

General Information

Description Area

*This form is currently available but submission is disabled until midnight (12:00 AM ET) on Monday, January 25, 2021. The form will close at 5:00 PM ET on Monday, February 1, 2021 and no submissions will be accepted after that time.*In 1996, the South Carolina Legislature passed the Charter Schools Act, thereby providing citizens the opportunity to apply to operate a public school. The focus of charter schools is to provide quality educational choices for parents and students. This application outlines the necessary components to propose, receive approval for, and implement a high quality charter school. This application form, based upon the provided guidance and SCDE template, must be used to develop a complete application for charter schools that plan to open for the 2022–23 school year or later. Applicants who do not use this form will not be eligible to apply for federal Planning and Implementation Grant funding under awards currently held by the South Carolina Department of Education (SCDE). All charter school applications must comply fully with the South Carolina Charter Schools Act, S.C. Code Ann. § 59-40-10 et seq., and the Procedures and Standards for Review of Charter School Applications (2 S.C. Code Ann. Regs. 43-601 (2013)). Application sections must be presented as outlined in this form and labeled accordingly with appropriate questions/headings. It is important to remember that each of the sections relate to one another. For instance, educational program components should align with the proposed budget. Thus, a completed application should readily reflect that all of its sections, irrespective of their individual focus, link together to form a comprehensive and viable plan to open and sustain a high-quality charter school.*This form is currently available but submission is disabled until midnight (12:00 AM ET) on Monday, January 25, 2021. The form will close at 5:00 PM ET on Monday, February 1, 2021 and no submissions will be accepted after that time.*The application form has multiple pages (9) broken into: Application Cover Page, Executive Summary, Educational Plan and Capacity (part 1 and 2), Organizational Plan and Capacity (part 1 and 2), Business Plan and Capacity, Appendices, and Signature Certification Page. You may begin working on the form, save and return to the form at a later time using the unique link generated at the time the form is saved.

Application Cover Page

Proposed Sponsor Charter Institute at Erskine

Applicant Information

Name of Proposed Charter School American Leadership Academy South Carolina

Name of Applicant Group American Leadership Academy, Inc.

Mailing Address for Proposed Charter School (if known) 20 Gantt Street
Suite 8
Lexington, SC 29072

FEIN 84-4218217

Contact Information

Name of Committee Chair Reese McCurdy

Title/Position Board Chair

Mailing Address of Committee Chair 320 Kelsey Glen Drive
Lexington, SC 29072

Primary Contact Number (704) 618-2057

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Additional Information about Proposed Charter School

Is the proposed school a virtual charter school? No

Does the proposed school intend to partner with a charter and/or education management organization (CMO/EMO)? Yes

Proposed Grade Levels

Kindergarten = First Year of Operation, Full Matriculation
First Grade = First Year of Operation, Full Matriculation
Second Grade = First Year of Operation, Full Matriculation
Third Grade = First Year of Operation, Full Matriculation
Fourth Grade = First Year of Operation, Full Matriculation
Fifth Grade = First Year of Operation, Full Matriculation
Sixth Grade = First Year of Operation, Full Matriculation
Seventh Grade = First Year of Operation, Full Matriculation
Eighth Grade = First Year of Operation, Full Matriculation
Ninth Grade = First Year of Operation, Full Matriculation
Tenth Grade = First Year of Operation, Full Matriculation
Eleventh Grade = Full Matriculation
Twelfth Grade = Full Matriculation

Executive Summary

Executive Summary Upload

https://s3.amazonaws.com/files.formstack.com/uploads/4201149/103988926/748769216/103988926_executive_summary.pdf.zip

Educational Plan and Capacity

Evidence of Need and Community Support

Response to Evidence of Need and Support

1. Provide evidence that an adequate number of parents or legal guardians with students eligible to attend the proposed school pursuant to S.C. Code Ann. § 59-40-50 support the formation of the charter school and justify the projected per pupil allocation in the application budget. Do not include names of individual students. Include a table indicating interest documented by grade level or non-graded education groupings appropriate for the targeted population (outline the groupings and how they are categorized, i.e. age levels and/or education levels) for the first year of operation.

Our initial plan heavily relied on in-person contacts, meetings and events to share with the Lexington community the vision and benefits of ALASC. However, the COVID pandemic significantly halted our plan for an aggressive outreach campaign through these traditional methods. During the 3rd quarter of 2020, we initiated contact with various venues to begin scheduling public information sessions only to learn that most of these venues were not available and would not be available even into the winter of 2021. For example, we wanted to hold meetings at various branches of the Lexington County Library so that we could reach as many people and as broad a demographic as possible. None of the branches were available to the public for meetings in the Fall of 2020 and they remain closed indefinitely. Likewise, we contacted many of the churches in our area and received the same answer. Finally, we contacted hotels, most of which could not accommodate the space we needed or were only renting guest rooms but no meeting rooms. Most community events were also cancelled.

In light of these restrictions, we shifted our focus to other methods of outreach. Remarkably, almost everyone on our Board has run for political office or directly participated in running political campaigns. With this experience, we have personally contacted our own circles of family and friends to tell them about this opportunity for Lexington families and to ask for their support. We have solicited letters of support from friends and businesses. We distributed our ALASC flyers at the annual Christmas Parade in the town of Lexington. We also have attended the few in-person professional and business events in Lexington and distributed information about our school.

A significant shift in our outreach has been through direct mail and online venues. The Charter One marketing team developed an excellent trifold brochure that gives all the pertinent information about ALASC and contact information. We have the physical trifolds to hand out and have also posted it on our personal social media sites. We have also posted an ALASC survey for prospective parents on our social media and webpage. An important part of a local campaign is direct mail. We sent out a postcard to over 3,300 residents in three different zip codes in Lexington County. The postcard contains a QR code for families to scan to access additional information. In addition, we plan to implement virtual meetings through Next Door, a local social networking service for neighborhoods. Our format is to have a live discussion which informs parents about the academics,

extracurriculars and culture of ALASC. We will answer questions and invite parents to sign up for a virtual tour of an existing ALASC school so that they can experience the facilities and the commitment of teachers and staff. Even when in-person meetings and events become more available, we believe these new means of outreach are valuable enough to continue.

We are confident that our Lexington families are and will be excited about the opportunity for a tuition-free educational choice. It is significant to note that every ALA school has been full or had a waiting list on opening day. In Lexington, over 1,800 families have expressed interest in ALASC. In the existing ALA schools, ALASC has one of the highest interest lists to date. In addition, approximately 250 families have completed our survey, even though we are 18 months from school opening. This survey data indicates that approximately 3,458 children are represented on our interest list. And of great importance, over 230 families have already signed a letter of intent to send their children to our school. This is a noteworthy marker. It is our understanding that South Carolina has a higher standard than most other states in showing community support. ALASC is the first ALA school that has required actual signatures of intent. Considering that most families have more than one child, we believe that we are close to the half-way mark to our goal. Despite the overall number looking good, if we discover that certain grades levels do not have the enrollment necessary, we will employ enrollment methods that have been successful elsewhere, such as having in-person or virtual meetings with an ALA principal and the teacher(s) of those grades. Furthermore, our marketing team has been so successful with enrollment that charter schools outside the ALA family have asked for help to increase enrollment at their schools. For a breakdown of our survey data, please see Appendix C.

In addition to our efforts, restrictions on in-person school attendance due to Covid-19 have caused many families to seek educational alternatives to Lexington One schools. One private school in Lexington added 200 new students this year because parents wanted their children in school five days a week. If parents were willing to pay tuition and forego numerous extra-curriculars in order for their children to be in school five days a week, we are certain that our tuition-free school with excellent academics and full offering of extra-curriculars will be a huge draw in our community. Even if Lexington One returns to a normal school schedule in the Fall of 2021, the frustrations of parents have been significant enough to cause them to seek other school choices.

As citizens of Lexington County, we have a good grasp of what our community desires in education, and we are confident ALASC will be successful addition to offer families educational choice. A breakdown of ALASC interested students, generated from survey and marketing data is below:

< Pre-K 128
Pre-K 1,086

K	636
1	453
2	439
3	550
4	408
5	367
6	564
7	522
8	297
9	197
10	197
11	128
12	114

Students need to succeed, and successful schools yield successful students. There are numerous successful schools in and around Lexington. Lexington is drawing new residents at an exponential rate compared with most other districts in the State of South Carolina, and much faster than able to adequately accommodate with current facilities. Overcrowded schools are now forced to freeze enrollment as they have exceeded their maximum capacity and cannot house any more students in their buildings. The voter-approved plans for the construction of new facilities and renovations to existing schools are not able to keep up the pace with the population growth, even with the large \$365M price tag. This is just one reason our Steering Committee is proposing a public charter school in Lexington. A public charter school would meet these growth demands.

We believe that comprehension problems stem from knowledge issues. Therefore, increased knowledge results in increased comprehension. At the time of this charter submission, there is not a public-school choice option in the Lexington area that has adopted Core Knowledge as its primary curriculum. This Steering Committee would like that to change with ALASC's charter approval. This charter project has gained substantial support for a tuition-free school of choice that offers a traditional knowledge-based curriculum with heavy emphasis on national history and patriotism. The Core Knowledge Sequence incorporates these values through its content-rich domains and builds a strong foundational base from which students can learn. Knowledge of content and vocabulary is fundamental for successful reading comprehension skills. The result of improved student comprehension skills has proven to improve academic results. Our students will be fully capable of competing academically in the global market.

Statewide in 2019 (limited due to cancellation of student testing in 2020 due to COVID-19), only 45.4% of South Carolina students scored 'met' or 'exceeds' expectations in reading on SC READY. Across the state of South Carolina students are gradually moving towards academic targets, but it has been slow to get reading scores to budge upward in South Carolina. There is still much work to be done and still many gains to work toward. Our South Carolina students are also struggling with math proficiency, as

only 45.1% of them scored 'met' or 'exceeds' on SC READY in 2019. Currently, the schools of Lexington One use multiple programs and curricula for their math instruction. In elementary schools, Everyday Math is used. Carnegie Learning is utilized in middle schools and Pearson for Algebra I, Algebra II and Geometry. Lexington's math curriculum is also up for adoption next school year, which means teachers will have to learn and implement a new curriculum as they are instructing it to the students. While the current curriculum programs used in Lexington have strong components and the new adoption may prove more effective, not having a continuous math program and changing curricula every few years can create gaps in instruction and cause knowledge deficits. Studies tell us that a research-based, solid and intentional curriculum, used long term, and driven by deliberate planning and support, will enhance a child's learning potential.

ALASC will implement a proven, solid math curriculum that grows with our students throughout their educational career. Eureka Math offers a seamless syllabus with a common language that properly flows from teacher to teacher and grade level to grade level as children advance through school. Eureka Math uses a consistent language throughout the program. As the content advances, the vocabulary expands to deepen understanding of the meanings of mathematical terms and processes. The Eureka Math assessments provide data points for portfolios which can travel vertically with the students and can be passed along from grade level to grade level for teacher review. This allows teachers to hold data-based conferences with students and parents, give adequate attention to student learning indicators, and determine individual rates of mastery. These data points enable teachers to meet students at their point of academic need and achievement. We have gained significant community support for a consistent math program implemented in kindergarten and continued through high school. Eureka Math meets this initiative.

2. Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Where possible, include specifics such as the types of marketing that will be used, partners who will be engaged, and the number of families who will be reached. Describe how the plan will reach a diverse group of families.

We, as a Steering Committee, believe that all students deserve a choice of and access to high quality education. ALASC will be a high-quality choice for all families. We recognize that many families have substantial barriers to educational opportunities for their children. These issues are manifested in impoverished areas, English Language Learners ("ELL"), students with IEPs, and minority families. Charter One's marketing team has displayed unprecedented success in fully enrolling its sister campuses. In our efforts to ensure all families have access to a high-quality school of choice, our marketing efforts will include direct mailers to all households within the area

and targeted to lower income and minority households; targeted social media marketing to parents within the greater Lexington area; holding information sessions surrounding lower income and minority areas; and ensuring that marketing materials display ELL and IEP service opportunities.

The culture of ALASC is key. Previous experience from other Charter One campuses reveals that the successful establishment of a moral and wholesome culture is contagious. Evidence also suggests that the best recruiter for a school campus is the currently enrolled families. To quote the business world, "A satisfied customer is the best business strategy of all" (Michael Leboeuf, American Businessman). This is absolutely true as it applies to education. Families are the customers. Far too often, schools make the attempt to find customers to fit their products rather than finding products to suit their customers. Parents already know what they are looking for and ALA historical data has demonstrated parents are looking for a school environment that ALASC has to offer. Our future marketing strategy hinges on the successful implementation of the cultural and academic atmosphere of the school.

The second step to utilizing family buy-in is continual parent involvement and engagement. This will be accomplished through meet the teacher events; weekly emails to parents by the teacher and/or director; quarterly activity nights; volunteer opportunities for parents at school, sport and club activities, and fundraisers; and adult learning opportunities (i.e., after-school financial literacy, entrepreneurship, and civics course offerings to parents). Each of these opportunities have been tried and tested in other Charter One schools and the success rate continues to be high. It has been found that all efforts to strengthen families results in greater buy-in, happier students and teachers, and better academic results.

3. Discuss the type(s) of outreach the Charter Committee has conducted thus far to make the student population and their families aware of the proposed charter school and the outcomes of this outreach.

The school is gaining support in the local market through our social media outreach, where we use targeted marketing strategies to redirect interest to the school's official website. Several community members have fully committed to seeing the project come to fruition and have joined the Steering Committee. These members are actively sharing the vision of a traditional charter school in Lexington One that utilizes a knowledge-based curriculum. Together, the Steering committee have participated in local community information sessions, direct outreach to friends, sharing ALASC social media posts, and sought to establish partnerships with existing businesses in the greater Lexington area. Steering committee members residing within the Lexington One district include: Chairman Reese McCurdy, Amy Cofield, Esq., Jenny Anderson, Joan Jordan, Dave Wilson, Micah Rea and Michael Burgess. Austin Bowers resides in Columbia.

4. Provide information on community members, parents, and leaders who publicly support the proposed school and their role in the development of the school and application.

Elected officials, community leaders, and local organizations have expressed their support of American Leadership Academy in Lexington One. Several have joined the grassroots efforts to share the vision with local families. Letters expressing support for the establishment of ALASC have come from community members and business owners such as Star Mechanical Services, Big Blue Marble Academy, M. Gallery Interiors, and The Palmetto Real Estate Group of South Carolina. Elected officials including a State Senator, Katrina F. Shealy and State Senator Shane Massey have expressed their written support for the opening of ALASC. These letters are found in Appendix C of this application.

The local community leaders and parents have been key in the development of this Steering Committee and application. Based on our survey data, discussed in the next question, 92.4% of respondent parents are highly interested in a tuition-free school offering Grades K-12. At our community information sessions, we learned from our fellow community members that a patriotic, moral and wholesome environment comprised of a character-based curriculum was a key factor to their interest level. The interest in the school began to accelerate after presenting the ALA model to community members. The next community information meeting was larger, more diverse, and responded in a like manner. After the second community meeting, our interest list and survey completions significantly increased due to the word-of-mouth of previous attendees. This evidence indicates that the ALA model resonates with the Lexington community and continues to be received with enthusiasm.

5. Discuss specifically what has been done to assess and build parent and community demand for the school. Explain the plan to continue to engage parents and community members from the present time, to approval, and through opening. If applicable, provide evidence of engagement such as letters of support or partnership agreements.

The Steering Committee has assessed and built parent and community demand by implementing online marketing advertisements, holding local community information sessions, and requesting survey completions by the targeted community members. As highlighted in Question 1 of this section, individual families have signed up for our interest list on the ALASC website and have completed our survey. The survey questions are listed below.

A. If a new K – 12 tuition-free public charter school opened in your area,

- how likely would you be to send your child to that school?
- B. Are you satisfied with your current school options?
 - C. What is the most important reason to open a new charter school in your area?
 - D. How many school aged children do you have?
 - E. What are the current grades of your children?
 - F. What is your zip code?
 - G. What is your name?
 - H. Are you interested in receiving updates and learning more about ALASC?
 - I. What is your email?

The responses to this survey have indicated that the K – 12 model is the number one reason for parental interest in the school. The number two reason for interest is the moral and wholesome environment. The online marketing results and letters of support are attached in Appendix C.

At the time of this charter submission, the committee has received indications of parental interest from over 1,800 families, representing over 3,500 students. Over 300 of these families, encompassing over 500 students have logged into our survey and provided detailed information about their child(ren's) grade level. Upon charter approval, Charter One, as part of the centralized services outlined in the partnership agreement, is committed to engage a full marketing campaign through digital media, online advertisements, physical mailers, etc. to properly inform the public of the school choice option coming to Lexington. Public forums and information sessions will be publicized and held in various areas of Lexington One and surrounding districts to ensure all families in the vicinity are aware the school is being made available to them, free of charge for their children.

The Steering Committee plans to attend and support community events (if possible), such as the Run for Her Life 5K in 2021, the Junior Kids of Columbia Healthy Kids Fun Fair, Walk for Life, the Buddy Walk, and others to further share the plans to open ALASC in the Fall of 2022. We will continue to attend other events in various places to reach and inform all families of Lexington. The marketing goal is to generate indications of interest from at least 10% of the total student population of Lexington One, Two, Three and Four, or 4,100/41,000 students. 65% of these students (or about 27,000) are enrolled in a Lexington One school. We believe our enrollment will reflect the entire Lexington area and anticipate 65% of our indications of interest (estimated 3,500) will come from Lexington One. We will continue the marketing campaign post charter-approval and are confident we will reach our enrollment goals. We will open our school in August of 2022 with 925 students and reach full capacity by year three with 1,925 enrolled students. Based on Charter One's experience and proven track record, we anticipate a healthy waitlist of students on opening day. For future marketing efforts, please see our response to question 2 above.

6. Explain the plan to engage parents in the life of the school (in addition to any proposed governance roles described previously). Describe the plan for building family/school partnerships to strengthen support for learning and encourage parental, student, and community involvement. Describe any opportunities and/or expectations for ongoing parent, student, and community involvement.

Our plan to engage parents in the life of the schools begins with the understanding that parents are their child's best advocates. Their support is vital for student success. Charter One is well known for cultivating opportunities for active parental involvement. To this end, all parents will be invited to participate in multiple academic training events, so they are well informed of the components of the Core Knowledge and Eureka Math curricula. It is important that parents understand the nature of their child's work so they can support the school's efforts to achieve long-term academic success when students are home with them.

ALASC aims to support our entire school family in multiple aspects. We will host curriculum nights where students can share what they are learning in class through a variety of different presentation methods. This is intended to facilitate deeper connections with families and our school. We will implement a comprehensive approach of layered support for families in an effort to exceed basic curriculum training, such as in-home visits from The School Director and/or Teachers, weekly email updates, etc.

Pursuant to SC Code § 59-40-50(B)(9), parents or guardians shall receive one ballot for each student enrolled in the school to vote for directors.

ALASC seeks to offer innovative educational opportunities to parents or guardians. For example, ALA offers a Dave Ramsey Financial Literacy program to parents and guardians (also a required course for students). After completion of this course, adult learners are able to properly manage household finances, create and implement a budget, and thus become financially independent and parents can then pass this knowledge to their children. This curriculum can positively impact households and students and could positively affect the course of their financial future.

As a family-oriented school, ALASC will host several educational events and presentations throughout the school year. Parents will be invited to participate in student presentations and witness the growth of their students receiving an ALA education. For example, we will hold a Veteran's Day Celebration to honor the Military members of our school community, and a Leadership Day where parents may observe their children exhibit their leadership skills obtained through the R.A.I.S.E Leadership Program, student-led programs, etc. In one ALA school, a special needs student started an initiative for 100 students to show an act of kindness to one other student. This completely student-initiated idea became wildly popular as more students became involved and it created a remarkable

atmosphere of acceptance and belonging. Another example was when an ALA student wanted each girl to feel special on Valentine's Day. The student purchased a rose for every girl in the high school and personally delivered it expressing his appreciation to them.

Parental support in academic, social and emotional areas of development are important for the success of the whole child. Parents will also be extended opportunities to volunteer at extra-curricular sporting events and school-wide festivals. Policies will allow parents to visit their child for lunch or volunteer in the classroom. These varied opportunities will allow parents to volunteer in areas comfortable for them, and according to their availability and skill set. All parental engagement is important as they are a vital component to the success of the school. As members of the Parent Advisory Council (PAC) of ALASC, parents will be invited to share ideas and assist in organizing school-wide events. This council can streamline volunteer opportunities and fundraising events for ALASC and its students.

