

Executive Summary

Legion Collegiate Academy (LCA) respectfully requests sponsorship from the Erskine Charter Institute (ECI) to establish a collegiate academy high school (grades 9-12) in York County, South Carolina. The school will have an academic, athletic, and guidance program that will help students be college-eligible when they graduate from high school with up to sixty (60) hours of transferable college credit.

The mission of Legion Collegiate Academy is to serve high school students in a small, safe, family-centered setting who seek the opportunity and challenge of a rigorous curriculum, high academic standards, and outstanding athletics while earning up to two years of college credit while in high school. It shares the same mission as its sister schools that increase the educational choice in South Carolina. This aligns with the purpose of the South Carolina State Charter as outlined in Section 59-40-20.

The vision of LCA is that students will: graduate as responsible and contributing citizens; graduate with a high school diploma and transferable dual enrollment credits up to 60 transferable hours; graduate already immersed in the culture of college and therefore be ready to engage in coursework at higher levels; be provided the necessary coaching and skill development to be successful beyond high school; develop into leaders through athletic competition and service learning; attain educational, personal, and career-awareness skills in smaller (1:25 or lower) classes, benefit from a multi-ethnic and diverse community. LCA is where parents, business partners, administrators, students, and staff work together to create an academic, physical, emotional, social, and safe environment where everyone can learn and respect one another; acquire an education through innovative techniques to enhance lifelong learning through technology and varied instructional strategies.

LCA will begin at full capacity with grades nine (9) through twelve (12). LCA students will receive over 150 hours of instruction per course, plus needed interventions, surpassing the South Carolina Department of Education's requirement of 120 hours of instruction to receive one high school credit. LCA recognizes the relationship between academics and athletics: regular exercise, skill development, and how interscholastic athletic competition can play key and critical roles in a student's growth. LCA will host an elite sports program to develop serious college bound athletes. The primary responsibility of student athletes is their education. Second will be the student's athletic career. LCA is open to all students and athletic participation is not required. Education first then athletics.

The small, rigorous, and innovative dual enrollment program will be attractive to all students, regardless of athletic ability. LCA will engage students in rigorous, in-depth academic work requiring intellectual inquiry, creativity, and critical thinking. LCA will utilize differentiated teaching strategies to address reading, writing, and math in all their courses of study. LCA will not only address issues or discrepancies within a specific subject area, the teachers will work together on both the high school and college level to address deficiencies. LCA will assist its seniors in continuing their education by seeking admission to two and four-year institutions, and will promote interested student-athletes to obtain collegiate athletic offers at a rate high above the national average.

To assist the LCA athlete, the school will guide its student athletes through the rigorous and often consuming college athletics eligibility process. LCA's academic and sports programs will nurture integrity, pride, loyalty, and character while building school spirit. Students will graduate from LCA, not only academically prepared for college study, but also with credits in

place that put them closer to achieving a four-year degree while engaging in athletics while in college.

LCA will require its students to give back to their community by mandating at the school level a minimum of 25 service hours be completed before graduation. Service hours expand a teenager's view of the world and an understanding of the importance of giving back to their communities.

LCA students will graduate:

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

LCA students will:

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

LCA is where students:

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

The school, at full capacity, will have 600 students in grades 9-12. LCA will start with a minimum of 450 to a maximum of 600 students. The school will provide a variety of scheduling options on a "split" schedule (8:00 to 12:00 or 12:30 to 4:30). Students will either attend classes in the morning or afternoon, which will allow them to participate in athletics, apprentice or internships, extra-curricular activities, hold gainful employment, or attend to personal responsibilities in the non-classroom session of the day. In traditional high schools, athletes regularly end their school/practice day at 6:00 pm or later. The uniqueness of this model allows student-athletes to finish practice earlier having more time at home for family and studies. Due to the model and the fact that students will be placed by readiness and ability, dividing students by class is not optimal at the high school level. College classes will be a mix of sophomores to seniors and will not follow by grade level.

LCA will reflect the diversity of South Carolina's York and surrounding counties. Providing parents with a school of choice while still supporting public education in South Carolina.

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I. Educational Plan:

1. Evidence of Need and Support:

Over the last couple of years, there has been a keen interest and dedicated support for an additional, school-of-choice, in the Rock Hill/Fort Mill area. LCA will be physically located in York County. York County currently is home to seven (7) traditional high schools ranging from 1,350 students to 2,200 students. All the high schools are at compacity or close to compacity and an additional school choice for parents would ease the strains on other schools. Creating small, safe family-centered school – such as LCA - is in keeping with the South Carolina Charter School law.

Almost three years ago a few members of the LCA Charter committee met with Mrs. Traci Bryant-Riches, to discuss, the potential of creating a charter school in the Rock Hill/Fort Mill, South Carolina area. After researching several options the committee decided it wanted to make York County, South Carolina, the third premier site of the Pinnacle Model. An elite academic and athletic high school. The then LCA Charter committee members began to recruit other members and inform parents of the upcoming charter school. With no charter schools in the Fort Mill, Clover and York school districts and only two in Rock Hill the committee determined the school would be best situated on the cusp of York district 3/Rock Hill and York district 4/ Fort Mill school area. The committee then commenced looking for property in the area and submitted an Letter of Intent to a seller. This places the school exactly where the committee had wanted to locate the school. A press conference was held to announce the location of the proposed school.

Legion Collegiate Academy was not the first name chosen by the committee for the school. Mascots and school colors went through many revisions and adaptations, but Mr. Anthony

Hutchinson had listened to his minister's sermon one Sunday morning about the "legion of many" and knew that was the name, Legion! Lancers was an easy decision when looking at York County as part of the Old English District of South Carolina. Lancing, being a war weapon and sporting tool throughout medieval times, fell in step with the athletic focus of the school. Even though lancing is no longer a sport in our time, football is. Because Rock Hill is becoming known as Football City USA for being a high school football breeding ground for the NFL as per the Washington Post¹ the committee sees great value in establishing an elite athletic high school in the heart of York county. Parent meetings have been held as well as person to person conversations to spread the news of the upcoming charter school. All meetings have been well attended thus far and have covered all socio-economic areas of York County. York County is a very diverse county, ensuring Legion will not have to make extreme efforts to reach students of all races, ethnicities, or socio-economic statuses. The LCA marketing efforts span from informational flyers at dentist, doctors, and counselors in the area, as well as speaking with local youth sports clubs, churches, and local business that would be frequented by potential LCA parents and students. Recruitment meetings will continue after the submittal of the application to increase the number of supporters and to create the initial email list of parents to notify for enrollment once charter approval has been secured. All meetings are publicly announced through the website and Facebook. Recruitment materials have been placed throughout the county in an effort to reach every demographic, including at-risk students. Once the charter is approved, the meetings will intensify as parents will then be able to sign up for the lottery to be held October 1st for the initial year.

¹ Bonesteel, Mat, "Want to be picked in the NFL draft? Move to Rock Hill, SC." Washington Post, May 8, 2014

In our Appendices, we have letters of support from families, community members and businesses who support LCA. The committee targeted families and community members in the sports industry in Rock Hill area that have a vested interest with LCA to support an avenue for rigorous academics and opportunity to play sports at higher levels. The supporters include but not limited to representatives from government, business, law, etc. LCA has been able to through the website, social media, recruitment material, parent forums and one on one meetings, obtain three hundred and thirty five (335) students/parent interest sign-ups for potential enrollment once the charter is approved. This grass roots effort has cumulated more than half to three quarters of our opening number and will continue to recruit throughout the approval stage. LCA will not hold their lottery by grade but instead by the first 600 students drawn.

Parents, students, community members, and educators will all have opportunities to participate actively in the success of the school. Parents and community members will be actively sought out to serve on the LCA Board of Directors. LCA parents and employees will be encouraged to participate in the annual election of board members. In addition, LCA will take steps to ensure that parents, community members, and employees are well informed about the school's progress so that they can provide meaningful input through the schools Facebook page, Planet High School and Webpage. As a result, of our communications efforts, we have had numerous offers to assist in getting the charter school started. The Planning Committee will follow up with these parents and community members who are interested in helping with the development of the school during the planning year.

To create a culture of community at the school, LCA will provide parents with numerous opportunities to volunteer their time, talent, expertise, as well as monitor their child's education while also holding the school accountable. Parents will be asked to serve on school committees,

help with athletic events and other extra-curricular activities, chaperone field trips, volunteer in the school office and/or café. LCA will encourage and engage parents in many other activities which will enrich the lives of the LCA students and help further the school's mission. Parents will be surveyed about their goals for their children, their opinion on various school programs, and operations as the school grows and matures.

Additionally, parents of LCA students will also could join and/or participate in the Principal Advisory Council (PAC) and the athletic booster club. If interested parents wanting to start and establish a PTO, they will also be able to participate in such an organization.

Students will engage in school beyond just the classroom through athletics, student council, National Honor Society, homecoming events, community service projects, yearbook staff. LCA will also encourage students to establish and create other clubs as interest is shown. Any student group can start an organization with administration approval and a staff mentor. With only 600 students, students can participate in several committees in a meaningful way beyond just something to add to their college resume.

Regarding the “need” for a collegiate academy model that provides accelerated learning where students can earn up to sixty (60) college credits, until recently the number of opportunities for this in York County has been minimal in relation to the vast number of high school students. According to the South Carolina Department of Education report card in the four school districts that make up York County (7 high schools) only 1,700 students out of approximately 13,000 participated in dual enrollment classes with half (872) being from Clover High School located in York 2 school district. Dual enrollment is significantly underused in the remaining high schools in York County with 151 dual enrollment averages from a student enrollment average of 1,793.

According to the American Institute for Research (AIR), participation in accelerated learning correlates to long-term postsecondary success (Understanding Accelerated Learning Across Secondary and Postsecondary Education, AIR, September 2013). In his State of the Union Address on February 12, 2013, President Obama noted that other countries are enhancing the value of a high school diploma by “graduating their high school students with the equivalent of a technical degree from one of our community colleges.”

“We need to give every American student opportunities like this...Now, even with better high schools, most young people will need some higher education. It’s a simple fact the more education that you’ve got, the more likely you are to have a good job and work your way into the middle class. But today, skyrocketing costs price too many young people out of a higher education, or saddle them with unsustainable debt.” Pinnacle Charter Academies brought its model to South Carolina in 2013 and has given over Four Hundred and Fifty (450) students in its established two schools the opportunity to achieve the feat President Obama implored American high schools to provide.

LCA is based on one of the designs meeting the need for higher education at lower cost to students. Projections are that by 2020, sixty-five percent (65%) of jobs will require education and training beyond high school (A. Carnevale et al, Failure to Launch, Georgetown University 2013). LCA will open in 2019 ready to ensure that our students aren’t left behind the education trend for the job market. Even as early as 2002-2003, the Department of Labor’s Occupational Quarterly Outlook Report emphasized the need for employees to have more than a high school diploma. Not only will LCA students have the opportunity to graduate with a diploma and college credits up to an Associate’s degree, but these college credits are at no cost to our students. LCA will partner with University of South Carolina, Union for dual enrollment

coursework to provide up to sixty (60) transferable college credits upon high school graduation for each LCA graduate.

Appendices

Appendix A – Signature Certification Page

Appendix B – Evidence of Notification

Appendix C – Evidence of Support and 3rd Party Notarized Affidavit

Appendix D – Not Applicable Conversion School

Appendix E– Not Applicable. Private School documentation.

2. Curriculum and Instructional Model

a) Instructional Model & b) Educational Structure

Legion Collegiate Academy mission is to serve high school students in a small, safe setting who seek the opportunity and challenge of a rigorous curriculum, high academic standards, outstanding athletics while earning up to two years of college credit while in high school. To meet the requirements for rigor in South Carolina's college and career readiness standards, essential classroom strategies must emphasize higher-order thinking skills and the ability to solve complex problems. Students who plan to enter the workforce directly after high school, as well as college-bound seniors, equally need these essential reasoning and decision-making skills.

LCA will offer competitive athletic teams where thirty percent (30%) of graduating students will have offers to continue to compete in their sport on the collegiate level. Physically healthy and physically fit students, more importantly, perform better academically and are (academically) healthier and happier.

Proposed Academic Schedule for LCA:

LCA's mission is to prepare students for college and career success by developing higher-order thinking skills and the ability to solve complex, real-world problems. LCA will accomplish this in a small, safe classroom settings. Students who attend LCA seek the opportunity and challenge of rigorous curriculum, high academic standards, and outstanding athletics, while earning up to two (2) years of college credit while still in high school. This curriculum framework was chosen because it is based upon academic rigor, while combining the opportunity to not only save time and money for students and parents. This a powerful motivator for students not only to meet intellectual challenges, but blends high school and college learning skills and development. It also compresses the time it takes to complete a high school diploma and the first two years of college, increasing the likelihood of students obtaining advanced degrees after college. The systematic LCA academic program will enable all students to develop the necessary skills and means to be successful beyond high school.

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

In 2014 the American Institute of Research released the following update²:

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

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

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

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

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

² Report Confirms Early College High School Students Much More Likely to Earn a College Degree

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

In addition to this *Early College Program*, LCA will offer students the opportunity to compete in an extra-curricular athletic program with a focus on receiving an offer to play at the next level. LCA staff will work diligently to market each athlete to prospective colleges. This endeavor will assist those who are athletically gifted in qualifying to participate in collegiate athletics. This is a challenge because of a lack of understanding of the NCAA Eligibility Center®.

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

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

Additionally, the LCA educational program will offer students a service learning component that seeks to develop service to others and global awareness. Each LCA student will

be required to participate in twenty-five (25) hours of community service as part of the educational program. Service learning hours can also qualify for elective credits. Research shows that youth who participate in community-based service learning are likely to benefit in the following manner (Tannanbaum, 2007):

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

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

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

Using this research-based approach, LCA has adopted curriculum for the Pre-College Program for grades 9-10, and the College Program for grades 11-12 with high academic achieving sophomores accelerating into the College Program taking two college classes per semester.

All courses that are offered will adhere to the South Carolina graduation requirements, *State Board of Education (SBE) Regulation 43-234*. With the graduating class of June 2023, each student, eligible for the Dual Enrollment program, will attain a total of at least twenty-four (24) credits. The defined program for grades 9-12 will be guaranteed by the LCA Board to ensure that each student will attain the required twenty-four (24) credits. The complete program requirements can be seen at <http://ed.sc.gov/agency/programs-services/124/>.

The LCA Pre-College Program will have the State Board of Education's-required courses. LCA's founders believe that students learn best when teachers create an atmosphere of learning that is both challenging and relevant. LCA staff will also spend time designing and developing relevant lessons and themes that develop critical thinking per the most current academic standards adopted by the State of South Carolina. This will ensure that all 9th/10th Pre-College Program LCA students transition successfully to the Collegiate Program. All courses are college prep or higher by nature of the program. The high academic performing sophomores that are given the opportunity to take two (2) dual enrollment classes per semester must have a 3.5 grade point average and recommendation by the Head of School.

LCA will provide a progressive philosophy that emphasizes the following:

- Design authentic learning experiences to engage executive brain function;
- Implement multiple perspectives and levels of problem-solving;
- Use technology to collect, organize, and summarize data in a “1 to 1” environment with each student having a laptop computer;
- Make effective use of observation, making predictions, hypothesis testing, and estimation;
- Interpret appropriate meaning to answers;

- Pass a course in US History and Constitution, Algebra I, English I, and Biology I that require End-of Course testing per SBE Regulation 43-262;
- Take high school exams as required by Act 200 of 2014;
- Be present for instruction the required number of instructional days.

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

As part of the LCA intervention plan for its students, LCA students will have access, if needed and necessary, to a tutoring period throughout the week to seek appropriate assistance in academic course work. The reason for this is to allow students the opportunity to work in depth with a LCA teacher or staff member or peer tutor, to work online with digital materials, or to learn college-admission test-preparation techniques. In addition, LCA 9th and 10th grade students attend fifty-five minutes (55) of instruction for 180 days in each course, not the 120 minimum required seat hours for a Carnegie Unit.

Lessons and curriculum will facilitate the development of the required college skills and will be theme-based. The correlation or alignment of the LCA instructional program to the SC Academic Standards and the South Carolina College and Career Ready Standards will be done through the implementation of the instructional practices above, as well as emphasis on the

development of collaborative, independent learners, and use of SBE approved texts and high-quality supplemental materials. This will be achieved through theme-based learning in each course of the Pre-College program. Within these themes will be the academic course standards that will allow for inquiry-based learning. Accordingly, grade level math, reading, language arts, writing, and communication skills will be integrated across the curriculum to prepare students for college.

