA's educational programs. Upon receiving a charter, BPA will execute the same level of outreach effort to ensure it reaches properly informs the surrounding communities. Letters of support indicating extensive community support are included in the appendices. *See Appendix C.*

6. BPA will require intense parental involvement in its operations. In addition to mandatory parental service hours, BPA intends to utilize email and other software tools to keep parents completely aware of the school's operations, their student's daily study

requirements and academic progress (as needed), and upcoming opportunities for the BPA community to join together for social or charitable purposes. BPA also intends that the sports component of BPA have parents heavily involved in both skill development as well as competition. See also the description of the extensive involvement of local business community below (in Section 7), such involvement will provide ample opportunities for in-depth community involvement and awareness.

7. In addition to the business partnerships described below in this section, BPA has engaged as a partner former Olympian and silver medal winner, James “Jim” R. Ryun. Mr. Ryun is an excellent example of competition revealing strengths as well as weaknesses, and leading to lifelong benefits. According to his own recounting, Mr. Ryun started running when he found he failed to make his local basketball or football team. In 1964, as a high school junior, Mr. Ryun became the first high school athlete to run a mile in under four minutes. In 1965, he broke that time with a record of 3:55.3 minutes, a record that would stand for 36 years. He still holds the fastest American Junior records in the 1500 meters, mile, and two-mile distances. ESPN has named him the greatest high school athlete of all time. He later participated in the 1964, 1968, and 1972 Olympics and has hosted running camps for promising young runners every year since 1973.

Mr. Ryun has committed to developing the physical education program of BPA. BPA will also feature a running-specific program developed by Mr. Ryun for health and competition with the older students. The campus of BPA encompasses 52 acres, which will facilitate the building of a 1.5-mile running/walking course around the perimeter of the campus. The campus already includes a baseball field, a nature trail, and a basketball court. BPA will also construct two additional multi-use ball fields that will support soccer,

flag football, and lacrosse, as well as other activities such as field days and special events. Renfrow Brothers Construction, Inc., a construction company headquartered in the upstate region, has already agreed to donate the equipment and labor for the grading and landscaping of the additional fields. BPA also has a recreation room, and access to a gymnasium.

Mr. Ryun has also committed to attending the initial opening day of BPA to speak to the students on the importance of BPA's emphasis on competition and integrity. He will focus on his competitive efforts as a young man, the importance of always competing to the best of your ability, respecting the effort of opponents, and giving back to your community. He will also urge the students to not give up when they make a mistake or fail to meet their goals, that a great deal of being a successful competitor is overcoming mistakes, adversity, and failure. Mr. Ryun has committed to returning to the BPA campus each fall to give the opening address.

In addition to Mr. Ryun's contributions, BPA has arranged for individual and group instruction for students in tennis, wrestling, and baseball/softball. BPA intends to add to these opportunities in the coming months.

Further, in partnership with local businesses, students in elementary grades 3-8 will complete an annual entrepreneurial project of increasing complexity that will be evaluated using traditional business metrics, including, but not limited to, EBITDA² concepts and projected profit and loss statements, and presented publically to the school and community. Projects will demonstrate economics and other curriculum content knowledge. Groups and

² Earnings Before Interest, Tax, Depreciation, and Amortization.

individuals will be paired with local business leaders as mentors for helping students understand how the concepts they study work in the application.

For example, Tactical Medical Solutions, Inc. (TacMed) is a locally owned company that has volunteered to lead such projects. TacMed is an excellent example of entrepreneurship in action. Its owner, Ross Johnson, an Anderson resident, was a member of the United States military's elite Special Operations Forces. During his service, he invented a new type of windlass-based tourniquet, which he would eventually patent as the SOF Tactical Tourniquet ("SOFT-T"). That first tourniquet prototype is now the basis for the only two types of tourniquets approved for issue to members of the United States' military forces.

Mr. Johnson invested his own time and effort in developing the tourniquet in the middle of war zones half a world away from the United States. He invested his own money in obtaining a patent and manufactured the new tourniquets on secondhand sewing machines in the garage of his on-base, enlisted personnel housing while he was not deployed. His daughters grew up packing boxes of orders, a great example of how early-stage entrepreneurs often rely on family for labor.

The SOFT-T has saved thousands of lives since it was first invented. TacMed has grown until it presently consists of a number of companies and product lines, from search and rescue equipment, to emergency response equipment, to lifesaving equipment for law enforcement personnel. TacMed products are found in the issue kit of every major military and every major law enforcement agency in the world. Its products are found in major airports, manufacturing facilities worldwide, unified school districts, and in stadiums and arenas across the nation.

TacMed has agreed to partner with BPA as a mentor in BPA's effort to help its students see the end result. TacMed will host younger BPA students at its office and warehouse facility, provide demonstrations of its fire suppression and rappelling devices – even letting interested students put out burning cars and rappel off of climbing towers. TacMed personnel will tell the story of what they do, why they do it, and emphasize to the students that the skills that students can learn at BPA can help them create a business like TacMed, which has made a real difference in people's lives. Starting in the fifth grade, TacMed has agreed to host BPA students on a more frequent basis, with detailed presentations on how TacMed's special operations veterans travel the world to demonstrate TacMed's products, how TacMed manufactures its products, manages its supply logistics and distribution chain, and, through quality control, ensures its products are ready when people's lives are at stake. In the final two years at BPA, students will have the opportunity to join product development efforts, marketing efforts, and warehouse operations, to see the full spectrum of what a business like TacMed does. During this process, BPA students will also see how a company should make a contribution to those less fortunate, whether it's giving a job to a warehouse manager who needs a second chance, or by making modifications to a manufacturing job so that it can be performed by someone with a physical disability.

BPA's Planning Committee has also contacted several other companies, both large and small, in the Anderson County area for similar arrangements. BPA has received positive responses from a number of local companies, including, for example:

- TTI, Inc., a locally headquartered company that manufactures all of the power tools for Home Depot, Sears, and other companies.
- Palmetto Insurance, an independent brokerage

- NHC, a long term elder care healthcare provider
- Southern Risk Management, an actuarial analysis and software company
- Collins Building Group, a developer of custom homes on Lake Hartwell and Lake Keowee
- Quality Pools and Spas of Anderson
- Timms Mill, a heritage grist mill operation operating a mill originally built in 1784

In addition, Mr. Chris Cauley, chairman of the BPA Planning Committee, will also be hosting older BPA students at his accounting firm, with presentations on different types of companies in the area and on concepts such as economic forecasting for companies, tax policy and the limits of such tools. These subjects may seem dry and uninteresting, but it is the intent of BPA that, when presented in conjunction with mentoring from such companies as TacMed, such concepts become something more.

2. Curriculum and Instructional Model

a. Instructional Model

1. BPA's uniqueness comes not only from the use of Core Knowledge Curriculum which is designed to provide only about 75% of the school's curriculum. Although Core Knowledge is a proven curriculum that is adaptable to a number of instructional methodologies, the BPA Planning Committee proposes to integrate the use of Core Knowledge with a strong emphasis on entrepreneurial skills, and wellness/health activities.

The entrepreneurial skills of risk taking and organization are an excellent fit for the Core Knowledge Curriculum, the first core programmatic feature of BPA. Core Knowledge provides a strong grade-by-grade knowledge base that builds students' confidence and increases their understanding of great literature and historical documents. The requirement of a yearly Core Knowledge project also fits in well with the product and project underpinnings of entrepreneurship. Real and simulated projects such as investing, product design and construction, marketing, and financial management are adaptable to any grade level and ability level. A more fully developed discussion of the benefits of the Core Knowledge curriculum is included below.

As the second core programmatic feature, BPA will define entrepreneurship as the activity of combining existing or new technologies or processes to deliver goods or services for the benefit of others. At the core of this definition will be the lesson that marketplace competition is the method by which a community determines which goods or services enhance its wellbeing, i.e., people vote on the products they believe will deliver the most

utility to them by purchasing them. Therefore, an entrepreneur will only be successful if he delivers a good or service that sufficient numbers of people decide enhances their lives.

BPA students will come to understand that entrepreneurs drive America's economy, accounting for the majority of our nation's new job creation and innovations.³ The U. S. Small Business Administration reports that, historically, America's 25.8 million small businesses employ more than 50 percent of the private workforce, generate more than half of the nation's gross domestic product, and are the principal source of new jobs in the U.S. economy.⁴

In the early grades, kindergarten through second, BPA will focus the entrepreneurship portion of the curriculum on the fundamentals of understanding money, historical examples of significant inventors and businessmen, and the timeline of economic and technological progress. Most importantly, they will begin their study of a specific series of economic concepts that will culminate in Grade 6, just before beginning their own economic projects for Grades 7 and 8.

The following chart is the instructional timeline of the economic concepts BPA students will become familiar with during their time at BPA:

TIMETABLE OF INSTRUCTION: Summary of Concepts by Grade Level							
Economic Concepts	<u>Kindergarten</u>	<u>First</u>	<u>Second</u>	<u>Third</u>	<u>Fourth</u>	<u>Fifth</u>	<u>Sixth</u>
<u>Scarcity</u>	New	review	review	review	review	review	review
<u>Choice</u>	New	review	review	review	review	review	review
<u>Goods</u>	New	review	review	review	review	review	review
<u>Services</u>	New	review	review	review	review	review	review
<u>Opportunity Cost</u>	-	new	review	review	review	review	review

³ <https://www.dol.gov/odep/pubs/fact/entrepreneurship.htm>

⁴ Id.

<u>Resources</u>	-	new	review	review	review	review	review
<u>Natural Resources</u>	-	new	review	review	review	review	review
<u>Human Resources (labor)</u>	-	new	review	review	review	review	review
<u>Capital Resources (capital goods)</u>	-	new	review	review	review	review	review
<u>Barter</u>	-	new	review	review	review	review	review
<u>Interdependence</u>	-	-	new	review	review	review	review
<u>Money</u>	-	-	new	review	review	review	review
<u>Producers / Production</u>	-	-	new	review	review	review	review
<u>Consumers</u>	-	-	new	review	review	review	review
<u>Specialization</u>	-	-	new	review	review	review	review
<u>Division of Labor</u>	-	-	-	new	review	review	review
<u>Productivity</u>	-	-	-	new	review	review	review
<u>Markets</u>	-	-	-	new	review	review	review
<u>Prices</u>	-	-	-	new	review	review	review
<u>Public Goods</u>	-	-	-	new	review	review	review
<u>Economic Systems</u>	-	-	-	-	new	review	review
<u>Market Economy</u>	-	-	-	-	new	review	review
<u>Circular Flow</u>	-	-	-	-	new	review	review
<u>Trade/Exchange</u>	-	-	-	-	new	review	review
<u>Factors of Production</u>	-	-	-	-	-	new	review
<u>Trade-offs</u>	-	-	-	-	-	new	review
<u>Demand</u>	-	-	-	-	-	new	review
<u>Supply</u>	-	-	-	-	-	new	review
<u>Equilibrium Price</u>	-	-	-	-	-	new	review
<u>Cost of Production</u>	-	-	-	-	-	-	new
<u>Profit</u>	-	-	-	-	-	-	new
<u>Incentives</u>	-	-	-	-	-	-	New

<u>Taxes</u>	-	-	-	-	-	-	New
<u>Income Tax</u>	-	-	-	-	-	-	New
<u>Property Tax</u>	-	-	-	-	-	-	New
<u>Sales Tax</u>	-	-	-	-	-	-	New
<u>Unemployment</u>	-	-	-	-	-	-	New
<u>Shortages</u>	-	-	-	-	-	-	New
<u>Surpluses</u>	-	-	-	-	-	-	New
Economic Concepts	<u>Kindergarten</u>	<u>First</u>	<u>Second</u>	<u>Third</u>	<u>Fourth</u>	<u>Fifth</u>	<u>Sixth</u>

In addition, through visits to such business partners as Cline Industries and Tactical Medical Solutions, the younger students will be shown what businesses do on a day to day basis. These will be primarily “fun” visits with an emphasis on exhibitions, samples, and simply acquainting the students with the idea of business ownership and management. This will especially important to students who come from families with little or no business experience outside simple employment.

In addition to the BPA business partner site visits, to encourage all students, but specifically students with disabilities, specific stories of successful disabled entrepreneurs will be given, stories of entrepreneurs such as Ann Morris Bliss. Ms. Bliss is completely blind from a process that began from complications at birth. Nevertheless, in 1985, Ms. Bliss developed a mail order catalogue company that sells a wide range of innovative products for people with vision loss. The company generates more than half a million dollars in revenue and over the years has employed a number of people, including individuals with disabilities. Ms. Bliss uses technology -- voice recognition and talking computer terminals -- to help her run her business.⁵ She is living example of starting a

⁵ <http://slideplayer.com/slide/5797965/>

business which improved the lives of others. There are many similar lesson plans for students in the early grades, specifically from the Alpha Entrepreneur Case Studies series.⁶

In Grades 3 through 5, BPA students will begin to deepen their understanding of economic principles and business operations. These older students will again be visiting our business partners, such as National HealthCare and Collins Construction Group, but instead of just being shown what businesses do, they will also be told how and why the companies operate as they do. During these grades, BPA teachers will be using lesson plans which emphasis the choices companies make, specifically from EconEdlink, a curriculum put out by the Council on Economic Education, which offers excellent entrepreneurial education resources for students in Grades 3 through 5.⁷

Such lessons will focus on the fundamentals of how companies compete, for instance, they need to know that in many markets, the price of a product is not a key to the success or failure of the companies selling it. BPA students will learn that companies can compete on the basis of three main factors; price, prestige, or service, or a combination thereof.