To maintain strong relationships with ALA families, ALASC will be diligent in keeping parents well-informed. To accomplish this, ALASC teachers will communicate in a variety of methods. Teachers will contact parents regularly to detail the growth and learning of their child, both academically and behaviorally. During these conversations, teachers can share at-home strategies with parents that will support in-school learning and answer any other questions that the parent may have regarding their child's progress. In addition, the school will host bi-annual parent-teacher conference days where parents will receive a full update on their child's progress. During these conferences, the student will have the opportunity to share their R.A.I.S.E. Leadership Binder and review their academic progress. The RAISE Leadership Binder is an accountability tool used by every student in grades K-12. Within the binder, students publish their personal and class mission statements, set personalized academic goals, and track their academic data and progress towards meeting their goals. Additionally, as students participate in RAISE Leadership and academic lessons, they will use their binder to collect artifacts of the work they have completed. With their teacher's guidance, students update their RAISE Leadership Binder on a weekly basis. In the spring, students will use their RAISE Leadership Binder to participate in Student-Led Conferences with their parents.

Report cards are sent home each quarter to further keep parents and/or guardians up to date on their child's progress. Teachers will host and maintain a classroom website that is connected to the school's site for easy accessibility. The content shared on teacher sites will be relevant, up to date and user friendly for both students and parents. The school will release newsletters to remind parents of upcoming events and happenings, curriculum updates sharing current learning targets, as well as inform parents of school-level resources available to our families.

7. Describe any partnerships the school will have with community

organizations, business, or other educational institutions. Specify the nature, purpose, terms and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.

ALASC will seek community partnerships to provide convenient services for our families. Through partnerships, we will offer before and after-school childcare, clubs, and other recreational opportunities for the students. These important opportunities to deepen social connections will be communicated to our families in a variety of ways as described above. Specifically, we will seek local partnerships to provide before and after-school programs (YMCA, Boys & Girls Club, Preschools, etc.); local business leaders for our Financial Literacy, Entrepreneurship, and vocational courses; and local colleges and universities for dual enrollment opportunities. These partnerships may be revisited annually to ensure that ALA families have access to the best offerings available to them. After charter approval, the board with the assistance of Charter One, will choose a particular entity or entities to provide these services.

Before and After-School Programs

Our partnerships for before and after school programs will allow our families to receive care for their children despite their personal schedules. Working mothers and fathers with early morning and late evening schedules often require more assistance and flexibility with childcare. As a family-oriented school, ALASC will seek to offer as many programs as possible to assist families. This will allow students to receive tutoring, homework time, extracurricular activities, outdoor activities, and others. Some of the unique activities include ballroom dance (as one of the most popular programs, half of the student body has been known to participate), equestrian club (where students maintain and care for the horses each day), martial arts and others.

Local Business Leaders

ALASC requires all high school students to take entrepreneurship and financial literacy courses. To enhance the effectiveness of the courses, ALASC will partner with local business leaders to offer our students real world business knowledge. This is accomplished through giving lectures on their personal business history and experiences, tours of their local businesses, assistance in creating student-owned businesses, and potentially offering future employment opportunities. Business leaders and financial advisors may also be asked to participate in the required Financial Literacy course. This approach ensures that ALASC students will be productive members of the greater Lexington area, no matter their career path.

Local Colleges or Universities

In addition to career-ready courses, ALASC will seek to offer dual enrollment and Advanced Placement opportunities. This will enable high school students to begin their college education while also earning high

school credit. This is further described in the Curriculum and Instructional Model section of this application under Additional Course Offerings.

8. If you are a private school, describe the need/evidence in the community to support converting to a charter school.

This question is not applicable.

Curriculum and Instructional Model

Instructional Model

a) Instructional Model

1. Provide an introduction and summary of the educational program to include an overview of the curriculum and instructional design, the guiding educational philosophy, and how the educational program aligns to the mission of the school; included should also be an explanation of how the education program will improve student learning. Be sure to address any non-negotiable elements of the school model, including any distinctive learning or teaching techniques to be used. Briefly describe the evidence that promises success for this program with the anticipated student population.

ALASC adds a quality school-choice option to the area's educational offerings through utilizing the Core Knowledge Sequence as the centerpiece of our English Language Arts program. The benefits of the coherent, knowledge-based program offers what students need to establish a strong scholastic foundation. The Core Knowledge Sequence provides a detailed syllabus of specific content and skills taught in language arts, history, geography, mathematics, science, visual arts, and music. The careful integration of subject matter yields a strong foundation that covers what all children should learn to raise global awareness. The Listening and Learning portion, just renamed the Knowledge Strand, allows students to be exposed to content covered in future grades through engaging text read aloud by the teacher. Though these texts are generally too hard for students to read, they are able to comprehend verbally and can contribute to a higher cognitive discussion. As the students' knowledge base widens with grade-level work, it also deepens when they are introduced to new material through the read-alouds that prepare them for future learning. Students will become academically competitive through study of the Core Knowledge Sequence. Effective instruction is specifically designed to narrow achievement gaps grade level by grade level through building knowledge upon knowledge.

2. A description of how the educational program is research-based and data-driven including why the selected curriculum was chosen for the anticipated population of students.

Traditional education seeks to understand humanity through classical sequencing and exploration of great literature, debate, and contemplation. ALASC will utilize the Core Knowledge curriculum in grades K - 8. ALASC will utilize an internally developed, Core Knowledge Sequence-based curriculum created by Charter One for high school students. "Knowledge-based schooling puts the emphasis of early education on teaching and learning an enabling core of broadly shared knowledge—enabling because it builds strong foundations for later learning and opens doors to effective participation and mutual understanding in the wider society. Such knowledge is possessed by successful adults and taken for granted by literate writers and speakers. It's the broad and

diverse knowledge that makes responsible citizenship possible.”

The Core Knowledge Sequence supports a traditional education pedagogy by providing a classical structure for knowledge acquisition during the grammar phase and into the logic phase. The Core Knowledge framework carefully constructs content to build upon previous knowledge, avoid repetition, and provide focus. Core Knowledge doesn't explicitly require adherence to a certain methodology of instruction. However, Dr. E.D. Hirsch, the founder and chairman of the Core Knowledge Foundation, outlines the teaching methods that have been proven to deliver the best learning outcomes. He suggests Explicit (or Direct) Instruction be the primary method of content delivery and supplemented with Socratic Instruction and discussion. ALASC will utilize this proven method of teaching to get the desired academic results.

Within the Core Knowledge framework, ALASC will also implement important structural elements to support disadvantaged students. These include ongoing disaggregation of student assessments, an integrated remediation and extension time during the school day, and an Rtl process that identifies students that are falling behind. Within the Rtl process, ALASC will provide additional academic support, student tutoring, a full-service special education program, supports in place for homeless, migrant and military families, and an ELL program.

Dr. E.D. Hirsh said, “To become a good comprehender, a child needs a great deal of knowledge.” Classical literature suggested by the Core Knowledge Foundation will be incorporated into the middle school English Language Arts program to produce students who are culturally literate. *Realms of Gold*, a three-volume anthology collection of literature, includes the shorter literary works such as poems, short stories, essays, speeches, and autobiographical excerpts specified in the Core Knowledge Sequence for English in grades 6–8. Entries within *Realms of Gold* include short works by various important historical writers such as Shakespeare, Poe and Gandhi and support the development of global cultural literacy. Key speeches from the 20th century are included in volumes two and three, making *Realms of Gold* the ideal classical text to integrate into the English Language Arts and history instruction. Our students will grow to understand world cultures, and will be able to participate in meaningful, informed conversations with people from around the world because of their strong and vast knowledge base.

The most significant source of support for Direct Instruction comes from Project Follow Through. Project Follow Through ran from 1967 through 1977 and remains to this day the nation's largest educational experiment ever to be conducted. The study followed over 200,000 children through 22 different models of instruction and found “students who received Direct Instruction had significantly higher academic achievement than students in any other programs.”

As mentioned previously, the schools of Lexington One use different programs for their math instruction in elementary, middle and high school and the district is up for state adoption this upcoming school year. A new adoption could create further math gaps as curriculum changes. The nature of public-school districts is to adopt new programs every few years. Regardless of the strength of the curriculum the district chooses to use this cycle, they will change again in a few years and start over again. Although research supports a continuous curriculum, as well as sustained use of the curriculum for an extended period of time, it seems to be the nature of most public-school districts to repeat adoption cycles every 4 - 6 years. After years of our local districts purchasing curriculum after curriculum, with implementation after implementation, our Steering Committee sees the value in adopting a curriculum that has been proven to work and sticking with it.

Studies comparing elementary schools in the United States to schools in countries with core knowledge systems disclose a striking difference in the structure of classroom activities. In the best-performing classrooms constant back-and-forth interaction among groups of students and between students and the teacher consumes more than 80 percent of classroom time. By contrast, in the United States, over 50 percent of student time is spent in silent isolation.

In a review of curriculum offering K-12 options, our committee found Eureka Math has a documented high-performance history of success, and excellent reviews from educators who have used the program throughout the country. Eureka Math provides a seamless curriculum pathway that flows with the children from their early learning experiences into their high school courses. The curriculum introduces new material in a concrete way by often using physical manipulatives when learning new concepts. As the children work with tangible objects to deepen conceptual knowledge, they move to illustrating their work through a pictorial model to demonstrate their understanding. Once understanding is mastered, children are taught the abstract algorithms. The Concrete-Pictorial-Abstract (C-P-A) method is repeated over and over throughout Eureka Math units, even in higher grade levels.

Legacy Early College in Greenville, SC adopted Eureka Math in the 2017-2018 school year. The most recent state testing revealed the school gained over 8 points in proficiency in both 3rd and 4th grades in just one year. The Whittier City School District in California adopted Eureka Math in the 2015-2016 school year. With 72% of Whittier City's 6,300 students identified as low income, the students still consistently outperformed the State's math average for the last four years in a row. The superintendent there credits the success to Eureka Math with sustained professional development. Jackson-Madison County Public Schools in Tennessee was in 'turn around' status in the 2016-2017 school year. They are a larger Tennessee district with 23 schools and 12,500 students.

Their performance ranked them second to the bottom out of 146 districts in Tennessee. According to the 2018-2019 school data from the TN Ready state test, they made an average of 4.4% mathematical gains across the board for 3rd grade through 8th grade and in Algebra I. These results have raised their state rank up by 50 slots in just two short years. The Chief Academic Officer for the district, Jared Myracle, attributes the success to the Eureka Curriculum's concept development process. He adds, "It makes sense for kids to focus on the concrete first, then the pictorial, so that they can see the images and then (visualize and understand) the abstract algorithms." Angie Baltierra, the curriculum coordinator for the same district said the training helped the teachers to make sense of the modules. Now that the district has been using the curriculum for three years, the teachers know better what to expect and "are much more confident."

Lakewood Elementary School in Durham, NC was a failing school that first adopted the Eureka Math curriculum in the 2018-2019 school year. The school has 415 students enrolled in Kindergarten through fifth grade. It is also important to note this school has 100% of their students identified as low income. Compared to the 2018-2019 North Carolina End-of-Grade state test, the third graders gained 5.7 percentage points, the fourth graders gained 11.5 percentage points and the fifth graders improved an astounding 32.7 percentage points. The school is no longer failing and is no longer at risk of a state takeover. Aristotle Preparatory Academy in Charlotte, North Carolina was also at risk of being closed down by the North Carolina Charter School Advisory Board for continued poor performance when they turned to Eureka Math in the 2018-2019 school year for help. In just one year, the school's overall math performance increased 23 percentage points and the school raised their overall performance letter grade from a D to a C. The East Baton Rouge Parish School system in Louisiana adopted Eureka Math in the 2018-2019 school year. In the spring of 2019, their LEAP summative assessment results showed the school had math gains in every grade level from 3rd grade through 8th grade. Quentina Timoll, who is the current assistant superintendent of curriculum and instruction in Louisiana's East Baton Rouge Parish School System said, "We were shocked! When we saw the school scores, we said, 'Oh wow, the kids got it.'" She also credited the schools' success to teacher buy-in from proper training.

After reading these and other success stories, the Steering Committee is convinced the Eureka Math Curriculum is the perfect choice for ALASC. Our teachers will be trained in Eureka Math prior to the beginning of the school year and will receive ongoing curriculum training and support to ensure the staff understand and follow proper implementation of the program with fidelity. We fully expect ALASC's students to succeed on the SC READY in the Spring of 2023 and are confident our students will show consistent gains in math year after year.

3. An explanation of how the charter school will meet or exceed the academic performance standards and expectations, including how the school will ensure alignment with the academic standards adopted by the State Board of Education.

Students in grades K-8 will learn the science topics according to the outline in ALASC's curriculum maps based on Core Knowledge Science, which are vertically aligned with the South Carolina State Standards. Additional resources provided by the Core Knowledge Foundation will also be accessed through the Core Knowledge Teacher's Handbook to expand upon science topics. This broad and deep instruction through the elementary and middle school years will build a firm foundational knowledge that will serve high school students well as they learn science and biology at the high school level.

Our high school students will succeed on End of Course tests, especially in the U.S. History and Constitution course due to the wealth of historical content they will learn from elementary through middle school. The social studies topics chosen for each grade level will align with the South Carolina State Standards and integrated with related topics from history, geography, economics and government.

In addition to the State Assessment data, ALASC will evaluate the academic progress of individual students as well as student cohorts through the use NWEA MAP and curriculum-based measures.

The NWEA MAP is published by the Northwest Evaluation Association (NWEA) and is given via computer to children in grades K-12. Its structure is cross-grade, which provides measurement of students who perform on, above, and below grade level. It is multiple choice and provides questions that are depth of knowledge, this enables ALASC to determine whether the students perform at level 1, 2 or 3 of difficulty. The test is untimed, but students generally spend about 60 minutes per subject area. Feedback results are available in 24 hours. The MAP is not a high-stakes test, but is given to students at the beginning, middle, and end of the school year to measure a student's academic achievement and calculate academic growth. The MAP gives teachers a way to focus and plan for how they use time for either intervening with students or providing enrichment to challenge higher-level students.

The MAP Test assessments reveal precisely which academic skills and concepts the students have acquired and what he/she is ready to learn. MAP assessments are grade independent and adapt to each student's instructional level. Every item on a MAP assessment is anchored to a vertically aligned equal interval scale, called the RIT scale for Rasch UNIT—a stable measurement that covers all grades. Because the measurement is reliable and accurate, RIT scores serve as an essential data point in a student's learning plan; educators can see their precise learning level and respond accordingly.

Results from this analysis will be shared with the School Director and then

later presented to the Governing Board. Year-over-year comparative data will inform the Board as well as the School Director on the effectiveness of their efforts in outperforming the surrounding District Schools and achieving the other academic goals on the statewide assessment in both reading and mathematics.

ALASC will administer NWEA MAP benchmark series to students in grades K-3 three times per year. The purpose of the NWEA MAP benchmark series is to assess a student's acquisition of early literacy skills such as first sound fluency, phonemic segmentation, letter recognition, nonsense word fluency, and overall fluency and comprehension. These skills are critical for a student's overall academic success and must be frequently assessed so that each student can be equipped for success in the next grade level. The initial analysis of the NWEA MAP data will be conducted by campus administration and then shared with the School Director and Governing Board. Through the analysis, instructional staff will be able to easily identify overall reading growth and proficiency and identify areas in which students require remedial support. An emphasis on early literacy skills will support ALASC's desire to outperform the surrounding schools.

Students identified as below grade level according to the NWEA MAP benchmark assessments will be assessed on a weekly or bi-weekly basis using NWEA MAP progress monitoring tools. The frequency of progress monitoring is dependent upon each student's areas of deficiency and overall performance. The purpose of the NWEA MAP progress monitoring tools is to inform teachers immediately if their daily reading reteach instruction is improving student performance. Data from both the NWEA MAP benchmark assessments and progress monitoring will be used to adjust the focus of the daily reteach and enrichment blocks as needed and such decisions will be made during weekly grade level or subject PLC team meetings.

ALASC has may choose to utilize the ASPIRE Interim assessment series to determine the progress of their 8th grade students in reaching the ACT Readiness benchmark on the ASPIRE Summative assessment. The interim ASPIRE assessments are administered three times prior to the administration of the end-of-year summative assessment. Teachers will use the data provided by the ASPIRE Interim assessments to target remediation efforts through the daily reteach block and tutoring.

Additional formative and summative assessments will be utilized from the ALASC adopted curricular programs and classroom management procedures. The use of Direct Instruction in all core classes allows for natural formative feedback to be built into the daily learning process. Beyond informal assessment data, formative and summative assessments are provided with each adopted program and are incorporated into grade level/ subject curriculum maps to ensure implementation. Formative assessments are aligned to grade level standards as well as early literacy skills (NWEA MAP progress monitoring) and curriculum-based skills.

Teachers analyze their performance on curriculum-based assessments each week during PLC (Professional Learning Community) team meetings and make adjustments to pacing in their lesson plans and select specific remediation activities that will be utilized in the core and reteach instructional blocks to target areas of deficiency.

4. Describe the methods, systems, and development teachers will have available for adapting the curriculum and instruction to meet the needs of all students. Describe the school's Response to Intervention (RtI) plan and what specific social-emotional and academic supports teachers will use to support students, including students i) above or below grade level, ii) with disabilities, iii) identified as gifted and talented, and iv) requiring English learners (ELLs) services.

Narrowing achievement gaps is the premise of the Core Knowledge Sequence. The Core Knowledge Sequence slowly eliminates achievement gaps by specifying the grade-by-grade knowledge that students must obtain. This ensures that all students have a broad range of knowledge that builds grade level by grade level and facilitates later learning. ALASC seeks to reduce, and over time eliminate, achievement gaps within its student population through the use of the carefully crafted program of instruction through Core Knowledge. Added to the curriculum is a strong remediation program, an intentional RtI process, and leadership development program. Collectively, these initiatives will establish a top-rated school where all children can succeed.

RtI Plan

To ensure our staff meets the needs of all students, ALA will implement progress monitoring and document it through a three-tiered RtI model. This research-based initiative, along with the support provided in the highly regarded curricula we have chosen, will be used to identify and serve at-risk students as well as those who may be gifted and talented. The RtI process is designed to meet all children at the point of their academic needs and is a process whereby students may enter and exit tiers for enrichment or remediation at multiple times throughout the school year. The RtI process is flexible and used to ensure students are appropriately supported without the need for special education services when appropriate. However, the data gathered through the RtI process can be used to refer students for a special education evaluation when appropriate.

Students earning successful marks from Direct Instruction in the general classroom are considered to be at Tier I. Students in need of intervention will be identified through regular assessments, classroom performance, and universal screening. These students will be referred to the RtI team to determine what targeted intervention plan is appropriate for each student in addition to their regular classroom instruction and for how long the intervention should be conducted. At the end of the allotted time period, the

data will be reviewed by the student's teacher and the Rtl team to determine the appropriate next steps.

Students identified as not showing adequate progress are placed on Tier II. Students in this group are referred to the Rtl team and a Response to Intervention plan will be developed. The Rtl plan includes designated intervention and enrichment time built in the school schedule for targeted instruction to be provided by an interventionist and/or the child's teacher.

The parent or guardian will be notified in writing that the child is receiving additional academic support. The team will implement appropriate measurable interventions and document the timeline for tracking the student's response to those interventions. The team will also schedule a follow-up meeting to review the student's progress. The interventionist and the student's teacher will document the support and monitor the student's progress. The interventionist and the student's teacher will report back to the team at the follow-up meeting. At the follow-up meeting, the team will review data, measure the success and determine the next steps. If a child is showing adequate progress with interventions, the team may determine to either continue the interventions for an additional predetermined length of time and then reassess the progress or return the child to Tier I. If the child is returned to Tier I, the child will continue learning through the regular classroom Direct Instruction without additional instruction during the intervention time period.

If the child is not making adequate progress, the team may determine the child needs more intervention support to be academically successful. They may move the child to Tier III where the child will continue Tier I instruction and Tier II interventions but will receive additional intervention time. The Rtl team will revise the Rtl plan to increase support and may consider referring the student for a special education evaluation.

If a student has moved to Tier III, the team will schedule a formal meeting with the parent or guardian. The team will send written communication to notify the parents of the meeting and ensure the meeting time is scheduled conveniently for the parent or guardian to attend. In the meeting, the team will present the interventions to date and share the progress of their child compared to others in the same grade level. Once all data has been reviewed with the parent or guardian, the team may request permission to conduct further testing with licensed professionals to determine the best educational plan for the child. The parent or guardian must provide written permission to proceed with a psychoeducational evaluation to be used for consideration of special education services. At this meeting, parents will receive a copy of the procedural safeguards in addition to an explanation of the evaluation process from the team to ensure they are fully informed. In some cases, a parent or guardian may refuse an evaluation. In these cases, the school is not permitted to continue with the evaluation process, but must continue to serve the child, which may continue to be done through the Rtl process.