LCA will operate two sessions each day according to a four (4) block schedule plus at least one (1) maybe two (2) hours of required on-line learning depending on the student's needs will result in proficiency-based credit through Edmentum® courses, or a future-approved provider. During the opposite block, student athletes will participate in the athletic program and students not currently in athletics may engage in other extra-curricular activities, internships, apprenticeships, academic assistance, work, or family support. Each student in the Pre-College Program (9-10) will attend either the morning or afternoon session, taking at least four (4) credits each semester in Math, English, Science, and Social Science. This will allow students to focus on preparing for the Collegiate Dual Enrollment programming. Additionally, students will take both WorkKeys® Prep and SAT/ACT prep courses as part of these credits.

LCA student requesting to be admitted to the Collegiate Program must attain a 3.0 or higher GPA and/or pass the college entrance exam, the Accuplacer or CTL. In cases when a student does not qualify for the college level classes, the student will continue in a standard and blended classroom settings. teacher supported, high school course format for Juniors/Seniors until qualification guidelines can be met. (See discussion of RTI below.) LCA staff will support and assist these students in accomplishing and gaining academic success. This will then allow these students to achieve the 3.0 GPA and/or pass the college entrance exam; the Accuplacer or





CTL. Some of these blended classes, where face-to-face classroom methods are combined with computer-mediated activities, will be through the SC State Department of Education's virtual course offerings while others are offered through Edmentum. All courses will be aligned with State standards. LCA's board policy will require adherence to the dual credit agreement in which a three (3) hour college credit will count as one unit of credit for high school graduation.

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





The LCA philosophy, taking dual credit courses concurrently, offers many advantages to students including no cost or charge to the student and the student does not have to travel to participate in these college courses. The college classes are offered on the LCA campus. As such, all-academic course work is tuition-free to the LCA students. LCA will supply textbooks and course materials in the College Program.

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

AM Session 8:00 to 12:00

 1A	8:00-9:00 AM
 2A	9:00-10:00 AM
 3A	10:00-11:00 AM
 4A	11:00-12:00 AM

PM Session 12:30 to 4:30

 1P	12:30-1:30 PM
 2P	1:30-2:30 PM
 3P	2:30-3:30 PM
 4P	3:30-4:30 PM

Online Class time determined by student

A typical schedule is provided below:

Standard 9th Grade

9th grade
English I
Algebra I
Biology
Test/Prep
Foreign Language
PE
Integrated Business Applications-online

Standard 10th Grade

10th grade
English II
Algebra II
Chemistry
US History
Foreign Language
Social Media - online

Advanced 9th Grade

English II
Algebra II
Biology
Test Prep
Foreign Language
PE
Integrated Business Applications-online

Advanced 10th Grade

English II
Geometry
Chemistry
Dual Credit Elective
Dual Credit US History
Foreign Language
Social Media-online

Dual Enrollment Schedule

11th Grade Fall Options

English I
College Algebra
Fine Art (Art, Mus)
Biology I
13 College Credit Hours
Personal Finance online

11th Grade Spring Options

English II
College Trigonometry
Psychology or Bio II
Western Civilization
12 College Credit Hours
Personal Finance online

12th Grade Fall Options

English or American Lit
Anatomy and Physiology I
Western Civilization I
Political Science/Government
Psychology/Sociology/Anthropology
12 College Credit Hours or 13 with Lab
Leadership Class-online

12th Grade Spring Options

English or American Lit
Anatomy and Physiology I
Western Civilization II
Economics
Psychology/Sociology/Anthropology
12 Credit Hours or 13 with Lab
Leadership Class -online

Non Dual Enrollment

11th Grade

English III
Geometry
Environmental Science
Electives
Foreign Language if needed
Personal Finance-online

12th Grade

English IV
Probability and Statistics
Government & Economics
Electives
Leadership-online

Proposed Staffing for LCA Dual Enrollment High School

In keeping with the proposed schedule, the proposed dual enrollment design, and a desire to keep academic class size small, LCA will initially look to hire one (1) head of school, eight (8) high school key subject teachers, two (2) teacher's aides, six (6) adjunct professors, two (2) CATE instructors, one (1) special education teacher (more if necessary) one (1) full time guidance counselor, (1) full time college counselor, one (1) office administrative assistant, one receptionist and one (1) PowerSchool Registrar.

The aforementioned staffing schedule will be in place when LCA is at capacity enrollment of six hundred (600) students. It is important to keep in mind that half of this number (300 students) will attend in the morning session and the other half will attend in the afternoon session. The breakdown of these positions can be seen in the Five-Year Budget (Appendix X) and in the List of Teaching Positions (Appendix H).

The innovation of the LCA model is based upon the benefits of an early college high school. The program will meet or exceed the performance of the local district and the Erskine Charter Institute. The LCA program will provide students with access to attaining an associate's level degree and/or credits by age eighteen, with no financial burden on the part of the student or their family. This financial incentive will encourage students of all backgrounds to continue to a post-secondary institution based on the *Early College High School Initiative* (Hoffman and Vargas, 2010). These cost-savings mechanisms also allow access for students who might otherwise not attend college. By eliminating up to two years of college tuition, students can attain a four (4) year college degree at less cost. This can also provide an indirect benefit of creating more students seeking a graduate level degree. Having completed college credit makes

students more attractive for scholarships, because higher education decision makers will see that the students have already been successful at college-level work.

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

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

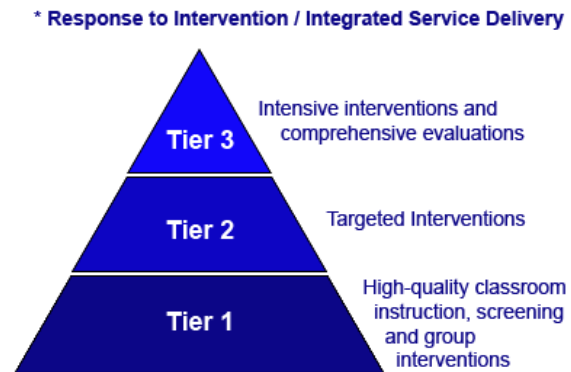
Early college schools provide mutual accountability of secondary and postsecondary institutions by providing a feedback loop on student performance and academic standards in the last two years of high school and first two years of postsecondary education. (Hoffman and Vargas, 2010)

Struggling learners will be identified and addressed through the *Response to Intervention Model (RTI)*. LCA will identify students who are at-risk for underachieving in the Pre-College Program, including enhancing the ability of staff in identifying students with disabilities or behavior problems. RTI will also improve instructional and emotional support to enable each student to be successful at LCA through a systematic method for screening, progress monitoring, and data-based decision-making for interventions.

The 4 Steps of RTI Problem Identification:

(1) Identify the problem; (2) Analyze the problem and determine the nature of any discrepancy; (3) Establish performance goals for the student, and develop a relevant intervention plan to monitor student progress

in a time frame; (4) Collect data from the process of monitoring the plan and evaluate the effectiveness of the prescribed intervention. Adjust the plan accordingly if needed.



Once a student has been identified, the RTI model provides for three levels of interventions that move from the lowest intensity (Tier 1) to the highest intensity (Tier 3). The RTI Model will be used for all LCA students. Parent involvement is crucial in the implementation of the RTI model. Parents can provide vital information that may be affecting the student both inside and outside of school. Additionally, involving parents also provides for the necessary step of using their expertise in the planning and implementation stages of the interventions for their child. Parents can then see the level of support in both academics and/or behavioral areas that will increase/decrease in intensity depending on the child's needs. Finally, parents will receive frequent progress checks about their child's response and performance to the intervention implemented. RTI includes the following.

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

As part of the intervention assistance process, LCA will ensure that all staff members are properly trained in how to identify and implement diverse interventions for students of different socio-economic backgrounds, demographics, and ethnicities. In addition, staff will also have training in recognizing students who have different learning, behavioral, and developmental difficulties. This will be done through a school-based team that will offer this training. Such training will include examining all student information, such as academic performance, background screening, school attendance, and prior assessments related to learning and behavior. Continuous monitoring of student responses will assist in the basis for gauging the effectiveness of the intervention assistance. This will then lead to a decision about whether to increase or decrease the intensity of the current intervention or the creation of new ones.

Academically, all students identified as struggling learners will be required to attend Support & Tutoring assistance with a LCA staff member. As part of this, academic assistance the student will also be required to participate in the Edmentum® system of online learning to garner more assistance in the necessary subjects. Once the student begins to perform to acceptable levels, s/he can be removed from this program. It is important to remember that academic assistance is already built in to the LCA academic model in a proactive manner through the WorkKeys and SAT/ACT Prep courses, as well as daily academic growth opportunities for each student to seek extra help in academic courses. In cases when a student does not qualify for the College Program, the student will be referred to complete traditional high school courses for Juniors/Seniors until qualification guidelines can be met and achieved.

The LCA curriculum model was chosen to allow students in York and surrounding counties to attain up to 60 hours of college credit by the time of high school graduation through the College Program for 11th/12th grade students. The intent of this curriculum is to allow

students this opportunity, as well as other benefits. These include an increased percentage of students seeking additional college education, increased number of student-athletes attaining a college degree, and decreased cost of attaining such a degree. In order to prepare students, the 9th/10th grade program will align with SC Standards in the College Prep Program.

Requirements for Replication Schools:

There will be no significant changes in the instructional methodology and strategies at Legion that are used at GCA and OCA. Of course, each Head of School can make adjustments based on the student population they are serving. But as a whole; the model is consistent and will remain so throughout the life of the charter.

The success of the first two schools in the State have reinforced Pinnacle's approach to replicating the implementing the curriculum and dual credit school model. Gray Collegiate Academy (GCA) and Oceanside Collegiate Academy (OCA) used different dual credit providers so there is variation in the dual enrollment processes, but the model remains consistent. Once the student population is in place classes can be added if needed to provide more college preparation to increase the number of students eligible for college courses. In GCA's first year more classes were inserted where OCA had no need for them. The collegiate structure is a proven model and with the solid financial stability both schools have. Pinnacle sees no reason to change the two-session daily structure for the new proposed charter school.

Every Monday morning the Pinnacle staff has an online meeting with both heads of school present where we discuss issues and concerns happening at each school. We do not have this meeting individually but all together as a group to help both heads of school mirror the policies and procedures or the other with some but little variation. Both Heads of School work

together with Pinnacle staff on a regular basis and adding a third Head of School will just strengthen this proven process.

c) Professional Development

The Head of School is responsible for overseeing professional development for their staff. Personnel that could assist with this process will be the College and Guidance Counselor. LCA hopes to establish a partnership with its authorizer, Erskine College's Charter School Institute to assist LCA with its teacher's professional development, specifically its LCA's college instructor.

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

- Response to Intervention (RTI);
- Framework for 21st Century Learning;
- Career Clusters;
- Instructional Strategies of an Early College High School;
- College Prep Program – lesson plan designs;
- ADEPT.

Professional development is a crucial component to teacher success, even for experienced teachers, which leads ultimately to student success and overall school success. In support of that mission, LCA will initially train staff, provide professional development seminars and trainings in the instructional strategies of an early college high school, and lesson plan design in the College Prep Program. These trainings will be held before the school opens and will continue throughout the school year. The LCA budget provides for ongoing professional development, training. Administration will plan monthly professional development sessions bringing in

experts in the field to work with the teachers. While topics for the professional development sessions will be determined using a needs assessment and in addition to the aforementioned topics, additional topics are likely to include training in the ADEPT model, sessions leading to the Read to Succeed Requirement for high school teachers, developing a School Safety Plan, High Schools That Work site development training and Using Formative Assessments to Improve Student Growth. When performance is not at an acceptable level, data will be reviewed to determine root causes and research will be done to find evidence-based interventions for improvement. Relevant staff will have professional development on those interventions as part of the school's continuous improvement cycle and professional learning community.

As part of the academic assistance intervention process (RTI), LCA will ensure that all staff members are properly trained in how to identify and implement diverse interventions and assistance for students of different socio-economic backgrounds, demographics, and ethnicities. In addition, staff will also have training in recognizing students who have different learning, behavioral, and developmental difficulties. This will be done through a school-based team that will offer this training. Such training will include examining all student information, such as academic performance, background screening, school attendance, and prior assessments related to learning and behavior. Continuous monitoring of student academics, social behaviors and general responses will assist in the basis for gauging the effectiveness of the intervention. This will then lead to a decision about whether to increase or decrease the intensity of the current academic assistance intervention or the creation of new ones.

As depicted in the LCA 2019-2020 Academic Calendar, there are ten (10) professional development days prior to the start of school. Teachers and staff will attend their appropriate training and development during this time (i.e. attending Early College High School Instructional

Strategies). Throughout the school year, this calendar also depicts the professional development days allotted for on-going professional development. Additionally, there will be a once a month In-service held after school (for example, the last Tuesday of the month, every school month but December) to ensure that faculty are receiving all of the core components of the LCA professional development that are needed and necessary.

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

Requirements for Replication Schools:

Legion Collegiate Academy will be replicated using the proven successful model of Gray Collegiate Academy and Oceanside Collegiate Academy. The model of a rigorous academic and elite athletic high school has been well accepted by parents, students and the communities in Charleston & Columbia, South Carolina. Each school is given the flexibility it needs to serve their differing populations (i.e. student populations in the low country, midlands, and upstate). Because of the distance between the schools there are no immediate plans for shared in-person professional development across campuses for teachers. Pinnacle will host an online weekly meeting with the Heads of School to discuss current and upcoming happenings as well conducting an in-person quarterly meeting with its directors, operators, Heads of School. Here, these members share policy templates with one another and policies and procedures are compared. That, however, does not mean that they will be the same. If the Heads of School decide to offer the same Professional Development for teachers it will be conducted via live

streaming or on-line. The Head of School will make that decision based on need. Staff members such as testing coordinators, federal program coordinators, PowerSchool coordinators, coaches and Athletic Directors will talk with colleagues from their sister schools on a regular basis to provide each other with support and resources.

d) **Virtual Offerings:**

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

Corresponding Appendices:

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

3. **Serving Students with Special Needs:**

The purpose of special education and related services is to give students with disabilities access to the general education of the school, programs, or extracurricular activities that all

students without disabilities enjoy. LCA will comply with all processes stipulated by the Erskine Charter Institute (ECI) in its Child Find procedures to ensure that all children with disabilities enrolled in LCA are identified, located, and evaluated according to Federal, State, and district requirements. Identifying children through referrals from teachers, response to interventions, parents, coaches, and administrators will all be part of faculty and staff training for identifying children to be evaluated for a disability. At any point in the special education evaluation process. If a parent requests a formal evaluation to determine eligibility for special education, the RTI process will not be used to deny or delay a formal evaluation for special education, it shall only be used to assist in collection data for the IEP team. The school will publicly post information regarding Child Find procedures within the facility and on its website. All parents will receive procedural safeguards at the onset of the evaluation process, as well as other required points, to ensure that they are aware of the special education process and their rights, at any point during this process.

Legion Collegiate Academy, as a public charter school, is aware that its enrollment must be open to all and any students and it must provide a free, appropriate, public education (FAPE) by offering services, as needed, for students with disabilities, including students who are English Language Learners (ELL). These services shall include all documentation, assessments, adaptations, modifications, and accommodations. LCA understands and will comply with the ECI's specific policies and procedures, the *Individuals with Disabilities Education Improvement Act of 2004 (IDEA)*, *Section 504 of the Rehabilitation Act*, the *Americans with Disabilities Act (ADA)*, and *Title III of the Elementary and Secondary Education Act (ESEA)*, and any revisions thereof in their entirety. Furthermore, LCA will demonstrate adherence to the following legal principles, outlined in the above-mentioned legislation:

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

Free Appropriate Public Education (FAPE)

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

In regard to nonacademic services, LCA will take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP team, to provide nonacademic, extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities as provided to students without disabilities. Such services and activities may include, but are not limited to; counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school or school district. LCA will also make referrals to agencies that aid and assistance individuals with disabilities and employment of students.