Case studies of the different types of such competition will be utilized. Price competition is relatively easy to understand. Service focuses on the consumer experience. Disney theme parks are an excellent example of over-the-top consumer service experience with which BPA's students will likely be familiar. But further, BPA students will learn that prestige competition focuses on what the product line says about the purchaser. For example, BPA students will learn that prestige competition does not necessarily mean expensive goods. The students will learn that certain companies who focus on

⁶ E.g., <http://slideplayer.com/slide/7025403/>

⁷ E.g., <http://www.econedlink.org/teacher-lesson/501/>

environmental concerns in their business model create prestige for their brand because in wearing that brand, consumers are broadcasting they are concerned about the environment, which brings prestige in some communities of consumers. Patagonia, an outdoor clothing company, is an excellent case study of a company that has long focused on environmental concerns. Its marketing catalogues are also considered excellent examples of modern industrial art, lending to the prestige of the brand as well. Studying companies such as Patagonia will serve the students well as they move through the concept timetable in preparation for the next level of instruction.

In Grade 6, BPA students will engage with the final economic concepts and begin to shadow the students in Grade 7 and 8 as they begin their mentoring tours with BPA's business partners and developing their final entrepreneurial projects. In class, this will be primarily a time of involved discussion about the various concepts and will allow teachers to determine students' mastery of the economic concepts. This determination will be critical in ensuring the students are ready for their final projects. As they join the older students at the business partner locations, they will essentially be auditing the activities the first year, acting as interns for the older students in their enterprises.

In Grades 7 and 8, BPA students will return to BPA's business partners with more responsibility and one overarching goal, developing their own business idea. But instead of just being shown, and then told, about how the companies operate, BPA students will be taught by the business partners about the company's operational decisions and have an opportunity to participate in the various facets of those decisions. From product development to marketing to distribution, BPA students will have a chance to work with mentors from BPA's business partners to understand how what they have learned at BPA

translates into real world operations. Then, the students will create, develop, and launch their own actual economic projects for their final year at BPA.

BPA intends to utilize the United States Small Business Administration's (SBA) Young Entrepreneurs program to facilitate and manage each student's project. Through the SBA program, BPA students will write their own business plan, decide upon their business structure, register their business, choose equipment and financing options, apply for the appropriate permits or licenses, determine who they will employ, and finally, set up an accounting system and determine how to file and pay taxes. As part of that process, they will also learn about state and federal programs to assist women and minority-owned businesses, veteran-owned businesses, and businesses with limited assets.

The students will be graded not necessarily on whether their business is the next Microsoft, but rather on how well they factored in the different economic concepts and accounted for them in their business plan and operations. However, BPA being a place of competition, the school will award one student the annual award of BPA Entrepreneur of the Year for that academic year.

2. Research findings reveal that many students lack the necessary proficiencies across educational disciplines. The 2015 National Assessment of Educational Progress (NAEP) results revealed that only roughly one-third of South Carolina's 4th and 8th grade students score proficient or better in reading, writing, mathematics and science. In addition, unfortunately, there are significant gaps in achievement between Caucasian and minority students, and high poverty and wealthier students. BPA selected the Core Knowledge curriculum because of its consistent focus, regardless of grade level, on a cumulative, content-based, knowledge-specific approach, as well as the substantial student

achievement results, regardless of demographic factors, reported from educational settings utilizing Core Knowledge.

The Core Knowledge curriculum is based on the idea that knowledge builds on knowledge. It provides a central, detailed course of instruction that ensures students establish strong foundations of knowledge, grade by grade, in English/language arts, history, geography, mathematics, science, and the fine arts. The course of instruction emphasizes written communication. Core Knowledge focuses on cultural literacy, defined as a shared knowledge base that facilitates expression through reference. Obviously, such references can be useful in verbal communication as well, but Core Knowledge primarily focuses on the use of such shared knowledge base through the written word, as reading assignments are layered upon writing assignments, which in turn serve as demonstrations of reading comprehension. With Core Knowledge, each layer builds upon those previously studied, with each piece of literary excellence expected to inform the students' next assignment. An incomplete mastery of the skills of written comprehension cannot be kept hidden in such an environment.

Since its development by University of Virginia professor, E.D. Hirsh, Jr., Core Knowledge has been studied in a variety of circumstances and locations. One of the most recent studies was conducted in New York in 2011. The study looked at the impact of the Core Knowledge Language Arts (CKLA) through a pilot program conducted at ten (10) demographically matched, low-income schools in grades K-2, during a three-year period starting in the 2008-2009 school year. The schools were a range of urban, rural, and suburban schools, and covered 172 classrooms, 200 teachers, and 4,466 students. From

school to school, the percentage of students receiving free and reduced lunch ranged from 30% to 99%.

The study found that CKLA students had significantly greater gains in the third year of the program than students in the comparison schools in nearly every measure. In fact, the study found that the spring test scores for 2nd grade CKLA students were greater than that of comparison students on all tests. And perhaps most importantly, the study found that 1) those students with the lowest incoming scores saw the greatest impact; 2) the students who had been in the program the longest scored the highest; and, 3) classes which implemented the CKLA program showed statistically significant higher scores than comparison classes within one school year.

The New York research confirmed earlier research done by Johns Hopkins University. An early Johns Hopkins study in 2000 looked at the effects of Core Knowledge implementation in five Maryland schools. Core Knowledge schools were matched with non-Core Knowledge schools with similar numbers of students and similar percentages of students eligible for free or reduced lunch. Researchers also visited each Core Knowledge school and gave teachers questionnaires to assess the degree to which the school was most closely implementing the Core Knowledge curriculum.

The researchers then tracked scores on two tests over a five-year period. The school with the most consistent and impressive gains in reading comprehension was the school with the greatest level of observed Core Knowledge implementation. A school that had abandoned Core Knowledge midway through the study posted the most disappointing final numbers.⁸

⁸ The full report can be read online at <http://www.csos.jhu.edu/crespar/techReports/Report50.pdf>.

The Maryland study was followed by another Johns Hopkins study that looked at several schools across the nation. The researchers commented, “The correlation between level of implementation and effect size indicates that when schools implemented the Core Knowledge Sequence with greater reliability and consistency, students achieved improved scores on all tests. Considering only those schools in which the research staff observed Core Knowledge curriculum and instruction in more than 50 percent of classrooms, one sees marked increases in the effect size favoring Core Knowledge.”

One of the principal authors of the study, Sam Stringfield, stated in press reports that, “[o]ne inner-city school in San Antonio was jaw-dropping. I thought, ‘This is what education is supposed to be about.’”⁹

No curriculum is a guarantee of educational success. It is only one tool among others -- though admittedly an important one -- that parents, teachers, and students must use to achieve the goal of every school: children learning to the best of their ability. However, the success observed in the New York study and the Johns Hopkins studies has been seen in many schools that use the Core Knowledge curriculum. Colorado is one of the states with the greatest use of Core Knowledge in its public schools, with more than sixty-five schools utilizing the curriculum in a comprehensive manner. The results are noteworthy.

As previously mentioned, Liberty Common Charter School (Liberty Common) in Fort Collins, Colorado, is, by some accounts, one of the premier schools in the state, with its high school being one of the top fifty high schools in the country. It is also ranked nationally as the fiftieth (50th) best high school in the country. And its achievement is not

⁹ http://articles.baltimoresun.com/2000-03-29/news/0003290235_1_core-knowledge-curriculum-abell-foundation-maryland-school-performance

unusual in the area, Ridgeview Classical, another charter school in Fort Collins which uses Core Knowledge, was ranked in 2015 as the third best high school in the county, the twenty-fifth best high school in the state, and in the top thousand high schools in the nation.

In just its first four years of operation (having opened its high school in 2010), Liberty Common juniors had the highest composite ACT test scores in the state for two consecutive years in 2012 and 2013. In 2014, Liberty Common not only had the highest scores in the state, but also broke the record for the highest scores ever in the state. The record Liberty Common broke was previously held by Vanguard Charter School (Vanguard) in Colorado Springs. Vanguard also uses the Core Knowledge curriculum. And lest the schools be accused of “cherry-picking” their best students to take the test, it should be noted that Colorado is one of 18 states in which all public school 11th graders are required to take the ACT.

In 2015, Liberty Common again had the highest ACT score in Colorado. In 2016, Liberty Common scored in the top three, with another Core Knowledge school, Vanguard, scoring just ahead.¹⁰

These results were obviously not attained in just the few years Liberty Common has been educating high school students. Liberty Common’s principal, Bob Schaffer, has stated that, “[these scores are a reflection of a solid . . . curriculum we’ve built atop the powerful Core Knowledge Curriculum we use in grades K through eight.]”

The point made by Principal Schaffer is exactly the reason BPA has chosen the Core Knowledge curriculum. The ACT is a fairly neutral, unbiased arbiter of educational success in the subjects it tests. The level of success shown by schools such as Liberty

¹⁰ <http://www.chalkbeat.org/posts/co/2016/08/11/find-your-colorado-schools-2016-act-and-psat-scores/#.WBjEYOX3bv5>

Common and Vanguard is not built simply in the four years of high school. It is the result of a solid foundation laid in the K-8 grades.

This type of foundational success is seen in elementary schools such as Lyles-Crouch Traditional Academy (Lyles-Crouch) in Alexandria, Virginia. According to Virginia's State Report Card, Lyles-Crouch scored ahead of the district in which it is located, and ahead of the state as well. On the 2015-2016 Virginia Standards of Learning ("VSOL"), 95% of Lyles-Crouch students scored "proficient" or "advanced" on the VSOL Reading section. District wide, only 73% of students scored the same. Statewide, only 80% attained those same levels. In the VSOL Mathematics section, 92% of Lyles-Crouch students scored "proficient" or "advanced", compared to 68% in the district and 80% statewide.¹¹ Lyles-Crouch students also scored double-digit advantages over the district and statewide scores in the History and Science sections.

The success seen at Lyles-Crouch is also seen at Woods Charter School ("Woods") in Chapel Hill, North Carolina.¹² Woods utilizes the Core Knowledge Curriculum in its K-8 grades. Woods ranks as the best elementary school in Raleigh-Durham and the surrounding areas. Woods ranks as the fifth best elementary school in North Carolina. North Carolina uses End of Grade ("EOG") Tests for elementary learning assessment. Over half, 55%, of Woods students scored "Superior" on the 3rd Grade Math EOG. An additional 36% scored a "Solid" understanding of the grade level mathematics subjects, for a total of 91% between the two scores. Woods students also scored a combined "Superior" and "Solid" of 88% in the Reading EOG for 3rd Grade.

¹¹ <http://p1pe.doe.virginia.gov/reportcard/report.do?division=101%schoolName=536>

¹²¹² <http://www.carolinaschoolhub.com/woods-charter-school-chapel-hill-nc.cfm>

These excellent scores continue through the later grades as well, with Woods 8th Graders scoring “Superior” and “Solid” in the Math EOG at 80%, and 96% in the Reading EOG.

Again, no curriculum is perfect. And there are certainly other schools than those above that utilize Core Knowledge that do not show similar results. Indeed, some of the exceptional results with the curriculum may be the result of other factors for which the demography of BPA will not provide. However, the research and practical evidence are clear, Core Knowledge is a proven curriculum with demonstrated success. Throughout the United States, Core Knowledge has a proven track record of excellent student achievement results. In the region, schools in Georgia and North Carolina, along with a handful in South Carolina, are using the curriculum with good results. BPA intends to strive for the results seen around the region and in schools like Liberty Common. *Refer to Appendix G for Sample Core Knowledge curriculum grade level outlines.*

3. The Planning Committee has reviewed the most recent changes to the state academic standards adopted by the S.C. Department of Education for Kindergarten through Grade 8. Core Knowledge met previous Common Core academic standards and meets the newer South Carolina standards.¹³ The Planning Committee is confident Core Knowledge meets the current standards. The principal of BPA will be responsible, prior to the initial day of school, and thereafter annually, for overseeing a review process whereby the BPA administration and teachers review the then-current standards and any additional guidance, promulgated pursuant to S.C. State Board of Education regulations, to ensure that BPA is providing the appropriate foundational content instruction to all students in English

¹³ http://coreknowledge.org/mimik/mimik_live_data/view.php?id=1833&record_id=271

language arts, mathematics, science, social studies, the arts, music, and health and fitness. Along with any additional components required by additional guidance regarding any applicable state standards, Core Knowledge curriculum will be implemented in all grades. Based on the success observed at other charter schools implementing the Core Knowledge curriculum, the Planning Committee is confident BPA will meet or exceed the state standards. *Refer to Appendix G for Sample Core Knowledge curriculum grade level outlines.*

4. BPA will comply with all updates to federal and state assessments. Evidence of increased student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA will be provided through summative assessments. BPA understands that increases in student achievement for all students as described in ESEA is the most important factor in determining renewal or revocation of a charter. Ongoing formative assessments and benchmarks will provide student progress markers toward summative goals.

Once a student's academic progress has been determined, BPA will use a Response-to-Intervention form of school-wide structure to meet the developmental requirements of all students and meet or exceed S.C. State Board of Education (SCBOE) requirements. All BPA students will receive daily, high quality, research-based instruction, using the Core Knowledge curriculum as well as health and fitness instruction. BPA instructors will build the educational day around the curriculum supported by an appropriate behavioral standard. BPA will focus on student integrity both on campus and off. BPA instructors will monitor students' progress throughout the school year to ensure that remedial or advanced instruction is provided whenever required. BPA also intends to work with

software vendor, Sidekick, based in Fort Worth, Texas, to develop weekly subject-specific educational progress games to use as assessments by instructors. Such assessments will supplement the instructors' weekly decisions regarding student learning and retention. BPA will use the instructors' weekly decisions to, in consultation with parents, address any need by individual students for advanced or remedial subject work on a continuous basis, up to and including grade advancement on a subject by subject basis. BPA will work with parents to support their children's education and assist with instructional and behavior strategies. Students needing either supplemental instruction or additional challenges will be provided with such, both during the school day as well as before and after school. *See Appendix F for the School Calendar and Schedule.*

In the national RTI model of instructional support, Tier I quality instruction reaches approximately 80-90 % of students and provides foundational, quality instruction to all students. Progress monitoring examines all variables, including, but not limited to, attendance, class size, behavior observations, instructional delivery and fidelity, staff development issues, curriculum choices, and student progress monitoring data. Weekly data team meetings will focus on Tier I evaluations and modifications to determine ways to strengthen Tier I instruction.