With written permission, the child will undergo a series of valid and reliable psychoeducational assessments. These assessments will be conducted by a certified school psychologist and/or the appropriate certified related services provider(s), such as a speech & language pathologist, occupational therapist, or physical therapist. Diagnostic testing in the areas of concern could include social/emotional, fine motor skills development, and test of cognitive abilities. Qualified persons with appropriate certifications and/or licenses will also conduct vision and hearing screening. These will all serve the team in determining the child's overall abilities and establish support needed for the child to access the general education curriculum.

After all psychoeducational evaluations are complete, the school will schedule an eligibility determination meeting with all members of the evaluation team and the child's parent or guardian. The school will send two forms of written communication to notify the parents of the meeting date and time to confirm they are able to meet at the scheduled date and time. At the meeting, the team will review the data collected through the evaluation process to determine if the child has an educational disability and is in need of an individualized education plan (IEP) to make progress in the general curriculum.

If the team determines a child does not meet the criteria for placement into the special education program, the team will notify the parent or guardian and continue to provide academic support through the RtI process. If the team does determine the child qualifies for placement into the special education program, then the entire team will collaborate together to create an appropriate Individualized Education Plan (IEP) for the child. The IEP will document the type(s) and frequency of special education and related services to be provided. The team will also determine and document annual goals that each member of the team will commit to in order to support the child's advancement. If it is determined the child is unable to participate in certain activities and/or classes due to the disability, it will be documented, and appropriate modifications and accommodations will be implemented. Additionally, if the child will need to take alternate state or district assessments due to their disability, that documentation will also be included in the IEP. The team will determine the start date for services, frequency and the Least Restrictive Environment (LRE) for all services to be provided. ALASC will follow the IEP for the child. Progress reports will be provided by the providers to the parents and appropriate staff as indicated in the IEP. ALASC is prepared to provide an appropriate full range of services to students who qualify for special education.

If after testing, a child does not meet the requirements for an IEP but meets the broader definition under Section 504 with a physical or mental impairment that substantially limits major activities or academics, the ALASC team will create a 504 plan to accommodate those needs in the school setting. All parties, including the parent or guardian will participate in

creating the plan. Upon approval of all team members, the plan will be implemented and followed by the ALASC staff.

To ensure ALASC is prepared to meet the needs of all students, including those identified as having an educational disability or in need of specialized services, a full range of curricular professional development will be extended to the staff. Appropriate members of our Special Populations team will attend professional development and training offered through the Special Populations departments at the South Carolina Department of Education and the Charter Institute at Erskine. As part of the school's ongoing PD plan, all staff members will also participate in workshops and training for special education in the areas of HIPAA, FERPA, Child Find, appropriate timelines for processes (15, 30 and 60-day windows for placement), and proper professional communication where identified students are concerned according to applicable laws. Staff will also be advised of proper in-house ALASC related to procedures to ensure smooth processes.

When students who are identified as having a learning disability transfer in, ALASC will accept IEPs as transferred from sending schools. ALASC will collect relevant data and hold a comparable service meeting within 30 days of the transfer window with the parents or guardians. In this meeting, it will be determined how ALASC will best serve the student's needs in our school setting. If amendments are needed, the team may agree to implement those based on the data collected to appropriately serve the child in the ALASC environment. All relevant parties will actively participate and approve the IEP plan ALASC will follow to serve the child.

ALASC will conduct re-evaluations as they are required by the IEP. According to the results, the student will either continue current services, amend services or be exited from the special education program. When students place out of special education, either by re-evaluation, parental revocation or graduation, ALASC will provide appropriate transitional services for the student. The services will be determined by the IEP team and implemented as determined. They could include but not limited to slowly removing academic support, providing support for vocational training, integrated employment, independent living, community participation or post school daily activities.

Gifted and talented students may also be referred to the Rtl team for additional support. In contrast to their peers on the lower end of the spectrum, gifted and talented students will receive support in accelerating and extending their instruction to challenge them and keep them engaged. Gifted students will be placed with teachers that are highly qualified to provide gifted instruction.

Charter One's Exceptional Student Services ("ESS") department will serve as the primary sponsor for the special education management and services. ALASC will contract with appropriate certified and licensed

professionals to provide services required by each student's IEPs. This would include but not be limited to speech, occupational, and physical therapy, audiology, interpreting services and/or vision services. These professionals will be responsible for providing evaluations and participating on IEP teams to develop appropriate accommodations and goals for student development.

ALASC will provide opportunities and interventions for English Language Learners (ELL) to improve their overall language skills and support them in the classroom.

Parents will complete the Home Language Survey (HLS) for each student as part of the enrollment packet. Students identified through the HLS to speak a language other than English, will go through the following process. They will take the WIDA ACCESS-Placement test if the student is in Kindergarten or the first semester of first grade and the WIDA Screener Online if the student is in the second semester of first grade through 12th grade to determine English proficiency. Once assessment results are determined and the student qualifies as Limited English Proficient (LEP), parents/legal guardians will be notified to obtain consent for ELL services. The assessment data will be used to provide feedback to ALASC's administration for the student's initial placement and the development of the student's individual service plan. The individual service plan will be developed with the input of a variety of stakeholders: parents, teachers, administrators, and the student. Collaboratively, they will determine necessary objectives and goals for the student, based on the placement test data and the South Carolina English Language Proficiency Standards. ELL students will be assessed and have their individual service plans updated annually.

ELL students will be provided supplementary services to ensure their growth as English language learners and to support their core instruction. Through their individual service plans, students could be provided with the following:

- "Pull Out" ELL classes where students receive specific instruction in the English language
- Differentiated instruction in core classes based on their limited English proficiency
- Supplemental texts, modified assignments, and additional resources including ELL textbooks, and English to foreign language dictionaries.
- Additional before/after school one on one tutoring
- Online or Digital Resources to support their knowledge of the English language including Rosetta Stone, Google Translate, and English Central.

ELL students will be tested annually to determine their English proficiency. Students will be released from the program once they are determined to be proficient. Each student in the ELL program will have a portfolio that documents all of their assessment data, individual service plans, and

specific interventions and accommodations provided for that student. Ultimately, it is ALASC's goal to meet the needs of all of our students. Specifically, for our LEP students, we understand that the students' native languages, cultures, and histories are valued and are an integral part in developing the students' second language, sense of pride, and self-esteem.

Qualified staff will be provided to LEP students by ensuring at least one teacher has an English as a Second Language qualifications. When ALASC has 30 or more LEP students, a dedicated ESL teacher will be hired. ALASC will utilize state and federal Title III funds to ensure LEP students are provided a qualified ESL teacher to oversee the ESL program.

5. Discuss the systems and structures the school will implement for students at risk of dropping out or not meeting grade level or graduation requirements.

While utilizing the data gathered through the use of NWEA MAP, and curriculum-based measures, ALASC will apply the MTSS (multi-tiered system of support) 3-tiered approach as its RtI.

The goal of our 3-tiered approach is to prevent students from being at risk of dropping out. We recognize that this will not prevent ALL students from dropping out, but it will remedy most cases. In addition to the MTSS/RtI approach, students will meet with a guidance counselor to ensure they are on a clear path to fulfilling ALASC graduation requirements. These meetings will help the students realize where they stand academically, what and how to improve, and implement the plan effectively.

Additionally, we will seek to partner with the parents or guardians. This approach is key to shaping a well-rounded student. When students feel supported at school and at home, they are far more likely to succeed academically. For those students who lack home support, we will encourage the student to utilize after-school tutoring programs to improve their academics. These after-school approaches may be required by the School Director if the School Director deems it imperative for a student's success at the high school level.

6. High school grades, if applicable: describe how the school will meet the state's graduation (exit) requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements will exceed state and district standards, explain the additional requirements.

ALASC will follow the State of South Carolina guidelines for high school

graduation. To earn a high school diploma from ALASC, students must satisfy these requirements by earning a passing grade to receive credit in the course. To earn a diploma, students must earn a total of 24 credit hours in the following areas:

- ? English/Language Arts 4 units
- ? U.S. History and Constitution 1 unit
- ? Government and Economics 1 unit
- ? Additional Social Studies 1 unit
- ? Math 4 units
- ? Science 3 units
- ? Computer Science 1 unit
- ? Physical Education or JROTC 1 unit
- ? Foreign Language 1 unit
- ? Electives 7 units

In addition to these graduation requirements, two of the seven elective courses must be earned by all students. These two units are Entrepreneurship and Financial Literacy (a Dave Ramsey approved course). Additionally, we encourage students to take at least two elective courses in either: Career and Technical Education (CTE) or Arts Education (Dance, music, theater, visual arts, etc.).

Our school graduation requirements have been determined with the idea of creating a path to college or a career. In addition to the above, students must complete 60 hours of community service, complete an application for acceptance into a 4-year college or university, be accepted to a college or university (students are not required to promise attendance to a college or university, acceptance to a school is satisfactory). Students must participate in filling out and submitting the application to understand the requirements, process, and provide themselves with an additional option after graduation. For students with an IEP, exemption from one or more components of these additional requirements may be discussed with the IEP team. The final decision will be made by the School Director.

To earn credit hours, students must receive a 60 or higher on the 10-point grading scale for their final grade in each course. The final grade will be a combination of the four quarter grades, the midterm, and the final exam. Teachers will determine student proficiency and each student's proficiency level will be translated to a number grade. All grades and course completion information will be entered into PowerSchool, the required SIS system.

Grade point averages will be calculated on a 4.0 scale. The following scale will be used to convert student final course grades to GPAs:

Percent Grade 4.0 Scale
100-98 (A+) 4.0
94-97 (A) 4.0

93-90 (A-) 3.7
89-87 (B+) 3.3
86-83 (B) 3.0
82-80 (B-) 2.7
79-77 (C+) 2.3
76-73 (C) 2.0
72-70 (C-) 1.7
69-67 (D+) 1.0
66-63 (D) 1.0
62-60 (D-) 0.7
Below 60 (F) 0

Students taking honors/AP courses will receive additional weight. Students will receive .5 weight for honors courses and 1.0 for AP courses. ALASC will use weighted GPAs to determine class rank and will utilize PowerSchool to create transcripts for its students. Both weighted and unweighted GPAs will appear on official transcripts, along with all courses given credit (at ALASC and elsewhere), final grades earned in those courses, class rank, and total credits earned. Electives will include, but are not limited to: PE/Health, Foundational Art, Choir, Drama, Creative, Writing, Publications; Microsoft; Personal Finance 2D/3D Art, Digital Media, AP Government, Foundations of Information Technology, Principles of Business & Finance, AP Studio Art, AP Music Theory, AP Psychology, AP Computer Science, Entrepreneurship, and Career Technical Education (CTE).

The 10-point chart explains the correspondence of the weighted scale with the Grade Point Average (GPA). The chart is found in Appendix G. Currently, students of South Carolina do not have to meet additional graduation exit requirements. If laws or regulations change, ALASC will make the required adjustments. ALASC shall follow all applicable laws.

The guidance counselor will review all high school transcripts at least once per semester. If a student is on track for graduation, the counselor will communicate and offer direction for student advancement. If a student is at risk of omitting a required course and faces the possibility of not graduating on time, the guidance counselor will provide support and direction for the student. The counselor will communicate with the parents and administration to explore all avenues available to assist the student. ALASC will follow the South Carolina 10-point scale for assigning a GPA to a numerical grade.

ALASC will strive to offer dual enrollment for our students who are able to succeed in the courses and have met all requirements to participate. Currently, the Steering Committee is seeking out partnerships with higher education providers in South Carolina to offer dual enrollment courses for students. For example, Midlands Technical College is an available option that will enable students to take dual enrollment courses at an affordable price. The Steering Committee will continue to explore options for our

students and their families to support their collegiate and/or professional endeavors.

7. Additional Requirements for Replication Schools:

This school is not a replication application. Therefore, this question is not applicable.

8. A description of any unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.

ALASC will serve grades K - 12. To fulfill the mission of the school, ALASC must offer the “best [overall] educational experience to as many students as possible.” The best educational experience consists of much more than good academics. It means good art programs, dance, sports, theater, etc. Unless ALASC can offer competitive programs equal or greater to its district school counterparts, it cannot offer “the best educational experience.” Additionally, we believe that all students deserve high quality school choice. This, coupled with the high demand for the school in the Lexington area, is why the Steering Committee is proposing a school opening of 925 students on day 1. It is the committee’s duty to ensure that “as many students as possible” have this choice. Charter One has extensive experience in opening schools at capacity on the first day of school, another reason for our choosing Charter One to be the EMO for ALASC.

With this aggressive approach, the Steering Committee understands it must have the proper facilities in place on Day 1. This is why the committee has chosen to enter into negotiations with Schoolhouse Development, LLC (“Schoolhouse”). Schoolhouse is a charter school facilities developer who provides the needed capital, designs a campus pursuant to the school’s charter, and does so at a reduced cost to the school. The buildout will consist of an elementary building, a middle/high school building, and athletic fields and/or facilities.

The wholesome environment begins as students are welcomed upon arrival each day. Our staff will greet our students as they exit their vehicles with a smile and a friendly welcome. The positive culture will be felt as they enter the school building. The entrance of the school will convey that everyone is welcome and valued as part of the school’s community. ALASC will operate within an attractive, purpose-filled and custom-built facility that has been intentionally structured to serve the needs of the students and the educational program. The hallways of the ALASC campus will be decorated with student work, R.A.I.S.E. values, and inspiring leadership quotes from important historic figures.

The school will maintain a patriotic atmosphere by beginning the day with the children reciting the Pledge of Allegiance to the United States of America and the school’s Leadership Pledge: “As a student of ALA, I RESPECT others and myself. I am ACCOUNTABLE for my choices, and I demonstrate INTEGRITY by honoring my word. I SERVE others and seek EXCELLENCE in all I do. By living the R.A.I.S.E. values, we will fulfill our vision to Learn. Lead. Change the World!”

Following the pledges, students will share the morning announcements. The student government is responsible for making the announcements each morning as a function of their leadership responsibilities.

ALASC will adopt Charter One's highly successful and innovative R.A.I.S.E. Leadership Program for each grade level. R.A.I.S.E integrates our core values directly into the curriculum with weekly lessons and daily exercises. The program is based on principles gleaned from the most influential texts of the past century from prominent authors including Stephen R. Covey, Jim Collins, and John Maxwell. This program helps students take responsibility for their own success and encourages them to work collaboratively with those around them. The R.A.I.S.E. manual provides an opportunity for students to develop servant leadership skills in highest forms.

The program provides a common language and paradigm from which students can discuss their own behavior and the outcomes associated with those behaviors. It encourages students to set SMART (Specific, Measurable, Achievable, Realistic and Timely) goals both academically and personally, and guides them on the path to achieving those goals. R.A.I.S.E. holds students accountable to themselves and their parents for their progress. The program provides context and purpose to everything that happens within the school setting. The net effect of the program is that behavioral problems decrease, while student communication, engagement, and academic performance increases. The curriculum allows students to develop skills that will benefit them in the classroom, the community, their career, their home and their future. The R.A.I.S.E program is fundamental to establishing the disciplined culture on campus.

9. The proposed charter school's grade levels or non-graded education groupings appropriate for the targeted population (outline the groupings and how they are categorized, i.e. age levels and/or education levels) to be served at build-out, the grade levels non-graded education groupings upon opening, and the growth plan (if the school does not plan to initially open with all grade levels non-graded education groupings).

This application is a multi-site application.

The proposed graded levels for the Lexington site will be:

- Year 1: K – 10
- Year 2: K – 11
- Year 3: K – 12

The proposed graded levels for the NE Columbia site will be:

- Year 1: K – 10
- Year 2: K – 11
- Year 3: K – 12

The proposed graded levels for the Greenville site will be:

- Year 1: K – 10
- Year 2: K – 11
- Year 3: K – 12

ALASC will be a graded school and will not offer non-graded education groupings.

10. The size of the school at full capacity, including the number of classes per grade level and the number of students per class.

Size of the Lexington site at Full Capacity: K – 12 with 1,925 students.

Number of classes per grade level:	At capacity:	
		77 classes
at capacity per campus		
	5 classes per grade level (K-6)	
	7 classes per grade level (7-12)	
Number of Students per class:	25:1 Student to Teacher ratio	

11. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

The learning environment will be classroom-based. In grades kindergarten through twelfth there will be approximately 25 students per class. Through student engagement, student buy-in to the R.A.I.S.E. values, and inquiry-based instruction, these class sizes will help attain the goals established.

In the elementary, classroom teachers will teach the core subjects of science, social studies, math, and reading. Enrichment activities (art, music, PE, and foreign language) will be taught by specials or electives teachers.

In middle and high school, we will use a departmentalized model. Subject matter teachers will teach core and elective classes. Middle school students will have the opportunity to earn high school credit and high school students will be offered college credit and industry certification.

ALASC will combine academic excellence and character development to create an exceptional educational experience. We do this through focusing on financial literacy and entrepreneurship skills, instilling R.A.I.S.E. Leadership values of respect, accountability, integrity, service, and excellence, and a classical academic curriculum to prepare our students to be productive leaders in their communities.

ALASC will be a moral, wholesome, positive, and clean environment to

allow students to learn, explore, and reach their individual potential. Teachers and staff are driven by a moral and ethical approach to create a learning environment where teachers can teach, and students can learn. We believe all students need a rigorous, structured, and exceptional educational experience. By fully developing the mind, body, and spirit of the students, they will become more productive citizens in the community.

12. Describe the structure of the school day and school week for each division. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Provide the minimum number of hours/minutes per day and per week that the school will devote to academic instruction in each grade. As appendix item F, include the school calendar and daily schedule for the Academic year for each division of the proposed school.

ALASC will use a traditional school calendar, rather than a year-round calendar. The 6.5 hour (1,950 minutes per week) instructional school day begins at 8:00 a.m. and runs until 3:00 p.m. This daily schedule provides ample time for Core Knowledge and Eureka Math instruction. Students in elementary will have 90-minute math blocks and 120-minute reading blocks scheduled each day. This schedule leaves 3 hours within each day for history and science as well as special classes and teacher planning. Middle and high school students will be on a block schedule. A sample of daily schedules for elementary, middle and high school students are provided in Appendix F.

ALASC will have 180 days (1,170 instructional hours) of instruction each school year, typically beginning on the 3rd Monday in August and ending for summer break in early June. The exact dates of the first and last day of school vary based on the calendar year. The school will observe Labor Day, Veteran's Day, Thanksgiving, Christmas break, Martin Luther King, Jr. Day, President's Day, Spring Break, and Memorial Day each year and will close school for both students and staff on these days. The school will make every effort to create calendars that are friendly to families and are in line with the district's calendar when possible. It also allows the school to work alongside community programs that typically follow the local district's academic calendar. Additional days will be pre-scheduled in the calendar to accommodate parent-teacher conferences. ALASC's calendar, found in Appendix F, reflects the school's desire for families to have time together and allows appropriate resting times for students.

13. Explain how the instructional design, learning environment, class size and structure, curriculum, teaching methods, and schedule will be optimal for student learning and how it will support the mission of the school.

The design, environment, structure, size, and schedule as described will be

optimal for student learning because of the culture it creates. Students and staff will maintain a sense of unity and pride behind the school and its mission, vision, and values. From Kindergarten to 12th grade, all students will thoroughly understand the R.A.I.S.E. values and what it means to be an upstanding student, leader, child, friend, citizen, and school representative. Throughout their educational path in the ALASC system, students will develop and maintain a sense of school pride, because they will recognize the differences between ALASC and the other school options. They will know that ALASC is a special place — a place to be cherished, honored, respected, maintained, and protected. The culture of the school will be the common denominator of success. It is vital that every stakeholder be bought-into the cultural facets of the school. In addition to reiteration in the classroom, staff meetings, and trainings, to ensure school success is achieved, parents and students will be reminded of the school's mission, vision, and values in weekly email updates from the School Director.

The mission of ALASC consists of much more than good academics, it also means strong culture. This translates into good art programs, dance, sports, theater, etc. Unless ALASC can offer competitive programs equal or greater to its traditional public-school counterparts, it cannot offer “the best educational experience.” Additionally, we believe that all students deserve high quality school choice. This, coupled with the high demand for the school in the Lexington area, is why the Steering Committee is proposing a school opening of 925 on day 1. It is the committee's duty to ensure that “as many students as possible” have this choice. Charter One has extensive experience in opening schools at capacity on the first day of school, another reason for our choosing Charter One to be the EMO for ALASC.