Confidentiality:

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

LCA permits parents (or their representatives) to inspect and review any education records relating to their children that are collected, maintained, or used by the school or the ECI. LCA will comply with requests to access records without unnecessary delay and before any meeting regarding any IEP, hearing, or resolution session and will do so within 45 days after the request has been made. LCA will keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. LCA will maintain a list of authorized employees who have access to educational records. Unless the information is contained in education records and the disclosure is authorized without parental consent under FERPA, LCA will obtain parental consent before personal identifiable information is disclosed to parties, other than officials of participating agencies in accordance as defined by South Carolina Board of Education Regulations and laws. The parent's consent, or the consent of an eligible child who has reached the age of majority, must be in writing, signed, dated, and must:

1. Specify the records to be disclosed;

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

LCA obtains such consent before personally identifiable information is released:

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

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

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

As necessitated by Federal auditing requirements, LCA will make available education records for identified students for five (5) years after they exit from special education services. LCA may destroy records after the five (5) year term and proper notification has been given as regarded by law. Prior to destroying special education records, LCA will notify the

parent/guardian or the adult student that the information is no longer needed and that the school is proposing to destroy them. A certified letter will be sent to the last known address of the student. A returned letter will become the supporting documentation of LCA's attempt to inform the student/parent of the proposed destruction of records.

Child Find:

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

Annual Notice of Child Find School Year 2019-2020:

Under a mandate of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Legion Collegiate Academy is to conduct activities to locate, identify, and evaluate any child with known or suspected disabilities who attends the school. Categories of disabilities may include: developmental delay, mental disability, emotional disability, speech or language impairment, deafness and hard of hearing, visual impairment, deaf-blindness, orthopedic impairment, other health impairment, traumatic brain injury, autism, and multiple disabilities. A referral (report for possible evaluation) may be made by parent/guardians, school staff member, or other concerned persons. Referrals are made when a person reasonably believes a child may be a child with a disability even if the child is advancing from grade to grade. Before referring the student, the person making the referral must inform the child's parent that the referral will be made. Legion Collegiate Academy employs interventions for struggling students. Before an evaluation is conducted, the student should be enrolled in one of the intervention programs. However, the school may not deny a request or delay a request for an evaluation. Referrals must be in writing and include the reason why the person believes the child is a child with a disability. Referral

forms may be requested by contacting the Special Education Coordinator at: TBD@Legioncollegiateacademy.org The obligation of child finds is fulfilled by the posting of this letter in a public location within the school, having it sent out in mass email to all school parents/guardians, and posted on the website.

Procedural Safeguards:

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

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

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

Parents of a child with a disability are entitled to specific procedural safeguards under IDEA and South Carolina Board of Education Regulations. LCA will provide parents with a copy of the procedural safeguards at least once a year during the annual review. In addition, LCA provides parents with a printed copy of this procedural safeguards notice in each of the following circumstances:

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

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

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

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

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

Evaluation:

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

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

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

LCA 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.

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

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

In conducting the evaluation, LCA will:

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

- educational program for the child; and
- (c) Uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

LCA will ensure that:

- (a) Assessments and other evaluation materials used to assess a child:
 - (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - (ii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information about what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to provide or administer;
 - (iii) Are used for the purposes for which the assessments or measures are valid and reliable;
 - (iv) Are administered by trained and knowledgeable personnel; and
 - (v) Are administered in accordance with any instructions provided by the producer of the assessments.
- (b) 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.
- (c) 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);
- (d) 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;
- (e) 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.
- (f) In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all the child's special education and related service needs, whether or not commonly linked to the disability category in which the child has been classified.
- (g) Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.

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

After drawing upon information from a variety of sources (including aptitude and

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

Individualized Education Plan (IEP):

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

Prior written notice is provided to the parents the same day as the IEP meeting. Members of the IEP team include:

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

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

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

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

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

The IEP will include the following:

- 1) A statement of the child's present levels of academic and functional performance, including:
 - i. How the child's disability affects the child's involvement and progress in the general education curriculum; or
 - ii. As appropriate, how the disability affects the child's participation in appropriate activities;
- 2) A statement of measurable annual goals, including academic and functional goals, designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum and meet the child's other educational needs that result from the child's disability;
- 3) A description of the child's progress toward meeting the annual goals described in the IEP and how they will be measured; and when reports on the progress the child is making toward meeting the annual goals will be provided;
- 4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child;

- i. To advance appropriately toward attaining the annual goals;
 - ii. To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities; and
 - iii. To be educated and participate with other children with disabilities and nondisabled children in the activities;
- 5) An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular classroom and in activities;
- 6) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and district-wide assessments; and
 - i. If the IEP team determines that the child must take an alternate assessment instead of a particular state or district assessment of student achievement, a statement of why the child cannot participate in the regular assessment and the particular assessment selected is appropriate for the child; and
- 7) The projected date for the beginning of the services and modifications described in the IEP and the anticipated frequency, location and duration of those services and modification;
- 8) For children age thirteen (13) or over, a transition plan with appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills; and the transition services (including courses of study) needed to assist the child in reaching those goals.

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

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. LCA will create a system to ensure that to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. A continuum of services, including inclusive services in the general education classrooms, will be available to meet the needs of students with disabilities for special education and related services and that least restrictive environment (LRE) issues are considered in placement decisions. LCA will ensure that students with disabilities receive a FAPE and will utilize a variety of strategies to address student needs.

If a determination is made that a child has a disability and needs special education and related services, after seeking the consent for the initial provision of services, LCA will develop an Individualized Education Plan (IEP) for the child within 30 calendar days of the date eligibility is determined as required by South Carolina Board of Education Regulations 43-243.

Transfer IEPs

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

Reevaluations:

Reevaluations will be conducted if the team determines that the educational or related service needs of the child, including improved academic achievement and functional performance, warrant a reevaluation or if the child's parent/guardian or teacher requests a reevaluation. The reevaluation must occur at least once every three (3) years, unless the

parent/guardian and LEA representative agree that the reevaluation is unnecessary. A reevaluation may not occur more than once a year, unless the parent/guardian and LEA representative agree otherwise. If the team determines, during the reevaluation, that the child is no longer a child with a disability under IDEA (the child no longer meets eligibility criteria, and no longer needs specially designed instruction), the team will determine if the student meets the wider definition of disability under Section 504 of the Rehabilitation Act. Students under Section 504 typically receive their accommodations in the general education classroom but may require out of class accommodations that do not rise to the level of special education services. Accommodations under Section 504 are required to “level the playing field” for students who qualify. Students under Section 504 are also afforded procedural safeguards. While similar to IDEA, these are not the same. If, at the reevaluation, a student is determined to no longer qualify or no longer require services, the student will be exited from special education. If the team decides a transition plan is needed, then one will be created.

Least Restrictive Environment (LRE)

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

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

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

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

Special Education Teacher:

During its inaugural year to fulfill its obligation, LCA will employ at a minimum one (1) special education teacher to address the needs of the high school students. The special education teacher will provide services for students already identified and assist in the identification of students in need of and who qualify for services under IDEA and Section 504, but who have yet to be identified as meeting State and/or Federal criteria of a student with a disability. The special education teachers will attend all district meetings for special education coordinators/teachers and will serve as the contact person between LCA and ECI on special education matters, including state and federal reporting. S/He will attend all trainings offered or provided by the district to better provide services to the school, students, and parent/guardians. Student needs and the staffing required to serve those needs will be reviewed on a continuous basis, and staffing will at all times be in compliance with all Federal and State laws and regulations.

Summary or Overview:

LCA will work closely with the ECI (who, as the authorizer/sponsor, will also be responsible for ensuring each student is receiving FAPE), to ensure that all students identified as eligible for special education and Section 504 receive those services and/or accommodations as described in their IEPs or 504 Plans. LCA will comply with all applicable laws and regulations, as well as the policies of the local education agency (LEA) that are applicable to charter schools as they relate to identifying students with special needs, developing IEPs, and providing related

and transition services. LCA may employ faculty or contract with service providers of its choice to carry out the above-stated responsibilities.

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

Additionally, LCA will work diligently within FAPE to identify the LRE under *IDEIA*. Once a student has been identified as in need of an intervention, LCA will then use the RTI method of intervention (previously outlined in the Educational Model section on (page 20), and to some extent, previously within this section) to implement and amend necessary changes to ensure an equal education for students served under *IDEIA* and *Section 504*. LCA will review all 504 Plans no less than once a year and, certainly, sooner upon a request by a teacher, administrator, student, or a parent/guardian.

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

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

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

education classroom, but resource and other options will be available as specified in the IEP;

- LCA will implement RTI intervention when necessary for all students, including those with special needs.

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

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

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

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

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

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

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

To ensure that students with disabilities are receiving an equal opportunity to participate in non-academic and extracurricular activities, LCA is committed to working with these students and their families. LCA will make reasonable modifications to its policies, practices, and/or

procedures to provide aids and services whenever such modifications are necessary to ensure equal opportunity for participation. This best practice shall be precedent unless the requested modification constitutes a fundamental alteration of the nature of the extracurricular activity.

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

LCA will follow the SCDE and the ECI's plan and guidelines to meet the needs of its students demonstrating limited English proficiency, thereby, essentially fulfilling the requirements of *Title III* of the *ESEA* for speakers of a language other than English. The law requires effective instruction that: (1) leads to the timely acquisition of proficiency in English and (2) provides teaching and learning opportunities so that each student can become proficient in the state's academic content and student academic achievement standards. Children that may have limited English proficiency are attempting to learn core content taught in English which is not a language that is not their first or "home language." Thus, their ability to learn content knowledge may be compromised by the lack of classroom accommodations to assist in this process or the lack of other opportunities through English language learning. These students are tasked with the dual responsibility of learning the English language while simultaneously trying to digest all of the core content knowledge. With no plan in place to assist such students, they are often at a higher risk of quitting school and subsequently having limited opportunities for career and employment opportunities.

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

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

- At the time of enrollment into LCA, a “home language survey” form is completed. This form is used to determine if there is an influence of a language other than English and is included as part of every enrollment packet.
- A staff member, as determined by the building Head of School, will administer the survey. A bilingual translator is provided, if necessary, and when available. The survey identifies any languages other than English that are: first learned or acquired by the student; used by the student in the home; or used by parent/guardians in the home. If the student indicates that any of these examples are pertinent to his situation, then he is a language minority student. If any response on the Home Language Survey indicates the use of a language other than English by the student or an individual in the home, then further information must be obtained to determine the student’s English-language proficiency. Based on identification of a potential ELL through the Home Language Survey, new ELLs will be tested within thirty days of enrollment at the beginning of the school year, and within two weeks thereafter within the school year. This does not necessarily mean that the student is not English proficient. The student could be bilingual. Or, the student could have a parent/guardian that only speaks another language while he speaks only English.
- Based on the Home Language Survey, if a language other than English is indicated on the survey, and after further survey questions have been clarified by the parent/guardian, the student is referred to Assessment Step.
- Through ACCESS for ELLs® through the World-Class Instructional Design and Assessment (WIDA) Consortium and the W-APT screener, LCA will test the identified student’s English Language Proficiency to determine initial ESOL (English for Speaker of Other Language).
- Students scoring less than a Level 5, Fully English Proficient, must continue to take ACCESS until they have scored at Level 5 and will qualify for ESOL services until a Level 5 is attained. Parent/guardians are notified in preferred language.
- LCA will offer an ESOL Support Program for as long as the student continues to qualify for services
- The following will be used or followed to determine if student should exit the program: Scoring a Level 5, Fully English Proficient on ACCESS; Student academic performance; teacher recommendation; Student/Parent/guardian input to determine when direct ELL services should be terminated
- Students who do not meet Exit qualifications will continue with ELL services. Students who meet Exit qualifications will move to the next step.
- Monitoring: Students who exit the ESOL program will be monitored by the ESOL coordinator for a period of two full school years.

- If LCA is aware or is knowledgeable that the student has taken ACCESS in the previous year, then LCA will request ACCESS scores from the previous school.
- Once a student has taken ACCESS; they can only be exited from program by attaining a Level 5 on ACCESS.
- The HOS is responsible for ensuring that, within ten (10) school days of enrollment, a copy of the Home Language Survey is filed in the permanent record of the student at the local school and one copy is distributed to the ESOL Teacher/Coordinator.
- ELL students should be placed in the grade that is age appropriate. Retaining or placing an LEP student in a lower grade is not in compliance with state guidelines.
- Prior to placing a student in an English language instruction educational program, the LEA must ensure that the school notifies parent/guardians of their rights, responsibilities, and opportunities for participation in the program in the parent/guardians' preferred language.
- Upon receipt of written instructions from the parent/guardian declining participation (waiver), an LEA must withdraw the student from a formal English language instruction educational program. The LEA is still obligated to provide appropriate, informal strategies to ensure that the student's English language and academic needs are met. Additionally, waived students are required to be assessed annually for English proficiency using ACCESS.
- Each student who qualifies for services will have an ELL plan written that will address the needs of the student. An ESOL school committee consisting of the ESOL Teacher, classroom teacher and another member at large will complete the ELL plan and determine the proper services for the student. Once a student has been placed in the ESOL program, an Academic Plan for Student that specifies ELL services and modifications must be developed and should be discussed with the parent/guardian during a school conference.

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

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

Corresponding Appendices:

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

5. Goals, Objectives, and Assessment Plan:

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

a) Goals and Objectives:

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

Goal 1: Graduation rate for students that enroll at LCA with appropriate number of credits for their year. Four year on-time graduation will increase by 2% each year until the end of the charter. Baseline will be taken in year one. If 95% is reached within the life of the charter, focus will shift to maintaining or increasing.
Baseline Data: 84.5% of students in York 3 graduated on time (2017). Students that enroll at LCA that are on time for graduation, meaning all first time 9 th graders, but only 10 th , 11 th , and 12 th graders that have appropriate credits for their year. Baseline graduation rate will be set in Spring of 2020.
Metric: State on-time graduation rate calculation.
Annual Targets: Year 1 (2019-20) Increase two points per year for five years and then maintain or increase until the end of charter. If 95% is met within the life of the charter the goal will be revised to maintaining.
Strategy: Ensure that students are enrolled in the appropriate number of hours for on-time graduation and provide academic support for struggling students.

Goal 2: Graduation rate for students that enroll at LCA with less than the appropriate number of credits for their year. Graduation rate will increase by 2% each year until the end of the charter. If 80% is reached the charter, focus will shift to maintaining or increasing.

Baseline Data: Students that enroll at LCA that are not on time for graduation, meaning any second year 9 th grader, 10 th , 11 th and 12 th grader who does not have appropriate credits for their year. Baseline graduation rate will be set in Spring of 2020.
Metric: Number of students in the senior class who graduated from LCA but entered without enough credits divided by all the senior class who entered without enough credits.
Annual Targets: Year 1 (2019-20) Set baseline and then increase two points per year for five years and then maintain or increase until the end of charter. If 80% is met within the life of the charter the goal will be revised to maintaining.
Strategy: Use individual PSAT, ACT and SAT testing results and transcripts from previous schools to create a map to graduation for each student. Students will be able to double up on courses via Edmentum either not taken or failed if appropriate for their individual needs. These students could stay for extra classes in the opposite session they are assigned to attend.

Goal 3: Ninety percent (90%) of all qualifying students will graduate with college credit by the end of the charter. Of the ninety percent (90%), sixty percent (60%) will have earned at least thirty (30) hours of college credit.
Baseline Data: 321 students in York 3 County were enrolled in dual enrollment programs in 2015 (less than 1% of high school students). LCA baseline data will be based on how many students qualify for dual enrollment the first year.
Metric: Calculations provided by guidance department for percentage of graduates receiving college credit
Annual Targets: Year 4 (2022-23) 84% of all qualifying students will graduate with college credit. Increase one point per year for 6 years until 90% is reached.
Strategy: Core focus in 9 th and 10 th grade. Additionally, all students take an ACT/SAT prep course class first year to develop test taking strategies. Dual enrollment made available by USC Union.

Goal 4: Eighty-five percent (88%) End of Course (EOC) exam combined passage rate for English and Math.
Baseline Data: York 3/ Rock Hill School District has an End of Course test passage rate of 76%
Metric: 2017 EOC passage rate supplied by SCDE
Annual Targets: Year 3 (2021-22) passage rate of eighty-three percent (83%). Increase one (1) point per year for five (5) years then maintain or increase until the end of charter
Strategy: Small class size, assessment at beginning of semester to assess readiness. Remedial study is necessary, extra instruction time via Edmentum beyond classroom instruction. Students can attend morning and afternoon session if needed.