Tier II instruction will provide additional support to approximately 15% of students who can make accelerated progress through interventions. Modifications will be a focus for weekly data team meetings and will include before, during, and after school interventions; performance cross-grade grouping; small group; and one-on-one instruction.

Tier III will benefit the 2-5% of students who need intensive intervention, and even more frequent progress monitoring. While Tier III students may not be special education

students, disabilities may surface, and referrals may need to be issued to determine student eligibility under IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. Teachers and support staff will develop an individualized academic plan (IAP) for each student. The IAP will be updated each 4 ½ weeks to correspond with progress monitoring for Tier I students, with updates for Tier II and Tier III students occurring as needed. Teachers and support staff will develop a dashboard with critical factors for monitoring and meeting ESEA requirements.

5. In addition to the above detailed efforts to assist students at risk of not meeting grade level requirements, BPA's grouping of its daily schedules by grades will allow students needing remedial instruction to achieve grade level performance to transfer to the grade level appropriate for his or her skill level. In addition, BPA already has a team of community volunteers, led by area resident Mrs. Shannon Swathwood, to help tutor students needing remedial or advanced instruction at the school at no cost to the students or their families. Mrs. Swathwood will manage the volunteer program that will offer classroom volunteers, mentors, tutors, and assistance in various projects around the school. Further, should any students need any additional instruction past the normal school day or year, BPA will make arrangements for students to receive supplemental instruction outside the normal school day or during the summer break to ensure the students are prepared for the following year.

b. Educational Structure

8. The average school day at BPA will begin with a 7:00 am drop off for students for parents who need it. A staff member will be paid to open and monitor a designated

classroom for early drop offs. Regular drop off will be a 7:30 am with a designated covered area for inclement weather. At that time, supplemental instruction, club activities, project work, or additional fitness activities may be conducted. Supplemental Instruction periods will be a key component of the BPA structure throughout the day to address remedial needs as well as allow for advanced instruction. Such periods are also very different from area schools.

School will begin at 8:30 am and school will be dismissed varying by grade level, but a low cost (cost based on similar programs in the private and public sector in the surrounding area) afterschool program will be offered to assist parents with carpooling and sibling care. Students will have classes each day in Core Knowledge instruction. Math and English Language Arts will be taught each day. Starting in Grade Three, students will also have an entrepreneurial skills component built into the curriculum each day and at least 30 minutes of physical activity each day. These activities may be led by the classroom teacher or certified physical education teacher.

In addition, students will have a varied schedule of Core Knowledge material weekly in science, history, geography, visual arts and music. Finally, students will have at least two full hours of an organized physical activity led by a certified teacher each week. Class time for students will be varied but most of the instructional blocks will be an hour or a 40-minute period. Teachers will have great flexibility in teaming activities and other special grouping strategies to moves students forward academically. Reading is a key to students' doing well in Core Knowledge and large blocks of instructional time will be dedicated to reading instruction at the early grade levels.

9. Beginning with the initial year's two classes of 20 students in Kindergarten through Grade 1, and 20 students in a single class of Grade 2, and progressing each year as BPA adds a grade through Grade 8, with up to 360 students at full capacity (2 classes of 20 at each grade), BPA will ensure that teachers have ample resources available for the implementation of the Core Knowledge curriculum as well as any supplemental materials.

10. As state immediately above (in Sections 8 and 9), BPA anticipates up to 360 students at capacity, with two classes per grade and 20 students per class.

11. Again, as stated immediately above (in Sections 8 and 9), the basic learning environment will be the classroom, with the normal facilities and personnel thereof.

12.

School will begin at 8:30 am and school will be dismissed varying by grade level, but a low cost (cost based on similar programs in the private and public sector in the surrounding area) afterschool program will be offered to assist parents with carpooling and sibling care. Supplemental Instruction periods will be a key component of the BPA structure throughout the day to address remedial needs as well as allow for advanced instruction. Such periods are also very different from area schools. Students will have classes each day in Core Knowledge instruction. Math and English Language Arts will be taught each day. Starting in Grade Three, students will also have an entrepreneurial skills component built into the curriculum each day and at least 30 minutes of physical activity each day.

13. The small class sizes, none any larger than 25 per grade level, the use of a curriculum program that has proven to be successful in many settings with many ability levels, the incorporation of intellectual activities integrated into the instructional program

through entrepreneurship will enable each student to progress academically at his or her maximum level. In addition, a well-planned and supported Special Needs Program that adheres to and goes beyond federal and state regulations in terms of interventions, identification, services, parental/guardian communications, monitoring, and reporting will enhance the chances of all BPA students making substantial academic and health progress. The Planning Committee has reviewed the purposes of charter school listed in Section 59-40-20 of South Carolina Charter School law and feels the school will improve student learning through Core Knowledge and its Entrepreneurism program; will improve learning opportunities through the uniqueness of the program in the Anderson County area, increase learning opportunities through multi-age opportunities as well the use of a well-documented and well researched curriculum; will encourage the use of a variety of teacher methods with the combined strategy outlined in the Executive Summary; will establish new forms of accountability with the entrepreneurship assessments; will involve teachers in the development of these unique programs and provide teachers exposure to the more professional development than most traditional public schools offer (teachers will help develop these professional development programs; and will certainly prove to be a model of academic excellence through setting and achieving high academic goals).

14. BPA will use a Response-to-Intervention form of school-wide structure to meet the developmental requirements of all students and meet or exceed S.C. State Board of Education (SCBOE) requirements. All BPA students will receive daily, high quality, research-based instruction, using the Core Knowledge curriculum as well as health and fitness instruction. BPA instructors will build the educational day around the curriculum supported by an appropriate behavioral standard. BPA will focus on student integrity both

on campus and off. BPA instructors will monitor students' progress throughout the school year to ensure that remedial or advanced instruction is provided whenever required. BPA also intends to work with software vendor, Sidekick, based in Fort Worth, Texas, to develop weekly subject-specific educational progress games to use as assessments by instructors. Such assessments will supplement the instructors' weekly decisions regarding student learning and retention. BPA will use the instructors' weekly decisions to, in consultation with parents, address any need by individual students for advanced or remedial subject work on a continuous basis, up to and including grade advancement on a subject by subject basis. BPA will work with parents to support their children's education and assist with instructional and behavior strategies. Students needing either supplemental instruction or additional challenges will be provided with such, both during the school day as well as before and after school.

15. Teachers will primarily plan with and use Core Knowledge materials in classroom instruction. Core Knowledge classroom kits will be provided by BPA to each teacher. The kits will be focused on how to create unit and lesson plans that will result in a carefully sequenced, coherent, cumulative, content-rich curriculum for all subjects and across grade levels. Kits will also include detailed training manuals with PowerPoint presentations, as well as participant workbooks.

See Appendix F for the School Calendar and Schedule.

c. Professional Development

17. The Principal of BPA will have primary responsibility for overseeing the professional development of the faculty of BPA. The Principal will be charged with ensuring a professional development program is in place. The Principal will ensure the

planning, implementation and follow-up of professional development takes place. In addition, BPA, if afforded a charter, will utilize the anticipated professional development opportunities offered by the Charter Institute at Erskine.

18. Core Knowledge is not a teaching methodology but a systematic leveled curriculum that offers each student in the program a base of knowledge that “levels the playing field”. Accordingly, teachers using Core Knowledge at BPA will go through an extensive training program outlining the materials with suggested teaching.

The Planning Committee has identified a certified Core Knowledge training expert, Cathy Kinter, who will be contracted with for the initial and annual training. Ms. Kinter is based in North Carolina and has a robust history with Core Knowledge in a variety of capacities. She previously served as a second grade teacher in a new charter school that created and implemented original lessons that met the Core Knowledge guidelines. Ms. Kinter has assisted teachers in creating Core Knowledge lesson plans and projects, served as her schools curriculum director, trained new and veteran teachers in Core Knowledge, and monitored its implementation in kindergarten–grade 8, instituted and oversaw suggested improvements in practice, and guided staff toward achieving status as a Core Knowledge School of Distinction. She has also presented at the Core Knowledge National Conference, and served as a network Curriculum Advisor. She is specifically experienced in Grades K–8 Core Knowledge implementation, rural & charter schools and state and federal assessment requirements.

The Planning Committee has a strong belief in preparing teachers to be successful and have budgeted funds to cover the intensive training for the academic cornerstones of the school. Combining a robust schedule of professional development days - both before

and during the academic year - with the multiple supplemental instruction periods and coordinated subject instruction will allow BPA teachers and staff a significant amount of flexibility and time to collaborate to address both individual and corporate professional development needs. Moreover, BPA's goal of a minimum of one experienced teacher per two new teachers will allow for substantial and continuing mentoring on a day to day basis.

19./20. Each teacher at BPA will have 5 days (a day being considered 7 hours of instruction, plus one hour of concomitant activities) of initiation training and an additional hour of training each month. In addition, teachers will be teamed at each grade level to share ideas and teaching methods when using the material. Teachers will also receive 4 days of initial training in entrepreneurial teaching based on the latest research in entrepreneurial skills. Each day of professional development will have a survey taken at the end of the day to evaluate the effectiveness of the training.

Each teacher will also have a class time of planning and/or team meetings each day. All teachers will have 15 days of professional development the first year of the school and 10 days each year after that. New teachers will be required to have 15 days of initial training in subsequent years.

21. How the above detailed professional development aligns with the vision and core academic priorities of BPA is obvious. BPA will ensure that each teacher is well versed in the Core Knowledge curriculum. The Core Knowledge curriculum closely aligns with the entrepreneurial focus of BPA, in that it provides the above discussed timeline which details the history of economic advancement through entrepreneurial economic activity. The effectiveness of the professional development will be demonstrated by several inter-related considerations. First, the teachers themselves will provide feedback as detailed

previously. Second, the student understanding of BPA’s entrepreneurial focus will be analyzed during interactions with BPA partner businesses. And lastly, the assessment tests administered will reveal whether the teachers are properly prepared and are therefore properly preparing their students. The final proof is in the results.

22. As specified above, the school calendar and budget provide for a number of days prior to school opening for professional development. Likewise, the calendar for the school months sets out multiple professional development days for instruction and interaction. Moreover, BPA will supplement its onsite staff by retaining an outside curriculum trainer so as to obtain both expertise and lighten the responsibilities of the principal. These factors should be more than sufficient to provide BPA’s faculty with the necessary tools to educate BPA’s students.

However, in any plan, room for improvement exists. Accordingly, BPA will constantly monitor the faculties satisfaction with and understanding of its chosen methods and curriculum and will make changes as they become necessary.

See Appendix F for the School Calendar and Schedule, Appendix G for Supporting Documents for the Described Educational Program, and Appendix H for List of Teaching Positions. Appendix I is not applicable.

d. Virtual Offerings – Not Applicable

3. Serving Students with Special Needs

All core content teachers at BPA will use Core Knowledge as the basis for building a strong academic base for the school’s students. This curriculum has been proven to work with a wide range of student abilities. The baseline data will include reading, writing, mathematic, and science. Each student in the school will also have an academic baseline

developed during the school's first year using an assortment of school and state assessments. The school will use national utilized assessments such as DRA2+, iReady, MAP, and/or W-APT. The school will also use Core Knowledge teacher made assessments that will be standardized at grade levels to serve as an additional academic growth model. This will be especially helpful in science with the lack of standardized science measurements in the academic world. Each student will develop an academic goal that will be shared with all teachers and with parents.

BPA will use the national model of Response to Intervention (RTI). The Principal will identify a teacher as a part-time RTI Coordinator and provide that individual with two unencumbered teaching periods per day during the first year to establish the program. The teacher will be trained in RTI methodologies and represent the school at local and state meetings relevant to RTI. The major components of the identified RTI model are identifying potential learning problems through multiple assessments, analyzing the problem, using a multi-tiered approach to establishing a goal(s) for the student, developing a monitoring plan to gauge progress, and continuously collecting data to make decisions about adjustments if necessary. The three-tiered approach provides classroom screening and group academic analysis. The use of Core Knowledge as a unified base-level curriculum will fit perfectly at this level. Students showing little or no progress will receive Tier II interventions. These may include interventions such as tutoring, curriculum adjustments such as re-teaching a literature section to an individual or group, student pairings for teamwork, parental assistance at home, mentoring and/or extra help in an afterschool program. Students who still are not making adequate progress are referred for Tier III interventions for a comprehensive evaluation and consideration for being eligible

for special education services under Individuals with Disabilities Education Improvement Act of 2004 (IDEA). RTI will be part of the school's beginning of the year professional development program for all staff.

As a public charter school, BPA will be open to all students who apply regardless of disability status, label, or services needed. Students with disabilities who attend BPA will be served in the same manner, and will receive the special education and related services and support, defined in their IEP. The purpose of special education and related services is to provide students with disabilities a free appropriate public education (FAPE). BPA will do this by following eligible students Individualized Education Plans (IEPs).

BPA will comply with the requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and the Title III of the Elementary and Secondary Education Act (ESEA), which include appropriately certified personnel, documentation, assessments, adaptations and modifications. BPA will abide by the provision of a FAPE, under the requirements of IDEA and Section 504. BPA will comply with all federal and state laws, per IDEA 613(e) (1) (B), regarding accommodations for students with disabilities and will not discriminate against individuals who are believed to have disabling conditions. BPA will adhere to the criteria for eligibility, reporting, and official records for accommodations under Section 504 and the IDEA.

Compliance with applicable regulations.

The IEP will be the guiding document that defines all services and accommodations deemed necessary by the team. The implementation of the IEP will be monitored and reported to the student, parents, and related staff on a regular basis.