14. A brief description of the average school day for a prospective student. How would their experience set itself apart from the average school day at nearby schools?

Average School Day

Elementary School

Elijah, an elementary student arrives to school at 7:40 where he is helped out of his car by a friendly teacher. It isn't Elijah's teacher, but she knows Elijah's name because she helps him out of his car every morning. As Elijah begins to run for the playground he hears the teacher call his name. He turns around to realize he has left his backpack on the sidewalk and that the teacher has noticed it. He thanks her as a result of his lesson on Respect the previous day, he hurries back and grabs his bag.

Elijah plays on the playground until 7:50 when the first bell rings. He makes

his way to class and gets his backpack and self-situated prior to the bell ringing at 8:00am. He quietly works on classwork while the teacher takes attendance and the class awaits morning announcements. Moments later, the voice of the student body president rings through school and everyone stands to recite the Pledge of Allegiance and Leadership Pledge. As they take their seats, another voice comes over the speaker to announce an upcoming school carnival and to remind students about the canned food drive they are doing.

Soon, the announcements end and the teacher steps to the front of the classroom. She welcomes everyone to class and jumps right into the daily math meeting (approximately 5 to 10 minutes). Elijah and his classmates review the calendar and participate in a skip counting exercise together. After the math meeting, they spend an additional fifty minutes learning a new math concept and working on problems in class.

After math, Elijah and his class head to recess for a fifteen-minute break. Elijah plays on the playground with his best friend Campbell until the teacher calls them back to class.

Once back in their classroom, Elijah's teacher begins the language arts block. They start with the skills section and the teacher helps them learn a new phonogram. They practice using the phonogram several times and then move onto other activities. Elijah likes learning how to read, but his favorite part of the language arts block is the listening and learning section. Soon, the teacher asks the class to put their skills workbooks away and to look to the front of the class while she narrates a story. Elijah feels a shiver of excitement crawl up his back as she begins to narrate the story. They have been reading a book about astronomy. Elijah loves spaceships and hopes to be an astronaut someday.

Throughout the reading, the teacher stops and asks several questions to the class. Elijah doesn't mind, he has all of the answers and excitedly waves his hand in the air after each question. After reading, the class is instructed to make a drawing of the horizon on a piece of paper. As Elijah finishes his drawing, he feels his stomach begin to rumble and is glad it is time for lunch.

After interacting with his classmates during lunch, Elijah and his friends quickly begin cleaning the cafeteria and preparing it for the next lunch period.

Once back in class, Elijah's class jumps right into science. Some days they learn about history instead of science, but today they are learning about the solar system. The teacher shows an animation of the Earth circling the sun. They learn about the other planets and study pictures of each one. They complete an activity as a class and as they finish, the teacher announces that it is Rtl time.

During Rtl time, Elijah works with a small group of his classmates to complete a math worksheet. The teacher comes to their table for a few minutes to see how they are doing but spends most of the time helping another group solve some math problems. Elijah and his group are pretty good at helping each other and they get the worksheet done just in time.

Finally, the best part of the whole day: specials! Yesterday they had PE and the day before they had art. That means that today they have music. The class lines up and they make their way to the music room. They stay in the music room singing songs and clapping with the beat until the end of school.

Middle School

Marcos, an eighth grader, arrives at school on his bicycle shortly before class begins. He hurriedly chains the bike to the bike rail before walking directly to class. Marcos swings his backpack around him to extract his homework as he enters class. He leaves his math homework in the bin at the back of the classroom before sitting down and beginning work on the problems written on the board. The speaker crackles and the voice of Marcos's best friend Michael rings through the room, who is selected to be the leader of the day.

Math class lasts fifty-five minutes. In fact, all of Marcos's classes last fifty-five minutes. After math, Marcos walks to PE, then English, science, history, and art. After science Marcos enjoys a warm lunch in the school's cafeteria.

After school, Marcos heads back to his science classroom. Though he is typically eager to get home, today the robotics club meets. Marcos's team is nearly finished with their robot and Marcos can't wait to see it in action.

High School

Carly, a high school Junior, parks her car in the student parking lot early in the morning. Carly is a student athlete and hopes to be a teacher. In preparation, Carly is volunteering at the elementary school to assist with before-school programs. After grabbing her backpack and locking her car, she walks directly to the elementary school where she helps serve breakfast to elementary students. Approximately 15 minutes before class begins, Carly briskly walks to her first period class which lasts 55 minutes.

Carly's day will consist of four (4) core subject classes and 3 elective courses. She has excelled academically and has pursued dual enrollment courses. Her 6th and 7th periods will be college level courses taught by a professor from a local college (either in person or online). The credits earned will go towards her teaching degree she eagerly awaits. After her

3rd period class, Carly heads to the cafeteria for lunch (11:55) where she connects with her friends.

As they peer at the menu, displayed on TV screens which are mounted above the serving area, they notice that today's menu items consist of: Beef Teriyaki Dunkers, Rice, Steamed Broccoli, Super Side Salad, Cucumbers, Carrots, Buffalo Chicken Wrap, Chicken Bacon Ranch Pizza, and Juice. Each day has unique menu items. Last month, the school surprised the students with sushi (Carly's favorite). By 12:27, Carly's 5th period course begins as she engages in the second half of her school day. Her classes end at 2:55, when Carly needs to begin making her way to the locker rooms to change for Soccer practice. Carly may not be the best player on the team, but she loves the atmosphere, hard work, friendship, exercise, and life lessons learned after each practice. She especially enjoys the sweet satisfaction of seeing her hard work pay off at each Soccer match versus other SC high school teams.

15. A description of the teacher lesson planning process. What planning tools will teachers use to prepare lessons?

Teachers will be expected to deliver weekly high-quality lesson plans to administration. To support teachers in this process, the school and Charter One will provide teachers with professional development workshops that will focus on techniques for delivering the Core Knowledge Sequence in a way that elicits both excitement and a sense of ownership on the part of the students. This involves working with teachers to create an understanding of the tenets of the Core Knowledge Sequence and assisting them in being true collaborators and creators of content-rich units. Teachers will also learn to act as facilitators of learning, guiding scholars to discover truths through kinesthetic, auditory, and visual learning.

To assist teachers with continual improvement of their instructional practices, the school will provide on-site support with an instructional coach. The instructional coach will provide teachers with the necessary training in Core Knowledge and Eureka Math, as well as a variety of instructional delivery methods. The coach will also work side-by-side with the teachers to model lessons, increase content and skill retention, increase rigor, and develop a learning environment conducive to growth.

To that end, the school will provide teachers the following levels of support:

- ? Focused and specific instructional coaching of educators in strategies, pedagogy, behavior management, and best practices.
- ? Professional Development, tailored to the needs of each staff from Core Knowledge to rigor to behavior management to data analysis.

? 1 planning period per day, per classroom teacher

Evaluation tools will be available to teachers and are described in detail within the Instructional Model section of this application.

16. Describe a typical day for a teacher of a grade that will be served in the first year of operation If, particularly for a virtual or alternative school, a “typical” day will vary widely, also explain the boundaries of that variation.

Typical Day for a Teacher

Mrs. Swenson arrives to school just before 7:30am and navigates herself to her classroom. As she makes her way down the hallway, she greets several of her peers and shoots a smile through the window in the door of another teacher’s classroom. She sets her things down and writes the class work assignment on the whiteboard before heading back out to the rear of the school for drop-off duty. From 7:35 to 7:50 she opens doors and greets dozens of students. Today she even notices that Elijah from first grade left his backpack on the sidewalk and stops him before he runs too far away. Elijah’s mother shares an appreciative glance back at Mrs. Swenson before driving off.

When the first bell rings at 7:50AM, Mrs. Swenson heads back to her classroom and greets students as they come in. She reminds the students to take their seats and begin bell work. After students enter the room, Mrs. Swenson takes attendance on her computer through PowerSchool while the students busily complete their bell work. When the announcements begin, she stands and recites the pledges and then makes her way to the classroom calendar in anticipation of the daily math meeting.

After instructing students in math, she leads her students to the playground where they are supervised by a recess aid. She has enough time to grab a drink and a quick snack before picking up her class again and beginning language arts instruction. Most of her instruction is delivered explicitly and she spends a lot of time in front of the class. She constantly interacts with the students and uses a variety of classroom management techniques to keep students engaged and on-task.

After the first block language arts, an art teacher enters the room and begins art instruction. Mrs. Swenson heads a few classrooms over to participate in a PLC meeting with the other teachers in her grade level. They discuss where they all are on the pacing map and the upcoming units they will be doing. After sharing a few resources, they discuss the most recent test data for their students. Mr. Barney is worried about a few students in his class and petitions some assistance. The other team members give him some suggestions and resources before the end of the meeting.

After PLC, the students are at lunch so Mrs. Swenson heads to the teacher's lounge to heat up her lunch before heading back to her classroom to eat and check her emails. Shortly, the time has come to pick up her students from lunch and begin the second block of language arts.

After language arts, it is time for RtI time. Today she is focusing on reading and has created some extensions for her advanced group, some on-level readers for her average group, and will be reviewing skills with her struggling group. After separating the groups and making sure they are all on track, she settles in with the struggling group to review some challenging concepts. She stays with the below-average group for about half an hour before she feels comfortable, that they can work independently. She then heads to the above average group to see how they are doing on the worksheets she gave them at the beginning of class.

After RTI, Mrs. Swenson continues her history unit on Mesopotamia. She loves that historical concepts were embedded in today's language arts lesson and is able to build upon those concepts in greater depth in her history unit. At 2:55pm, she has all of the students clean up and prepare to leave. The bell rings at 3:00pm and her classroom clears except for a few students. Today is Mrs. Swenson's day to tutor and she stays in her classroom helping the students until 3:30pm.

17. Identify the person(s) or position(s) responsible for overseeing professional development (PD).

The School Director and Charter One will be jointly responsible for the oversight and implementation of professional development on campus. In the Appendix Section of the EMO Service Provider Agreement in Appendix O to this application, Professional Development is described as being within the scope of services which will relieve the school of additional expenses. However, the Board may, at its discretion, approve the hire of a full-time instructional coach at the request of the School Director or Charter One. Otherwise, this responsibility rests solely with Charter One and is included in the EMO fee.

18. Discuss the core components of the school's PD plan for all staff (all teachers, leaders, other staff) and how they will support effective implementation of the educational program.

ALASC will use Explicit (or Direct) Instruction as our primary method of content delivery. To this end, the professional development will be provided to ensure teachers are properly implementing this instructional model. Decades of research on teaching and learning has supported the use of Direct Instruction and its benefits among all types of learners. The elements of Direct Instruction as developed by Anita Archer and Charles Hughes include:

1. Focusing instruction on critical elements
2. Sequencing skills logically
3. Breaking down complex skills and strategies into smaller instructional units
4. Designing organized and focused lessons
5. Beginning lessons with a clear statement of the lesson's goal and your expectations
6. Reviewing prior skills and knowledge before beginning instruction
7. Providing step by step demonstrations
8. Using clear and concise language
9. Providing an adequate range of examples and non-examples
10. Providing guided and supported practice
11. Requiring frequent responses
12. Monitoring student performance closely
13. Providing immediate affirmative and corrective feedback
14. Delivering the lesson at a brisk pace
15. Helping students organize their knowledge
16. Providing distributed and cumulative practice

Charter One's network of schools, American Leadership Academy, has

sufficient data that these 16 elements are key to effective instruction in grades K-8 regardless of the student's background or proficiency. The use of Direct Instruction is simply putting into practice time-proven effective habits of teaching and learning, which allow for students to master grade-level as well as accelerated content.

The Direct Instruction method allows for teachers to gather immediate data on student mastery through frequent student responses. Information gathered from these student responses is used to differentiate instruction in real time by providing affirmative and corrective feedback and determining the level of supported practice that is needed. Differentiated instruction will also be provided to students using information gathered through a child's 504 Plan, Individualized Education Plan (IEP), and/or through in-class and benchmark assessments.

In addition to the use of Direct Instruction, teachers of grades 6-8 will be expected to utilize the Shared Inquiry/Socratic method of instruction. Use of the Shared Inquiry or Socratic Method of instruction in grades 6-8 supports student learning during the logic stage as students learn to articulate their opinion on a provided topic while also being required to defend their position using the provided text or previous experiences. Through this method of instruction, students not only strengthen their oral and written expression, but they also learn how to listen and learn from their peers while searching together for the truth through class discussions. This method of instruction provides students below grade level the opportunity to learn from their peers while challenging students above grade level to find evidence to support their position when posed with an open-ended question.

In addition to professional development in Core Knowledge and Eureka Math, our teachers will receive training in both the Direct Instruction and Shared Inquiry methods of instruction prior to the start of the year. Administrative oversight will ensure that both methods of instruction are implemented throughout the school year. A table outlining the professional development that staff is scheduled to receive prior to the beginning of the school year is included in the next question.

Additional professional development will be offered throughout the school year. Training provided during the school year will be assigned by the School Director and determined according to observations and evaluations of teacher instruction and student performance data. Some examples of additional training that could be scheduled as needed for individual staff members include:

- ? Reading, Writing, and Vocabulary Primarily Through Instruction in Specially Designed Language Proficiency Standards
- ? Language Acquisition and Growth
- ? How to Use the Curriculum Assessment and Remediation Guide Within CKLA

The school's School Director has the authority to seek out other relevant training as needed and assign classes to appropriate staff. In some cases, staff members may request particular training. In such cases, the School Director may assist the teacher by either allowing their attendance to an outside training or by bringing the training to the school site so other staff members could benefit from the content. This decision would be made by the School Director and based on the needs of the entire staff.

Charter One will also provide thorough professional development during the Summer on the implementation of R.A.I.S.E., the Consequences and Conduct Matrix ("CCM") (The draft is in Appendix T), the Parent and Student Handbook, and Student Information Systems ("SIS") - PowerSchool.

19. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

ALASC will provide a total of 15 days of professional development for teachers and support staff to provide the necessary skills and understanding they will need for the new year. 10 of these days will be provided prior to the first day of school. Below is a list of the topics and times of our professional development offerings:

- Day 1:
 - o Charter One Executive Team: .25 Day
 - o R.A.I.S.E. Leadership Curriculum: .25 Day
 - o Policies and Procedures (Charter One, Handbooks, and CCM): .5 Day
- Day 2:
 - o Explicit (Direct) Instruction: 1 Day
- Day 3:
 - o Core Knowledge: 1 Day
- Day 4:
 - o Core Knowledge: .5 day
 - o Teacher Modeling & Observation: .5 day
- Day 5:
 - o Classroom Management (Including CCM implementation): .5 Day
 - o Eureka Math: .5 Day

- Day 6:
 - o Eureka Math: .5 Day
 - o Teacher Modeling & Observation: .5 day
- Day 7:
 - o SIS (PowerSchool, Grading, Parent Portal): .5 Day
 - o First Aid: .5 Day
- Day 8:
 - o Grade Level Team Collaboration: 1 Day
- Day 9:
 - o Director Discretion: 1 Day
- Day 10:
 - o Director Discretion: 1 Day

20. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration.

ALASC will provide a total of 5 days of professional development throughout the school year.

- Quarter 1:
 - o Special Populations Training: 1 Day
- Quarter 2:
 - o Director & Charter One Discretion: 1 Day
- Quarter 3:
 - o End of Year Testing: 1 Day
- Quarter 4:
 - o Director & Charter One Discretion: 2 Days

These professional development days will take place on designated teacher workdays throughout the year. Students will not be in school on those days. The School Director will oversee professional development to ensure the teachers and staff receive appropriate training to meet their needs. The teachers will have planning periods in their daily schedule. Weekly, they will have common planning with their grade level or team and will use that time to participate in PLC meetings. Some professional development will be ongoing and will be revisited in these meetings. Teachers analyze their performance on curriculum-based assessments each week during PLC team meetings and make adjustments to pacing in their lesson plans and select specific remediation activities that will be

utilized in the core and reteach instructional blocks to target areas of deficiency.

21. How does professional development align with the vision and core academic priorities of the school? How will the effectiveness of PD be evaluated? When teachers have time for common planning or collaboration? How will this time be used?

All professional development activities will be aligned with ALASC's mission, vision, and values. It is critical that all staff embody and implement the mission, vision, and values of ALASC in the classroom, work meetings, and at home. Each Summer, Charter One will provide comprehensive training to The School Director and Assistant Director on what it means to:

? "provide the best educational experience to as many students as possible in a moral and wholesome environment";

? "Learn. Lead. Change the World!"; and

? believe, live, and teach, the R.A.I.S.E. values.

Often, Charter One will utilize Stephen Covey's 7 Habits of Highly Effective People in its training and encourages school admin to do the same . It will then be the responsibility of the School Director to train and teach all staff. The School Director and Charter One will be monitored and evaluated by the Board each year to ensure that the mission, vision, and values are being taught, trained, and implemented with fidelity to all staff and students.

ALASC will also have several days set aside in its calendar, throughout the school year, to provide professional development (PD) and collaboration opportunities for staff according to the school's PD plan outlined in this application. The School Director will oversee professional development to ensure the teachers and staff receive appropriate training to meet their needs. The teachers will have planning periods in their daily schedule. Weekly, they will have common planning with their grade level or team and will use that time to participate in PLC meetings. Some professional development will be ongoing and will be revisited in these meetings.

Mandatory Staff Development days are outlined in the school's academic calendar. These days are set aside to cover relevant training. Also, as appropriate, professional development will be incorporated into the regularly scheduled staff meetings after school. All PD offerings are intentional and support the school's mission to educate through Direct Instruction and use the Core Knowledge Sequence. Also, training centered around creating and fostering an environment that reflects healthy character development is a top priority. Feedback from the teachers will be used to determine effectiveness. Also, following some PD sessions,

teachers may have an assignment for implementation or reflection. Their responses will be used to evaluate effectiveness of the training.

Professional development will be evaluated through data derived assessments and teacher evaluations. Teachers will have common planning times each day and will be expected to work together to develop rigorous lesson plans that meet the individual needs of their students. Teachers will be required to implement the R.A.I.S.E. curriculum into their lesson plans in accordance with the campus wide R.A.I.S.E. value of the month. The teachers of each grade will have a collaborative meeting, twice per week, with one of the meetings including the Instructional Coach and/or School Director. Collaboration is key in timing of instruction and the development and practice of strategies to provide the instruction all students need to achieve academically. The Instructional Coach and/or School Director will include professional development progress in a weekly report to Charter One.

22. An explanation of how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct, review, and provide guidance on professional development and growth.

ALASC's staffing structure provides for a Director and two assistant directors who will manage, conduct, review, and provide guidance on professional development and growth. This will be completed through classroom observation. Charter One will monitor and review weekly reports from the director on professional development and growth status of teachers who may be at or below expectations. The School Director or Assistant Director ("AD") will work with the teachers to develop a personal professional development plan with SMART goals for the upcoming school year. This plan will be reviewed, analyzed, and updated via quarterly meetings with either the AD or Director.

23. Additional Requirements for Replications Schools: Describe any shared PD across campuses. Who will be responsible for developing, leading, and evaluating any shared PD?

Not Applicable

Educational Plan and Capacity (continued)

Serving Students with Disabilities

1. Identify the types and size of the various special populations that the school expects to serve and the basis for these assumptions;

As a public charter school, ALASC offers enrollment to all South Carolina school-aged residents. ALASC will not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education. ALASC expects to mirror the general student population of the Lexington One school district, but also expects to have a slightly higher student population of students with IEPs, ELL students, homeless students, and military students. We make this assumption based on internal Charter One data of its other campuses from lower, middle, and high-income areas. The family-oriented, moral and wholesome atmosphere is attractive to and highly beneficial to families with special population students.

The U.S. national average of students with disabilities hovers around 13%. The State of South Carolina's average is slightly higher at 13.8%. There are more than 3,500 students in Lexington One identified as having a disability, or about 13.3%. The student population at ALASC is expected to be similar to that of the state and district. ALASC is expecting to have approximately 270 students who have been identified as having a learning disability in its first year of operation. The school is preparing to serve this population by allocating funds to hire appropriate certified staff and licensed service providers. Funds are also budgeted for equipment the school may need to purchase to meet their needs.