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

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

LCA will ensure through the rigorous college prep, honors and early college programs that students achieve goals that match national averages for early college high school programs. LCA in conjunction with higher education professors, will ensure that relevant and meaningful lessons enable students to reach these goals. A focus on the core subjects in 9th and 10th grade and dual enrollment in 11th and 12th grade and a closely monitor graduation plan will ensure that students are utilizing their time in high school to work toward a future of college and career readiness.

b) Assessment Plan:

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

During its first year of operation and for transfer students in later years, students entering LCA as 9th graders, will be assessed based on the SC middle school state-required test scores and transcripts. These scores will be used to appropriately place students in the correct course level. LCA will use adaptive assessments, such as *Edmentum Assessments ACT Aspire*, etc. to monitor performance in math and ELA, set goals, and measure interim progress for all 9th graders. These results will be supplemented should it be warranted ~~with review~~ through classroom instruction,

additional tutoring, and supplementary remediation courses, if necessary. All 10th graders (and any 11th grader who wish to improve their score) will take the *PSAT*, to measure college readiness and academic growth. All 3rd year high school students will take either the *ACT /SAT*, CTL and the *ACT WorkKeys®* during the spring semester, per state guidelines. Parents who choose to opt out of the ACT/SAT or CTL will be contacted to ensure they understand the importance of the ACT, SAT and CTL given the focus and mission of LCA.

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

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

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

- Identify students' strengths and needs and develop student learning profiles;
- Implement core instructional practices as established by the Early College High School Initiative of collaborative group work, critical writing, literacy groups, questioning, classroom talk, and scaffolding. (Le and Frankfurt, 2011)
- Determine starting points for instruction that are based upon relevance and collaboration;
- Continuous monitoring of teaching practice and student learning opportunities;
- Determine appropriate pacing for on-schedule completion of courses;

- Differentiate instruction to meet various learning levels of students;
- Identify immediate interventions through the RTI Model;
- Re-teach non-mastered content and key concepts through varied instructional practices;
- Determine grade promotion that follows proper assessment and SBE regulations;
- Determine need for additional resources to support learning;
- Modify instructional programs at the classroom, school, and program levels;
- Develop targeted professional development so that teachers have competencies to ensure that all students are successful.

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

Formative Assessments:

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

Ongoing assessment and evaluation:

These are regularly conducted through classroom observations, quizzes, tests, projects, portfolios, and checklists. Any gaps in student achievement or progress are identified and appropriate strategies to address the gaps are implemented based on data.

Interim Assessment/Benchmarking to identify progress.

Instructional strategies and content are modified based on pre-determined benchmarks of acceptable progress and student success. Because of the LCA schedule, students will have up to sixty (60) additional hours of instruction in each course over the required amount of 120 hours (compared to traditional 45 minute classes, this would amount to an extra 45 hours; 50 minute classes are an extra 30 hours). This will enable staff to provide differentiated intervention and tutoring to positively affect learning outcomes and student success.

Summative evaluation of content mastery. Student mastery of content is measured through achievement of learning benchmarks and upon successful completion of each course. Mid-year and end-of-year assessments validate and verify credits earned for promotion. LCA will combine several diagnostic instruments and measurement tools, social/personal needs assessment through the RTI model, and the Individual Graduation Plan (IGP) that track and monitor student progress. Students will take End-of-Course Exams in Algebra I, Biology I, English I, and US History & Constitution.

Diagnostic assessments such as *Edmentum*® will be used at the beginning of each course. Formative assessments will be ongoing throughout each course. Summative assessments will be used during and at the completion of each course.

LCA is accountable to parents and responsible to students through assessments of measurable goals and objectives that continuously monitor academic progress and the pace of

learning. Students, parents, and staff will be able to access student progress data through the *PowerSchool®* system. Parents can access student performance through the online *Parent Portal* access site in *PowerSchool®*. This is a secured portal available 24 hour a day, seven days a week. In addition, each staff member will develop and maintain an online web site through services such as *Planet High School®*. This will provide students and parents with up-to-date information regarding assignments, assessments, and other information that will positively impact the learning. LCA will communicate with parents through phone calls, e-mails, and written reports that describe their child's progress. LCA will also hold family nights and student-parent/guardian conferences for communicating student success each nine-week grading period.

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

If student performance falls below achievement goals, LCA will implement an intervention period as a regular part of its school day to better acclimate students to the early college high school program. Additionally, a positive behavior intervention and supports (*pbis*) system of discipline will provide the structure for a positive school environment. These measures will provide academic, emotional, and social structure for each LCA student to reach his/her full potential. In the case that LCA does not meet its overall goals as described, LCA will institute a school and community-wide intervention in its academic program to meet the desired criteria. The three key areas: meeting accountability performance test criteria/graduation, college attendance/credits, and leadership-service-character learning. These three areas provide the pillars of the LCA education program.

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

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

Positive Behavior Intervention Support:

A positive behavior and intervention support system (pbis) will provide a proactive method for defining, teaching, and supporting appropriate student behaviors. Special attention will be given to creating an atmosphere at LCA that allows school staff, community members, and families to provide school-wide, classroom, and individual support systems to maximize

instruction time and student engagement. The steps in a typical positive behavior and intervention support system are as follows: Establish a school-wide team to guide the process including LCA administrators, grade-level teachers, support staff, and parents; gain 100% staff and teacher implementation; create a data-driven action plan based on this assessment that addresses the following components. The LCA pbis will:

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

LCA will contract with a pbis trainer to give the staff and teachers the information and strategies needed to enact the program with fidelity. School-wide fidelity to the program is vital to a pbis program or the outcomes will be limited.

Athletics Promotion:

To help every student athlete that wants to play at the next level, LCA will implement a marketing program to promote its athletes through personal contacts with NCAA college coaches, web site promotions, and other means. LCA will also create a player profile for each of its athletes that include online recruiting videos, updated statistics, and academic performance, subject to FERPA regulations. That LCA students will take the SAT, ACT and CTL early in their high school career providing an advantage because this can eliminate much of the uncertainty of waiting on a qualifying SAT/ACT or CTL scores. An outside recruiting firm will be employed to assist with the goal related to collegiate athletic offers.

As the charter sponsor, ECI will be able to measure progress on all students with these goals in several ways. Student performance data will be provided through establishing baseline

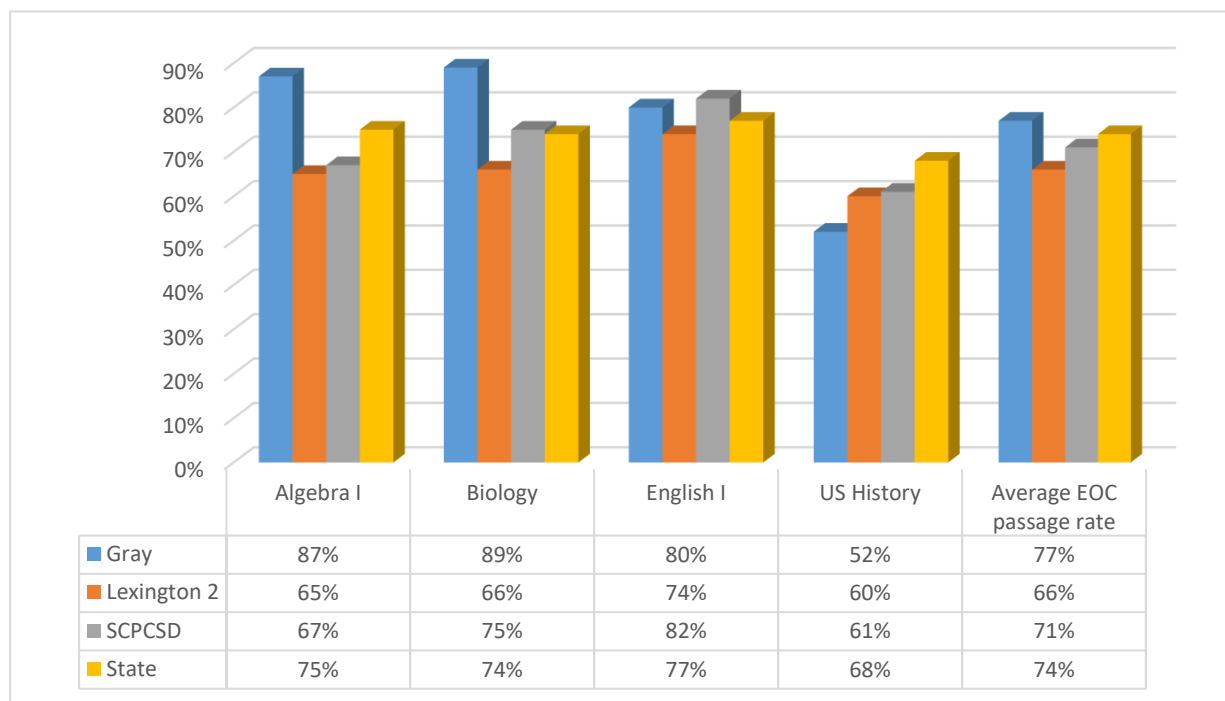
data at LCA during the first year of EOC testing and the to-be-selected new high school test(s). In addition, LCA will communicate academic performance via internet, emails, phone calls, and State systems (e.g., PowerSchool) subject to FERPA restrictions. LCA will maintain records of portfolios, service learning hours and college offers.

Requirement for Replication Schools:

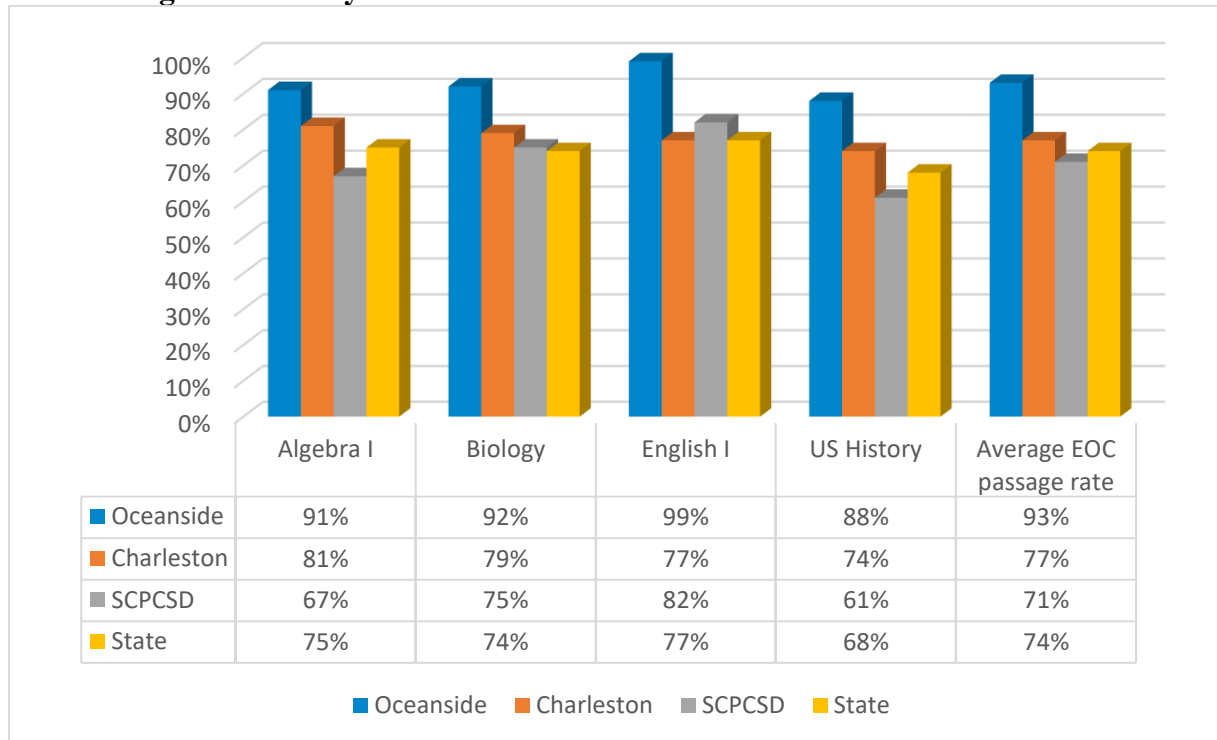
As Gray and Oceanside Collegiate Academies being the “sister” school to LCA their Academic Performance is key to the reason for replication. Along with the need for this type of model, rigorous academics, elite ethics and the opportunity for students to obtain college credits.

GCA and OCA’s 2016-17 school year data surpassed their local school districts, SCPCSD and the State in EOC testing. See charts below.

Gray Collegiate Academy EOC



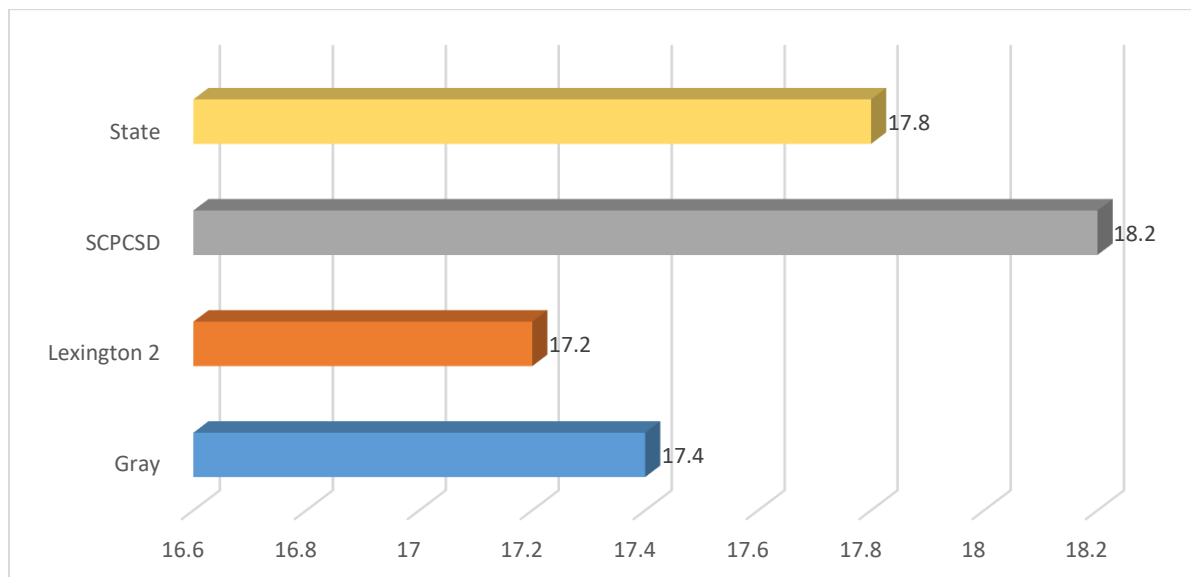
OCA Collegiate Academy EOC



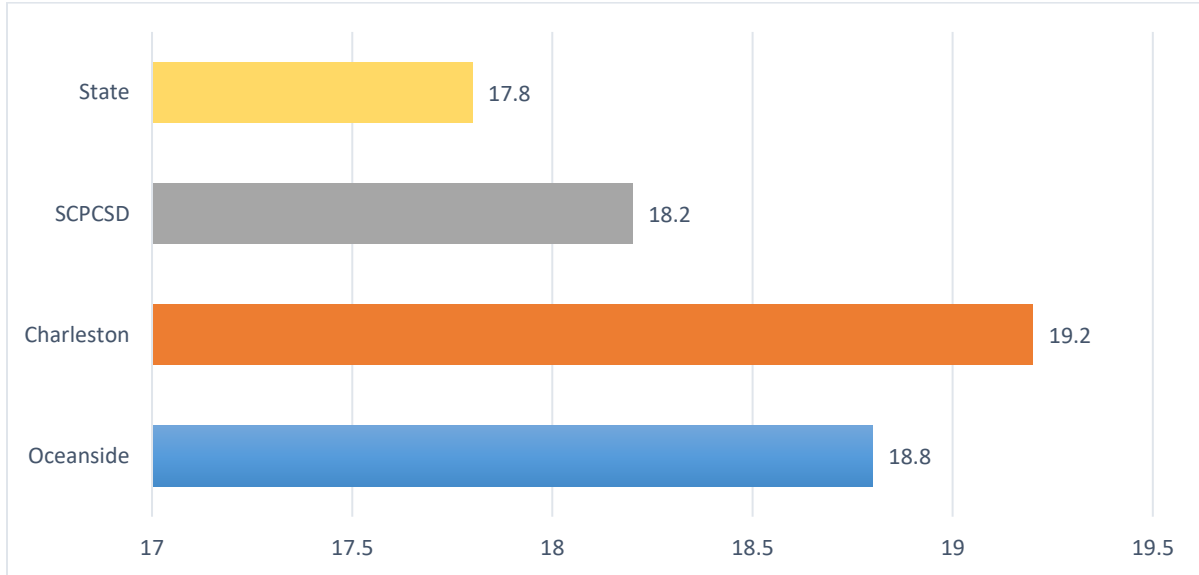
ACT Composite Scores

GCA and OCA scores vary on the ACT but are comparable to the State and Districts. All students at GCA and OCA are required to take a SAT/ACT class to increase the students' scores.