Child Find and Initial Evaluation

BPA will also comply with all processes stipulated by the Charter Institute at Erskine in the Child Find procedures for school-aged charter school students, from referral through eligibility and reevaluation, to exiting the child from special education through either reevaluation or revocation of parental consent. The school will publicly post information regarding the Child Find process in its school and on its website. All parents will receive procedural safeguards at the onset of the evaluation process to ensure the parents are not only aware of the process of special education, but also of their rights at any point during the process. BPA will comply with all state and federal statutes, laws, regulations, and sponsor specific policies/procedures when it comes to serving students with special needs.

Identifying Students with Special Needs: BPA faculty and staff will receive professional development related to laws including the Family Educational Rights and Privacy Act (FERPA) regarding the privacy of educational records, and health records that are defined through the Health Insurance Portability and Accountability Act (HIPAA). Training will also be provided on services for students with disabilities on an ongoing basis so that students who may qualify are identified in a timely manner, and so that instructional delivery and interpersonal relations are conducted appropriately and effectively. Identifying children through RTI and referrals from teachers, parents and administrators will all be part of the training to staff and faculty for identifying children to be evaluated for a disability. A parent of a child may initiate a request for an initial evaluation. Additionally, when there is reason to suspect the child may have a disability, an employee of BPA is obligated to initiate a request for an initial evaluation. Staff members will be

trained in both the identification and reporting of students with disabilities. Within the required amount of time from the receipt of a request for an evaluation, BPA will obtain parental consent for an initial evaluation through an evaluation-planning meeting, or provide the parent written notice on why there is not going to be an evaluation. The written notice will provide a plan of appeal for the parent/guardian if an evaluation is not deemed necessary. The requirements for initial evaluation timelines are found in 34 CFR §300.301(c) and (d). The requirements for determining eligibility are found in 34 CFR §300.306.

Under 34 CFR §300.301(c)(1), an initial evaluation must be conducted within 60 days of receiving parental consent for the evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The IDEA 60-day timeline applies only to the initial evaluation. Public agencies are not required to make the eligibility determination, obtain parental consent for the initial provision of special education and related services, conduct the initial meeting of the IEP Team to develop the child's IEP, or initially provide special education and related services to a child with a disability during the IDEA 60-day initial evaluation timeline. The evaluation is complete when all observations, rating scales, assessments, interviews, forms, and outside evaluations, have been gathered, scored, and interpreted. This all must be completed within 60 calendar days of receiving the signed parent consent. The team then has 15 business days to determine eligibility.

Team determines eligibility through a two-prong question:

1. Does the student meet criteria?

2. Does the student needs Special Education/Related Services in order to gain access to and progress in the general curriculum?

State Regulations 243.1

BPA will obtain parental consent before conducting an evaluation. The evaluation team consists of the members similar to those of Individualized Education Plan (IEP) team and other qualified professionals. The requirements for parental consent for initial evaluations are found in 34 CFR §300.300(a). The requirements for parental consent for the initial provision of special education and related services are found in 34 CFR §300.300(b)(1)-(2). All initial referrals and all reevaluations have a team meeting to review existing information and a team meeting to determine eligibility/continued eligibility.

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

1. A review of existing evaluation data on the child, including:
 - a. Prior evaluations and information provided by the parents or guardians of the child;
 - b. Current classroom-based, local or state assessments and classroom-based observations;
 - c. Observations by teachers and related services providers;
 - d. Data about the child's progress in the general curriculum, or, for the preschool-age child, data pertaining to the child's growth and development; and
 - e. Data from previous interventions or MTSS.

2. A decision on the basis of that review and input from the child's parents, which identifies what additional data, if any, are needed to determine:
 - a. Whether the child is a child with a disability, as defined in South Carolina Board of Education Regulation 43-243.1, and the educational needs of the child;
 - b. In the case of a reevaluation of a child, whether the child continues to have such a disability and the educational needs of the child;
 - c. The present levels of academic achievement and related developmental needs of the child;
 - d. Whether the child, as a result of the disability, needs special education and related services; or
 - e. In the case of a reevaluation of a child, whether the child continues to need special education and related services; and
 - f. Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.

BPA will administer assessments for evaluations, or contract with the appropriately certified and credentialed professionals to complete and interpret the necessary assessments, and other evaluation measures as may be needed to produce the data identified above. BPA will provide prior written notice to the parents of a child with a disability that describes any evaluation procedures the school proposes to conduct and obtain written consent therefor. In conducting the evaluation, BPA will:

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

BPA will ensure that:

- Assessments and other evaluation materials used to assess a child:
 - o Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - o Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information about what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to so provide or administer;
 - o Are used for the purposes for which the assessments or measures are valid and reliable;

- o Are administered by trained and appropriately credentialed personnel; and
 - o Are administered in accordance with any instructions provided by the producer of the assessments.
- Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
 - Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure);
 - A school age child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities;
 - Preschool children are assessed in the following developmental areas: adaptive behavior, cognition, communication, hearing, vision, sensory/motor function, social-emotional functioning and behavioral function.
 - Assessments of children with disabilities who transfer from one school district to another school district in the same school year are coordinated with the children's prior and subsequent schools, as necessary and as expeditiously as possible, consistent with South Carolina Board of Education Regulations 43-243, to ensure prompt completion of the full evaluations.

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

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

The parents will receive formal written report of evaluation results including:

- Assessment results and educational implications;
- Procedural Safeguards, otherwise known as Parental/Guardian Rights that is provided by the Charter Institute at Erskine;
- A statement of any other factors relevant to the proposed action;

Individualized Education Plans

Developing the Individualized Education Plan (IEP): If a determination is made that a child has a disability and needs special education and related services, after seeking the consent for the initial provision of services, BPA will develop an Individualized Education Plan (IEP) for the child within 30 calendar days of the date eligibility is determined as required by South Carolina Board of Education Regulations 43-243. BPA will use the South Carolina Enrich system to develop and monitor IEPs. The special education teacher will progress monitor the special education students in order to have accurate, up to date information on the present levels of academic achievement and functional performance to determine if the IEP goals are appropriate and achievable.

The IEP will include all of the following:

BPA will form an IEP team that includes:

- The child's parents
- At least one general education teacher of the child
- At least one special education teacher of the child
- A LEA Representative from the Charter Institute at Erskine
- Someone who can interpret the instructional implications of the evaluation

results, who may be one of the team members noted previously

- The child, whenever appropriate.

Parents and/or guardians will receive written notification by two separate means within a reasonable time frame in order to determine if they are able to attend.

The "present levels" statement is intended to comprehensively describe a child's abilities, performance, strengths, and needs. It is based on, and arises out of, all the information and data previously collected and known about the child, most especially the full and individual evaluation of the child that must be conducted in accordance with IDEA's evaluation/eligibility provisions of §§300.301 through 300.311. Present levels will describe:

- the child's strengths and weaknesses,
- what helps the child learn,
- what limits or interferes with the child's learning,
- objective data from current evaluations of the child, and
- how the child's disability affects his or her ability to be involved and progress in the general curriculum.

- A statement that discusses the child's future and documents planning information;
- A statement of the child's present levels of academic and functional performance, including:
 - o A statement of measurable annual goals, including academic and functional goals if needed,
 - o A description of the child's progress toward meeting the annual goals described in the IEP will be measured; and when reports on the progress the child is making toward meeting the annual goals will be provided;
- A statement of the special education and related services and supplementary aids and services to be provided to the child,
- An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular classroom and in activities;
- A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and district-wide assessments;
- If the IEP team determines that the child must take an alternate assessment instead of a particular regular state or district-wide assessment of student achievement, a statement of why;
- The projected date for the beginning of the services and modifications described in the IEP and the anticipated frequency, location and duration of those services and modification;

- For children age 13 or over, appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills; and the transition services (including courses of study) needed to assist the child in reaching those goals.

Developing a Section 504 Plan: If a determination is made that a child has a disability that meets the wider definition of disability under Section 504 of the Rehabilitation Act, the student typically receives accommodations in the general education classroom, but may require out of class accommodations that do not rise to the level of special education services. Accommodations under 504 are required to “level the playing field” for students who qualify. Students under 504 are also afforded procedural safeguards, and while similar to IDEA, are not the same.

Ongoing Services

Transfer IEPs: BPA will provide comparable services to all children who enter BPA with an IEP in place. Within 30 days, BPA will gather data and have an IEP team meeting to determine if the IEP is appropriate for BPA’s environment and can be accepted as is, or amended according to the data gathered in order to provide access to BPA’s general education.

Service Delivery and Placement Options: In accordance with IDEA, “children will be treated as individuals with unique abilities and disabilities that need to be addressed by providing unique support services, which are explicitly articulated in the IEP”. BPA will ensure that students with disabilities receive a Free and Appropriate Public Education (FAPE) and will utilize a variety of strategies to address student needs. BPA will create a

system to ensure that a continuum of alternative placements, including inclusive classrooms, is available to meet the needs of students with disabilities for special education and related services and that least restrictive environment (LRE) issues are considered in placement decisions. Least restrictive environment considerations will be based on meaningful evaluation data, based on appropriate placement options, and determined at least annually. The considerations will be determined by the child's IEP team and will consider any potential harmful effect on the child or on the quality of services that he or she needs, including the medium through which the instruction is delivered.

Reevaluations: During three-year reevaluation the IEP team will determine if the student does or does not continue to meet the criteria to be a student with a disability under IDEA. At that time, if the student does not meet the criteria for disability, the IEP team will determine if the student meets the wider definition of disability under Section 504 of the Rehabilitation Act, which does not require the full level of special education services. If at the reevaluation a student is determined to no longer qualify for or no longer require services, the student will be exited from special education.

Staff and Support Services: To fulfill its obligation, BPA will have a full time special education teacher in place the first year of operation whose job is to provide services for students already identified and to assist in the identification of students not yet identified but who meet the state and/or federal criteria of a student with a disability. The teacher will attend all school and Charter Institute at Erskine meetings for special education coordinators/teachers and all trainings provided by the Charter Institute at Erskine to provide better services to the school, students, and parents. The teacher will serve as the contact person between BPA and the Charter Institute at Erskine and/or agencies on special

education matters, including state and federal reporting. Further BPA will have under contract an appropriately credentialed Speech Language Pathologist (SLP) to serve students with speech language services in their IEP beginning the first year. BPA will contract as the need arises with an appropriately credentialed School Psychologist, Occupational Therapist, or other providers to service students.

The student's IEP will specify any special circumstances (equipment, supervision, etc.) that need to be provided to meet the student's needs. BPA will work with local districts' Special Education Services to contract for any special services needed to fulfill any child's IEP that cannot be provided by the school. If services are unavailable through the district, BPA will contract with the appropriate related service providers, including but not limited to occupational and physical therapy, orientation and mobility, speech therapy, and psychologist for testing in the manner necessary to afford children with disabilities an equal opportunity for participation in school activities.

Students' needs and services are determined by the IEP team, but the school must be prepared before the beginning of school to serve students with more significant disabilities in the event of the enrollment of such student. BPA will not wait to see what services are required before establishing a contract with Occupational Therapists, Physical Therapists and related services providers, so that services can begin immediately if determined by the IEP team or need as comparable services.

BPA will also provide English as a Second Language services for students who are determined eligible via the Charter Institute at Erskine or State approved screening assessments. This service will be contracted out on an as-needed basis or, if enough students require services, a part- or full-time person will be employed.

Gifted and Talented (“GT”) Students: BPA will identify intellectually gifted students through on-going assessments and classroom observations. Homeroom teachers will work closely with the school's GT program coordinator and parents to identify and develop individualized plans to meet the needs of academically and intellectually gifted students. In particular:

1) Teachers will work with identified gifted students to go beyond state and national standards and with accelerated activities. Teachers will strive to teach gifted students from where they are academically, not from where the curriculum states they should begin. GT students will not be pulled from the classrooms, but will have accelerated plans developed for them by the classroom teachers. It is the Committees belief that general education and GT education should be connected. However, the desire with gifted students is to allow these students to move academically as fast as their academic skills will allow. Teachers will work to keep up-to-date on teaching gifted children by frequently reviewing instructional methods that target the gifted and attending seminars offered by the various gifted associations. BPA teachers will be encouraged to work with other teachers through social media and school visits that have been successful in teaching and motivating gifted students. BPA also plans to provide and guide GT students to utilize web-based artificially intelligent assessment and learning programs such as Aleks and SRA Reading Laboratory. Those programs provide the advantages of self-paced one-on-one instruction, 24/7, beyond levels of classroom differentiation.

2) BPA will comply with South Carolina state regulations regarding identification and serving of gifted and talented students. In addition, national data for working with gifted students will be part of the professional dialogue as teachers meet and

share best practice ideas. Students will be identified, monitored, and evaluated as gifted children through on-going formative and summative assessments, classroom observations, student performance, parental input at the initial enrollment conference and future conferences and as needed, talking to past teachers, grades, sample work (portfolio), comparing to typical characteristics of gifted children, test scores, and other criterion. Teachers will use the gathered information to assure that gifted students are working to meet their full potential. Homeroom teachers will meet regularly with gifted students' other teachers to receive feedback on the progress of these students. BPA is aware of parents as their children's first teachers and will include them as a part of their children's educational plan. Effective communications between teachers and parents will be an important part of plans for supporting, monitoring, and evaluating the progress and success of intellectually gifted and talented students.