	Lexington One (Actual)	ALASC
(Estimate)		
Students with IEPs	13.36%	14%
ELL	4.62%	
5%		

2. Discuss how the curriculum, daily schedule, staffing plans, and support strategies and resources of the proposed educational plan will meet diverse needs of any special populations or any modifications to the educational plan that will be made in order to do so;

ALASC will provide a variety of resources, supports, and strategies to ensure all students, including those with disabilities, are provided with the necessary support for their success. Students with disabilities will be provided with specific accommodations, and modifications depending on the extent of their disability. To fulfill these requirements, we will provide the necessary classroom spaces to execute "pull out" and self-contained instruction. We will serve most students in the general education setting

using an inclusion model. This model allows students with disabilities to participate in classes with their peers who don't have a disability. In these classes, an Student Education (SE) teacher co-teaches the curriculum with the regular education teacher to provide support for all students. Students with an IEP will receive Specially Designed Instruction (SDI) aligned with the classroom objectives and developed by the Special Education teacher. These methods will be utilized to guarantee that students with disabilities are provided with a free and appropriate public education (FAPE) in the least restrictive environment. Professional development will be provided to teachers and other staff as necessary to help meet the needs of students with disabilities.

Based on the individual student's need for specially designed instruction, the following determines the Least Restrictive Environment ("LRE") placement per Individualized Education Plan ("IEP") Team decision:

? Regular Setting - the student participates with nondisabled peers for 80% or more of the school day- will mostly be served in an inclusion setting with pull-out as needed per the IEP.

? Resource Setting - the student participates with nondisabled peers 40-79% of the school day- students will receive a mix of inclusion classes and pull-out in a Special Populations classroom per the IEP.

? Separate Setting - the student participates with nondisabled peers less than 40% of the school day- Students will receive most of their services in the special populations classroom with the students spending time as warranted by the IEP in a regular classroom setting.

? Separate Schools, Hospitals, and Home Instruction- the student does not participate with non-disabled peer and receives all services at a separate school, hospital or through home instruction.

ALASC will provide a free appropriate public education (FAPE) which will include a full continuum of services, including related services through contracting with appropriately certified specialists, either through the Charter Institute at Erskine (Appendix J) or independent providers. ALASC fully understands and accepts the responsibility to abide by the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, Section 504 of the Rehabilitation Act (1974), the Americans with Disabilities Act (ADA), and Title III of the Elementary and Secondary Education Act (ESEA). ALASC will provide the required documentation, assessments, accommodations, and/or modifications as outlined in the Individualized Education Plans (IEP) of the students we serve. ALASC will provide appropriate services to students who are gifted as well as students who are English Language Learners (ELL).

Information regarding Child Find will be posted on the school's website. ALASC will follow the law in regard to appropriately identifying students who are suspected of having a learning disability. ALASC will abide by all

applicable special education laws and follow relevant initiatives as directed by the sponsor, the Charter Institute at Erskine.

All students can learn, and all students can lead, regardless of their unique needs. To encourage both, ALASC will use resources from the Eureka Math curriculum and the Core Knowledge Sequence as the base for our core instruction. Both programs provide support for the diverse needs of special student populations. The Assessment and Remediation guides provided through Core Knowledge consists of skill-based instructional tools for interventions and scaffolded support for children in academic deficit. Additionally, these same guides can be used to provide acceleration to children who demonstrate consistent mastery and need a more rigorous application. Eureka Math also offers a variety of support tools for students with diverse needs. ALASC staff will have intense training in both Core Knowledge and Eureka Math to better understand the support available within the curricula. All of our students, including those identified as having a learning disability, our English Language Learners (ELL), homeless, military, and high-achieving students identified as gifted and talented will be served well through these programs.

To ensure our staff meets the needs of all students, ALASC will implement progress monitoring and document it through a three-tiered RtI model. This research-based initiative, along with the support provided in the highly regarded curricula we have chosen, will be used to identify and serve at-risk students as well as those who may be gifted and talented. The RtI process is designed to meet all children at the point of their academic needs and is a process whereby students may enter and exit tiers for enrichment or remediation at multiple times throughout the school year. The RtI process is flexible and used to ensure students are appropriately supported without the need for special education services when appropriate. However, the data gathered through the RtI process can be used to refer students for a special education evaluation when appropriate.

The School Director will be responsible for appointing an RtI team consisting of administrators, teachers, and a special education representative. This team is responsible for reviewing screening data to determine students at-risk, developing RtI intervention plans for students identified for Tier II and Tier III. When a student is referred to the RtI team, the student's teacher must also be a part of the intervention planning process and progress monitoring.

Students earning successful marks from Direct Instruction in the general classroom are considered to be at Tier I. It is expected that approximately 80% of our students will thrive without the need for intervention in addition to the instructional program.

Students in need of intervention will be identified through regular assessments, classroom performance, and universal screening. These students will be referred to the RtI team to determine what targeted

intervention plan is appropriate for each student in addition to their regular classroom instruction and for how long the intervention should be conducted. At the end of the allotted time period, the data will be reviewed by the student's teacher and the Rtl team to determine the appropriate next steps.

Students identified as not showing adequate progress are placed on Tier II. These students, commonly representing approximately fifteen percent (15%) of the student body, will need intervention in addition to the general instruction. Students in this group are referred to the Rtl team and a Response to Intervention plan will be developed. The Rtl plan includes designated intervention and enrichment time built in the school schedule for targeted instruction to be provided by an interventionist and/or the child's teacher.

The parent or guardian will be notified in writing that the child is receiving additional academic support. The team will implement appropriate measurable interventions and document the timeline for tracking the student's response to those interventions. The team will also schedule a follow-up meeting to review the student's progress. The interventionist and the student's teacher will document the support and monitor the student's progress. The interventionist and the student's teacher will report back to the team at the follow-up meeting. At the follow-up meeting, the team will review data, measure the success and determine the next steps. If a child is showing adequate progress with interventions, the team may determine to either continue the interventions for an additional predetermined length of time and then reassess the progress or return the child to Tier I. If the child is returned to Tier I, the child will continue learning through the regular classroom Direct Instruction without additional instruction during the intervention time period.

If the child is not making adequate progress, the team may determine the child needs more intervention support to be academically successful. They may move the child to Tier III where the child will continue Tier I instruction and Tier II interventions but will receive additional intervention time. The Rtl team will revise the Rtl plan to increase support and may consider referring the student for a special education evaluation. It is anticipated that these students will represent approximately 5% of the student population.

If a student has moved to Tier III, the team will schedule a formal meeting with the parent or guardian. The team will send written communication to notify the parents of the meeting and ensure the meeting time is scheduled conveniently for the parent or guardian to attend. In the meeting, the team will present the interventions to date and share the progress of their child compared to others in the same grade level. Once all data has been reviewed with the parent or guardian, the team may request permission to conduct further testing with licensed professionals to determine the best educational plan for the child. The parent or guardian must provide written permission to proceed with a psychoeducational evaluation to be used for

consideration of special education services. At this meeting, parents will receive a copy of the procedural safeguards in addition to an explanation of the evaluation process from the team to ensure they are fully informed. In some cases, a parent or guardian may refuse an evaluation. In these cases, the school is not permitted to continue with the evaluation process, but must continue to serve the child, which may continue to be done through the Rtl process.

With written permission, the child will undergo a series of valid and reliable psychoeducational assessments. These assessments will be conducted by a certified school psychologist and/or the appropriate certified related services provider(s), such as a speech & language pathologist, occupational therapist, or physical therapist. Diagnostic testing in the areas of concern could include social/emotional, fine motor skills development, and test of cognitive abilities. Qualified persons with appropriate certifications and/or licenses will also conduct vision and hearing screening. These will all serve the team in determining the child's overall abilities and establish support needed for the child to access the general education curriculum.

After all psychoeducational evaluations are complete, the school will schedule an eligibility determination meeting with all members of the evaluation team and the child's parent or guardian. The school will send two forms of written communication to notify the parents of the meeting date and time to confirm they are able to meet at the scheduled date and time. At the meeting, the team will review the data collected through the evaluation process to determine if the child has an educational disability and is in need of an individualized education plan (IEP) to make progress in the general curriculum.

If the team determines a child does not meet the criteria for placement into the special education program, the team will notify the parent or guardian and continue to provide academic support through the Rtl process. If the team does determine the child qualifies for placement into the special education program, then the entire team will collaborate together to create an appropriate IEP for the child. The IEP will document the type(s) and frequency of special education and related services to be provided. The team will also determine and document annual goals that each member of the team will commit to in order to support the child's advancement. If it is determined that the child is unable to participate in certain activities and/or classes due to the disability, it will be documented, and appropriate modifications and accommodations will be implemented. Additionally, if the child needs to take alternate state or district assessments due to their disability, that documentation will also be included in the IEP. The team will determine the start date for services, frequency and the LRE for all services to be provided. ALASC will follow the IEP for the child. Progress reports will be provided by the providers to the parents and appropriate staff as indicated in the IEP. ALASC is prepared to provide an appropriate full range of services to students who qualify for special education.

The ALASC staff will work within the daily schedule to prevent students receiving services from missing core instruction when possible. Regardless of their academic needs, students will have proper instruction in math and exposure to the Core Knowledge Sequence, as the content rich curriculum provides a base for learning and the vocabulary needed that is fundamental to success in reading and comprehension.

If after testing, a child does not meet the requirements for an IEP but meets the broader definition under Section 504 with a physical or mental impairment that substantially limits major activities or academics, the ALASC team will create a 504 plan to accommodate those needs in the school setting. All parties, including the parent or guardian will participate in creating the plan. Upon approval of all team members, the plan will be implemented and followed by the ALASC staff.

To support the special populations in the school, ALASC is budgeted for 6 Special Education teachers between the Elementary, Middle, and High School grade levels with 4 special education support staff positions. Additionally, Charter One's Exceptional Student Services Department will assist with trainings, oversight, and management of the Special Population staff.

To ensure the ALASC is prepared to meet the needs of all students, including those identified as having an educational disability or in need of specialized services, a full range of curricular professional development will be extended to the staff. Appropriate members of our Special Populations team will attend all mandatory professional development and training offered through the Special Populations departments at the South Carolina Department of Education and the Charter Institute at Erskine. As part of the school's ongoing Professional Development ("PD") plan, all staff members will also participate in workshops and training for special education in the areas of HIPAA, FERPA, Child Find, appropriate timelines for processes (15, 30 and 60-day windows for placement), and proper professional communication where identified students are concerned according to applicable laws.

When students transfer in and are identified as having a learning disability transfer in, ALASC will accept IEPs from the student's prior school. ALASC will collect relevant data and hold a comparable services meeting within 30 days of the transfer window with the parents or guardians. In this meeting, it will be determined how ALASC will best serve the student's needs in our school setting. If amendments are needed, the team may agree to implement those based on the data collected to appropriately serve the child in the ALASC environment. All relevant parties will actively participate and approve the IEP plan ALASC will follow to serve the child.

ALASC will conduct re-evaluations as they are required by the IEP. According to the results, the student will either continue current services,

amend services or be exited from the special education program. When students place out of special education, either by re-evaluation, parental revocation or graduation, ALASC will provide appropriate transitional services for the student. The services will be determined by the IEP team and implemented as determined. They could include but not limited to slowly removing academic support, providing support for vocational training, integrated employment, independent living, community participation or post school daily activities.

Gifted and talented students may also be referred to the Rtl team for additional support. In contrast to their peers on the lower end of the spectrum, gifted and talented students will receive support in accelerating and extending their instruction to challenge them and keep them engaged. Gifted students will be placed with teachers that are highly qualified to provide gifted instruction.

Charter One's special education department will serve as the primary sponsor for the special education management and services. ALASC will contract with appropriate certified and licensed professionals to provide services required by each student's IEPs. This would include but not be limited to speech, occupational, and physical therapy, audiology, interpreting services and/or vision services. These professionals will be responsible for providing evaluations and participating on IEP teams to develop appropriate accommodations and goals for student development.

3. Describe the school's plan to provide a continuum of services in the least restrictive environment;

ALASC will ensure that all students receive education in the least restrictive environment with their non-disabled peers to the extent appropriate. The LRE will be an IEP Team decision based on student evaluation data, formal and informal assessments, observations and educational experience. ALASC will provide all accommodations/modifications and special education services deemed necessary for any exceptional child to ensure FAPE. Related services such as speech, OT, and PT shall be provided in accordance with a student's IEP plan as determined by the IEP Team. If an IEP Team determines a student requires a change in placement, the IEP Team will determine the most appropriate placement that ensures FAPE.

ALASC will take into account students who may need a more restrictive placement on the continuum in the hiring of their Special Education staff to ensure appropriate services are provided in the most effective instructional format for the student. Should a Special Population student require homebound instruction for any reason as determined by the IEP Team, the Special Education coordinator or other qualified teacher shall provide the necessary instructional hours per week according to the form and format determined by the IEP Team when services are determined to be needed. The Special Education teacher will monitor progress using data obtained

across settings and report to the student, parents, and relevant staff as outlined in the IEP.

ALASC will ensure each student is provided with the LRE. Student's will be equipped with the necessary tools needed in the general education environment as well as assisting them to achieve their IEP goals.

4. Clearly define the roles and responsibilities, as well as provide an explanation of the partnership between the proposed charter school and the potential sponsor;

ALASC and the Charter Institute at Erskine ("Erskine") will work together to ensure the special populations have the resources they need for success. The Board's primary role and responsibility is to govern the charter school and to oversee operations. Erskine offers many services that will benefit ALASC. ALASC intends to utilize the scope of services offered by Erskine, especially including services benefiting special populations. The Board views the relationship between ALASC and Erskine as a partnership. The Board will take advantage of professional development opportunities and other services offered by the sponsor. We will maintain a close working partnership to ensure success of the school and students.

Goals, Objectives, and Assessment Plan

Response to Goals, Objectives, and Assessment Plan

3) Goals, Objectives, and Assessment Plan

1. Outline goals that are appropriate and manageable and will provide evidence that the school is advancing its mission and meeting the purpose of S.C. Code Ann. § 59-40-20 including closing achievement gaps, as applicable. Goals should be specific, measurable, attainable, realistic of the school's mission, and time-based (SMART).

ALASC has set specific performance goals to encourage continuous school improvement. The School Director will be responsible for periodically reporting progress toward measurable goals to the Board of Directors. We have identified specific areas of assessment and included a goal for each.

Overall Academic Performance Goals

Students will meet or exceed overall proficiency scores of students from the Local Education Agency (LEA) and within the State of South Carolina by at least five percent.

As Measured by:

1. Benchmark Assessment Data
2. SC Ready and EOC Assessment data
3. ACT scores
4. Graduation rate

Student leadership Goal: 100% participation in school leadership programs.
Measured by:

5. 100% mastery of the R.A.I.S.E. curriculum measured by completion of student reflections on student leadership portfolio
6. 100% completion of 60 service hours within the learning community
7. 100% participation in Leadership Exhibition Day Events
8. 100% participation in one or more extracurricular or community organization

Student Conduct Goal:

ALASC will maintain a wholesome learning environment where students are held accountable for their actions on a daily basis. Measured by:

9. 5% decrease in behavior management referrals by teachers annually after the first operating year based on the previous year.

10. Decrease suspension rates by 10% in accordance with school discipline reports and have a lower suspension rate than the current state rate.

Board of Directors Involvement Goal: 85% board member attendance rate at monthly board meetings and community involvement. Measured by:

11. Monthly board meeting minutes and attendance

12. Participation in board trainings and orientations

13. Attendance at significant school and community programs

Financial Sustainability Goal: ALASC will operate within a budget and maintain a 5% yearly surplus to build a reserve fund. Measured by:

14. Monthly and annual budget reports

15. Financial audit reports

16. Budget surplus amounts

Parent Engagement Goal: ALASC will have a 95% school participation rate and 85% satisfaction among parents or guardians of our students.

Measured by:

17. Attendance record at parent-teacher conferences

18. Annual parent satisfaction survey data

19. Attendance at significant school and community programs

Staff Satisfaction and Retention Goal. ALASC will attain a satisfaction rating of 90% or higher among teaching staff and sustain a teacher retention rate of 80% each year. Measured by:

20. Teacher working condition survey data

21. Annual teacher retention data

English/Language Arts -- Academic Improvement:

22. 85% of our students will meet academic proficiency as indicated by SC Ready or EOC assessments.

Mathematics -- Academic Improvement:

23. 85% of our students will meet academic proficiency as indicated by SC

Ready or EOC assessments.

Professional Development Growth Goal:

24. 100% of teachers will meet professional growth plans as identified in the teacher evaluation process.

2. A summary of test scores, attendance rates, or other data of the residential district which will be used as a baseline or an explanation of how the applicant intends to establish a baseline in the first year of operation (assessment plan to include which assessment(s) will be used and at what point in the school year they will be administered).

ALASC will use Lexington One School District as its benchmark for student achievement during its first year of operation. A summary of Lexington One School District data are attached in Appendix G. ALASC will use PowerSchool SIS to track student attendance rates and other student data. Attendance tracking will be done quarterly and reviewed by the School Director and Charter One.

ALASC will utilize assessment programs and schedules from the Office of Assessments in the South Carolina Department of Education for internal evaluation. The example assessment schedule is attached in Appendix G. Summative and formative assessments will be reviewed no less than three times per year by the Board at the corresponding monthly board meeting by the School Director.

3. Strategies to meet the goals and objectives that reference the educational program section.

ALASC will utilize a knowledge-based curriculum that has been proven to be effective in various demographic profiles, from low socioeconomic students to high socioeconomic students. This is important to ALASC as it relates to the second part of our mission: "to as many students as possible." ALASC will be a growth model school. This means that we will frequently have a percentage of our population that will be new to us and comes from various academic and socioeconomic profiles. Our curriculum is designed to be accessible to students of all academic proficiency levels and to quickly accelerate their learning to meet school standards. This includes special education programs, Response to Intervention, and gifted programs. This model is currently in use in both low-SES and high-SES markets and has shown great success.

Students that struggle to maintain performance are given additional

assistance during built-in remediation blocks. Students that exceed performance expectations are granted the ability to accelerate and deepen learning during the same block of time. In this way, all students, regardless of initial performance level, are empowered to achieve academic excellence.

Students are taught to take accountability for their own learning. After each internal assessment, the student records his/her progress in their own R.A.I.S.E. Leadership Binder. Each student sets personal goals for progress and is held accountable for results. Students account for their learning to their parents during the student-led portion parent/teacher conferences bi-annually. This accountability and focus on improvement help each student increase their personal commitment to excellence and improves overall student performance. At buildout, ALASC will meet or exceed assessment goals on state required assessments in kindergarten through twelfth grades by implementing Core Knowledge and Eureka Math with fidelity and integrity. The research behind both curricula assures we will reach the expected outcomes.

4. A description of the diagnostic, formative, and summative assessments including state-mandated assessments with baseline data gathering and details on the types of assessments. Discuss why the assessments were chosen, the plan to administer the selected assessments, and how the results will be used to inform instruction. The description should also address how the data will be used to measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter.

SC READY is a collection of statewide assessments in both English Language Arts (ELA) and mathematics. Students in grades 3-8 are required to take the SC READY test, unless they qualify to take the South Carolina Alternate Assessment (SC-Alt) as part of their Individualized Education Plan due to a severe cognitive disability. All students in 4th and 6th grades are required to take the SC PASS science except those who qualify for the SC-Alt. Students taking high school courses English, Algebra, Biology, and U.S. History are required to complete the End of Course (EOC) test in that class. ALASC will comply with all state testing requirements.

ALASC will measure and evaluate academic progress during the first three years of operation of individual students, student cohorts, and sub-groups through the use of internal and external assessments. Internal assessments, such as NWEA MAP and ASPIRE will be utilized to determine readiness levels. External assessments will be utilized as well. These will include ASPIRE and the W-APT, or similar assessments. Internal formative assessments will be used to monitor student progress

throughout the course of the school year while external assessments will be utilized to provide end-of-year feedback on student learning.

Internal assessment data will be reviewed weekly by PLC teams and campus administration. Results from the internal and external assessment data will be compared and utilized to determine the effectiveness of curriculum and instruction. Adjustments to both curriculum and instruction will be made according to the trends that may be present.

ALASC strives to be transparent with parents and students in regard to its assessment plan and performance on all internal and state-mandated assessments. Parents and students will be made aware of ALASC's performance on the state assessment through the school website, parent communications and marketing materials. The performance of individual students on internal assessments will be shared during parent teacher conferences as well as through the PowerSchool Parent Portal. The EMO will assist the School Director in training all necessary stakeholders such as Governing Board members, teachers, and leadership in ALASC's assessment plan. ALASC's assessment plan will be shared with parents and students at the start of the year during Meet the Teacher as well as during enrollment events and school tours.