GCA



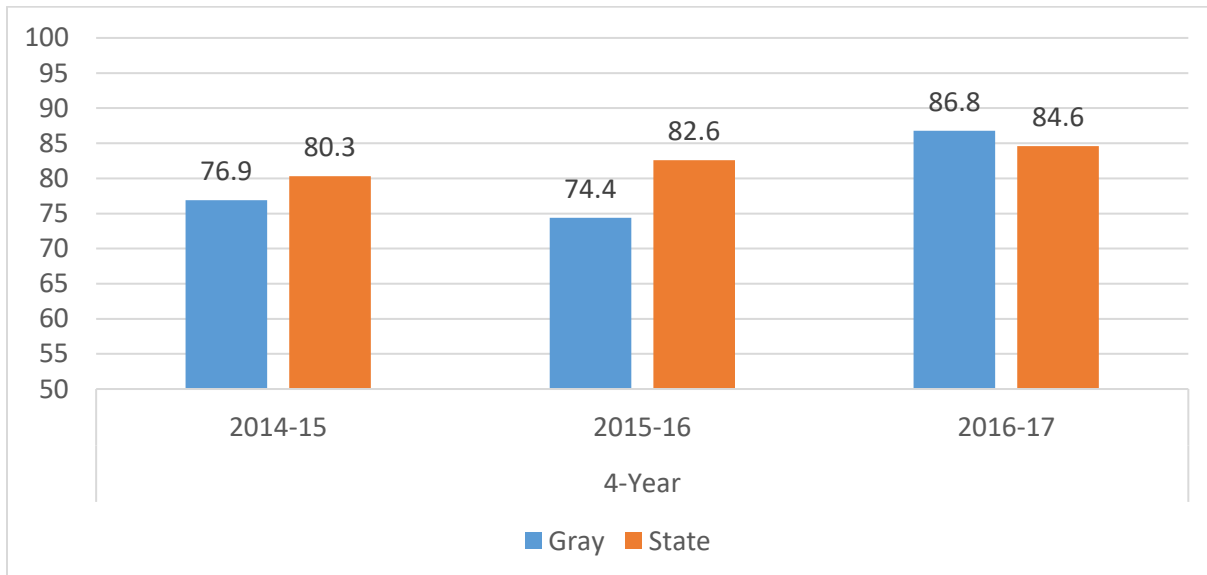
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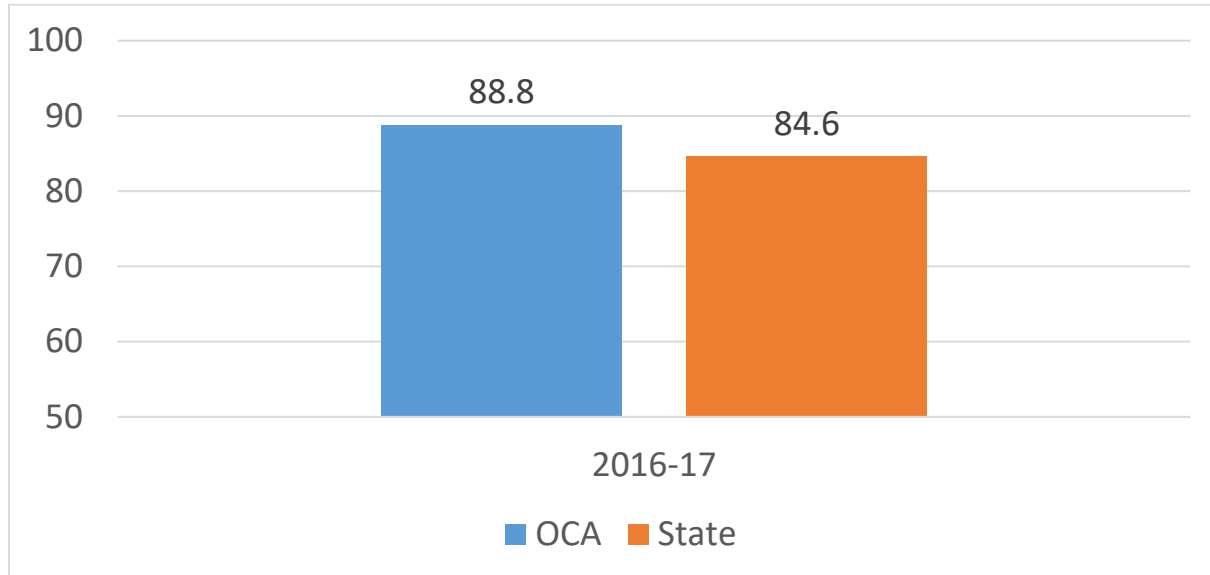
Graduation Rates:

Both GCA and OCA surpassed the state in graduation rates

GCA



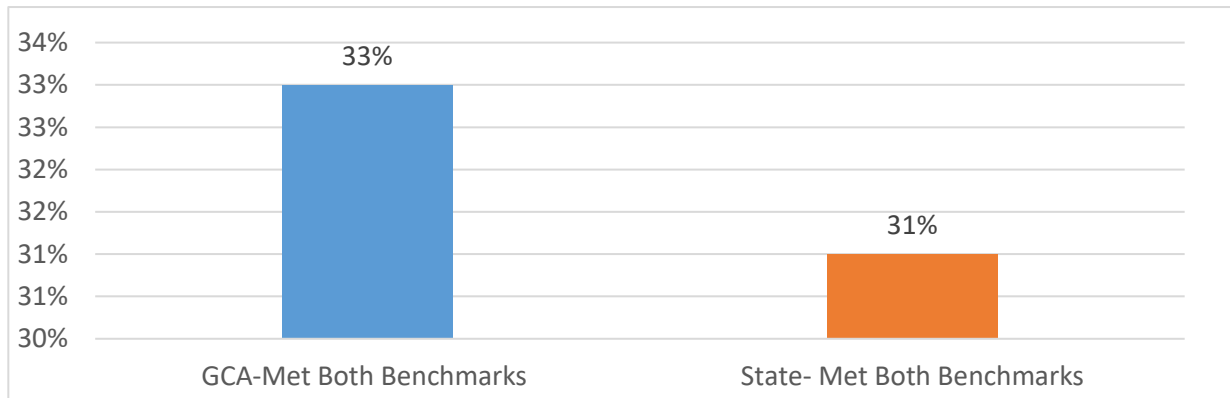
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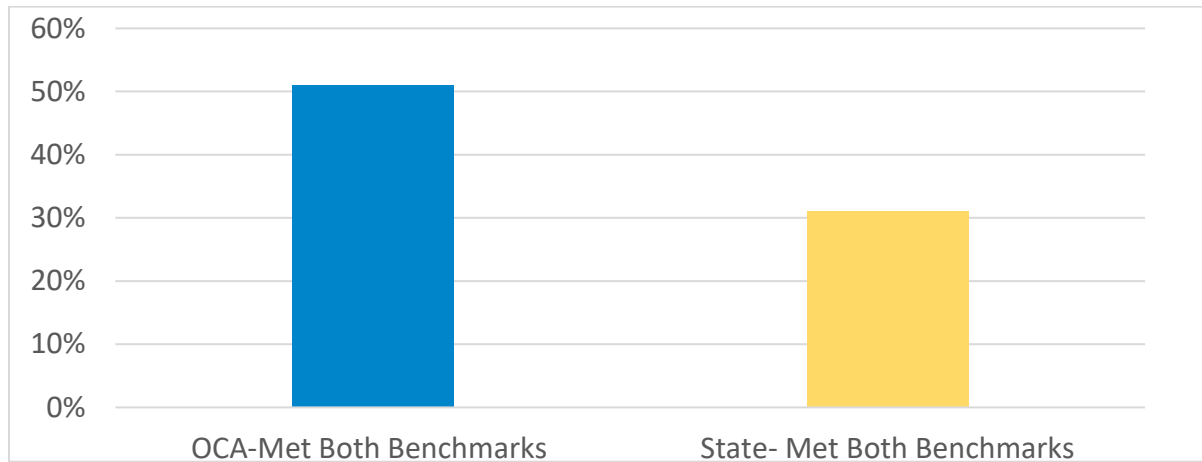
PSAT

Both GCA and OCA outscored the State in meeting the PSAT benchmarks of English and Math

Gray



OCA

**Achievement Gap:**

Looking at the achievement gap for both schools there are some similarities that arise. Both schools have higher mean scores on the EOC exams for white students than black students. GCA had means higher in average of 10% whereas OCA was approximately 13%. GCA tested on average 31% more white students than black students on the EOC exams. Of the students tested at OCA 88% were white while 12% were black. This makes it difficult to determine true achievement gaps except when reviewing the mean scores. Both schools do recognize that achievement gaps do exist and that more black students come less prepared for high school than white students. The data for GCA follows national data with the largest difference is in English. GCA offers multiple opportunities for students to receive extra tutoring via peer or teacher. GCA and OCA now have a professional development session to ensure that teachers are truly aware of the achievement gap and to help them share instructional strategies to close the gap.

State Accountability Data

Gray EOC Passage Rates 2015-17 School Years									
All Students				By Race					
	2015	2016	2017	2015 White	2015 Black	2016 White	2016 Black	2017 White	2017 Black
Algebra I	56%	57%	87%	59%	32%	58%	54%	93%	75%
Biology	72%	73%	89%	75%	43%	75%	60%	91%	79%
English I	57%	74%	79%	66%	52%	73%	74%	90%	57%
US History	51%	50%	52%	54%	23%	57%	27%	63%	32%

ACT

GCA ACT Student Scoring Ready 2015-17 School Years									
All Students				By Race and Number Tested					
	2015 (67)	2016 (120)	2017 (98)	2015 White (41)	2015 Black (26)	2016 White (91)	2016 Black (29)	2017 White (76)	2017 Black (22)
English	29.9	33.1	33.6	39	19.2	38.5	17.2	42.1	13.6
Math	18.2	13.2	20.9	24.4	7.7	13.2	10.3	27.6	0
Reading	15.8	24.3	23.6	20	11.5	25.3	13.8	32.9	0
Science	10.5	8.1	12.7	10	11.5	11	3.4	18.4	0

Athletics

In keeping with our mission of having elite academics and elite athletics GCA and OCA have already had some exceptional results.

Gray Collegiate Athletics
Currently in 4th year of operation

Men's Basketball

- Turkey Shoot Out Florence SC First Place
- Jerry Tarkanian Tournament in Las Vegas Second Place
- Virgin Islands Tournament First Place
- Lower Richland Thanksgiving Tip Off Tournament Columbia First Place
- Class IIA Region Champs for 2017 first year eligible
- Preseason 2017 USA Today top 25 at #16
- Invited to the 2017 Chicago Elite Classic
- Invited to the 2017 National Hoop Festival, Washington DC
- Invited to the Slam Dunk to the Beach- Delaware
- Player (Jalek Felton) ranking #1 Combo Guard by 247 Sports. Nominated to the McDonald's All American Team, Invited to the Michael Jordan Brand Game (only 24

players nationwide invited). MVP and 3 Point Winner at Under Armor 24 (only 24 players invited nation wide)

- Player (Juwan Gary) Sophomore ranked top 15 by ESPN. Invited to USA Basketball Camp. Only 60 selected nation-wide
- Player Ian Kinard selected for North-South Carolina Allstar Game
- Coach had 100th win half way through 3rd season

Women's Basketball

- Second place in the Turkey Shoot Out Columbia
- Already qualified for playoffs in the first year eligible
- Player Taylor Toney nominated for McDonald's All American
- Player Haniyyah Howard Nominated for McDonald's All American

Volleyball

- Lakeland Invitational Tournament -Gold Division Champs both Varsity and JV
- 2015 Pelion Invitational Champs
- 2016 Undefeated in Regional Play first year eligible #1 seed playoffs
- 5 All regional plays and 1 all state

Football

- 3 seed in playoffs in regional first year eligible
- 6 all regions players
- 2 all midlands players

Softball

- 2014 Triple Crown Tournament Champs Aiken
- 2015 Lexington Invitational Gold Champions

Cross County

- Girls placed second in regions first year eligible
- First place female runner

Oceanside Collegiate Academy

Currently in Second Year of Operation, not yet in a region

Men's Basketball

- Military Tournament Charleston Placed First
- Modie Risher Classic-Placed Third Tournament
- First year 15-3 win one loss being to Gray Collegiate Academy in the Landshark Classic

Girl's Golf

- State Champions for 2017
- Lower State Championship Placed 3rd
- Placed 4th at State for 2017
- Rachael Rich 5th at State and Gabby Martinez 4th at State both made All State Team

Swimming

- Swimmer Chrisman Rand placed second overall in the state
- Team ranked 10th out of 22 first year

Football

- Quarterback Sam Hartman named Quarterback for South Carolina Shrine Bowl (committed to Wake Forest)

Corresponding Appendices

No documents are needed here.

II. Organizational Plan

1. Governance:

LCA provides York county parents and students an additional opportunity to offer a collegiate academy model that allows them to accumulate college credits through a dual enrollment process. Students have this new opportunity to pursue advanced academic requirements and fields of interest in a small, safe environment.

A small group of people began meeting nearly three years ago to discuss what options were available in York county to students beyond the traditional setting of the local high schools. They were introduced to a charter school veteran and former SCPCSD district administrator, Ms. Traci Bryant-Riches, after months of meetings discussing what type of school the group wanted and how that model would be good fit in their community. Ms. Bryant-Riches, recommended Pinnacle Charter Academies, an education management organization based in Florida. Several members of the committee were involved in the training of athletes, so Pinnacle's elite academics/elite athletics offered them the style of school they were searching for and a school choice that would be a compliment the York school district and other charter school. Its unique collegiate model, unique school day, commitment to reducing the expense of college, small size, and with a focus on the needs of potential college athletes were just a few of the characteristics that made Pinnacle a great fit for the members of the committee. The committee set out to expand itself and bring like-minded members to the table who would assist in creating this model. At the time the committee chose to proceed with the collegiate academy, OCA was up

for approval, so the committee agreed that it would not start the application process for at least a couple of years. Now that OCA is in its second year LCA wishes to become a sister school with Gray Collegiate Academy in West Columbia and Oceanside Collegiate Academy in Mt. Pleasant.

The LCA committee started recruitment in the normal grassroots effort as most charter schools begin. They planned parent forums and began talking to city officials, business owners, clergy, community groups, and non-profits to garner support and spread the word. With respect to York Prep and Riverwalk, the LCA committee recognized that two charter schools already existed in York County but determined the model of those two schools did not compete with Pinnacle model. Given the greater York County area York county is home to over 45,000 students and two charter schools that serve just over 2,000 students does not fulfill the need for choice in York County. Legion with not only compliment the current choice schools in the area but enhances the educational choice.

The LCA planning committee and its partner, Pinnacle, have worked diligently to generate interest and support for LCA. The LCA planning committee has hosted several informational sessions as well as one on one meetings or presentations to groups such as Rotary. Over three hundred (300) members of the community have shown support of the school by either attending a parent session, meeting one on one with members or signed up online. At every parent forum, parents are asked to serve in some capacity on the planning committee and these parents are actively recruiting other parents and are eager to set-up recruitment fairs throughout York county once the school has been approved.

Charter school governance is extremely important to the success of a charter school. In most cases, the charter school's committee transitions to become the school's initial governing

board. Which will also be the case with LCA. The core of the LCA planning committee consists of the following members, as seen in Table 3 below. These members consisted of professionals that can lead and develop the LCA Charters school with their unique backgrounds and passion for LCA success. Committee members' resumes can be found in Appendix I.

Committee Member	Background
Jack Frost	Athletic Administration
Anthony Hutchinson	Athletic Trainer
Marc Hull	Counselor
Charles Kizer	Finance and Banking
Danielle Hopper	Athletic Administration
Joanna Harris	Athletic Administration and Education
Stephanie Burton	Finance and Real Estate
Dr. Brian Newsome	Teacher/Head of School

Jack Frost

Jack Frost closed out a distinguished 45-year communications career on June 30, 2017 which included the second longest tenure in Big South Conference history with 27 years of service as the sports information director and assistant athletic director for media relations at Winthrop University.

His career began with four years as news editor of the Richmond (Ky.) Daily Register, followed by 14 years in public information and sports information at his alma mater, Eastern Kentucky University, before his years at Winthrop.