Members of the Planning Committee have noted that timelines for the initial evaluations have been a concern in some charter schools in the state. The Governing Board of BPA will hold the Principal of the school directly responsible for insuring that all evaluative, instructional, reevaluations, and reporting timelines and procedures for the special needs program are strictly adhered to. BPA will also have a plan in place to provide services to students who enroll in BPA who already have an IEP in place. The 30-day time limit for an IEP team to be in place after enrollment will also be strictly adhered to. BPA anticipates enrolling students who will be identified as English Language Learners (ELL) and will appoint a staff member as an ELL contact. The entire staff will receive professional development before school begins the first year in ELL identification and support. The initial enrollment packet will include a Home Language Survey, which has

become the most common means to determine who might need further evaluation for services. Parent, student, and staff referrals for ELL services might also indicate further assessment. Nationally noted assessments such as the Bilingual Syntax Measure (BSM), or the IDEA Proficiency Test (IPT) will be used to identify ELL students, their academic needs, and their proficiency level. BPA anticipates contracting for the assessment services for these students, but has not entered into a contractual arrangement to date. All identified ELL students will have an interview/conference to gather relevant background information. Parent interviews will also be arranged when possible. *Appendix J is not applicable.*

4. Goals, Objectives and Assessment Plan

1. BPA's goals are premised on building into students a solid foundation of knowledge, with objectives that are specific and measurable; and strategies that are research-based and driven by student performance. Assessment results will be used annually (at a minimum) for student progress, curriculum evaluation and a comprehensive analysis will be conducted to determine any areas which may be improved. Internal evaluation will occur at nine-week periods, as well as throughout the year and will spur a collaborative effort of the administration, teachers and staff, parents, students, and Board members to achieve the academic progress desired. The BPA educational efforts will be consistently aimed at significant student achievement by developing and implementing a continuous improvement plan. The Board will be aggressive in monitoring and insuring that the school's improvement plan is implemented in order to sustain a high level of student performance. BPA's mission is to produce knowledgeable students who are capable of achieving excellence in whatever endeavor they pursue by ensuring reading

proficiency for studying and understanding, and writing proficiency for communicating that understanding. BPA’s goals will be constantly monitored and measured. The Planning Committee believes the goals are attainable with a reasonable amount of effort, reflect the school’s mission, and are ethically and academically responsible. All goals will be measured by the applicable federal accountability guidelines. BPA has developed two student achievement goals. The goals are based on student need and are aligned with the characteristics of high quality charter schools.

2./3. As indicated above, the baseline for BPA goals will be the average of the three elementary schools’ (closest to BPA’s campus) test scores. The SC READY tests will be administered in accordance with state requirements.

Goal 1 – Mathematics				Baseline
Beginning with the 2019-2020 school year baseline, BPA’s first third grade class SC READY state assessment results will increase by 3% annually as measured by the Mathematics portion of the SC READY state assessment until achieving a greater than 20% improvement over the local baseline of students who meet or exceed the grade standards. Later years’ classes will follow the same trajectory of improvement, maintaining a 20% improvement at all grades once achieved.				The baseline number is the average of 3 rd Grade student “Meets” or “Exceeds” scores on 2017 SC READY from the three closest schools to BPA, as detailed above. BPA students will meet or exceed local community met performance means as determined by the state assessments.
Rationale: A major component of academic excellence is increased student progress. Local district 2017 SC READY results reveal both achievement gaps and a large percentage of students in the BPA geographic area underperforming in Mathematics. By beginning with the lower grades and building one grade each year BPA will be comparing academic achievement between similar populations rather than averages across grades and populations different from BPA student populations, and have a better assessment of whether student progress is increasing.				
Annual Targets				Strategies
1.	2017-18	Baseline	58.1%	Student progress will be monitored through initial baseline assessments and periodic benchmarks using Measures of Academic Progress (MAP) and/or assessments aligned with the state assessment. Teachers will develop an individual progress plan for students as necessary, detailing student strengths and
2.	2018-19	Met ≥	N/A	
3.	2019-20	Met ≥	61%	
4.	2020-21	Met ≥	64%	
5.	2021-22	Met ≥	67%	
6.	2022-23	Met ≥	70%	

7.	2023-24	Met \geq	73%	areas of needed improvement. Students who are not achieving adequate progress will be provided with additional instructional support during and before/after regular school hours.
8.	2024-25	Met \geq	76%	
9.	2025-26	Met \geq	79%	
10.	2026-27	Met \geq	80%	

Goal 2 – Reading/English Language Arts	Baseline
Beginning with the 2019-2020 school year assessments, BPA Charter School’s first third grade class state assessment results will increase by 5.0% annually as measured by the Reading/ELA SC READY state assessment, until achieving a greater than 30% improvement over the local baseline of students who meet or exceed the grade standard. Later years’ classes will follow a similar trajectory, maintaining a 30% improvement at all grades once achieved.	The baseline number is the average of student “Meets” or “Exceeds” scores on 2017 SC READY from the three closest schools to BPA, as detailed above. BPA students will meet or exceed local district met performance means.

Rationale: A major component of academic excellence is increased student progress. Local district 2017 SC READY results reveal both achievement gaps and a large percentage of students underperforming in Reading/ELA. By beginning with the lower grades and building one grade each year BPA will be comparing academic achievement between similar populations rather than averages across grades and populations, and have a better assessment of whether student progress is increasing.

Target				Strategies
1.	2017-18	Baseline	41.3%	Student progress will be monitored through initial baseline assessments and periodic benchmarks using Measures of Academic Progress (MAP) and/or other state assessments. BPA will include at least two reading instruction periods (using one of the supplemental periods) per day in Grades 1 and 2 and as needed in the later grades. Core Knowledge emphasizes reading and constantly presents age-appropriate material from classic literature, facilitating assessment of reading skills. Periodic benchmarks will be conducted each nine weeks. Teachers will develop an individual progress plan for struggling students detailing student strengths and areas of need. Students who are not achieving adequate progress will be provided with additional instructional support during and before/after regular school hours.
2.	2018-19	Met \geq	N/A	
3.	2019-20	Met \geq	47%	
4.	2020-21	Met \geq	52%	
5.	2021-22	Met \geq	57%	
6.	2022-23	Met \geq	62%	
7.	2023-24	Met \geq	67%	
8.	2024-25	Met \geq	72%	
9.	2025-26	Met \geq	72%	
10.	2026-27	Met \geq	72%	

4. BPA's goals are student-focused; objectives are specific and measurable; and strategies are research-based and driven by student performance. Formative assessments will be used during daily instruction to monitor student progress, guide instruction, and provide direction for corrective action. Internal benchmark assessments will be administered at nine-week intervals throughout the school year. Evaluations (summative) will be used annually (at a minimum) for program evaluation and as a measure of overall students' academic improvement. Faculty will use monthly meetings to monitor student uptake of instructional efforts, and specifically utilize data to amend or modify student instruction.

BPA's assessment plan relies on the use of internal assessments designed to measure student progress toward goals. Since BPA's student population will likely be made up of local geographic area students, academic baseline measures were determined for each goal using the most current local district's summary results. Teachers will use teacher made assessments, curriculum assessments, and other assessments to measure individual student progress. Each month, teachers and support staff will meet to discuss student progress and plans for accelerating student learning. Internal assessments will be integrated into the regular instructional day and will be administered according to the schedule determined in monthly data team meetings. Benchmark assessments, teacher-generated and/or commercial, will be administered every nine weeks, and will include fall, winter, and spring of Measures of Academic Progress (MAP) assessments.

The South Carolina College- and Career-Ready Assessments (SC READY) or the required state assessment program will be administered to all BPA students in grades 3 - 8 in May for English Language Arts (ELA) and mathematics. In compliance with S.C. State

Board of Education Regulation 43-220, BPA first and second graders will be evaluated using the STAR during February-March for gifted and talented education. All accountability measures detailed above will be administered by BPA in compliance with federal and state requirements, including any amendments to or evolutions of the formal assessments detailed above. SC READY was chosen to as the benchmark assessment so as to provide a ready comparison with area schools and to avoid additional testing days taking away from instructional days.

5./6. BPA's principal, faculty and staff will communicate directly with the board, parents and/or legal guardians regarding the academic and social progress of the school and individual students (as appropriate). The principal of BPA will communicate overall school academic achievement to the BPA board at each monthly board meeting, with specific reports regarding all formal achievement testing. The school calendar was developed with ample opportunities for student/parent/teacher conferences, and will be used accordingly. Teachers will maintain a log documenting parental contacts. Monthly data team meetings set the stage for measuring and monitoring student progress, with a specific focus on any students who need supplemental assistance, though any teacher will be able to designate a student for additional help at any time. BPA will communicate with the community through written and electronic means. The PowerSchool portal will be used on a regular basis for two-way communication. BPA will develop a website, and each teacher will establish and maintain a current webpage. BPA's current website is <http://www.beltonprep.org>, and its quality is indicative of any subsequent efforts. Local media outlets, including newspapers and radios, will be utilized so that parents and community members are kept abreast of important school events, dates, and times. BPA's

guidance and administrative staff will help with parents who may need assistance getting to and from the campus.

BPA's goals are clear and direct. Each year's SC READY testing will provide immediate material for analyzing and interpreting BPA students' achievement. Should BPA fail to make reasonable progress toward its goals each year, supplemental materials and instruction will be considered by the board based on a proposal developed by the principal and faculty.

II. ORGANIZATIONAL PLAN

1. Governing Board

1. The BPA Planning Committee is a diverse group of parents, educators, and professionals. Together, the committee represents decades of experience in education and business.

Chad L. Groover

Chad Groover is the managing partner of a local law firm, Upstate Elder Law, P.A. He practices in the areas of estate planning, guardianship and conservatorship actions, and special needs trusts. Prior to his private practice experience, Mr. Groover served as a Special Assistant United States Attorney in Cedar Rapids, Iowa, prosecuting interstate drug trafficking and illegal firearms possession cases. He joined the U.S. Attorney's Office in Iowa after spending five years in Washington, D.C. as a counsel for the United States Senate Judiciary Committee, Subcommittee on Crime. In that role he advised the committee chairman, Senator Charles Grassley (R-IA) on constitutional, criminal, and anti-terrorism policy, as well as whistleblower protections and federal government oversight. Mr. Groover has also worked for the National Law Center for Children and Families (NLC)

in Fairfax, Virginia, protecting children and women against the online exploitation. In 2000, he also served as staff counsel to Commissioner J. Robert Flores on the congressionally commissioned Child Online Protection Act Commission.

Mr. Groover graduated from the Walter F. George School of Law at Mercer University with a Juris Doctorate and from Bob Jones University in 1994 with a Bachelor of Science in Biology and a minor in English. He is a member of the South Carolina Bar, the Virginia State Bar, the Greenville County Bar Association, the National Academy of Elder Law Attorneys, and the Greenville Estate Planning Council. Mr. Groover currently serves on the South Carolina Bar Elder Law Committee and is a board member of the South Carolina Chapter of the National Academy of Elder Law Attorneys.

Dr. John McMillian

John McMillian is a retired college dean and professor with decades of experience in every aspect of education. He has served as a teacher, coach, principal, and superintendent.

From 1995 until 2006, Dr. McMillian served as the Dean of the Adult Education department for Covenant College in Lookout Mountain, Georgia. He managed over 50 professors and support staff and was responsible for all facets of the program, from recruitment, to transcript evaluation, course scheduling, and professor assignment.

In the classroom, Dr. McMillian taught courses covering applied decision making for research, school business management, principles of management, group dynamics, managerial ethics, and entrepreneurship. He also taught a masters degree class in legal issues in public schools. Lastly, he supervised students fulfilling their student teaching requirements and directed a teacher preparation seminar for student teachers.

Prior to his time with Covenant College, Dr. McMillian also taught at Brenau College's Masters of Business Administration Program in Gainesville, Georgia and at Mercer University in Macon, Georgia. Before his career in higher education, Dr. McMillian served as the principal for Dalton High School in Dalton, Georgia, and Duluth High School in Gwinnett County, Georgia. He also served as the Superintendent of Schools for Walker County, Georgia. Dr. McMillian began his career in education as a science teacher. He has held a Georgia Life Certificate (DT-4) in Science 7-12, a Georgia Administrator's Certificate D7, and a South Carolina Administrator's Certificate. Dr. McMillian is also a decorated infantry officer from his service in the United States Army.

Dr. Charles A. Wooten

Dr. Wooten is fixture of the education community in Anderson County. He too has been a teacher, guidance counselor, principal, superintendent, and college professor.

Dr. Wooten was most recently the Dean of the College of Education at Anderson University, but he previously served as the Dean of Student Services for Anderson University. Before beginning his career in higher education, Dr. Wooten capped his public school service as the Superintendent of the Hart County School System in Georgia.

Prior to moving to Hart County, Dr. Wooten was the revered principal at Whitehall Elementary School in Anderson for many years. He moved to Whitehall after having served as the principal at West Market Elementary in Anderson.

Dr. Wooten has taught math, English, social studies, and U.S. history at the high school and junior high school level. He has also taught 5th Grade and served as an Intervention Counselor for the South Carolina Alcohol and Drug Abuse Commission. At the collegiate level, Dr. Wooten was involved in the full range of teacher education, from teaching an

“Introduction to Education” class to supervising teacher clinics and continuing education. He has also taught and lectured at other area universities, including Clemson University.

Magon Wilson

Ms. Wilson is currently a teacher at Varennes Academy of Communications & Technology in Anderson District 5. She received a Bachelor of Science in Early Childhood Elementary Education from Anderson University in 2008 and a Masters of Education Administration and Supervision in 2015. She specializes in math education, having also attended Converse College for specific mathematics courses in 2013. Ms. Wilson will be critical in BPA’s efforts as a Certified Evaluator in both SAFE-T/ADEPT and the Expanded ADEPT Support and Evaluation Systems, and as an experienced teacher for Grades 3, 4, and 5. Ms. Wilson is an Anderson native and lives in the immediate area with her husband and daughter.

Angie King

Ms. King serves as an Assistant Professor in the School of Nursing at Anderson University. She holds a Bachelors Degree in Nursing Science from Clemson University and a Masters of Science in Nursing from Charleston Southern University. Prior to serving as an Assistant Professor, she served as a both the Charge and Staff Nurse capacities in the Intensive Care Unit of AnMed Health. She also serves as the current Chair for the Anderson University School of Nursing Policies/Procedures/Quality Improvement Board. In her spare time, Ms. King trains and competes in Ironman Triathlons with her husband. Her medical expertise and experience will allow her to make valuable contributions to our Health and Wellness curriculum and programming.