5. A plan to monitor progress toward meeting the goals and objectives of the school and how the school will make modifications based on data, including revising and redirecting professional development and instruction.

To ensure goals are being met with the mission, vision, and values as a central focus, the Board will review formative assessment results at least three times per year. The Board will review summative assessment results annually. The Board will also require a monthly operations update from the School Director and/or Charter One highlighting the progress of certain administrative or committee projects and assignments. The Board will conduct an evaluation of the School Director and Charter One on an annual basis. The Board will establish and monitor a multi-year strategic plan, modifying as necessary and measuring progress. Monthly, the Board will review financial reports. Lastly, the board will review and address parent and teacher surveys, student retention data, grievance reports, and teacher retention data.

In addition, the School Director will also rely heavily on the evaluation tools described in the Instructional Model of this application. Assessment data will be utilized to determine professional development needs of the staff and to individualize instruction.

6. Identify the resources (technology, personnel, staff development) that

will be needed to successfully implement the proposed assessment plan. Who will be responsible for analyzing and interpreting academic data and communicating student achievement data to the board? Who will communicate student achievement data to parents?

ALASC will implement a formative and summative assessment plan. ALASC will utilize NWEA as the formative assessment tool in addition to summative assessments that are required by the state. The School Director will create a testing calendar. The School Testing Coordinator ("STC") be responsible for the administration of formative and summative assessments, and report the assessments to the Board at least three times per year. Staff development will be provided by the assessment vendors, Charter One, the Charter Institute at Erskine, and the South Carolina Department of Education.

ALASC will provide 1 student device for every 2 students. The Assistant Director and instructional coach be responsible for implementation of the assessment plan, including, analyzing and interpreting data to create lesson plans that ensure that students are taught materials that will result in grade-level proficiency. Teachers will be responsible for communicating the achievement data to parents, and the School Director will be responsible for communicating the school's overall achievement data to both the parents and the Board of Directors.

Teachers will be trained in protocols in how to analyze the assessment data. They will create an action plan for acceleration and remediation. This will be an important part of the comprehensive MTSS/Rtl framework and making any necessary adjustments to the curriculum / instruction /assessment model and professional development. Formative and summative assessment data will be discussed in grade level PLCs.

7. Additional Requirement for Replication Schools:

Not Applicable

Organizational Plan and Capacity

Governing Board

1. Identify the key members of the founding group/Steering Committee. Key members are individuals who will play a substantial and ongoing role in the school's development, governance and/or operation, and thus will share responsibility for the school's outcomes. Provide a brief biography of each member, highlighting what experience they will bring to the proposed school and any leadership experience and credentials.

The Steering Committee for ALASC is comprised of accomplished individuals with diverse backgrounds and experiences, including business professionals, lawyers, educators and community leaders. Their collective knowledge and experience will enable them to effectively oversee the school and the contracted management organization. This dedicated group of individuals are committed to meeting and exceeding all the Charter Institute at Erskine's expectations for performance.

Mr. Reese. L. McCurdy, Chairman of the ALASC Steering committee

Mr. McCurdy is a senior manager of sales and operations. He engineers significant revenue growth, customer retention, and performance improvements. He uses a variety of business analysis and integration, processes development and leadership initiatives. He enables operations to maximize their revenue cycle and savings. His diverse experiences provide him insight into various techniques focused on leveraging customer interactions through sourcing opportunities to build and sustain revenue growth. These experiences allow him to be valuable across a range of industries dependent on a positive customer experience. His in-depth business and operational experiences are invaluable to this project. We are thrilled he is serving on the ALASC Steering Committee.

Amy V. Cofield, Esq., Member of ALASC Steering committee

Ms. Cofield earned her Bachelor of Arts and a Masters-in-Education from the University of South Carolina. She earned her Juris Doctorate from the University of South Carolina School of Law. She brings to the committee a great deal of knowledge in the area of public education, as well as a legal perspective in the area of employment law. Ms. Cofield is eager to serve alongside the others on the committee and is excited to make ALASC a reality.

Mr. Dave Wilson, Member of ALASC Steering committee

Mr. Wilson is a strategist. His wealth of experience in the world of media and public outreach will serve the committee well in the area of marketing

and advertising techniques. His experience in the SC Senate as Communications Director brings a unique viewpoint in promoting ALASC to our targeted audience.

Ms. Jenny Anderson, Member of ALASC Steering committee

Ms. Anderson earned her Bachelor of Arts degree at the University of South Carolina at Aiken. She is the VP of Marketing and Communications for Big Blue Marble Academy (“BBMA”), a growing childcare company with 38 locations in eight states. Her creativity and experience in project management has been integral in her role at BBMA as she focuses on brand management, enrollment strategies, as well as marketing and communications to current and prospective parents. This experience in early childcare education management and marketing brings a unique understanding of the needs of children and parents as well as optimal outreach techniques. She is an advocate for students with special needs and currently serves as Board Member for Family Connection of South Carolina, a state-wide organization that raises awareness and promotes inclusion for individuals including children with disabilities and special healthcare needs.

Mr. Micah Rea, Member of ALASC Steering committee

Mr. Rea received his Bachelor of Science in Business Administration with a Minor in Aviation from Bob Jones University. He currently serves as the Special Assistant to the Lieutenant Governor. He provides operational support and manages internal and external communication. His role has allowed him close access with public opinion and he is in tune with what the residents of South Carolina want for the state. His connections to the local community will serve the Steering Committee as they work together to start a charter school in Lexington.

Mr. Michael R. Burgess, Member of ALASC Steering committee

Mr. Burgess currently serves as a lead teacher for the Center of Law and Global policy Development at River Bluff High School. He is a former history teacher and earned his BA and MAT degrees in History from the University of South Carolina. He is a high school teacher and served for years as a coach in several athletic programs. He currently serves as the faculty sponsor for the Young Democrats and Teenage Republican group. He is in tune with young citizens and is abreast to their concerns in today's political society. His understanding of emerging adults brings unique educational perspective to the dynamics of the Steering Committee.

Austin James Bowers, Member of ALASC Steering committee

At the time of this application, Mr. Bowers is a law school graduate from the University of South Carolina School of Law. He is currently employed by a local law firm in Lexington. He earned his Bachelor of Arts in Government and Minor in Philosophy degree from Wofford College. Mr. Bowers is heavily involved in multiple community led events and served as the coordinator and leader on the Lexington County Republican executive council. He is committed to community outreach projects for ALASC.

Joan Jordan, Member of ALASC Steering committee

Ms. Jordan is a resident of Lexington County, married for 25 years and has three daughters. She graduated from Midlands Technical College with a degree in Medical Assisting. She founded and grew a private school to a full Pre-K through twelfth grade school and is a proponent of school choice. She has joined the ALASC Steering Committee to help offer a tuition free school choice option to the residents in her county and the surrounding areas. She supports the ALA educational model and was one of the first Steering Committee members to read about American Leadership Academy. She fully supports the mission and vision of Charter One and the American Leadership Academy. She is most supportive of bringing the R.A.I.S.E. Leadership Program to Lexington.

2. Describe how and why the founding group/Steering Committee decided to form a school in South Carolina.

Charter One had an interest in bringing a high-quality charter school to South Carolina. They conducted several meetings with South Carolina Charter School leaders. During the course of the introductions, Todd and Beth Atwater were introduced to Charter One. There was a mutual interest in bringing a charter school to the Lexington area, utilizing the Charter One model. The Atwater's met with other friends and community leaders to form a Steering Committee for their home community.

The current Steering Committee is made up of individuals who are seeking to bring high quality school choice to their home community and feel that a partnership with Charter One is the best way to do so. For more information, please see question 1 in the EMO section of this application.

3. Describe the model or philosophy of governance that will guide the board (the identified model/philosophy should serve as a guide to the Board but this question is not requiring the board to formally adopt a specific model/philosophy).

The Steering Committee was formed to bring additional school choice options in the greater Lexington area. Though Lexington One is strong

academically in the State of South Carolina, we believe that there is far more embedded in the school choice discussion than mere test scores. The committee believes that all families deserve access to a high-quality school of choice. There is no choice in Lexington One. ALASC will offer families a school of choice. As members of this community, we understand the mindset, values, and desires of the local families and know ALASC is in alignment philosophically, culturally, and ethically. Our interest list demonstrates this need and desire of the Lexington One community.

The driving philosophy behind the governance of the school lies within its mission, vision, and values.

Mission:

The mission of ALASC is to "provide the best educational experience to as many students as possible in a moral and wholesome environment." ALASC will deliver academic excellence and provide meaningful extra-curricular activities for students in athletics, the arts, technology, entrepreneurship and leadership. ALASC's values will be the foundation of the mission and vision. We R.A.I.S.E. leaders through Respect, Accountability, Integrity, Service and Excellence. Our R.A.I.S.E. values allow employees to judge the importance, value and attractiveness of any given situation, and prioritize decisions independently and consistently to our mission and vision. In order to be leaders, and help our students become leaders, we must integrate each of these values into our way of being.

Vision:

"Best Educational Experience"

ALASC is a unique and innovative school because it views education as an experience, not merely a curriculum or scope and sequence. ALASC is redesigning the standard school model in order to provide a unique experience and innovative learning environment focused on a results-oriented and knowledge-based education model that is supplemented with SMART goals, and entrepreneurship and leadership curriculum. The learning model is designed to develop the critical skills needed to thrive in an innovative, collaborative world and one in which we are responsible members of our communities and schools.

"Learn. Lead. Change the World!"

We chose to adopt Charter One's vision of "Learn. Lead. Change the World!" because of its inherent meaning. It demonstrates specifically what we will accomplish as a board, and as a school, if we are achieving our mission. Students will learn how to think, how to lead, and how to influence others positively. Students will apply what they have learned in their homes, the school, and the community, thus proceeding to change the world for the better.

"Learn"

Students, faculty, and administration will always seek to better understand

and become fluent in the content. Learning is the foundation of growth and success. If we want to become better leaders, we must become better learners. This step involves acknowledging that there is always more to learn from yourself and others. Learning is a precursor to leadership.

“Lead”

All students, faculty, and administrators are expected to be leaders at ALASC. Administrators and faculty follow the same rules as the students, no exceptions. We lead by example. We expect all to adhere to and demonstrate the principles we espouse. Our students will practice leadership every day by implementing and adhering to the R.A.I.S.E. (Respect, Accountability, Integrity, Service, and Excellence) curriculum and will demonstrate these values at all times while on campus. These leadership values will prepare our students and faculty to not only be leaders now, but it will also prepare them to be leaders at home, on their sports teams, communities, civics, college, careers, and beyond.

“Change the world!”

When one of our students chooses to truly live up to these values, and that same student influences ten others by their example in their lifetime, the ripple effect could be insurmountable. When ten of our students do the same, the influence is tenfold or more. When our full enrollment goals are reached, our students have the power to change the world.

The mission and vision are connected by providing students with the tools they need to learn, lead, and change the world. The Board will know it is achieving its mission when it becomes a top performing school in Lexington One.

The governing body of ALASC will rely heavily on school evaluations by school leadership and Charter One. In addition, the Governing Board will review assessment data, disciplinary data, parental & employee complaints, student and employee turnover, and will conduct annual reviews on the Education Management Organization (“EMO”) and school leadership to ensure the driving philosophy is adhered to with fidelity.

The Board of Directors will oversee general operations of the school in partnership with the school’s education management organization (EMO), Charter One. The Board of Directors authorizes the EMO to handle day-to-day operations and exercise a measure of accountability to ensure schools are abiding by the policies, procedures and guidelines as set forth by the Board of Directors. Charter One will employ the school’s School Director, who will be held accountable to the Board of Directors and report to them each month in the regular scheduled board meeting. Directors are responsible for all activities on their campus and work closely with the EMO to ensure the academic, operational, and financial needs of the campus are met. While the School Director will manage the school and all day-to-day operations, the rest of the staff will be employed by the school. Staff members will be subject to and evaluated by the School Director. See

4. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board and how it will interact with and evaluate the school leader. Include the nature and extent of involvement by key stakeholder groups. Explain how this structure and composition will ensure that the school will be an educational and operational success and that there will be an active and effective representation of key stakeholders. Describe the desired size and composition of the future governing board. Note: The composition of the board must be aligned with the requirements stated in S.C. Code Ann. § 59-40-50 (B)(9).

The Board recognizes that it will operate as a Governing Board. As such, the primary sources of contact with parents and families will be the school administration and teachers. The Board may request Charter One to act in an advisory capacity on certain issues.

The Board governs the charter school. The Board recognizes that it holds the charter and is ultimately responsible for the academic and financial performance of the school.

It is encouraged that Board Members remain actively involved in community and school events. As members of the ALASC Board, it is vital that all Board Members recognize that they are apparent representatives of the school in all that they do. All actions, good or bad, committed by members of the Governing Board reflect the school.

In accordance with the South Carolina Charter Schools Act, S.C. Code Ann. § 59-40-50 (B)(9), ALASC has eight (8) Steering Committee members, who are South Carolina residents, and all are willing to serve as board members once the school reaches its operational year in July 2022. Members joined the committee after hearing of the school's mission and the belief that students and families in Lexington deserve a choice in education. Meetings were held among board members, members of the community, and the EMO.

The Board of Directors will consist of no fewer than seven (7) seats and no more than nine (9), pursuant to the Bylaws, once ALASC is operational. Fifty percent (50%) of the ALASC members of the board, as specified by the bylaws, will be individuals who have a background in K-12 education or in business.

Regular board meetings will be held on a specified rotation (Example: the second Tuesday each month at 5:00 p.m.) at an established location (Example: The school's auditorium) and follow an established agenda. The agenda will be posted at the school at least 24 hours prior to the meeting. At the beginning of each meeting the board chair must establish there is a quorum before proceeding with the meeting. A quorum is at least 50% of the members of the board. To hold a meeting, a quorum must be present. If

a quorum cannot be established, the meeting must be rescheduled.

A person who has been convicted of a felony will not be elected to a Board of Directors. The ALASC board will comply with the Freedom of Information Act (FOIA). The ALASC board will provide all required governing documents, such as articles of incorporation and bylaws that define the authority that rests in the charter school governing board. These documents will be housed at the school and accessible to the public.

This application includes evidence that ALASC has filed articles of incorporation with the Secretary of State. (Appendix M) The ALASC articles and bylaws clarify that authority rests in the charter school governing board, and not the EMO as it is the Board of Directors who will hold the charter upon approval by the Charter Institute at Erskine.

ALASC will engage parents early and frequently in the school year and highly encourage them to volunteer and play an active role in their child's education. Through the school's intense focus on character development, there will be an increased focus on bridging the gap between home life and school life. Bridging this gap will include several interactive lessons that will build on parental involvement. These lessons will display student work, varying from the arts to core subjects, including science and technology. Parents will be invited to participate in the Core Knowledge Domain Celebrations.

As described earlier in this charter application, ALASC will work with families to establish PSOs or Boosters for school support and parent volunteer opportunities.

The teachers will have input into the operation of the schools through staff meetings, school committees, and PLCs.

Charter One and the Board will seek community involvement to assist with programs and extracurricular activities, such as: entrepreneurship program, financial literacy, guest speakers, veteran's day programs, school financial support, sponsorship opportunities, etc. In addition, various outreach and forms of communications (email, social media, etc.) will be utilized to keep parents or guardians and the local community informed and involved.

The structure and composition of the Board will ensure the school is an educational and operational success. The Board will be intentional in its efforts to involve key stakeholders. Key stakeholder participation will be determined by the election of Board members by parents. The board will focus on recruiting board members with diverse skills, backgrounds, and experience. The Board may from time to time or on an ongoing basis utilize ad hoc or standing committees to include key stakeholders such as parents or guardians and members of the community. The Board will provide an opportunity for parental and community input at each board meeting.

5. Describe how governance will transition from the Steering Committee to the governing board in the first year of operation.

The governance of the charter school will transition from the Steering Committee to the governing board in the first year in operation pursuant to the statutory law 59-40-50(B)(9) and the governing bylaws of ALASC. Section 4.04 of the Bylaws states:

Section 4.04. Election and Tenure.

The initial election of Directors shall be as follows. First, written nominations shall be taken through the close of business on September 30. Second, written ballots shall be distributed by US Mail or other reasonable means by October 30. Pursuant to SC Code § 59-40-50(B)(9), parents or guardians shall receive one ballot for each student enrolled in the school. All other non-parent, non-guardian Members shall receive one ballot. Ballots shall be returned by November 15, to be counted. Any return envelope containing ballots bearing a postmark of November 15, or earlier shall be counted. Third, the election shall be at large and the eligible nominees receiving the most ballots shall be Directors. Fourth, in the event of a tie, the Board may appoint an interim Director to serve until a special election can be held. Special elections shall be held under the same terms as the initial election and on a date set in the discretion of the Board. Lastly, the elected Directors shall then appoint the remaining Directors at the first Board organizational meeting. The Board shall appoint one Director with professional experience in legal matters, business experience, or professional accounting experience.

Thereafter, 50% of the Directors shall be elected by the Board members then eligible for a ballot under the same terms as the initial election, with the remaining appointed Directors replaced under the same conditions as above with experience in law, business, and accounting. The term of office for all Directors shall be a period of two (2) years, with each vacancy filled for the remainder of the unexpired term.

The officers of the Steering Committee will become board members while the remaining seats will be up for election after the first day of school, pursuant to bylaws section 4.04.

During the course of the planning year, the Steering Committee will be more directly involved in the startup of the school and building community support. The Steering Committee will transition into a governing role.

6. Describe the process to appoint or elect new members of the board, including when and in what manner elections will be held that ensure

proper participation of parents and/or employees of the school in voting in a manner that is consistent with the school's by-laws. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members?

Elections will be held pursuant to the Bylaws, section 4.04. Prior to the first election, the committee will choose 50% of the members to serve as officers and as founding Board of Directors. The remaining members may be eligible to serve, if elected by the parents or guardians. The school will inform the families in writing that the seats are up for election and that nominations are being accepted. The timeline and deadlines for entry will be explained. The election time and date will be announced so that all who wish to participate are able to do so. At least 50 percent of the members of the board, as specified by the bylaws, will be elected by the employees and the parents or guardians of students enrolled in the charter school. Parents or guardians shall have one vote for each student enrolled in the charter school. Each employee will have one vote. The announcement of the winners will be as soon as the election is complete.

Once the first election is complete, newly elected members of the Board of Directors will serve a term of two years and may serve additional terms. The members who were appointed will also serve a two-year term. After the two-year term, all seats will be up for election by the members. They may run to serve additional terms of two years if they desire to do so.

Each year, the elections will be held in May so parents are informed and can participate in the election. Up to 50% of the open seats may be filled by appointment, with a simple majority of the elected Board of Directors. Terms will begin on July 1 and end on June 30, or with the school's fiscal year of operation.

If, for any reason, a member is unable to complete their term, their seat will be replaced in the same manner it was filled. If it was an appointed seat, the chairman may appoint a new member to complete the term. If it was an elected seat, then it will be announced that the seat is open, and an election will be held to fill the seat.

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

The board will receive annual orientation and training by the PCSASC. This training will take place within 90 days after the elections. New members must participate. Charter One may also provide training to the Board

members to inform newly elected board members of ALASC's Bylaws, charter, and the EMO relationship.

As needed, the chairman may appoint sub-committees to attend to specific needs. In these cases, the committees will report information to the Board of Directors. All items up for vote will be held in regular board meetings.

New board members will be assigned a mentor when they are elected to the board. That mentor will review the resource binder created by the founding board. The binder includes a copy of the charter application, the charter agreement with the state, the board's bylaws and policy manual, a copy of the Open Meetings Laws, a copy of all charter and public-school laws, the expectations of a board member, a calendar of monthly scheduled meetings, any other relevant information proving helpful to serve as a board member. Most importantly, they will get an overview of the board's goals, successes and current challenges. Hopefully this new member will have spent time on a committee or been previously involved with the school so as to have a strong understanding of the organization.

Every board member will be required to attend at minimum eight hours of governance training annually. In addition, board members will have the opportunity to collaborate with board members from other Charter One managed schools, share best practices, and receive information on Core Knowledge, Eureka Math, and formative assessments. Additional training scheduled could be feedback from experts, state provided sessions, education on legal matters, strategic planning, nonprofit best practices, and personal time spent reading about how effective boards operate and then sharing insights gained as a result of that reading.