During his time at Winthrop, Frost introduced innovations and upgrades to the SID office. In 1990-91, he introduced the use of computerized courtside statistics to the athletic department and the Big South Conference basketball championship tournament. In 1996, even before Winthrop or any conference member had a presence on the World Wide Web, Frost worked to put the athletic department on the internet. He saw a need for social media and video services staffing in athletics and as a result hired the first two people to staff those positions at

Winthrop. Under his guidance, radio broadcasts and internet streaming opportunities were expanded for Winthrop sports teams.

In addition to his duties at Winthrop, Frost served two terms as Chairman of the Big South Conference Sports Information Director's Committee. During the mid-1990s, Frost was instrumental in the establishment of the Big South Conference All-Academic Team and Scholar-Athlete of the Year in each sport and in 2013 introduced the idea to recognize the All-Decade Teams in conjunction with the Big South Conference's 30th Anniversary Year.

He was a member of the College Sports Information Directors of America (CoSIDA) for 34 years, and served on that organization's Workshop Program Committee for nine years, and was a workshop panel presenter and a moderator for several panels and table topic discussions. In 2017 he was presented with the CoSIDA Lifetime Achievement Award. Frost also spearheaded Winthrop's NCAA regional and national media coverage during the men's basketball Big South Conference dynasty that saw the Eagles capture nine conference championships and make nine NCAA tournament appearances over a 12-year period from 1999-2010.

Winthrop's first NCAA tournament appearance in 1999 resulted in the university receiving more than \$2 million in national media exposure. Frost received a Presidential Citation for his role in that achievement. In addition to his work with men's basketball, Frost also served as the primary contact for baseball during the 1990s and helped publicize the Eagles' first NCAA Regional appearance in 1995.

He handled publicity for Winthrop's volleyball dynasty that resulted in five consecutive Big South championships and NCAA tournament appearances in the 2000s. He coordinated publicity efforts for the women's basketball team in 2013 when it captured its first post-season

win in the WNIT and in 2014 when the Eagles won their first Big South championship and appeared in the NCAA Tournament. Frost was also responsible for the media recognition earned by the women's tennis and men's tennis programs that accounted for 23 Big South titles.

He worked to establish the Winthrop Athletics Hall of Fame in 2004, and was also an advocate for the Big South Conference's decision to begin its Hall of Fame and has served on the selection committee since 2003. He also served as the Big South Conference's representative on the University Division Management Advisory Committee for four years.

Frost earned a Bachelor of Science degree in physical education with a K-12 teaching certification from Eastern Kentucky University in 1972 and was the first male student to receive a Master of Science degree in sports administration from ECU in 1977.

Now retired, he is involved in the annual Holiday Partner's Toys for Happiness program in Rock Hill, S.C., which distributes toys to less fortunate children in the community at Christmas.

Anthony Hutchinson

Anthony has spent his life training athletes to compete at high levels in football, basketball, baseball and track and field throughout the country. He has a Masters degree in Psychology from the University of the Rockies in Colorado Springs. He earned his BS in Hospitality and Management in the state of Louisiana at Grambling State University. Anthony participated in the Disney Development Management Program. He holds certification as a Youth Physical Trainer under the International Sports Science Association and under the American Coaching Association as a certified coach. Anthony has also spent his professional life working with children as a PE Teacher/Athletic Director in Reno, NV., and for several nonprofits whose mission was to serve at-risk youth. His passion for Legion is beyond the

average charter school committee member. It is the culmination of his life's work, helping kids to have opportunities they could only dream of before.

Marc Hull

Marc has over 25 years of experience in human services, mental/behavioral health and educational systems, including managing/supervising, recruiting, public speaking, education, clinical counseling, crisis and case management, and coordinating child-serving systems to meet the unique needs of high risk students and their families. He attended Slippery Rock of Pennsylvania for undergraduate and in 2009 earned his Masters of Human Services/Counseling at Lincoln University of Pennsylvania. He has spent the last ten years as a foster care supervisor, clinical supervisor for a youth village and school counselor for Charlotte Mecklenberg School District. Prior to coming to South Carolina, he spent 12 years as a crisis specialist for dual diagnosed students at Pittsburgh's McNaughton School.

Charles Kizer

Charles grew up on a farm in Bamberg, SC and attended Ehrhardt High School where he played multiple sports which earned him an offer to play football at the next level at the Citadel. He lettered in football at the Citadel from 2003 to 2007 graduating with a BS in Business Administration. After college Charles moved to the Rock Hill area and began his career in sales before moving to the banking industry. After a few years in personal banking and bank management, Charles moved into the fraud division as a Financial Crimes Analyst for Wells Fargo.

Charles hasn't let go of his love for athletics and now he uses it to work with children. He's been a football coach for the Steele Creek Seahawks for over 3 years now. He not only enjoys coaching kids on the field, but coaching kids on the walks of life off the field is key.

Danielle Hopper

Daniel Hopper, a native of Corbin, Kentucky, currently serves as the Pastor for Family Life and Communications at The Journey Church in Lake Wylie, South Carolina, following 17 years in college athletics marketing at the University of Alabama and Winthrop University.

After earning a Masters of Business Administration degree with an emphasis in strategic marketing in 1997 from the University of Alabama, he was hired by the Crimson Tide Athletics Department as the Director of Athletic Marketing & Trademark Licensing, a position he held from 1999 until 2007. In 2007 he was hired as the Assistant Athletic Director for Sales/Marketing at Winthrop and served in that role until 2016.

In addition to his professional career, Hopper is a member the Board of Directors for the Boys & Girls Clubs of York County where he serves as the Resource & Development Committee Chairperson.

Before earning his MBA degree, Hopper received a Bachelor of Business Administration degree from the University of Kentucky in 1993.

Joanna Harris

Joanna is a current resident of Rock Hill, SC, but raised in the Midwest. She completed an undergraduate degree in Communication from Wheaton College in Illinois. Upon graduation she worked in the Development office for a local non-profit. During that time, she completed a Master of Science degree in Sport Management from Northern Illinois University. Since then she has worked in Academic and Student Services at a number of Higher Education institutions. A

majority of her time has been spent supporting student-athletes with their academics from recruitment to graduation. The student-athletes under her leadership posted historic GPA highs. Outside of work she is involved locally with her church serving as a teacher in her church's Children Church program.

Stephanie Burton

Stephanie was born and raised in Newport News, Virginia and attended and graduated from Clemson University with a Bachelor of Science degree in Financial Management. After graduating from Clemson, Stephanie began her career in Atlanta in the field of sports marketing and worked with clients in NASCAR, the Atlanta Braves, the Atlanta Hawks, and the Atlanta Olympic Committee.

Stephanie moved to Rock Hill, SC in 1990 and spent 25 years travelling the world as the President of her own import/export business. After the sale of her business, Stephanie was asked to join Coldwell Banker Residential Brokerage in York County as a realtor and she holds designations as a relocation specialist, a USAA specialist, as well as working as a buyer and seller agent across the state of South Carolina.

Stephanie has been very active in the greater York County community. She was a member of the Rock Hill Junior Women's Club, the Junior League of Charlotte, served on the board of Westminster Catawba Christian School, served on the annual fund committee at Westminster Catawba Christian School, and served as a volunteer at the Palmetto Women's Center. In addition to her volunteer work, Stephanie was employed by the Rock Hill School District as the tennis coach at Northwestern High School and has served York Preparatory Academy as the NCAA compliance specialist.

Stephanie is married to William Henry (Hank) Sipe, III and she has two children. In her free time, Stephanie enjoys spending time with her family, travelling, reading, playing tennis and enjoying the outdoors.

Dr. Brian Newsome

Brian is a life-long educator. He holds five degrees and has held multiple positions in the field of education from classroom teacher to superintendent. Dr. Newsome has a BS in Law/Communications from Charleston Southern University and a BS in Physical Education Certification from SC State Education. His Masters is in Sports Management from the United States Sports Academy in Daphne, Alabama. But Brian didn't stop there, receiving his Ed.S degree and Doctorate of Education from SC State University. Dr. Newsome is sought after on a continuous basis to present at conference throughout the state. He and his schools hold multiple honors and awards including the Palmetto Gold Award. Brian was nominated for Secondary Principal of the Year multiple years and was invited to become an AdvancEd Accreditation evaluator.

Currently, Dr. Newsome is the Head of School at Gray Collegiate Academy. Prior to GCA, Brian served as the Superintendent of Orangeburg Prep in his hometown of Orangeburg, SC. Prior to that he served as Principal at Williston-Elko High School moving from the position of Principal of Allendale-Fairfax Middle School. Dr. Newsome also serves as an adjunct professor at Southern Wesleyan University.

As a former college baseball and football player, Dr Newsome has found the right school for his athletic focus at Gray Collegiate Academy. Brian played for Team USA in the Junior Olympics, where he traveled overseas. Using his talent, he coached college baseball at Claflin University.

Legion Collegiate Academy is organized as a non-profit corporation and will comply with the Freedom of Information Act (FOIA). Copies of the School's Bylaws, which were adopted in November 2017, and Articles of Incorporation are presented in Appendix L and Appendix M, respectively, can be found at the end of this application.

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

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

- Employing and contracting with teachers and nonteaching employees:
- Ensuring that all certified personnel, teachers, and noncertified teachers undergo: background checks and other investigations before they are employed in the school
- Contracting for other services including, but not limited to, transportation, accounting, and legal:

- Developing pay scales, performance criteria, and discharging policies for its employees, including the school’s administrator:
- Deciding all other matters related to the school’s operation, including budgeting, curriculum, and operating procedures:
- Ensuring that the school adheres to the same health, safety, civil rights, and disability rights requirements applicable to all public schools operating in the same school district:
- Be active promoters of LCA in the community
- LCA Board members will abide by and promote the mission.

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

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

Board of Directors Meetings:

Meetings of the LCA Board of Directors will be held monthly and will be conducted in accordance with all provisions of the current law and any amendments as they may be enacted. All meetings shall be open to the public according to the requirements of the *SC Freedom of Information Act (FOIA)* as it applies to public charter schools unless closed pursuant to *Section*

30-4-70 for executive session. No votes shall be taken in executive session. The LCA Board of Directors or staff will consult legal counsel in any instance in which a *FOIA* information request appears to conflict with a *FERPA* regulation. The governing board and the staff of LCA will comply with *FERPA* and will notify parents and eligible students annually of their rights under *FERPA*.

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

Board Training and Capacity Building:

Charter school governance and having a strong, knowledgeable board is extremely important to the success of the school. Therefore, it is important to plan and prepare for on-going board training and capacity building and align these things with the school's budget. Pinnacle Charter Management, the EMO, as part of the contractual services to LCA, will provide orientation and ongoing annual board training for newly elected members. The EMO will also provide additional Board training when and if policies or requirements dictate. Effective meeting management, understanding financial audits and student achievement data, compliance with state and federal laws, and all other facets of excellence in charter school governance will be provided

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

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

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

Selection of School Leader and Transition:

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

Relationship of Board to Head of School and EMO:

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

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

The LCA Board of Directors assumes liability for the activities of the charter school and agrees to hold harmless the ECI, its servants, agents, and employees from any and all liability, damage, expense, causes of action, suits, claims, or judgements arising from injury to persons or property or otherwise that arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school.

Requirements for Replication Schools:

The governance structure of LCA relates to the school which is being replicated (GCA and OCA) in the following ways:

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

Board members from each school will have multiple opportunities to meet throughout the year to discuss governance policies at Pinnacle meetings and state and national conferences.

Corresponding Appendices

Appendix K – Resumes of the Charter Planning Committee

Appendix L– Bylaws

Appendix M– Articles of Incorporation

Appendix N – Organizational Chart

2. Education/Charter Management (EMO/CMO)

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

Pinnacle will be responsible for all day-to-day educational operations of the school with the Head of School as specified within LCA board guidelines and the charter school laws and regulations. All employees of LCA are employees of Pinnacle not of the school itself. Pinnacle will hire the Head of School (HOS) who will recruit, hire and oversee hiring of all other staff. In addition to general operations, Pinnacle will be responsible for recruitment, marketing, and curriculum. LCA will obtain independent representation from attorneys, auditors, accountants, realtors, and insurance experts at its expense giving LCS and all its school transparency.

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

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

Pinnacle will assist the school in securing a bond for the LCA facility. Without Pinnacle the school would not be eligible for a bond for a minimum of 3 to 5 years. Securing a bond means the school will save hundreds of thousands of dollars a year that can go back to its students and into the classroom. The Board of Directors will own the facility as opposed to most new schools who must rely upon a developer to finance and build the facility at high interest and buyout rates.

The success of GCA and OCA has spread throughout the state with high exposure athletes such as Jalek Felton, the 2017 Gatorade Player of the year, now a University of North Carolina Tar Hell basketball player and Sam Hartman, highest passing yardage in South Carolina, committed to Wake Forest to play quarterback. People from all over South Carolina have contacted Pinnacle with great interest in opening additional elite academic and elite athletics school in their area.

In 2015, Anthony Hutchinson and Marc Hull of the charter committee met with Ms. Traci Bryant-Riches, then an independent charter consultant to discuss opening a charter school in the Rock Hill area. Hours of discussion over several months were spent discussing what type of school would be right for the area. Later that year, Ms. Traci Bryant-Riches went to work for Pinnacle and brought the model to the then growing charter committee. As men whose life passion to train athletes for collegiate level competition this model was perfect and given the vast number of students in the Rock Hill area it fit the needs of the Pinnacle model. The charter committee understood that other groups were in line with Pinnacle and to proceed with this model they understood that they would have to wait to submit their application. Having a passion and dedication to open this model they spent the time growing their charter committee and spreading the word about the school coming to York County. The focus on sports it held proved the great interest for people who worked in the collegiate level sports arena or played in the that arena as a college athlete which cemented more to the committee that is was the perfect model.

The Legion charter committee understands that financially starting a charter school is a monumental task and an extreme risk for those involved. Contracting with an EMO stabilizes the risk through not only the financial benefits but the expertise, and proven record in the

business as well. Schools with EMO contracts have backing independent charter schools do not, are less likely to be closed due to financial shortfalls and do not have to spend countless man hours finding and securing facilities, professional development, and independent contracts for services. The charter committee visited GCA before signing on with Pinnacle. The Pinnacle model of elite academics and elite athletes is its selling point. Its unique, innovative and progressive, pushing students toward their potential at an accelerated rate.

Gray Collegiate Academy opened in August of 2014 for the 2014-15 school year. The principle position was replaced after Year 2 when the academic success was determined to be below the standard set in the charter. In Year 3, the school made a successful upturn and have met the goals in their charter surpassing the EOC scores and graduation rates of the local district and state. See Appendix O.

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

The committee chose Pinnacle because of its interest in the elite academic/elite athletic model. No other EMO provides this model and the two schools currently operating in South Carolina are having great success. No other EMO was considered because no other EMO can provide the same model. The committee toured Gray Collegiate Academy as it is only 100 miles from the York County. The Principal at GCA, Brian Newsome, is currently serves on the planning committee to give them experts advice on the daily workings of a Pinnacle charter school. The committee members have spent their lives helping young athletes and the way to

continue their efforts throughout the high school experience was to select a management organization that specializes in high school athletics as well as rigorous academics and the opportunity for college dual credit.

Pinnacle has been in business in South Carolina since 2014 opening GCA. OCA was opened in 2016. The population that will be served will mirror Gray's population more than OCA's. The pupils in poverty and race breakdown is more like West Columbia, than Mt. Pleasant.

City	Median Family Income	Racial Breakdown: White	Racial Breakdown: Minority
Rock Hill	\$40,396	54%	46%
West Columbia	\$41,230	74%	26%
Mt. Pleasant	\$77,638	91%	9%

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

School	Address	Year Opened	Number of Students	Head of School	Authorizer
GCA Collegiate Academy	3833 Leaphart Rd. West Columbia, SC 29169	2014	450	Dr. Brian Newsome 803/223-7547	SCPCSD 803/734-8322 Approved for transfer to ECI for 2018
Oceanside Collegiate Academy	580 Faison Road Mt. Pleasant, SC 29466	2016	525	Brenda Corley 843/936-7128	SCPCSD 803/734-8322 Approved for transfer to ECI for 2018

Questions concerning achievement data is asked multiple times in the application. Please refer to the Goals section, (page 57) of this application for GCA's and OCA's academic performance.

Fiscally, GCA has successfully completed three years of audits and OCA one year and in each audit, we received an unqualified opinion in our financial statements which is the highest

rating you can receive. In addition, our internal accounting controls were examined and found to be satisfactory and our compliance with contracts and laws were to be in compliance.