Christopher S. Cauley, CPA

Mr. Cauley is a partner in Cox, Cauley, & Richardson, LLC, an accounting firm in Anderson. He is married to the former Elizabeth Webb, a former first grade teacher at Midway Elementary in Anderson 5.

Prior to joining Cox, Cauley & Richardson, LLC, Mr. Cauley served as a Supervisor & Tax Manager with Bennett Thrasher, PC in Atlanta, Georgia. He has extensive experience working with the domestic and international tax issues facing real estate, partnerships, corporations and individuals.

Mr. Cauley received his Bachelor of Business Administration and Masters of Accountancy in 2003 from the University of Georgia. He is a member of the American Institute of Certified Public Accountants and the South Carolina Association of CPA's and is a Certified Business Valuation specialist. He currently serves on the board of the Anderson Area Chamber of Commerce, the Anderson Free Clinic and is Finance Committee Chair at his church. Additionally, he was named one of Anderson's top 20 leaders under the age of 40.

Jordan L. Denmark

Mr. Denmark currently serves with Michelin in Anderson as a chemist. He manages laboratories, conducts and compiles research, and participates in the manufacturing quality control process. He was educated at Anderson University, graduating with a degree in biology. He is the Pendleton High School Wrestling Coach and works with the United Way and Meals on Wheels in his spare time.

Planning Committee profiles include:

NAME	LEADERSHIP QUALIFICATIONS
Christopher S. Cauley	Accountant - Partner at Cox, Cauley, and Richardson, LLC

Magon Wilson	Teacher and Concerned Parent
Chad Groover	Concerned Parent, Managing Partner at Upstate Elder Law, PA
Angie King	Concerned Parent, Adjunct Professor with Anderson University School of Nursing
Dr. John McMillian	Former Education Professor, former superintendent, former principal
Dr. Charles Wooten	Former Dean of the Anderson University College of Education
Jordan Denmark	Chemist with Michelin, Pendleton High Wrestling Coach

See Appendix K: Planning Committee.

2. The Planning Committee constitutes a diverse mix of professional experience. Each member is an accomplished and concerned member of their professional communities and interested in seeing that the children of South Carolina are competitive in the global marketplace of the 21st Century. The group coalesced around the idea that, while STEM and technical opportunities were available to Anderson County families, a focus on entrepreneurial enterprises was absent and would be beneficial to the community and state. The Planning Committee believes that, while attracting outside investment to the area is beneficial, having organic economic development from the communities own mix of abilities and skills ensures the long term health of the local community in the rapidly changing global marketplace. While some volunteered and some were recruited, the Planning Committee now consists of a widely-skilled group of business professionals, educators, administrators, and community leaders.

3. The Planning Committee intends to implement the Policy Governance model, developed Dr. John Carver and published in his book *Boards That Make a Difference*. The

Planning Committee has secured the services of Dr. Wayne Brazell, former Superintendent of the South Carolina Public Charter School District and current consultant for a number of South Carolina public charter school Governing Boards, to assist in training and implementation. To ensure diverse input for board training, BPA will also retain the services of the South Carolina Charter School Alliance to conduct board trainings as well.

4. BPA holds Articles of Incorporation as a South Carolina non-profit corporation and has established Bylaws for governance and operation. As stated above, detailed further in Paragraph 8 below, and in accordance with the Carver model of board governance, the BPA board will primarily interact with the BPA school community through discussion and direction to the principal. The board will evaluate the principal at least annually on whether the school is making reasonable progress toward meeting its academic goals outlined above and whether the school community is maintaining a school environment conducive such progress.

In accordance with S.C. Code Ann. § 59-40-50 *et seq.*, the Governing Board shall consist of no fewer than seven members and no more than twelve as specified in BPA's Bylaws. Members may initially serve a term of two years, and may serve additional terms upon re-election. A choice of the membership of the board must take place every two years. A majority of the members of the board must be individuals who have a background in K-12 education, business, and law, as specified in BPA's Bylaws. Board membership is elected. The employees and the parents or guardians of enrolled students must elect four members of the board. Parents or guardians shall have one vote for each student enrolled in the charter school. All members must be residents of the State of South Carolina. A person who has been convicted of a felony shall not be elected to the Board of directors.

5. Pending charter approval and prior to the beginning of the 2018-2019 school year, BPA's Planning Committee will request nominations for those who would like to serve as a member of the Governing Board. Parents, business, and community members will have ample opportunity to submit names for nominations to the Planning Committee in written form. Nominations shall be taken through the close of business on September 30, 2018. Initial elections will be held during the month of November 2018. Ballots listing the candidates shall be sent out no later than October 30, 2018. Ballots shall be mailed with a self-addressed stamped envelope to each parent. Parents shall receive one ballot for each student enrolled in the school. Ballots received or postmarked on or before November 15, 2018, will be opened and counted in a public process. Individuals receiving the four highest vote totals shall be elected to the Board. The four members will then elect the remaining three members, in accordance with the Bylaws, at the organizational meeting, with specific emphasis on professional experience in business, accounting, and law. The newly elected members will be publicized through the school's newsletter, web page and local media outlets. The Board will hold an organizational meeting no later than November 30, 2018, and will elect the remaining three members and officers in accordance with the Bylaws.

6. Elections, thereafter, shall commence every two years, and shall coincide with regularly scheduled elections to be held on the first Tuesday of November, with ballots to be counted, confirmed, and publically reported in accordance with the Bylaws. BPA's Principal will preside at the initial November board meeting until such time as the board elects officers. Newly elected board members will be sworn-in at November board

meeting, and will attend the initial board training session during December 2018. Board positions may be added by board action as necessary and in accordance with the Bylaws.

7. Board member training will be conducted twice annually, once in the fall prior to each school year, and once in the first two months of the following calendar year. The Planning Committee has secured the services of Dr. Wayne Brazell, former Superintendent of the South Carolina Public Charter School District and current consultant for a number of South Carolina public charter school Governing Boards, to assist in training and implementation. To ensure diverse input for board training, BPA will also retain the services of the South Carolina Charter School Alliance to conduct board trainings as well. Each board training shall be mandatory and include detailed information on at least three of the board's responsibilities detailed below.

8. As stated above, and in accordance with the Carver model of board governance, the BPA board will primarily interact with the BPA school community through discussion and direction to the principal. The BPA Board shall meet on the second Monday of each month at 7:00 p.m. Meeting notices and agendas shall be posted and sent home to parents/guardians at least one week prior to the meeting. Except for executive session, all meetings are open to the public. The Board shall comply fully with the S.C. Freedom of Information Act, Title 30, Chapter Four. The Board of Directors is the governing body for the nonprofit corporation and is legally responsible for all matters regarding BPA. The Board's focus is strategic, and as such, the Board will set policy, oversee long-range planning, ensure fiscal solvency, and supervise operational matters, including budgeting, curriculum, operating procedures, and community relations. The Board will select, by majority vote, a qualified, experienced Principal to lead BPA. The Board will delegate to

the Principal, upon employment, the authority for the management and execution of day-to-day school activities, including management of personnel and instructional leadership.

BPA's Principal will serve as the liaison between the Board and the school.

Within the above context, the Board's responsibilities shall include but not be limited to:

- Employing and contracting with teachers and nonteaching employees;
- Ensuring that all certified personnel, teachers, and noncertified teachers undergo background checks and other investigations before they are employed in the school;
- Contracting for other services including, but not limited to, transportation, instructional equipment, food services, accounting, and legal services;
- Developing pay scales, performance criteria, and discharging policies for its employees, including the school's administrator;
- Deciding all other matters related to the school's operation, including budgeting, curriculum, and operating procedures; and
- Ensuring that the school will adhere to the same health, safety, civil rights, and disability rights requirements applicable to all public schools operating in the same school district.
- Dismissing of employees, including administrative personnel;
- Actively participating in School Board training sessions;
- Developing and adopting the budget;
- Establishing a method of engaging the parents, business persons and other community members in planning, implementing, evaluating and improving the school;

- Developing policy that addresses accountability for student records, board meeting, and BPA records.

BPA will comply fully with Title 30, Chapter 4 of the South Carolina Freedom of Information Act (FOIA). Meetings of the Board of Directors will be held a minimum of six (6) times per year and conducted by the Board of Directors in accordance with all provisions of the current law and any enacted amendments.

Further, BPA will adhere to the Family Education Rights and Privacy Act as it pertains to student records and administrative records by respecting the purpose of privacy regulations that include:

- Assuring consumer control over student information;
- Setting boundaries on the use and disclosure of student records; and
- Establishing appropriate safeguards to protect privacy of student information.

All student records and administrative records will be secured on the premises of the school or at a site approved for their storage by the Board. All meetings will be conducted in public according to the stipulations of the FOIA except for matters prescribed in Section 3-40-70 which include the following:

- Discussion of employment, appointment, compensation, promotion, demotion, discipline, or release of an employee, a student, or a person regulated by a public body or the appointment of a person to a public body; however, if an adversary hearing involving the employee or client is held, the employee or client has the right to demand that the hearing be conducted publicly. Nothing contained in this item shall prevent the public body, in its discretion, from deleting the names of the other employees or clients whose records are submitted for use at the hearing.

- Discussion of negotiations incident to proposed contractual arrangements and proposed sale or purchase of property, the receipt of legal advice where the legal advice relates to a pending, threatened, or potential claim or other matters covered by the attorney-client privilege, settlement of legal claims, or the position of the public agency in other adversary situations involving the assertion against the agency of a claim.
- Discussion regarding the development of security personnel or devices.
- Investigative proceedings regarding allegations of criminal misconduct.
- Discussion of matters relating to the proposed location, expansion, or the provision of services encouraging location or expansion of industries or other businesses in the area served by the public body.

Before entering executive session, the Board shall vote in public on the question and when the vote is favorable, the presiding officer shall announce the specific purpose of the executive session. As used in this subsection, "specific purpose" means a description of the matter to be discussed as identified in items (1) through (5) of subsection (a) of this section. However, when the executive session is held pursuant to Sections 30-4-70(a)(1) or 30-4-70(a)(5), the identity of the individual or entity being discussed is not required to be disclosed to satisfy the requirement that the specific purpose of the executive session be stated. No action may be taken in executive session except to (a) adjourn or (b) return to public session. The members of a public body may not commit the public body to a course of action by a polling of members in executive session.

The Board assumes liability for the activities of BPA and agrees to hold harmless the Charter Institute at Erksine, its servants, agents, and employees from any and all liability,

damage, expense, cause of action, suits, claims, or judgments arising from injury to persons or property or otherwise that arises out of act, failure to act, or negligence of BPA, its agents and employees, in connection with or arising out of the activity of BPA. *See Appendix K for Committee Resumes. See Appendix L for Bylaws. See Appendix M for Articles of Incorporation. See Appendix N for the Organizational Chart for BPA.*

9. BPA does not anticipate the need for any advisory bodies or councils at this time.

2. Education/Charter Management Contracts – not applicable. *Appendices O is not applicable.*

3. Administrative Structure/Building-Leadership

1. During year one 2018-19, BPA anticipates that it will be staffed with two sections of grades kindergarten through first, and one section for second grade, for grade configurations K-2. The principal and office assistants (with supplemental assistance hired from staffing agencies as needed) will comprise the initial administrative staff. As student enrollment increases, a grade level will be added each consecutive year through to grade eight. All teaching staff will be trained in South Carolina State Standards implementation. Qualifications and experience of all faculty and staff of the school will be open to public review and considered as an important part of the information shared with prospective and enrolled students and their parents or legal guardians. Updates on changes with regard to staffing and qualifications will be communicated in writing, and in a timely manner. BPA will employ a full time special education teacher, as well as contracted services as deemed necessary in order to provide a free and appropriate education (FAPE) to all eligible special education students in accordance with state and federal regulations as outlined in the Individuals with Disabilities Education Act (IDEA) of 2004.

2. The Principal of the administrative staff will hold a current South Carolina administrator's certification and/or have a minimum of three years of experience in administration. Job descriptions and qualifications are included in the appendices. The need for a principal will be advertised and posted on the BPA website, with a description of the required experience and education.

The Board will delegate to the Principal, upon employment, the authority for the management and execution of day-to-day school activities, including management of personnel and instructional leadership. BPA's Principal will serve as the liaison between the Board and the school.

In accordance with the No Child Left Behind Act (NCLB), the Every Student Succeeds Act, and any amending laws, all employment with BPA will meet the State Charter Schools Act guidelines. Teachers of core academic areas (English language arts, mathematics, science, social studies, music, and art) will hold area certification or a baccalaureate or graduate degree in the subject(s) taught and meet Highly Qualified ESEA requirements. Any non-certified staff member performing instructional duties at the BPA will be appropriately qualified for the subject(s) taught, will have completed a minimum of one year at an accredited college or university, and will meet the qualifications outlined in SC Code Ann. § 59-25-115. BPA will comply with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Title III of the Elementary and Secondary Education Act (ESEA).

3. Mr. Cauley will lead the selection process as chair of the ad hoc Selection Review Committee (SRC), with one teacher and one professor from the Planning Committee aiding him in reviewing all applications for the position. The SRC will present

all applications which met the required experience and education requirements and make a recommendation to the Planning Committee. The Board will select, by majority vote, a qualified, experienced Principal to lead BPA.

4. In addition, as discussed above, BPA already has a team of community volunteers and parents, led by area resident Mrs. Shannon Swathwood, to help tutor students needing remedial or advanced instruction at the school at no cost to the students or their families. Lastly, and again, as detailed above (in Section 1.7, herein incorporated by reference), the community involvement with BPA will be centered on the community business partnerships with Lumbee Enterprises, Cline Industries, Palmetto Insurance, Collins Construction Group, Timms Mill, National HealthCare of Anderson, and Tactical Medical Solutions.

5. Again, as discussed above, BPA has developed a substantial professional development program for its teachers and leadership. (See pages 29-31). In addition to its internal program, BPA leadership and faculty will be participating in the professional development programs offered by The Charter Institute at Erskine.