Charter One will also provide professional development to the faculty and staff. This will ensure continuity of our mission and will create open lines of communication between the board and the school community. We plan to retain legal counsel familiar with public school law to assist with training on open meetings/public records, compliance with our bylaws and other pertinent legal matters dealing with education.

Specific Training Topics:

A. Financial: After completion of training, participants will be able to demonstrate knowledge of creating, presenting, monitoring and implementing a sound financial plan and an approved budget. Participants will identify overall financial strength - viability; return on investment - financial planning; revenue growth - enrollment projection.

B. Roles and Responsibilities: This annual training will ensure our members understand that their role is to govern how well the plans of the operations team are meeting the needs

of the students, staff and stakeholders. The operations team will determine how will they meet the needs of the students, staff, and stakeholders.

C. Legal Compliance: This session will review our organization's most critical documents, federal, statutory and regulatory requirements (including open meetings laws)

8. Describe the relationship of the governing board to the school's administrators, staff, parents, and students.

The Board understands that the charter is granted to the Board of Directors. It is responsible for the governance and oversight of the school. As with the Board's current relationship with Charter One, it will establish measures to monitor the financial and academic performance of the school. It has entered into a contract with Charter One to manage and operate the school. All Board members will be active participants in the oversight of the school. The Board members live in or near the Lexington community and our "why" remains constant. The board strives to provide parents with the educational freedom to select the best education setting for their children.

Charter One will present School Director candidates to the Board. The School Director will be approved by the Board of Directors. The School Director is responsible to the Board to maintain strict adherence to the mission, vision, values, and goals of the school. The dismissal of any School Director will be approved by the Board of Directors.

All teachers, staff, aides, and other employees of the charter school will be employed by the Board of Directors. The Board will approve employee contracts.

The relationship with parents and students will be cultivated through weekly contacts, board elections, board meetings, frequent newsletters, and school events.

9. Describe any advisory bodies or councils that are in place or will be formed, including the roles and duties of each. For each identified group describe:

- a. Its current and/or planned composition and the strategy for achieving that composition; and
- b. The role of parents, students, and teachers, as applicable, and community members.

A. Contract for Services with Education Management Organization

As mentioned throughout this application, ALASC will contract with Charter One to be its EMO. Charter One's scope of services include: (1) Marketing and student recruitment; (2) academic programming support; (3) SIS and student accounting; (4) Exceptional Student Services ("ESS") support; (5) Human Resources; (6) Information Technology ("IT"); (7) Financial Services; (8) Compliance and Legal Services; (9) access to experience of Charter One network schools; (10) Remote learning support (if needed); (11) Facilities maintenance and support; (12) access to online store for school uniforms. Charter One will work in collaboration with the board to ensure the overall school mission, purpose, and key tenets of the education plan are implemented with fidelity throughout the learning organization.

The board may form advisory groups to advise the board in four basic areas: governance, academics, finances, and development. Only the board has the authority to make official board decisions and take action in these four areas, although the board will seriously consider input from the following advisory bodies during board meetings and other venues: Charter One, Parents, Board Committees, the Charter Institute at Erskine, and Staff.

B. Parent Support Organization

ALASC will work with parents to establish a parent support organization ("PSO") or booster club ("booster"). These are established to complement a student activity or club (e.g., an athletic team, band, cheer, fine arts, performing arts), promote a school program, and promote ALASC's mission to provide the best educational experience to as many students as possible in a moral and wholesome environment. Participation in such activities, organizations, and programs enriches a student's educational experience and expands a student's horizons. ALASC will be greatly appreciative of the effort, financial support, material support, and time that PSOs/Boosters provide to our students.

Each PSO/Booster must obtain written approval from the ALASC School Director prior to becoming established.

PSOs/Boosters will be prohibited from using the TIN of ALASC for any purpose. ALASC recommends each PSO take the necessary steps to become a non-profit 501(c)(3) corporation.

Parents will work closely with ALASC administration, teachers, and students to accomplish the goals of the Parent Support Organization. Parents will be the primary drivers of the PTO/Booster.

C. The Nominating Committee

The Nominating Committee will consist of members of the board who will recruit and nominate new members to the board. The Parents will vote for up to 50% of seats as required by State law and pursuant to the Bylaws of the ALASC Board.

10. Additional requirements for Replication Schools:

a. How will the governance structure of the new school relate to the school which is being replicated?

Not Applicable

1. Describe how the partnership between the applicant board and EMO/CMO originated: was the applicant recruited by an EMO/CMO to form a board or did the board conduct a search for an EMO/CMO; what due diligence was conducted (were other management organizations considered and why was the decision made to partner with this particular organization).

As mentioned previously, Charter One had an interest in bringing a high-quality charter school to South Carolina. They conducted several meetings with South Carolina Charter School leaders. During the course of the introductions, Todd and Beth Atwater were introduced to Charter One. There was a mutual interest in bringing a charter school to the Lexington area, utilizing the Charter One model. The Atwater's met with other friends and community leaders to form a Steering Committee for their home community.

Charter One's mission, vision, values, and successful history piqued the interest of each committee member. After researching the academic approach and cost of other organizations, it was unanimously decided that Charter One offered the best solution for high quality EMO services with unparalleled success as a K-12 provider. Several other EMO/CMO organizations charged annual fees per student. This plan was not appealing to the Steering Committee as those fees would increase over time, yet the services would not. Other companies operated with a '100% sweep' leaving a small annual allowance for the Board of Directors to have as reserve. This did not appeal to the Steering Committee as it would take years to have enough reserve funding for future initiatives. We found that Charter One can provide the services we need at an affordable cost. Additionally, this agreement allows the school the opportunity to save funds and develop a reserve for future initiatives.

Among the benefits of contracting with Charter One as the EMO for successful academic results is cost savings in every area. Charter One fronts all cost associated with start-up, including marketing to ensure a smooth beginning. Once operational, ALASC will have access to all the benefits Charter One has to offer. Among these are the initial assignment of a School Director who has already worked within their schools. This person will come in and work alongside the School Director that will serve ALASC to train our director each day for the first year. This ensures the permanent director will be fully able to lead the school. Should we have to change directors, Charter One will repeat the process as needed with a new director. Access to a team of full-time Human Resource personnel is also included in the agreement. Having access to this type of expertise is essential for healthy operations.

Charter One assisted the Steering Committee with demographic research,

financial projections, facility property search, facility design, population data analysis, and marketing. They will provide application review and edits at their own expense. If the charter application is approved, ALASC will contract with Charter One to provide the services outlined in the agreement for the school. Their involvement with ALASC is and will always be subject to direct supervision by the ALASC's Board of Directors. The contractual agreement is provided in Appendix O.

Charter One will provide development, financial, academic, operational, marketing, legal & compliance, and human resource services to ALASC.

The committee wants to present a high-quality school choice option to the families in Lexington. The Steering Committee studied the academic success of multiple campuses within the Charter One network and believes the organization capable of bringing similar or better success to Lexington. The organization also has a track record proving its capacity to build and sustain enrollment in charter schools. Enrollment is crucial to the viability of a charter school. Perhaps most importantly, the committee desires to create a school with the traditional Core Knowledge Sequence. Charter One is a proponent of Core Knowledge. The committee had studied the improvements that Eureka Math could bring to South Carolina students' math proficiency.

Character-based curriculum was another key factor in choosing to partner with Charter One. In South Carolina, gang-related incidents rose every year from 1999 to 2007. In 1998, 1 in every 1000 violent incidents reported in South Carolina were gang related. In 2007, that number rose to 1 in every 100. The Steering Committee wanted to partner with an organization with the intent to build strong character in the students we will serve. It is the desire of the committee to graduate responsible, productive citizens to serve the workforce in South Carolina. Charter One has developed their own R.A.I.S.E. Leadership Development program which has shown to improve behavior and student achievement. The "R" in this program stands for respect. Students will learn to not only respect their teachers and staff, but also their fellow students and families. As adults, this virtue will support citizenship. Through R.A.I.S.E students will also learn to be accountable for their own actions. Integrity is also taught as students will be held to honesty at ALASC. Charter One's emphasis on service was also impressive as the program provides over 10,000 service hours per year. Finally, excellence is the standard for this Steering Committee and also for Charter One. As part of our agreement with Charter One, ALASC will have unlimited access to the curriculum, and the Charter One team who will assist our staff in aligning the R.A.I.S.E. lessons with the South Carolina curriculum.

The Core Knowledge Sequence and Eureka Math programs are both available to schools to adopt as their curriculum. However, the R.A.I.S.E. Leadership Development program was created by Charter One, is copyrighted, and cannot be used by another EMO or charter school without

Charter One's express written consent. The Steering Committee fully believes that this program will have a positive impact on students, reduce the likelihood of students considering gang membership, and establish a moral and wholesome environment. After multiple meetings with the organization's executive and regional leadership, R.A.I.S.E. was a determining factor in the decision to partner with Charter One to bring the American Leadership Academy model to South Carolina.

2. Describe the oversight and evaluation methods that the school's governing board will use to oversee the EMO/CMO; include the supervisory responsibilities of the EMO/CMO (if any), including which school employees the EMO/CMO will supervise, how the EMO/CMO will supervise these employees, and how the charter school board will oversee the EMO/CMO's responsibilities.

The contract agreement with Charter One is for a term of ten (10) years. During the length of the contract, Charter One will report to the Board of Directors. The Board will evaluate Charter One annually. The evaluations will review financial performance, academic performance, student discipline, grievances, and compliance with the school's charter. Additionally, the Board will review financials, director's reports, assessments of academic performance, and EMO reports during the monthly board meeting. If the evaluations by the Board identifies areas for improvement, a comprehensive corrective action plan will be developed and implemented. The Board may follow the termination procedures outlined in the EMO service provider agreement. Renewal will be based on Charter One's effective implementation of the educational and extracurricular programs outlined in this application.

Charter One will recruit and recommend the School Director for hire to the Board of Directors. The School Director will recruit teachers and staff. The Board will approve all teacher and staff contracts. The Board and Charter One will conduct an annual evaluation of the School Director. The School Director will be responsible for evaluating teachers and staff.

3. Provide evidence that the school's governing board is independent from the EMO/CMO and self-governing, including evidence of independent legal representation and arm's-length negotiating.

Though the Steering Committee has worked closely with Charter One for the submission of this application, we recognize that it operates independently of Charter One. Once operational, the Board of Directors for ALASC will continue to be completely independent and operate separately from Charter One. The Board will also retain its own legal counsel for matters unique to the Board, separate from Charter One, and outside the scope of the EMO agreement. We recognize that the Board is ultimately responsible for the success of the school.

Atwater and Associates has shared with the Board that they are engaged with Charter One and the Board agreed to use Atwater and Associates as independent legal counsel with the understanding if any conflict arises, the Board would seek separate legal counsel. See Appendix O.

4. Describe any existing or potential conflicts of interest between the school's governing board, proposed school employees, proposed EMO/CMO, and any affiliated business entities.

At this time, there are no school employees. However, upon hiring, there will be a thoughtful review to expose any current or potential conflict. Conflict review will be conducted on a continual basis.

There are no conflicts of interest between the Steering Committee and Charter One. One minority owner of Charter One is also a minority owner of Schoolhouse Development, with no controlling interest in either business. Though this matter is not a matter of conflict of interest, it was disclosed to Board early in discussions and has been determined to be a benefit to the school and not a detriment.

5. List all subsidiaries or related entities that are affiliated or owned in whole or in part by the EMO/CMO, and identify the nature of those entities' business activities and explain whether the school has or will have any relationship with or receive any services from any of the entities listed in the previous question.

Charter One has an interest in C1 apparel (which provides school uniforms at a discount rate to Charter One affiliated schools). At this time, the Board has not considered or taken action to contract with this entity. As mentioned in the previous question, however, a minority owner of Charter One is also a minority owner in Schoolhouse Development, a proposed facilities developer. The individual has no controlling interest in either entity.

6. Describe and provide documentation of any loans, grants, or investments made between the EMO/CMO and the school, including an explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the school.

There have been no formal loans, grants, or investments made from Charter One to ALASC as to date. Charter One may, however, assist in upfront startup expenses in the form of marketing dollars, early employee hires, and other such necessary expenses prior to school opening. There has been a startup services agreement executed between the Steering

Committee and Charter One. This agreement outlines reimbursements of startup expenses on a funds available basis (Appendix O).

7. Describe the plan for the operation of the school in the event of termination of the management agreement.

The agreement between ALASC and Charter One is for the term of ten (10) years and is evaluated on an annual basis. If the contract were to be terminated, the management and operations of the school would fall upon the school administration with the Board being required to take a more hands-on approach including hiring additional positions for administrative staff, contracting for human resource, marketing, curriculum, finance, registration, accounting, special education, IT, Facilities management, compliance, and seeking the advice and support from the Charter Institute at Erskine.

8. If the following are not included in the contract, address each one accordingly in the narrative:

- If the school's governing board intends to execute promissory notes or other negotiable instruments, or enter into a lease, lease-purchase agreement, or any other facility or financing relationships with the EMO/CMO, provide evidence that such agreements are separately documented and not part of or incorporated in the school management contract. Any facility or financing agreements must be consistent with the school governing board's authority and practical ability to terminate the management agreement and continue operation of the school.

The school intends to enter into a lease-purchase agreement with Schoolhouse Development. A letter from a Managing Partner of Schoolhouse Development is attached as evidence to this matter. Upon the approval of this charter school and the Board's satisfactory negotiations with Schoolhouse Development, the school intends to execute the lease-purchase agreement with Schoolhouse Development. See Appendix O.

- Describe the respective financial responsibilities of the school's governing board and the EMO/CMO. Who will own property purchased with public funds? Which operating and capital expenditures will each party be responsible for? What types of spending decisions can the management organization make without obtaining board approval? What reports must the EMO/CMO submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?

After successful negotiations with the developer and approval of this charter agreement by the Charter Institute at Erskine, the school will execute a buyout lease agreement/lease purchase agreement with the proposed developer. The proposed developer will then purchase property with its own acquired funds, the terms of this charter agreement, and its management contract. The developer will then build a facility that suits the terms and requirements of this charter agreement. The developer will own the property via its own funding of the project and will lease it back to the school. It's important to note that the developer removes the risk from the school. The terms of the lease agreement have not been established but have been estimated and are available for review in the form of the figures presented in the attached budget. The intent of this agreement is for ALASC to own the property and facilities outright within 3 – 5 years by utilizing bond financing.

The spending decisions of Charter One must be within the bounds of the Board's approved budget. Charter One may not make any purchases that are restricted by statutory law or regulation. Any purchases that require Board approval by State law must be first obtained from the Board by Charter One or the School Director. Pending Charter Approval, the Board will adopt a purchasing policy for the Board, appropriate staff, and Charter One. It will require strict compliance with state regulatory and statutory laws. The Board will also work closely with Erskine to determine best practices in the State of South Carolina.

Charter One will present a monthly financial report and an annual financial report to the Board. The report will show budgetary and actual spending comparisons. The Board will have the ability to review the financial performance at every Board Meeting and annual meeting and take action if necessary.

9. Explain the EMO/CMO's success in serving student populations similar to the target population of the school. Describe the organization's demonstrated academic track record as well as successful management of non-academic school functions (e.g., back-office services, school operations, extracurricular programs).

Charter One operates 12 schools in Arizona on 9 campuses. Campuses serving student populations similar to the target population include American Leadership Academy ("ALA"), Gilbert North K-12 and ALA, Queen Creek K-12. The academic performance data can be found in Question 10 of this section. All ALA campuses in operation for more than one year have letter grades of B or higher. Additionally, Charter One has a team of 80+ employees who provide full-time support to the staff of each campus. These departments include: Human Resources, Special Education, Finance, Accounting, Marketing, Student Information Systems,

Legal, Compliance, Academics, Curriculum, Grants Management, Information Technology, Extra-Curricular Programs, Facilities, Food Service Management, Transportation, Uniforms, and Health Services. Due to Charter One's economies of scale, ALASC will benefit from these cost savings. This will include purchasing power, strong credit history, insurance plans, retirement plans, etc.

ALA Queen Creek and ALA Gilbert extracurricular programs have been very successful. Both schools have achieved numerous state championships across multiple sports (Football, Basketball, Baseball, Volleyball, Cheer, Track, Wrestling, and others). The competitive arts programs have seen success on national and international levels.

10. List all schools currently or formerly operated by the EMO/CMO. Identify those schools that serve the same grade levels and student populations demographically similar to the anticipated population of the proposed school. Include name, year opened, contact information, location, number of students, and contact information for the authorizer for each currently operating school.

The schools managed by Charter One and their respective data are below. Please note the hyperlinks. These hyperlinks are the sources from which the data is derived. There are comparisons with the local public-school districts for proper perspective and for the reader's convenience. As no report cards were given for the 2019-2020 school year, 2018-2019 data was used as it can be easily verified.

American Leadership Academy Schools (2018-2019 Report Cards):

ALA School District:

- Letter grade: A.
- Schools: Nine (9). Three of which are K - 12 campuses. The remaining are K – 6 campuses.
- Students enrolled: 9,611. (11,500 Students as of September 2020)
- Graduation Rate: 86.57% (State average: 78% as of May 2020)
- ELA Proficiency: 53% (State average: 41%)
- Math Proficiency: 57% (State average: 42%)
- Science Proficiency: 65% (State average: 50%)

ALA Campuses:

American Leadership Academy, Signal Butte K-6:

- Letter grade: B.
- Enrollment: 288
- Growth: 39.1 / 50
- Proficiency 24.2 / 30.
- ELA Proficiency: 59%. (Queen Creek Unified School District: 56%)
- Math Proficiency: 57% (Queen Creek Unified School District: 62%)
- Science Proficiency: 91% (Queen Creek Unified School District: 63%)

American Leadership Academy, Anthem K-6:

- Letter grade: A
- Enrollment: 388
- Growth: 44.98 / 50
- Proficiency: 21.94 / 30
- Acceleration readiness: 10 / 10
- ELA Proficiency: 51% (Florence Unified School District: 29%)
- Math Proficiency: 50% (Florence Unified School District: 24%)
- Science Proficiency: 64% (Florence Unified School District 43%)

American Leadership Academy, Gilbert K-6:

- Letter grade: A
- Enrollment: 630
- Growth: 46.37 / 50
- Proficiency: 29.43 / 30
- Acceleration readiness: 8 / 10
- ELA Proficiency: 76% (Gilbert Unified School District: 53%)
- Math Proficiency: 76% (Gilbert Unified School District: 53%)
- Science Proficiency: 88% (Gilbert Unified School District: 63%)

American Leadership Academy, Gilbert North K-12

- Letter grade: B
- Enrollment: 2,379
- Growth: 36.3 / 50
- Proficiency: 23.23 / 30
- Acceleration readiness: 10 / 10
- College and Career Readiness: 14.7 / 20
- ELA Proficiency: 53% (Gilbert Unified School District: 53%)
- Math Proficiency: 55% (Gilbert Unified School District: 53%)
- Science Proficiency: 64% (Gilbert Unified School District: 63%)
- Graduation Rate: 90% (Gilbert Unified School District: 91.44%)

American Leadership Academy, Gilbert South K-6

- Letter grade: A
- Enrollment: 194
- Growth: 42.4 / 50
- Proficiency: 24.91 / 30
- Acceleration readiness: 10 / 10
- ELA Proficiency: 65% (Higley Unified School District: 63%)
- Math Proficiency: 61% (Higley Unified School District: 65%)
- Science Proficiency: 85% (Higley Unified School District: 75%)

American Leadership Academy, Ironwood K-12 (TITLE I CAMPUS)

- Letter grade: B
- Enrollment: 2,291
- Growth: 36.95 / 50
- Proficiency: 21.89 / 30
- Acceleration readiness: 10 / 10

- College and Career Readiness: 16 / 20
- ELA Proficiency: 48% (JO COMBS Unified School District: 36%)
- Math Proficiency: 51% (JO COMBS Unified School District: 35%)
- Science Proficiency: 57% (JO COMBS Unified School District: 46%)
- Graduation Rate: 82.2% (JO COMBS Unified School District: 91.38%)

American Leadership Academy, Mesa K-6

- Letter grade: A
- Enrollment: 477
- Growth: 48.36 / 50
- Proficiency: 26.22 / 30
- Acceleration readiness: 10 / 10
- ELA Proficiency: 66% (Mesa Unified School District: 41%)
- Math Proficiency: 70% (Mesa Unified School District: 43%)
- Science Proficiency: 79% (Mesa Unified School District: 51%)

American Leadership Academy, Queen Creek K-12

- Letter grade: B
- Enrollment: 2,238
- Growth: 35.04 / 50
- Proficiency: 22.98 / 30
- Acceleration readiness: 10 / 10
- College and Career Readiness: 17.1 / 20
- ELA Proficiency: 49% (Queen Creek Unified School District: 56%)
- Math Proficiency: 57% (Queen Creek Unified School District: 62%)
- Science Proficiency: 63% (Queen Creek Unified School District: 63%)
- Graduation Rate: 87.45% (Queen Creek Unified School District: 94.18%)

American Leadership Academy, San Tan Valley K-6

- Letter grade: B
- Enrollment: 726
- Growth: 34.86 / 50
- Proficiency: 23.69 / 30
- Acceleration readiness: 10 / 10
- ELA Proficiency: 56% (JO COMBS Unified School District: 36%)
- Math Proficiency: 61% (JO COMBS Unified School District: 35%)
- Science Proficiency: 72% (JO COMBS Unified School District: 46%)

For this data, please see:

<https://azreportcards.azed.gov/schools/detail/242454>

Charter One Schools with no readily available data (in first year of operation or younger.)