With the help of Pinnacle, both GCA and OCA have new state of the art buildings and did not start in renovated store fronts. Both schools own 35 to 50 of acres designated for expansion of sports facilities. GCA is in the process of completing the preparation steps to take GCA to the bond market in order to buy-out from the current developer American Charter Development. OCA was built with funds secure through a bond without the help of a financial developer. This was only possible through Pinnacle. Legion will also be taken to the bond market immediately upon approval. The school will not enter into any promissory notes or other negotiable instruments with the EMO. Loans may be made to the school in the event specific expenses are unexpected or enrollment falls below the base number for the budget. In the event these loans are made Pinnacle will charge a 1% interest payment to the school until the loan is repaid in full.

Pinnacle has had no contract terminations, revocations, non-renewals, non-openings or withdrawals at any time. Neither Pinnacle, OCA or GCA has been involved in any litigation. OCA and GCA are represented by Mr. Tyler Turner and his firm Tyler Caudell, does not represent Pinnacle. Mr. Turner will represent Legion in the charter contract negotiations as he did with OCA. Mr. Turner, is consider an expert on Charter School Law, has recently opened his own firm and specialize in charter schools. The board at both schools are elected and appointed as stated in the state charter school law. Pinnacle does not have a representative on the board. Board members are elected by the parents and appointed members are appointed by the board. There are no conflicts of interest between the school, Pinnacle, employees or affiliated business entities. The board will attend board training through the Alliance and if

offered the authorizer as well as attending an orientation training by Pinnacle staff. While the Alliance and the authorizer will train the board on governance holistically, Pinnacle staff will focus on the particulars of working with the EMO through the contract.

No subsidiaries or related entities are affiliated or owned in whole or by part by the EMO/CMO. All employees of Legion are employees of Pinnacle not the school itself. The EMO hires the Head of School and then all other employees are hired by the Head of School. The EMO only supervises the Head of School directly. The EMO does employ a Director of Accountability and Compliance who works closely with the Head of School to ensure the school is meeting its requirements under the charter, State and Federal laws.

The Board will evaluate the EMO based on the provisions in the contract, the financial reports and the goals set forth in the charter. The EMO will present the schools fiscal and academic data each year based on the financial audit and the state accountability system which is closely tied to the goals set forth in the charter. Each month the EMO presents to the board a Head of School's report concerning the academic and extracurricular activities; an operations report including enrollment, building provisions and advertising; a fiscal report consisting of cash on hand and financials and an accountability and compliance report that updates the board on changes in the district and state requirements, etc. The auditor's report is presented to the board directly by the auditor contracted directly by the board.

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

in any such positions employed by Pinnacle within the charter start and termination or expiration of this Agreement.

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

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

Pinnacle Staff Capacity:

The CEO of Pinnacle, Mike D'Angelo, has been an educator in Wisconsin for twenty-five (25) years and in Florida for thirteen (13) years as an instructor, coach, transportation director, food service director, curriculum coordinator, athletic director, assistant principal and Head of School. He has worked on his collegiate academy model for more than twenty (20) years and, through the charter process, has structured the format for success. Pinnacle has opened two (2) collegiate academies in public school systems in South Carolina, Gray Collegiate Academy and Oceanside Collegiate Academy.

The CFO for Pinnacle, Mike Miller, CPA, has worked in the charter industry for the past five (5) years and has extensive knowledge and experience in school finance and structure.

Traci Bryant-Riches is the Director of Accountability, Compliance, and New School Developer. She came to Pinnacle from the SC Public Charter School District where she held the positions of Director of Federal Programs and Director of Charter Initiatives. Ms. Bryant-Riches is responsible for the academic and programmatic functions of the school set-up and ensuring the school is meeting its responsibilities in all aspects of federal and state law.

Another key position, held by D. Todd Helms retired as a Lieutenant Colonel the Operations Director, he will oversee the facility and sports programs. D. Todd Helms retired as a Lieutenant Colonel after six deployments and 26 years of service in the SC Army National Guard and US Army Reserves. He also coached high school and college football for 25 years prior to joining the Pinnacle Charter Academies (PCA) team in 2013. He is the founder of Palmetto Prep Academy, formerly Gray Military Academy. Mr. Helms was elected and served on the Lexington School District Two Board of Trustees from 2000-2004. He was Chairman of the Board of Directors for Gray Collegiate Academy (GCA) prior to becoming Executive Director of GCA from 2014-2016. Since that time, he has served as Director of Operations, Communications and Governmental Affairs on the PCA management team. Todd has a BA Degree in Liberal Arts from Excelsior College, an AS Degree in Criminal Justice from Orangeburg-Calhoun Technical College, and is an Honor Graduate of both the US Army Command & General Staff College and Palmetto Military Academy.

[Additional requirements for replication applications:](#)

There are no key educational features that differ from the GCA and OCA. As stated above lessons learned include timing for the bond and facility financing and construction. With

Legion the land is already under an LOI and the process has begun with the bond process. The school model remains constant, but each Head of School is free to make adjustments depending on the schools' population, the availability of qualified college instructors and the academic readiness levels of initial students.

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

Corresponding Appendices

Appendix O Proposed EMO Contract
 Term Sheet
 Conflict of Interest- Not Applicable
 Copy of EMO SC Business License
 Draft copy of Employee Work Agreement
 Copy of EMO Employee Policy Manual
 Evidence of the financial health of the EMO/CMO

3. Administrative Structure/Building Leadership:

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

- complete the RFP for charter school funding commonly called the planning and implementation grant due by SDE timeline;
- create a bank account for the school with a line of credit from the EMO;
- EMO will set up the chart of accounts based on the approved budget;
- begin recruitment of students by posting the lottery application on the website and planning recruitment fairs;
- work with the chosen facility developer to secure land and/or the building for the school;
- consult with the Office of School Facilities and the SC Department of Transportation for a land and traffic appraisal of the perspective school location;
- send out enrollment packets for all students accepted in the lottery, begin taking students on a first come first serve bases if no lottery was required;
- finalize curriculum/assessment tools;
- begin the search for the school Head of School;

- have facility purchased and site review submitted to OSF;
- Head of School begins hiring staff and facility;
- continue with recruitment if needed;
- begin enrollment reviews to ensure all packets are complete;
- request student records from sending district;
- purchase furniture, equipment and supplies;
- sign contract with authorizer;
- ensure all insurance policies are in place;
- determine e-rate for the school;
- have safety plans ready for opening day;
- have special education procedures completed in conjunction with authorizer's policies;
- present budget to board for final approval;
- consult with school attorney on all policies and procedures to ensure compliance with state and federal laws prior to opening;
- start training for facility and staff in July or sooner if available;
- have OSF inspection for certificate of occupancy;
- ensure transitional board has been trained as required by SC Charter School Law
- ensure all health and safety certificates have been collected from staff and students.

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

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

Pinnacle, as the EMO, will be responsible for the financial management of the school, work with the chosen facility developer to ensure the facility is open and operational for the start of school. Pinnacle will interview the Head of School candidates and present the finalist to the board for their review. Pinnacle will work with the college or university supplying the dual

credits to ensure all provisions of the MOU are met on a timely basis. In short, Pinnacle will be responsible for all day to day operations of the school. Pinnacle representatives that will be assisting with the start-up of LCA having had involvement with the replication of existing successful public charter schools: Gray Collegiate Academy and Oceanside Collegiate Academy.

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

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

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

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

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

The HOS, as the leader of the school, will ensure that the operations of the school are in accordance with the mission and vision of LCA. S/He will have a full understanding of the mission to serve high school students in a safe, small setting who seek the opportunity and challenge of a rigorous curriculum, and high academic standards, and outstanding athletics while earning up to two years of college credit while in high school. The HOS will make all school-based decisions as authorized, establishing and implementing procedures for the day-to-day operations of the school. The faculty and staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents and the community.

Parents will have numerous opportunities for involvement in their student's education. Parents will be invited to attend an orientation session with the student, where opportunities, expectations, and requirements of the program will be explained, setting the stage for expected student progress and achievement. This will be supplemented by mailings, school web pages, teacher web pages, phone calls, emails, newsletters, and the PowerSchool Parent Portal. In addition, ads in public school athletic programs, brochures, ads on radio, newspapers, church visits, boys and girls clubs, and youth organizations targeted to ethnic populations will be focal points to encourage a diverse population and to increase parental involvement. Parents will be encouraged to attend and to participate in school functions and events throughout the year,

including school sponsored workshops, parent nights, report card conferences, and student award ceremonies. Parents will also be invited to submit their names and credentials if interested in serving as Board members, which provides for direct input into the LCA.

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

School Administration Succession Plan:

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

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

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

2. *Pinnacle will determine where and when the position is advertised. The search will be conducted on at least a state-wide basis. The notice will include a closing date for application, this being at least two (2) weeks following posting of notices. Minimum criteria for the position will be included in the position announcement.*
3. *An interim director may be designated to serve for the time between the final date of employment of the current Administrator and the beginning date of the new Head of School.*
4. *Eligible staff from Legion Collegiate Academy may apply for the position.*
5. *The search and initial review of the applications will be completed by Pinnacle. Pinnacle will determine, based on the interviews, credentials, etc., which applicants will be reviewed by the Board. The Board will meet with the recommended candidate(s) and give their feedback to Pinnacle. Pinnacle will then make its determination.*

Emergency Replacement of the Head of School:

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

1. *In an emergency situation Pinnacle will act to either designate one staff person to assume the duties of the Administrator or name a member of the Pinnacle Management Staff as an interim Head of School. All Pinnacle Management meet the criteria to serve as a Head of School.*
2. *The current administration is responsible for creating a single location for containing vital information/documentation that would be used in the event of a succession and will maintain all succession data, school information, and documents with an annual update. The list will be maintained by the Executive Assistant. Information will include the following:*
 - *Staff flow chart showing the chain of command and list of responsibilities*
 - *Instructions about which staff members should be consulted for specific information*
 - *Location of all financial records*
 - *Location of all records including policies, contracts, records retention policies and documents.*
4. *Procedures established for the Succession Policy will be followed if/when this is necessary.*

Additional Requirement for Replication Schools:

As described in several other section of this application LCA will be a sister school of Gray and Oceanside Collegiate Academies. The Head of School will participate in weekly

online and quarterly meetings with each other and Pinnacle staff. Dr. Brian Newsome has volunteered to serve on the planning committee of LCA to lend his expertise in the day to day operations and experiences of a high school Head of School running a Pinnacle operated school.

Corresponding Appendices

Appendix P – Sample Job Descriptions (for administrators and key employees)

Appendix Q – Detailed School Start-Up Plan

4. Employees

In compliance with the S.C. Charter Schools Act, at least one member of the Legion Collegiate Academy (LCA) administrative staff will hold a current South Carolina certification in administration or have at least one (1) year of experience in the field of school-based administration. Employment of teachers will meet the South Carolina Charter Schools Act guidelines with a minimum of 75% (but will seek 100%) of all LCA teachers having certification in their subject area. LCA high school teachers serving in grades 9-12 who will be providing curriculum content in each core academic area (English and Language Arts, Mathematics, Science, and Social Studies) will either be certified in that area or have content knowledge as evidenced by previous teaching experience or hold a baccalaureate/ graduate degree in that subject.

In addition, LCA students in 11th and 12th grades will take dual credit courses from higher education instructors. Under S.C. Reg § 43-235.III.D., dual credit courses must have accreditation from a list of specified institutions, including the Southern Association of Colleges and Schools (SACS). SACS require that faculty who are teaching college transfer courses have at least a master's degree in the discipline or a master's degree and eighteen (18) semester hours in graduate-level courses in the discipline. These specifications for employees are in keeping

with the LCA mission is to serve high school students in a safe, small setting who seek the opportunity and challenge of a rigorous curriculum, high academic standards, outstanding athletics while earning up to two years of college credit while in high school.

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

The recruitment and selection process will include, but not limited to: (a) The HOS will determine the most appropriate recruitment strategies including: advertisement in local, state, and regional newspapers; advertisement in professional publications; contact with college and university placement services; interviews with students enrolled in teacher education programs; internal and external searches; inquiries and referrals; professional LCA contacts with organizations that promote the interest of minority groups; publications and pamphlets; special activities and events for prospective applicants; promotional packages and recruiting programs; advertisements on the Internet; or registration with the CERRA. The administration will utilize printed materials and/or technology to recruit high-quality candidates. (b) Announcements/ advertisements for the job vacancy will be published in accordance with all related legal and reporting requirements and may include such information as: job title; summary description of the job responsibilities; school location; description of the application process; minimum requirements; entry salary and/or salary range; opening and closing dates for applying; statement certifying that the employer is an equal employment opportunity employer; work schedule; and

whether the position is full or part-time. Appendix Q has sample job descriptions, qualifications and duties for the HOS, Guidance Counselor/Collegiate Advisor, Administrative Assistant, and Teacher.

Decisions and Oversight:

The LCA Board of Directors will delegate to the EMO authority for the management and execution of the day-to-day school activities, including management of the personnel and instructional leadership. For on-site activities, the EMO will operate through the Head of School. The HOS will be the authority responsible for academic accountability, will be an experienced leader, and will be committed to excellence in learning and academic innovation. The HOS will assign appropriate administrative tasks to the Administrative Assistant to ensure the proper management of the student achievement data and fiscal reporting records. The HOS will assign appropriate administrative tasks to the PowerSchool Administrator to ensure the proper management of the PowerSchool system, student achievement data, and fiscal reporting records. The HOS will assign appropriate responsibilities to the Guidance Counselor/Advisor, including those mandated by state laws, to promote student achievement and college admission success. The Athletic Director (AD) will be the authority and responsible for athletic accountability, and an experienced leader committed to excellence in coaching and athletic innovation. The AD will recruit, in-service and evaluate the Coaches at LCA to ensure the athletes are receiving a first-class experience.

Teacher Evaluations: LCA will utilize the South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) or the SBE approved system in

effect upon opening, or an alternative that is later approved for use. College faculty teaching the dual enrollment courses are not covered under the ADEPT teacher evaluation system.

Policy and Procedures:

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

Teacher Employment and Dismissal Procedures:

LCA employees are employed at-will and are expected to conduct themselves as professionals. They are expected to meet high standards of conduct and performance. Employees who do not meet these standards may be given the opportunity to correct their conduct or performance through performance evaluations and corrective disciplinary action; however, all employment is at-will. Corrective action may include or lead up to termination. Though at-will employees may resign or be terminated at any time and for any or no reason, the SC law requires a "description of a reasonable grievance and termination procedure, as required by this chapter, including notice and a hearing before the governing body of the charter school." Because charter school employees are at-will and day-to-day school operations are the responsibility of school administration, hearings before the school's board related to employee grievances and terminations will typically address only (1) whether the employee is in fact an at-will employee; (2) whether the school administration's conduct is consistent with the school's policies and

procedures; and/or (3) whether the administration's conduct complies with federal and state laws.

Employees with disputes or concerns should follow this procedure:

1. The employee will meet with the supervisor to try to resolve the issue. If the issue is not resolved after meeting with the supervisor, then the employee should move to the next step.
2. The employee should put their issue in writing describing in detail, desired result, and the proposed solution. The written issue should be turned into the HOS within ten (10) business days of the occurrence.
3. After the HOS receives the written issue, he/she will meet with the employee and any supervisor to discuss the policies and procedures relating to the issue. Usually, the review of faculty policies and procedures will dictate a resolution. The employee has the right to address the LCA Board if the issue is not resolved.

As an at-will employee, one may be discharged for any reason, so long as it is not a protected reason (e.g., because of race, religion, creed, national origin, gender, age, disability, pregnancy). If an employee has an issue listed in (1)(3) above, and after the employee has met with the supervisor and/or the HOS, an issue has still not been resolved, the employee may bring the issue to the Board and send a written request for a right to a hearing within thirty (30) businesses days of the action under dispute. The Board will review the issue and schedule a hearing with the employee, supervisor (if any), and HOS. After the hearing, the Board will make a final decision and report the resolution to the employee within five (5) business days.

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

Corresponding Appendices

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

5. Enrollment

The LCA Planning Committee, and subsequent Boards and Administrators, will publicize the charter school throughout York and surrounding counties with frequent updates to the LCA web site and Facebook page, library bulletin boards, youth programs, and in articles in local newspapers to ensure that families from all ethnicities, academic ability ranges, and socio-economic levels are aware of this school choice option. Prior to and after applications are made available, the LCA Planning Committee will continue to advertise and actively recruit families to consider LCA as an educational choice for their children. Subject to space limitations, LCA will admit all children eligible to attend public school in South Carolina. The school will open within the range of 450 to 600 maximum capacity students in grades 9 through 12.