6. The BPA governing board will design and implement a professional evaluation of the Principal annually during the month of January. The evaluation will be focused on the ability of the Principal to: demonstrate strategic leadership for advancing BPA's core programmatic features and academic excellence; provide instructional leadership; foster the school's culture, specifically the equal regard of each student for the others; adequately provide for the hiring, professional development, and mentoring of BPA teachers and staff; and demonstrate efficient budget and resource management. *See Appendix P for Sample Job Descriptions and Appendix Q for the School Start-up Plan.*

4. Employees

BPA will employ administrators and teachers at-will, in compliance with the South Carolina Charter Schools Act and the Elementary and Secondary Education Act (ESEA) and any other applicable state or federal laws. The provisions of Article 5, Chapter 25, Title 59 of the South Carolina Code will not apply to the employment and dismissal of teachers at the charter school. *See Appendix R for At-Will Documentation.*

BPA will advertise all vacancies through media outlets to include newspapers and electronic venues for a minimum of seven days or until such time as vacancies are filled. Candidates will complete an employment application. A screening committee, made up of board members and school parents, organized by the Principal, who will hold a current South Carolina certification of administration, will review applications to determine a viable candidate pool. Candidates will undergo an oral interview and a writing assessment (as deemed appropriate for the position). The interview and writing assessment will be scored individually by members of the committee. In the event of multiple candidates for a single position, a second interview will be conducted. Pending a criminal background check, the Principal will make final recommendations of employment to the Board of Directors. The Board will assume authority for employment. Board policies will be posted electronically and in written form in order to provide access. Policies will be reviewed with employees annually and on an as-needed basis. Employees will be provided a handbook outlining procedures, policies, expectations, and requirements. All teachers and assistants working with students will undergo training concerning Core Knowledge curriculum, South Carolina State Standards Implementation, and health and fitness. Staff development will be based on use of student data to determine student need and the most

efficacious ways to meet those needs, advanced Core Knowledge training, and faculty and staff needs as determined through employee surveys. Staff development will be funded by the Board. Extensive background reviews, including criminal background checks, will be done to verify past experiences to ensure the safety of children. All employees and others serving in an official capacity must be fingerprinted. BPA reserves the right to mandate random testing of employees if deemed necessary to protect the students. All BPA teachers must provide copies of their teaching certificates or subject matter degrees. In addition, as part of the background check performed on all new employees, BPA will confirm that the certification is valid within the state of South Carolina. The school will not employ an individual to provide instructional services if the individual's certificate or licensure as an educator is or has been suspended or revoked by South Carolina or any other state. The Principal will formally evaluate all teachers using the Safe-T model to determine whether the quality of performance is sufficient to continue as the BPA employees. All employee files will be maintained by BPA in the central office. The appeals process to be used to resolve BPA employee and stakeholder complaints or grievances will be based on the chain of command established at the school. The individual will meet with the Principal to address the concern; if necessary, the Principal will inform the BPA Governing Board. The policies and procedures for resolving complaints will be presented at orientation meetings, PTA/PTO, and open house meetings. All complaints and grievances will be addressed in a timely fashion. BPA will comply with the provisions of Title 29, Code of Federal Regulations, Part 1903.2 (a)(1) and will place all requisite Occupational Safety and Health Administration posters and related information in conspicuous areas.

Evaluation Process

BPA will fully comply with ADEPT and SAFE-T under South Carolina's system for assisting, developing, and evaluating professional teaching. Based on state expectations (i.e., the ADEPT Performance Standards) that are aligned with nationally recognized professional standards, the ADEPT system forms a seamless continuum for educators throughout the entirety of their careers. The Principal and educational support staff will conduct frequent informal teacher observations to identify strengths and professional growth targets. Additionally, the director will formally observe teachers in the classroom either three times annually, depending on the teacher's level of experience. Informal collegial dialogue about systemic improvement of student work will be ongoing throughout the year. The Principal will be responsible for directing performance improvement or taking disciplinary action for BPA employees. The BPA governing board will design and implement a professional evaluation of the Principal annually during the month of January. The timeline, process, and necessary forms will be shared with faculty and staff at the beginning of the school year. Teachers will maintain daily and weekly lesson plans that will be monitored by the administration and reviewed during conferences. All faculty and staff will develop annual performance plans that will become part of the evaluation process.

Employment and Dismissal Procedures, and Communications Plan

Employees are at-will and shall have the right to appeal termination to the Board of Directors. BPA will maintain a high standard of excellence and a formidable code of ethics to ensure the safety and well-being of the students. The Board expressly reserves the right to discharge employees after exhausting an internal due process hearing. Violation of any of the following will result in immediate disciplinary action ranging from verbal warning to termination: absenteeism and tardiness; poor performance; insubordination; violation and/or lack of enforcement of school rules; breach of confidentiality; theft; harassment; misuse of property; weaponry on school grounds (other than those personnel acting as security in as-necessary circumstances); acts of moral turpitude, including, but not limited to, fraud, dishonesty and/or false statements in any circumstance; threats and weapons in the workplace; and/or substance abuse. Other circumstances and/or actions that are inappropriate or unlawful can lead to disciplinary action, including immediate termination. BPA's Board of Directors retains discretion at all times to immediately terminate an employee for unlawful conduct. The Principal is responsible for informing the board of disciplinary action taken against an employee. In dealing with infractions that persist, the Principal or his/her designee will issue a verbal warning; a written warning; a final warning and/or probation; and notify the employee of recommended termination. In the interest of effective personnel management, the administration and Board recognize the need for a personnel grievance procedure to provide prompt and effective means of resolving any differences that may arise among our personnel, be it between employees or between employees and administrators. Grievance procedures will be available to all employees, including teachers, paraprofessional staff,

and non-teaching staff to ensure that differences are resolved as efficiently and fairly as possible. The procedure is designed to settle personnel grievances and complaints as quickly as possible, and at a level as close as is reasonable to the point of origin; therefore, there will be no extension of the prescribed time for moving through the grievance procedure except upon a compelling show of good cause as determined by the BPA Board in its sole discretion. Proceedings will be informal and confidential whenever possible.

Appendix P contains Sample Job Descriptions. See Appendix R for the at-will determination.

5. Enrollment

BPA will be a public charter school authorized by the South Carolina Charter School Act. BPA will be supported through state and local funding and will not charge tuition. Admission to the school is open to all students who reside in South Carolina. Due to the geographic location of the school, it is probable that students residing in Anderson County will comprise the majority of, if not total, BPA enrollment. Prior to admission, students and parents may contact BPA and request a tour of the facility and meet with school administrators and teachers. All applicants must complete the basic application and have it signed by a parent or legal guardian. Applications may be mailed, faxed, or personally delivered. All applications must be received by the publicized closing date and are subject to any necessary lottery process. A sub-committee appointed by the Planning Committee is responsible for receiving and processing the applications, inclusive of notifying individuals by mail or e-mail of receipt of application. Upon approval of the Charter application, BPA will begin accepting applications in January of 2018, and will continue to accept applications until April 2018, or until such time as grade levels meet

projected enrollment numbers. Approximately one month before applications are due, deadline date reminders will be issued through local newspapers and radio stations, school newsletters, and notices posted throughout the proposed attendance district and surrounding areas. BPA will also canvas all of the families within its geographic area by phone, email, or other electronic communication method.

Student Lottery Guidelines

If the number of student applicants exceeds the number of available slots, an attempt will be made to develop additional capacity. During the initial planning stages, efforts will be made to attract teachers and resources to meet such a contingency. BPA also has sufficient financial commitments from local supporters to meet such a need, up to and including purchasing additional classroom space.

However, in the event such an effort is unsuccessful, a lottery will be used to determine which students are accepted for enrollment. All applicants who would like to attend and have a placement preference shall submit their names for acceptance prior to the lottery process. The application process is open to all students residing in South Carolina. In selecting probable students, the application process will consider the following:

- Applicant sibling of a currently attending student;
- Applicant sibling of an accepted applicant applying for the same academic year;
- Children of BPA employees;
- A child of the BPA Planning Committee member as long as this applicant does not exceed 20% of the total enrollment; and

- First-time sibling applicants. Siblings who are applying for the first time will receive preference only after one of the siblings has been accepted.

The lottery will be held in an open meeting, will rely on technology for selection, and will be easily understood and followed by all observers. Only applications received prior to the established deadline will be eligible for lottery participation. All offers of acceptance and registration will be made in the order of the lottery results and established waiting list. No offer will be made to any student not properly entitled to the next available seat. All applicants offered acceptance would be required to respond affirmatively in writing within fifteen (15) calendar days. Those not responding (excluding declinations) will be placed on the waitlist. All parents or guardians of student applicants will be given written notice of their status as accepted for enrollment or placement on the waiting list.

Student Appeals Process

Students denied admission to the BPA for reasons other than lottery results may appeal to the BPA Governing Board. The decision of the Governing Board is binding on the student and BPA. The parent or guardian of any student denied admission for a reason or reasons other than lottery results must adhere to the following appeal guidelines:

Within five (5) days of the event, provide to the BPA Governing Board, in writing, a notice of appeal citing the reason(s) for the appeal. The Governing Board will read and respond to the appeal, in writing, within five (5) days. The Governing Board reserves the right to conduct a hearing with the parent or guardian of the denied student. The Governing Board retains final authority to uphold or revoke admission based on the appeal, and any subsequent hearing. All decisions of the Governing Board must be finalized, in writing, within fifteen (15) days from the date of the appeal.

Equal Education Access

No student shall be denied equal opportunity for admission on the basis of race, sex, color, religion, handicap, marital status or national origin. The BPA will be open to all students in grades kindergarten through two, beginning with the 2018-19 school year. BPA will add the next consecutive grade level each subsequent year. A completed basic application form, signed by the student's parent or legal guardian is required for all potential students. Applications will be accepted at BPA Headquarters and Education Center or mailed to: Belton Preparatory Academy, 5901 Belton Highway Belton, SC 29627. *See Appendix S for Letter from Sponsoring District Regarding Desegregation Plan or Order.*

6. Student Conduct, Rights and Responsibilities

Self-discipline is an important part of a student's education and a critical life skill. Parents are encouraged to teach their children the positive character traits of honesty, respect for others, self-reliance, independence, integrity, and kindness and charity. While participating in school-sponsored events, all students of BPA must conduct themselves in a manner that demonstrates these qualities. BPA faculty and staff will reinforce these expectations at all school-sponsored activities. BPA's staff seeks the best educational opportunities possible for all students. In order to have an environment that facilitates a safe and sound education for all students, a high standard of behavior is expected from all students. Toward that end, BPA will have the following Code of Conduct:

We cheerfully and promptly obey the authority under which we are placed.

We can appeal respectfully and courteously, but we do not argue or negotiate.

We love and honor one another.

We give encouragement to each other.

We do not point out the shortcomings of others in order to build up ourselves.

We tell the truth.

We do not disrespect the classroom and the teacher by passing notes or otherwise interrupting.

We do not spread rumors or gossip.

We will not make excuses for our wrong actions but will admit them.

We avoid cliques, clubs, or games that exclude others.

When others are sorry, we forgive them.

When others are sad, we comfort them.

When we have work to do, we do it without complaining.

If we make a mess, we clean it up.

We treat one another with respect and patience.

Each student and his/her parents will sign the code of conduct and agree to abide by its provisions. When this standard of behavior is not met, the nature, seriousness, and frequency of the inappropriate behavior will determine the action taken. Students will also be expected to sign a student contract outlining the consequences for failing follow BPA behavioral guidelines and the Code of Conduct. Students will be held accountable for their behavior in accordance with Board policy as outlined in the student discipline code. Enforcement will be firm, but with an understanding of the age of BPA's students. The goal is inculcating understanding of the benefits of the Code of Conduct and voluntary compliance based on that understanding. The discipline procedure for BPA applies while students are on school grounds; while going to or coming from a school-sponsored activity; and when attending any activity sponsored by the BPA.

While it is unlikely that the below will be problems in the early years of BPA, unfortunately, as the later grades are added, it is likely that at least some of the below will occur, and are therefore addressed in the student discipline code. The following infractions, while not an exhaustive list, are unacceptable behaviors that may lead to suspension or expulsion:

Dress that does not meet school uniform standards	Disruptive behavior
Insubordination (i.e. not obeying directions, refusal to work)	Fighting, threatening, physical aggression, bullying, and/or hazing
Gambling	Unauthorized use of computer technology
Defacing/destroying school or private property	Theft or attempted theft
Possession of actual weapons, look-alike weapons, explosives, fireworks.	False alarms, bomb threats, 911 calls, threats against persons, hoaxes
Use or possession of tobacco, tobacco products, drugs, or alcohol	Profanity/obscenities
Sexual harassment or discrimination based on race, color, sex, disability, national origin, ethnicity, or religion	

In compliance with S.C. Code Ann. § 59-63-235, any student who brings a firearm to campus will be expelled. Student conduct, rights, and responsibilities will be explained to parents at the beginning of the school year. BPA will issue a student handbook explaining a BPA student’s rights and responsibilities upon a student’s registration. BPA’s Planning Committee will develop a proposed BPA Student Handbook prior to the initial opening day for adoption by the eventual elected Board. BPA will comply with the Family Education Rights and Privacy Act (20 U.S.C. § 1232). Parents may appeal disciplinary actions to the Board of Directors. All decisions of the Governing Board must be finalized, in writing, within fifteen (15) days from the date of the appeal. In compliance with IDEA, BPA will ensure the continued provision of a free and appropriate education for any student with a documented disability who is expelled from BPA. All BPA discipline decisions regarding students will contemplate the impact of any special circumstances upon an individual student’s abilities to comprehend and conform to the BPA culture and code of

conduct to ensure that any individual student is not unfairly treated or that disciplinary actions disproportionately fall on students facing additional challenges to their academic progress. *See Appendix T for Student Discipline Policy.*

7. Transportation

BPA does not intend to provide transportation. In order to ensure that students are transported to and from school on a daily basis, if any student has difficulty obtaining transportation to or from school, the school will assist parent or other organizations in assisting students with transportation needs. In addition, BPA will offer an early morning drop off (7am) and a low cost after school program until 6 pm to assist parents with issues related to work and transportation. BPA will work with parents and/or legal guardians on a case-by-case basis to ensure transport of any student who is unable to attend school because of lack of transportation. In sum, BPA is desirous that any child who wishes to attend BPA have the chance to do so, regardless of transportation requirements, and will budget funds to assist in this effort. As BPA matures, the Board will revisit this decision annually. BPA assumes no liability for transport. *Appendix U is not applicable.*

III. BUSINESS PLAN

1. Budget and Finance

1. The BPA chairman is a CPA. One of the board members, Chad Groover, practices financial instrument and estate law. Another of the board members, Dr. John McMillian, has served as both a principal and district superintendent, and as a college professor, taught school economics. The board has obtained a significant line of credit. The board has ample financial capabilities to implement the financial plan.

2. The BPA proposed five-year budget reflects the school's mission by effectively and appropriately funding instruction. BPA's budgetary philosophy is to fund teaching and student learning in the classroom. All budget items are measured to determine their worth in providing for and improving educational experiences for students. The five-year budget demonstrates BPA's best effort to invest funds from the fiscal year 2018-2019 budget directly into the classroom.

3. The budget of BPA prepared for the purposes of this application was developed using actual expenditure data from local school districts. The basis for the revenue projection is the minimum funds anticipated per student. No grant funds were included in the budget. The funds anticipated also reflect an assumption of 100 students in the initial year of school operations. This assumption is a valid assumption given that over 750 indications of interest have now been received by BPA. The staffing levels included in the budget reflect the minimum staffing required to meet the initial grade level classroom faculty needs.

4. BPA anticipates acceptance as a Charter School Program (CSP) Grant recipient beginning with fiscal year 2018-2019. Funds received from the state will be based on the award percentage rate provided by SCDE.

In accordance with statutory requirements, BPA will undergo an annual audit and will comply with all aspects of this mandate. The Single Audit Guide has been reviewed in detail including current Highlights, Technical Notes, Audit Requirements, and appropriate information in the Compliance Supplement. BPA is knowledgeable of the compliance requirements and suggested audit procedures.

The proposed budget does not rely on any variable funds. However, BPA has secured a substantial line of credit to meet any unexpected expenses.

5. It is not currently anticipated that BPA will obtain any negotiated services from the sponsor.

6. BPA will remain fiscally solvent; adhere to general accepted accounting practices; have no material breaches; address financial concerns; and follow the South Carolina pupil accounting system by designing, developing, and implementing a comprehensive Internal Fiscal Control System including:

- Establishing financial policies and corresponding financial procedures to properly account for all revenue and expenses as directed in the *Financial Accounting Handbook* and the *Funding Manual*;
- Establishing policies to adhere to the reporting policies, procedures, and regulations of the *South Carolina Pupil Accounting Manual* and the *South Carolina Student Accountability Manual*;
- Ensuring that all accounting, reporting, and auditing procedures and requirements comply with the published specifications of the Office of District Auditing and Field Services contained in the (a) *Single Audit Guide*, (b) *Financial Accounting Handbook*, and (c) *Funding Manual*.;
- Defining and adhering to Generally Accepted Standards of Fiscal Management;
- Developing and approving an annual operating budget for the upcoming fiscal year no later than June 30th of the preceding fiscal year;
- Maintaining appropriate records on a by-transaction basis thereby establishing our financial management system as “audit ready” at the conclusion of any given

transaction;

- Making required reports (on-call, monthly, quarterly, annually) to the BOD and external appropriate agents and agencies. Reports will be maintained and filed according to district, state, and federal requirements; and

Identifying, reporting, and dealing with material breaches and financial concerns through corrective and preventative action protocols developed by BPA's accountant.

7. BPA will retain an independent third-party bookkeeper to administer the books of BPA pursuant to generally acceptable accounting principles, with authority to report directly to the BPA board if necessary, which reports to the outside CPA retained by the BPA board. All expenditures will be tracked by these outside experts with contractual liability to the BPA board.

8. Not Applicable.

9. The BPA Governing Board will engage an auditor no later than 120 days prior to the close of the fiscal year by soliciting three bids from independent Certified Public Accountant (CPA) firms and selecting the firm that has best meets BPA's needs. The annual audit will encompass BPA's financial and administrative operations and will be conducted in compliance with law. The audit report will meet the state requirements and the BOD will receive, review, and approve the Annual Audit prior to required submission to the Charter Institute at Erskine and required state agencies. Additionally, BPA will adhere to accounting, reporting, and auditing procedures and requirements of the Charter Institute, as well as those for all public schools operating in South Carolina.

Mr. Cauley, a CPA, of the Planning Committee will supervise the above budgetary activities until such time as the Board member(s) appointed with financial experience are

appointed by the initial Board. The Planning Committee will also advertise for Requests for Proposal (RFP) from any interested accounting firms for the provision of both bookkeeping and annual audit responsibilities. Mr. Cauley and Dr. McMillian will review the RFPs and suggest two firms for the Planning Committee to retain for the initial year of BPA school operations. One firm will be retained for bookkeeping and tax services, one firm will be retained for the annual audit. In no instance shall the same firm be responsible for both services.

10. BPA will not offer SC Retirement System Benefits.

11. At this time, BPA does not have any liens, litigation history, or any sanctions from any local, state, or federal regulatory agencies. BPA possesses considerable financial resources, and pending approval of this charter application, BPA does not have any financial concerns at this time. BPA will receive approximately \$90,000.00 of donated value from Second Baptist Church of Belton in the form of waived lease payments for the first three (3) years of BPA's operation. Further, BPA has secured a significant line of credit with two very successful local entrepreneurs, detailed above, which is available for any emergency expenditures or to supplement BPA's instructional space or faculty. BPA has identified five areas in which professional operational assistance will be provided: (a) marketing services, (b) school model support, (c) fiscal services, (d) administrative staff support, and (e) professional development.

12. The appointed board member with professional accounting experience will lead the annual budget process, any other board members with financial experience will also participate. The budget will be developed based on current year allocations and an analysis of whether the current allocations are achieving the results dictated by the BPA

board. The budget will be compared to the academic goals of BPA. Any deficiencies in student achievement will be the first priority for the next year's budget, with additional faculty or instructional time in the classroom being the preferred solution, whether for accelerated or remedial academic assistance. In the event a current year allocation is deemed ineffective or deficient, the principal or other staff or agent may bring that information to the BPA board for the appropriate action.

13. In the event the first year's revenue projections are not met, or not met on time, BPA will utilize its already-secured line of credit to fund any financial needs prior to revenue meeting projections. While the line of credit is being utilized, all unnecessary expenditures will be diminished or halted.

See Appendix V for the Student Enrollment Projection Form. See Appendix W for the SCDE Per Pupil Estimate Review. See Appendix X for the Five-Year Detailed Budget. See Appendix Y for the Ten-Year Budget. Appendix Z, Memorandums of Agreement for Negotiated Services is not applicable. See Appendix AA for documentation of "soft funds" (line of credit).

2. Facilities

BPA needs a facility for five classrooms, administrative offices, ample storage, land for future growth, a service kitchen, and adequate restroom facilities. Overall, BPA needs approximately 12,000 square feet of instructional and attendant services space.

BPA has a commitment for space at Belton Second Baptist Church, located at 5901 Belton Highway, Belton, South Carolina. The facilities there meet all of the above needs, with the proposed lease providing for approximately 10,000 square feet of instructional space and an additional 4,000 square feet of kitchen, recreation, and other space. Further,

BPA may obtain additional space either on site, through arranging to lease additional space inside the existing building, leasing modular buildings, or leasing off site. The offered space includes a campus of 52 acres. If made necessary by growth that exceeds the existing classroom space, modular learning cottages will be obtained and located in a manner that allows continued use of other facilities.

BPA plans to open with grade levels Kindergarten through Grade 2 with two (2) classes of twenty (20) students for Kindergarten and Grade 1, and one class of 20 students for Grade 2. The school will add one grade level per year until the 2025/2026 school year when we expect it to reach a full capacity of approximately 360 students. Students on a waiting list will be added as spaces open up through attrition if capacity is reached each year. The committed space will accommodate approximately 140 students with space to place modular learning cottages as the school grows. Spaces for any cottages necessary for full capacity have already been graded. The Office of School Facilities and the Department of Transportation has been requested to review the property but have not done so as of this date. BPA will have approximately 10,000 sq. ft. of leased instructional space. There are also spaces in the building for administrative offices, a health room, a locked space for records, and a space available to serve lunch. There is adequate space for playgroup equipment and there is a looped drive way with a covered drop off area for students. The facility entrances are on ground level and accessible to students with disabilities. The facility also has an elevator which allows students with disabilities to access all areas of the facility.

If for some reason this option fell through the Planning Committee would engage a realty broker to help identify and secure any number of empty facilities in the area.

As stated above, BPA has already contacted the SCDE’s Office of School Facilities (OSF) and the South Carolina Department of Transportation to conduct an assessment and inspection. BPA will comply with requirements for building codes, and safety requirements, and request a certificate of occupancy, and will apply for an implementation grant, conduct fundraisers, and request donations from community members and businesses any renovation costs. Instructional equipment will be obtained by priority of need. Equipment will be directly purchased, leased, or donated. Items will be properly coded and accounted for according to state and federal law.

BPA Facility Timeline

Task	Due Date	Task	Due Date
Outline space needs	Completed	Complete renovation	August 1, 2018
Create Facility Review Comm.	July 15, 2018	CO, inspection, other	August 3, 2018
Review facility	February 25, 2018	Administrative team to occupy facility	May 1, 2018
Negotiate contract	February 25, 2018	Student selection begins, lottery, advertising, promotions, parent meetings	June 16, 2018
Meet with any architects and engineers for necessary updating	Mar. 15, 2018	Student selection completed	July 15, 2018
Submit designs to board	April. 15, 2018	Board tours facility	July 28, 2018
Select contractor/issue contract	May 22, 2018	Staff orientation	Aug. 8, 2018
Begin renovation	June 15, 2018	School begins	Aug.18, 2018

See Appendix BB for the Floor Plan of Identified Facility. See AppendixCC for the Proposed Lease. Appendices DD and EE are not applicable at this time.

3. Insurance Coverage

Workers’ Compensation

South Carolina Workers' Compensation Law is designed to provide medical and monetary benefits for an employee who sustains an accidental injury arising out of and in the course of his/her employment. The law provides medical care to bring about the earliest possible recovery from the injury, a percentage of wages and salary lost during the injured

employee's disability, and, in case of death, compensation for the deceased employee's dependents. BPA will purchase worker's compensation insurance in the appropriate amounts. A statement setting out our ability to secure this insurance and an estimate of the cost of this insurance is included in the estimate. BPA will also utilize commercially available software applications to ensure any employee's treatment is timely and comprehensively provided.

Liability Insurance

An estimated cost for liability insurance has been provided by Palmetto Insurance, LLC, a licensed insurance broker in the State of South Carolina. These policies are designed to match or exceed the minimum limits required by the South Carolina Tort Claims Act S.C. Code Ann. § 15-78-120 (Supp. 2011).

Property Insurance

An estimated annual premium for property insurance from Palmetto Insurance, a South Carolina licensed insurance company has been provided. The estimate ensures \$50,000 worth of building contents with a \$1,000 deductible.

Indemnity Insurance

An Indemnity insurance estimate against civil and criminal liability for BPA, the members of the board, and the employees acting in their official capacity with respect to all activities related to the charter school is included in *Appendix GG*, along with a statement that BPA has the ability to secure the insurance.

Automobile Insurance

The Planning Committee has obtained an estimated annual premium for automobile insurance from Palmetto Insurance; a South Carolina licensed insurance company. The estimate ensures up to \$1,000,000 for hired and non-owned automobiles.

Other Insurance

The Planning Committee has obtained an estimated annual premium for umbrella insurance that ensures up to \$1,000,000 from Palmetto Insurance, a South Carolina licensed insurance company. The policy terms, conditions, and exclusions will prevail.

See Appendix FF for all Applicable Insurance Documents.

Appendix Items

- A. Signature Certification Page
- B. Evidence of Notification (to both the local school board of trustees and local delegation)
- C. Evidence of Support
- D. Conversion School Support (not applicable)
- E. Private School Documentation (not applicable)
- F. School Calendar and Daily Schedule for the Academic Year
- G. Supporting Documents for the Described Educational Program
- H. List of Teaching Positions
- I. Virtual School List of courses (not applicable)
- J. Agreement with Sponsoring District for Special Education Services (not applicable)
- K. Charter Committee
- L. Bylaws
- M. Articles of Incorporation
- N. Organizational Chart
- O. EMO/CMO Documentation (not applicable)
- P. Sample Job Descriptions
- Q. School Start-Up Plan
- R. Letter of Agreement from Sponsor Regarding Compliance with S.C. Code Ann. § 59-25-410 *et seq.* (2004)
- S. Letter(s) from Sponsoring District Regarding Desegregation Plan or Order
- T. Draft Discipline Policy
- U. Transportation Services Contract (not applicable)
- V. Student Enrollment Projection Form
- W. SCDE Per Pupil Estimate Review
- X. Five-Year Budget (Excel spreadsheet)
- Y. Ten-Year Budget Plan (Excel spreadsheet)
- Z. Memorandums of Agreement for Negotiated Services (not applicable)
- AA. Documentation of Any “Soft Funds”
- BB. Floor Plan of Identified Facility
- CC. Proposed Lease or Rental Agreement
- DD. Documentation from the SCDE’s Office of School Facilities (not applicable)
- EE. Documentation from the SCDOT School Traffic Engineering (not applicable)
- FF. Applicable Insurance Documentation