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

The LCA Planning Committee will make applications available as soon as LCA is granted its charter and will be accepted through October 31, 2017. Applications postmarked after October 31st will be considered on a space-available basis and in the order upon which they are received. If the number of applications received by the deadline exceeds the number of pupils permitted, a lottery will be conducted, as per *Section 59-40-50*. Subsequent years will follow the same calendar for open enrollment and lottery.

A parent or guardian may enroll a student by submitting an application by email or US mail. The form will be available for download on the LCA website, at local libraries, or by calling the school and requesting it be mailed or emailed. The deadline for submitting an application for the first operating year is Tuesday, October 31, 2017. These dates will be in place for the school's first year of operation, but may be amended by the Board in subsequent years.

If the number of applications received before October 31st (with the lottery to be held November 1st if needed) does not meet or exceed capacity, then applications will receive a letter of acceptance and admission will then proceed on a first come, first served basis until enrollment capacity is reached. If the number of applications received by the deadline exceeds the number of slots available, then a lottery will be held.

Due to the collegiate model, grade levels are not important in the overall design of the school as students can begin college level classes once they have successfully met the college entrance requirements. Thus, given this model and the fact that students will be placed by readiness and ability, designating specific enrollment numbers for each grade in high school is not an optimal enrollment strategy. Therefore, LCA will not designate a particular number of students per grade level (9th grade, 10th grade, 11th grade, or 12th grade). Instead, the first 600 names drawn will receive placement letters. Parents or guardians of applicants will be notified via email and/or US mail that the lottery will take place by November 1st of each year after the initial recruitment year.

If, for some reason, the lottery date needs to change after the first year, the sponsor will be notified in writing no later than sixty (60) days before open enrollment begins. The lottery, if needed, will be conducted as a public meeting and will be held at the school facility, or other appropriate place identified by the LCA Planning Committee for the first year. LCA

representatives and the Board of Directors will be on hand to conduct and ensure the lawful operation of the lottery. The lottery will be carried out as follows:

- A card bearing the name of each applicant (including the name of any siblings and other priority categories when appropriate) will be made and sealed in an unmarked envelope;
- Student name cards will all be the same size, thickness, color, and material. All envelopes will be the same size, thickness, color, and material.
- The envelopes containing the cards will be placed in a transparent container sufficiently large enough to allow the envelopes to be thoroughly shuffled;
- A community representative, who has no child in the lottery, will draw one envelope at a time, and read the name.
- Two people identified by the Board of Directors will record the names of the drawn applicants on a separate ledger and the number drawn will be written on the card.
- Any names exceeding the space will be recorded in order on a waiting list. This procedure will continue until all envelopes have been drawn and all names recorded.

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

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

next student on the waiting list. Once the Acceptance Letter has been received, LCA will send out the Student Enrollment Packet.

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

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

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

LCA will not limit or deny admission or show preference to any individual based on disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. However, in accordance with *Section 59-40-50(8) of the SC Charter School*

Law, LCA will give enrollment priority to children of the LCA Charter committee, children of a LCA employee, and siblings of a pupil already enrolled, provided the priority enrollment for children of the LCA Planning Committee or children of LCA employees does not constitute more than twenty percent (20%) of the total enrollment of the school.

Though enrollment will be open to all students residing in South Carolina, ideal residency for students will be in York and surrounding counties. The LCA Planning Committee intends to ensure that the enrollment of the school is similar to the racial composition of the School District of York 3/Rock Hill school district (where LCA will be located), which is 45.7 % white, 39.4% black, 8% Hispanic, and 7% all others including two or more races. Given the athletic focus of LCA, the ability to attract a demographically diverse student population will likely be met through attracting student-athletes interested in a college prep curriculum who desire to continue his/her athletic career at the collegiate level.

There is no desegregation order for the School District of York 3/Rock Hill. Our broad communications effort as described here is intended to reach families from all backgrounds to encourage a socio-economic and racially diverse mix of students enrolled that mirrors the population of the York 3. Enrollment in the University of South Carolina, Union – the higher education institution partnering with LCA for its dual enrollment program -- will be subject to its admission criteria. (See *Commission on Higher Education Policy II*: <http://www.che.sc.gov/AcademicAffairs/DualEnrollment.pdf> *Student Eligibility*). If a student does not qualify for the dual enrollment program, the student will continue in 11th and/or 12th grade college preparatory courses until enrollment eligibility is established. This will be a blended program. The courses for this program will be through the SC Department of Education's Virtual program with LCA certified and/or highly qualified instructors.

The Planning Committee members are committed to thoroughly publicizing information regarding LCA by a variety of means to receive a pool of student applications that is similar to the racial composition of York 3/Rock Hill. To recruit students, community meetings will be held throughout York counties. The following table outlines LCA's proposed efforts.

Community Outreach for Enrollment of a Diverse Student Body	
	<ul style="list-style-type: none"> • Forge relationships with guidance counselors and teachers in elementary and middle schools.
	<ul style="list-style-type: none"> • Provide displays at community centers and potential feeder schools.
	<ul style="list-style-type: none"> • Write articles about our unique educational opportunities and innovative school model for publication in local newspapers, magazines, and family-oriented websites.
	<ul style="list-style-type: none"> • Post announcements in the <i>Herald</i> and other newspapers distributed or available to SC York county residents.
	<ul style="list-style-type: none"> • Hold open house gatherings at the school (or a public facility).
	<ul style="list-style-type: none"> • Send student-oriented and family-oriented newsletters to those who apply and encourage families to share it with other families.
	<ul style="list-style-type: none"> • Present to major employers located in York county.
	<ul style="list-style-type: none"> • Meet with local religious leaders and their congregations who have strong ties to the community.
	<ul style="list-style-type: none"> • Make presentations to neighborhood organizations.
	<ul style="list-style-type: none"> • Continually update the LCA website to include an overview of the school, a printable application, enrollment procedures, deadlines, and contact information in case a student requires specific assistance in applying to the school.
	<ul style="list-style-type: none"> • Make school brochures/applications available throughout York and surrounding counties at libraries, churches, civic groups, neighborhood associations, other similar organizations.
	<ul style="list-style-type: none"> • Facebook, Facebook Facebook!!!!!!!, as well as Instagram and Twitter

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



FREE & ELITE
COLLEGE EDUCATION & SPORTS OPPORTUNITY

WWW.LEGIONCOLLEGIATEACADEMY.ORG

INTRODUCING
LEGION COLLEGIATE ACADEMY

MISSION:

Legion Collegiate Academy will serve high school students in a safe, small setting who seek the opportunity and challenge of a rigorous curriculum, high academic standards, and outstanding athletics while earning up to two years of college credit while in high school.

EDUCATION:

At Legion Collegiate Academy, students graduate from high school with a high school diploma and up to 60 hours of college credits from classes taught by college professors.

LCA has a unique schedule that only requires students to attend a four-hour session, either morning or afternoon. All students take at least one online class per semester in addition to their regular schedule. LCA juniors and seniors will take a variety of college courses that satisfy the general education classes required by all colleges and universities. All dual enrollment courses transfer to any public college or university in South Carolina.

SPORTS:

LCA hosts an elite sports program, hiring top notch coaches in every sport who develop 9th-12th grade student-athletes into college bound student-athletes. LCA offers a wide variety of sports, increasing the number of opportunities for students to attend college with a scholarship. Student-athletes have added stress at the collegiate level trying to juggle a full time class load with demanding practice and games. LCA students will be prepared, having successfully met that challenge while still in high school. Student-athletes completing college classes while in high school have added value to college scouts making recruiting decisions.

SPORTS // BOYS: FOOTBALL, BASKETBALL, BASEBALL, SOCCER, TENNIS, GOLF, LACROSSE, CROSS COUNTRY. **// GIRLS:** VOLLEYBALL, BASKETBALL, SOFTBALL, SOCCER, TENNIS, GOLF, SWIMMING, CROSS COUNTRY, LACROSSE

JOIN US:

Legion Collegiate Academy is a 9th-12th grade public charter high school with an accelerated collegiate academy that hosts an elite sports program.

SAVE MONEY.
Enter college with one to two years already completed.

SAVE TIME.
LCA hosts a split schedule day. Attend either AM or PM session.

If you are interested in receiving two years of FREE college education while in high school, please visit www.legioncollegiateacademy.org.

NON-DISCRIMINATION POLICY STATEMENT: Legion Collegiate Academy does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Athletic participation is not a requirement to attend LCA. All students are welcome.

LEGION COLLEGIATE ACADEMY
YORK COUNTY, SC

Corresponding Appendices

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

6. Student Conduct, Rights, and Responsibilities:

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

- **Class I** offenses result in school-based action and can be subject to higher discipline if behavior continues or is repeated.
- **Class II** offenses result in temporary suspension for up to 10 days. Upon return to school, the student and his/her parents will meet with the HOS for a re-entry interview. During this interview, the student must demonstrate a willingness to commit to a renewed focus on academic, motivational, and behavioral aspects of his/her LCA life. The student will be required to sign a contract affirming this commitment and acknowledging that continued disciplinary infractions and breaches of the contract will result in the student moving to a Class III offense.
- **Class III** offenses result in expulsion. All due process rights for children with special needs will be followed in the area of student discipline, including, but not limited to, services on the 11th day and a Manifestation Determination Review.

LCA recognizes that a positive environment is conducive to learning and cannot exist without maintaining order and discipline. The Code of Conduct will standardize procedures and ensure that the rights of every student are upheld. A student's attitude regarding school is important. Having a full understanding of the information, rules, and guidelines so that students can make informed decisions is also important. Because of this, all LCA students will be required to know and follow the Code of Conduct. A positive school climate will be established

by building relationships among all stakeholders: students, staff, administration, coaches, and parents/guardian. As stated in the Educational Model and the Goals, Objectives, and Assessment Plan sections, implementing pbis will reinforce this positive school climate and relationship-building.

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

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

Before a student receives a suspension of more than ten (10) days or is expelled, the HOS will convene the LCA Discipline Committee, which is comprised of the HOS and teachers appointed by the HOS. The Discipline Committee is responsible for reviewing the student's

situation or situations that led to this discipline level. The Discipline Committee may request the presence of the parent/guardian and/or student. If the Discipline Committee decides to move forward with the suspension or expulsion, the HOS shall provide the student and parent/guardian with written notification of the charges of misconduct, the disciplinary action to be taken, and their right to appeal in writing to the LCA Board of Directors. If an appeal is submitted, the LCA Board of Directors will schedule a hearing in a timely manner and provide the student and parent/guardian the opportunity to respond. The LCA Board of Directors will then review the entire disciplinary record and notify the student and parent/guardian in writing of the final disciplinary action to be taken.

LCA will comply with the requirements of the Family Education Rights and Privacy Act (20 U.S.C. § 1232) *FERP*, which provides families and students: a) the right to inspect and review the student's education records at the school; b) the right to challenge and require the school to amend a student's record if the information is inaccurate, misleading, or in violation of the student's privacy rights; and c) the right to require the school to obtain written consent prior to the disclosure of personally identifiable information, subject to specific exceptions.

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

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

Corresponding Appendices

Appendix T – Draft Discipline Policy/Student Code of Conduct

7. Transportation:

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

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

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

Corresponding Appendices

Appendix U – Not Applicable (Transportation Services Contract)

III. Business Plan

1. Budget and Finance:

The Legion Collegiate Academy Board has contracted with Pinnacle to implement the financial plan. The board will receive training by the CEO and Accountability Director along with the Alliance and other entities on state and federal education funding. The board will approve the annual budget no later than June of each year for the following fiscal year.

The annual budget will be prepared by LCA's EMO and then submitted to the Board for review and approval. The budget will be established and monitored so that resources are

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

Revenue account codes used in the budget are in accordance with the Handbook. Appendix X contains a worksheet which documents estimated State revenues in accordance with S.C. Code Ann. § 59-40-140(A)-(D), for five (5) years. Revenues include grant revenue through the Charter School Program Planning and Implementation grant for years one and two. This grant was included after consideration of the likelihood of receipt based on historical award data showing at least a seventy percent (70%) award rate. GCA and OCA both received the grant after approval. If this grant is not available, LCA has prepared a contingency budget which removes this revenue and continues to support the school's priorities. Pinnacle is also prepared to loan LCA up to \$200,000 during year one (1), which would be repaid over thirty-six (36) months starting in year two (2) with two percent (1%) interest. Revenues also reflect funds collected from students based on participation in organized athletic activities. LCA will provide a choice of team sports for boys and girls.

LCA does not expect to receive a high level of Federal funds based on the funds allocated to GCA and OCA. Individuals with Disabilities Improvement Act (IDEIA) funds do not cover the full salary of the special education teachers but are supplemented by the general fund. Whatever maintenance of efforts funds are allocated to the school will be used to for students with disabilities, such as purchasing monitoring software for example. Neither school is Title I and because of the location of the proposed facility it is doubtful that LCA will be either.

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

Expenditure account codes used in the attached budget are in accordance with the SCDE's Handbook. The essential function of the Board shall be policymaking and the assurance of sound operations and financial management. The EMO will provide management and administrative services. The EMO's functions include ongoing financial management, budgeting and financial reporting, and maintenance of financial and student records. The EMO team is knowledgeable and experienced in the education and finance fields, will provide direct guidance and oversight, and will be accountable to the Board. The EMO will be responsible and accountable to the Board for compliance with all laws pertaining to public schools, including budgets and financial records. The EMO will establish and provide LCAs' chart of accounts and accounting system, payroll and benefits management, inventory/asset management, invoicing, insurance, financial reporting, and day-to-day business operations. The EMO CFO will be responsible for preparing and presenting a draft budget to the Board.

Annual Audit:

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

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

The Board and/or the Audit Committee of the Board will receive, review and approve the Auditor's Report and related findings and recommendations prior to official reporting. GCA and OCA both use Elliott Davis, one of the most reputable charter school audit firms in SC.

Pupil Accounting System:

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

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

Negotiated Services Documentation:

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

It is important to point out the sustainability of this model. Since the building and human resources are designed for half capacity, more money goes in the classroom. This creates a better design for learning along with financial sustainability in the event Legion does not hit its maximum number for enrollment. OCA opened in a facility 30 minutes from its now open new facility with only 320 students and was still fiscally solvent in its first year of operation. Pinnacle schools are not eligible for SC retirement but do provide a 3% match.

Student achievement effects the budget as does the addition of new or expending sports. More online curriculums, teacher assistants, sporting equipment, coaching staff all become factors in the formation of the upcoming budget year. Budgets are based on the revenue of enrollment and may change slightly from month to month. Because of this an approved budget is in essence a fluid thing with slight increases and decreases throughout the academic year. The decisions to add or subtract from the budget start at the Head of School level in conversations with the CFO. Once a draft budget has been created it is then shared with all Pinnacle staff before moving to the board for review and approval. The Head of School has the leeway to add resources if deemed necessary.

During the planning year the Planning and Implementation Grant will be submitted for approval. Currently, the grant is worth just under 700K for the 2018-19 schools. Any expenses not covered by the grant will be paid by the EMO.

Corresponding Appendices

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

2. Facilities:

Contingent upon approval of this charter school application, Legion Collegiate Academy will enter into a purchase agreement for a 47-acre tract of land along Mt. Holly Road (SC 901) and near Albright Road (SC 72).

The facility design is crucial to the organization of the school since the building at the high school level must only house half of the students at one time. While the enrollment capacity for LCA high school is six hundred (600) students, the academic facility will be used by three hundred (300) students during two (2) daily sessions. There will be a session of three hundred (300) morning students and a different session of three hundred (300) separate afternoon students, in effect creating a school size of three hundred (300) students. This philosophy and strategy supports the small school initiative in the LCA mission and vision.

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

Corresponding Appendices

Appendix BB – Floor Plan of Identified Facility and/or Build-up Facility
 Appendix CC – Proposed Lease or Rental Agreement -Land LOI included

Appendix DD– Documentation from the SCDE’s Office of School Facilities (Not Applicable)

Appendix EE – Documentation from SCDOT School Traffic Engineering (Not Applicable)

3. Insurance Coverage

All requirements for this section are in the corresponding appendices.

Corresponding Appendices – (Included as one document)

Appendix-FF Worker’s Compensation Description
Liability Insurance Descriptions and Amounts
Property Insurance Description and Amounts
Indemnity Insurance Description and Amounts
Automobile Insurance Description and Amounts
Other Insurance Description and Amounts
Insurance Documents including SC statement