- Signature Preparatory Academy (Henderson, NV)
- American Classical Charter Academy (St. Cloud, FL)
- Bonnie Cone Classical Academy (Huntersville, NC)
- Wake Preparatory Academy (Wake Forest, NC)

11. State accountability data for the schools in comparable markets (if available) managed by the EMO/CMO for at least the last three years including performance data for all subgroups served by grade level; data demonstrating the schools' progress in closing within school and within comparable schools' achievement gaps; and any additional evidence that the existing design has been effective in raising student achievement.

The state accountability data for the surrounding school districts in comparable markets are listed above, in question 10, for convenience.

12. List and describe any management contract terminations as well as any charter revocations, non-renewals, or withdrawals/non-openings that the proposed EMO/CMO has experienced in the past five (5) years.

ALASC's application was withdrawn last year prior to its official publication to further improve its application, property search, and research. To date, Charter One operated schools have never experienced a charter revocation, non-renewal, or non-opening.

13. Describe any current or past litigation that has involved the EMO/CMO or any school it operates.

There is no pending or past litigation involving Charter One or any school it operates.

14. Additional requirements for replication applications:

- Describe any key educational features that will differ from the operator's or management provider's existing schools or schools proposed for replication, not previously mentioned above. Explain the rationale for the variation in approach and any new resources the variation would require.
- Discuss the results of past replication efforts and lessons learned – including particular challenges or troubles encountered; how you have addressed them; and how you will avoid or minimize such challenges for the proposed schools.

Not applicable.

1. Describe the administrative structure of the school.

The School Director is held accountable by the Board of Directors and Charter One. The Board of Directors authorizes Charter One to manage day-to-day operations and exercise a measure of accountability to ensure the school is abiding by the policies, procedures and guidelines as set forth by the Board of Directors. Charter One will act as a school district to the school campus at the direction of the Board. Charter One's staff will include support staff in Human Resources, Special Education, Finance, Accounting, Marketing, Student Information Systems, Legal, Compliance, Academics, Curriculum, Grants Management, Information Technology, Extra-Curricular Programs, Facilities, Food Service Management, Transportation, Uniforms, and Health Services. The campus administrative structure will consist of a School Director, Assistant Director(s), office managers/registrars, receptionists, and administrative assistants. Please see Appendix P for detailed Job descriptions.

For a more detailed report of ALASC's start up plan, see Appendix Q.

2. Describe the capacity and experience that will be sought for school leadership and management team members along with job descriptions of the administrative positions, including the school leader and any other administrative staff with a clear delineation of employee classification and who is responsible for employment decisions and oversight at each level. Explain how the capacity of the school's administrative team is tied to the mission, organizational sustainability, and student achievement. For detailed description of job position requirements, see Appendix P.

Directors are responsible for all activities on campus and work closely with the EMO to ensure the operational and management needs of ALASC are met.

When looking to hire a School Director, the EMO will vet applicants who believe in the mission, vision, and values of ALASC. For example, applicants will be asked, "what does the 'best educational experience' mean to you? What does a moral and wholesome environment mean to you? What efforts will you make to ensure the mission is strictly adhered to in the classroom, as well as common areas? Do you believe this mission to be a vital component of a learning environment, how so?" While a School Director has vast responsibilities, we believe that the best educational experience can only be achieved within a moral and wholesome environment. The School Director is the gatekeeper and responsible party for ensuring that this mission is strictly observed. After the EMO has

selected who they feel will be the best candidate(s) for The School Director position, the EMO will present the findings and decision to the Board of Directors for approval.

The School Director, with the assistance of the EMO, will then hire teachers and staff. The teachers and staff are employees of the school. Additionally, the School may hire two Assistant Directors (AD). One AD will act as a Dean of Students, while the other is responsible for curriculum and teacher performance. The ADs will report, and be supervised by, the School Director.

The administrative team is expected to keep the school's mission, vision, and values as the foundation of all administrative decisions. Before decisions are made, the administrator should ask: Does this decision help provide the best education experience to as many students as possible in a moral and wholesome environment? All employees are to be examples of the R.A.I.S.E values in demonstrating to the students how they can "Learn. Lead. Change the world!" The staff must learn the mission, vision, and values. They must then lead others in the organization by implementing the values, which will in turn change the world.

3. Describe how a lead administrator will be hired and how the transition of leadership and Steering Committee responsibilities will happen.

Charter One will post job applications, interview, and vet applicants for the School Director position, pursuant to the Board's established mission, vision, and values, and in accordance with the Board's instructions. Charter One will recommend a School Director to the Board for hire approximately 6 – 12 months prior to the first day of school.

The impact of the transition of leadership from the Steering Committee to the School Director will be minimal due to the relationship with Charter One. Charter One will provide professional development for Board Members that focuses on the differences between operations and governance. Traditionally, Steering Committees are required to be very involved in the startup phase of a new charter school. A benefit of our relationship with Charter One is that they are responsible for the startup tasks. The Board will oversee and hold Charter One accountable.

The Steering Committee will transition into the ALASC Board of Directors in accordance with Bylaws, statutory requirements, as mentioned previously in this charter application.

4. Describe the nature and extent of parental, professional educator, and community involvement in the operation of the charter school.

ALASC will engage parents early and frequently in the school year and highly encourage them to have an active role in their child's education. Through the school's intense focus on character development, there will be an increased focus on bridging the gap between home life and school life. Bridging this gap will include several interactive lessons that will build on parental involvement. These lessons will be presented at evening events displaying student work, varying from the arts to core subjects, including science and technology. Parents will be invited to participate in the Core Knowledge Domain Celebrations.

As described earlier in this charter application, ALASC will work with families to establish PSOs or Boosters for school support and parent volunteer opportunities.

The professional educators (teachers) will have input into the operation of the schools through staff meetings, school committees, and PLCs. Teachers will have face to face interactions with the Assistant Directors and Directors every day. In addition, Directors and Assistant Directors are expected to visit every classroom, every day.

Charter One and the Board will seek community involvement to assist with programs and extracurricular activities, such as: public events, the entrepreneurship program, financial literacy programs, guest speakers, local business involvement, veteran's day programs, school financial support, sponsorship opportunities, etc.

5. Describe the capacity building plan for leadership and staff development with funding reflected in the budget.

Charter One is an experienced education management organization who intentionally develops school and teacher leaders. Charter One will recruit an experienced School Director as part of their development plan.

After the hiring of the School Director, the School Director will be trained by Charter One professionals and will assist in leading the efforts of hiring and all other steps necessary prior to the first day of school as it pertains to the campus. It is encouraged that the School Director visit other Charter One managed campuses to experience the cultural, management, and academic environment of an ALA campus. The Board will review progress each month and Charter One will assist the School Director in leading in accordance to this charter agreement, board policies, State and Federal law, and the management agreement. This is reflected in the operational budget for professional development and the EMO fee.

6. Describe the process of evaluating the school leader and management

company (if applicable).

The School Director will be evaluated by both Charter One and the Board. The Board will evaluate Charter One and the School Director annually. The evaluations will review financial performance, academic performance, student discipline, grievances, and campus compliance with the school's charter, Erskine, Statute, and regulatory rules. The School Director is held to high standards and is expected to follow and adhere to all existing school contractual agreements. An example of the School Director and EMO evaluation forms can be found in Appendix O.

7. Additional Requirement for Replication Schools:

- Describe any involvement with the replication of existing successful public charter schools.

Not Applicable.

1. Describe the criteria that will be used in hiring teachers, administrators, and other school staff.

American Leadership Academy of South Carolina is committed to hiring effective educators and staff that are invested in the education of the student and committed to upholding the R.A.I.S.E. values. ALASC does this by ensuring that the candidates align with the ALASC mission, vision, and values. During the interview process, all candidates will be questioned on their commitment to the foundation of ALASC.

ALASC uses a variety of recruitment strategies to attract and retain top talent. Prior to recruitment season, the Human Resources department within ALASC and Charter One will assist to determine a recruitment plan for open positions.

Upon submission of an application, a member of the EMO human resources team reviews the application to determine if the applicant has the proper education, certification, and other requirements for the position for which they are applying. The applicant's references are also checked. The HR employee will call the applicant to complete a phone interview and ask any additional questions pertaining to the candidate's qualifications and work history. If the candidate has all of the necessary requirements or will have all of the necessary requirements prior to the first day of employment, the application and notes are passed to the School Director to schedule an in-person interview.

The applicants are to be interviewed to discover whether their educational philosophy aligns with the school's educational philosophy. Each instructional applicant is asked to demonstrate proficiency in teaching by completing a live teaching sample or submitting a video of themselves teaching. The applicant is scored on qualifications, demonstration of skills, and alignment with school values. Exceptional candidates will be questioned on desired salary and provided an offer of employment. All offers of employment are contingent upon the completion of a clean criminal background check. HR will review the results of background checks. Applicants with any significant issues will be disqualified from employment.

2. Describe the recruitment strategies that will be employed to achieve the desired quality of staff.

After hiring needs have been identified, ALASC will contact in-state schools of higher learning and develop a career fair schedule. These fairs are typically geared towards education students, but we encourage attendance

at all fairs to promote alternative routes to licensure, and we are heavily invested in helping new graduates (or new-to-the-field candidates) pursue their goals of getting into the classroom. We will utilize an in-house applicant tracking system that allows potential candidates to apply and submit relevant documentation including licensure and letters of recommendation. Hiring Managers and Directors can access candidate information, and interface directly with candidates through this platform. In addition to university platforms, jobs will be active and posted on outside platforms such as Indeed, Teachers-Teachers, ZipRecruiter and any state, education or charter specific site, South Carolina's Center for Educator Recruitment, Retention, and Advancement (CERRA) that might be useful in sourcing talent.

3. Include a statement that the school will ensure that at least one member of the administrative staff holds a current SC certification of administration or has at least one year of experience in the field of school-based administration.

At least one member of the administrative staff will hold a current SC certification of administration or at least one year of experience in the field of school-based administration.

4. Describe the proposed evaluation process for teachers. Charter schools may use the ADEPT Evaluation System, SC TAP, or another evaluation system that has been approved by the Office of Teacher Evaluation.

Teachers will be evaluated using the ADEPT 4.0 instrument, or the current South Carolina approved tool. Using ADEPT 4.0, teachers will be evaluated on the 4 domains and 10 Key Elements listed in the instrument. Evaluation cycles will be determined on the schedule outlined in ADEPT and according to the staff certification and renewal cycles. ALASC will make all efforts to hire certified staff for every applicable position. However, there may be exceptional cases where it is necessary to hire someone to work outside of their certification area. These cases will be kept to no more than 25% of the total staff.

5. Describe the process the school will use to communicate its employment policies and any policy changes.

Upon successful hire, each employee is responsible for reading current Board policies, handbooks, and procedures pertaining to their employed position. Charter One's HR department will work directly with the School Director to ensure appropriate documents are distributed to new hires.

Additionally, Charter One will train employees prior to school opening regarding Board policies, practices, and procedures in accordance with the school's mission, vision, and values.

6. Describe the grievance and termination procedures for the charter school's employees.

ALASC will offer employment at-will. In the event an employee is dismissed, they will have the option to appeal to the Board of Directors through the grievance process outlined in the employee handbook and/or the Board-adopted grievance policy. The board will exercise its right to hire and terminate employees pursuant to SC Code Ann. § 59-40-60(E)(2). The Board will adopt grievance policies and procedures to ensure compliance with all federal and local laws.

Organizational Plan and Capacity (continued)

Enrollment

1. Describe the policies and procedures that will guide the enrollment and withdrawal of students, including the proposed timeline to reach a diverse student population, processing of applications, lottery process if needed, and the appeal process for a student who is denied admission for a reason other than the lottery;

ALASC will be open to all students who qualify for enrollment in South Carolina Public Schools. The school will not discriminate on disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. ALASC began its direct marketing efforts to reach a diverse student population in Fall 2020. These efforts will continue steadily for the life of the school.

No criteria for admission will be used except the completed application. The application may be completed online through our website www.alaschools.org/Lexington (other landing pages for Northeast Columbia and Greenville will be created following the approval of this application) unless a family is unable to access the site. In that case, we will provide a paper application to parents when requested. The application will include the student's name, parent/guardian names, current address of student, phone number of parent/guardian, email of parent/guardian, current grade level, student's date of birth, the name of any siblings currently enrolled at the school, and a declaration of the student's residence in the state of South Carolina. All applications must be complete to be considered. Applications will be time-stamped upon receipt.

Parents may not choose which grade they would like their child enrolled in for the coming year, they must enter the actual current grade and the student will be entered into the lottery for the next grade level. Parents wishing to have their child considered for retention must still submit their student for the subsequent grade level. If the student's current school recommends a student for retention and has it documented in the student's file, the student will be moved to the appropriate grade if they have been admitted to school and will retain enrollment status with the School. If the student is on the wait list at the time the retention decision is made, they will be moved to the correct grade level and placed on the wait list of their new grade based on the number they pulled during the lottery. The application process will last approximately four to six weeks.

Lottery Procedures

The lottery will be conducted at the conclusion of the open enrollment period. All applications shall be drawn during the lottery process and assigned an enrollment priority. Once all spaces for a specific grade level are full, a waitlist shall be created using the enrollment priority established during the lottery. Wait lists shall be operated on a grade-level basis to

ensure the maximum number of students may be admitted to the school. This wait list will be used in the event that a spot opens, and the school chooses to fill the vacant position.

Lottery Results

The school will notify families of the results of the lottery within 5 business days of the lottery. Once parents or guardians are notified by email and/or U.S. mail of their student's acceptance to ALASC, the family will have 10 business days to complete and submit the Registration Packet or notify the school that they will not be enrolling. Failure to return the Admissions Packet 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 completion of the information requested, and these efforts will be documented before the space is offered to the next student on the waiting list.

Students Applying after the Open Enrollment Period

Applications received following the completion of the open enrollment period will be granted priority on a first-come, first-serve basis for the school year for which the lottery was operated. For grade levels where wait lists were established during the lottery process, late application will be appended to the end of the waitlist on a first-come, first-serve basis.

As spots at the school become available, Reasonable attempts will be made to contact the parent/guardian of the available space. Parents/guardians must confirm acceptance within 24 hours to secure the student(s) space.

School's Right to Refuse Enrollment

The school reserves the right to refuse to enroll any student currently under a term of expulsion or suspension by his or her school until that term is over.

The school reserves the right to refuse to enroll a student if a parent willingly and knowingly provided incorrect information on the enrollment application.

If a student has accepted enrollment at the school but does not appear at the school in the first 2 days of school, the school will make reasonable attempts to contact the parents. If there is no response from the parent by the 3rd day of school, the school reserves the right to remove the student from their enrollment roster and offer the next student on the wait list the spot.

Enrollment Forms

Enrollment forms may include, but are not limited to the following:

- Proof of South Carolina Residency;
- Immunization Records;
- Proof of Birth/identity of student;
- Home Language Survey;
- Most recent report card; and
- Copy of student's IEP or 504 Plan (if applicable).

The parent or guardian must provide proof of South Carolina residency. Currently, ALASC has approximately 1,800+ families indicating interest in ALASC, representing approximately 3,500 students, based on survey responses. These interested students exceed the 925 first year seats by 2,575 at the time of this charter submission. As such, we fully expect to open at capacity by Fall 2022.

All children will have equal opportunity for admission through the random electronic lottery and will not be denied enrollment on the basis of race, sex, color, religion, handicap, marital status or national origin. Should a student be denied admission to ALASC for reasons other than lottery results, that student may appeal to the ALASC Board of Directors through these guidelines.

ALASC Appeal Guidelines:

? The dated appeal must be made in writing to the Board of Directors and within five (5) days of the denial.

? The reason for the appeal must be written in clear terms for the board's review.

? The board will review and respond indicating receipt of appeal within five (5) days.

? The board may conduct a hearing with the parent or legal guardian.

? The board holds the final decision and will inform the parent or legal guardian within fifteen (15) days from the date of the appeal.

? The decision of the governing Board is binding for the student and ALASC.

Student Withdrawal

In the event that a student withdraws from the school, the parent or legal guardian must complete the "Request to Withdraw" form. ALASC will confirm receipt of the withdrawal. A request for student records from another school or LEA does not constitute an effective withdrawal. When the letter is submitted, that seat will be open and if needed, the waiting list will be utilized. Any family who makes the choice to withdraw their student(s) may be asked to participate in an exit interview or complete a withdrawal survey. The family's decision will be honored, and the student will be released in PowerSchool promptly.

2. Describe the recruitment strategies that will be utilized. Provide a rationale for each one.

ALASC's comprehensive marketing plan includes areas within a reasonable radius of the school's proposed location to inform families of our intentions to open a tuition-free public charter school in Lexington County District One. It is the assumption that the majority of the school's applicants will reside in and around this same geographical location, though enrollment will be open to all South Carolina residents. Upon approval by the Charter Institute at Erskine, ALASC will open its doors in the fall of 2022 to students in kindergarten through 10th grade. Upon opening, should the final enrollment of ALASC not reflect the required demographic makeup, ALASC will take all legal steps necessary and/or required by the Charter Institute at Erskine or SCDE to inform and attract sufficient numbers of students to meet this requirement.

While we intend to reach all segments of the community in our recruitment efforts, we understand that our proposed model is a school of choice and may not be pursued by all families or they may not be selected in the initial lottery. The recruitment strategies for the inaugural class of students includes:

- Hosting a series of Family Informational Sessions throughout the Fall of 2021 and Spring of 2022 in the community. Family Informational Sessions will be designed to provide interested and prospective families more information about the school model and the procedures for submitting an application, and also provides a format for parents to ask questions about ALASC. These Family Information Sessions will often be held in collaboration with local community partners, such as local area churches, libraries, and community organizations to ensure that information about the school is being shared to a broad and diverse set of families. Parents will be encouraged to attend these Family Information Sessions in order to receive & complete an application for enrollment. We will also discuss with prospective parents/guardians the role in which they are encouraged to play in ensuring their child's academic success. Charter One has a robust marketing department with a successful record at converting interested families into actual enrollments. These strategies have been tried and implemented successfully in Arizona, Nevada, North Carolina, and Florida.
- Developing a website and a series of social media channels to communicate with families to provide application materials, key updates and dates, and information about Family Information Sessions (www.alaschools.org/lexington, Facebook @alalexington. Other social media sites will be created as we enter the Planning Year. Our primary source of communication with our interested families will be through email via Constant Contact. Families are encouraged to complete an interest form and sign up to stay updated and informed. These are the families we inform most often, as they have demonstrated true intent to enroll.

- Printing brochures and marketing materials that share information about the school and Family Information Sessions and sharing these throughout the community.
- ALASC will provide marketing materials, applications for enrollment in Spanish to help facilitate families where English is not the primary language in the home to learn about the school and the admissions process and timeline.
- The Steering Committee understands that our facility arrangements will significantly impact the degree to which it experiences success in achieving its mission of providing all students with equal access to a high-quality K-12 education in an academically rigorous & student-centered learning environment, creating graduates who will be thoughtful and engaged citizens prepared to take on the leadership challenges of the 21st century. The facility must allow those engaged in this critical work to actually execute at levels of high efficacy. The facility will impact all levels of the school, the quality of teaching & learning experiences, the ability to recruit & retain teachers and scholars, and the general perception from the community. To that end, we are working very hard to physically locate the school in an easily accessible area with an eye towards the greater Lexington area.

We know the investment in our efforts to host community awareness sessions, formal presentations, significant local news media coverage, and the use of social media to establish a strong community presence and an expectation for the school's formation.

As shown above in our recruitment strategies, an intentional effort is being made to ensure we are reaching all student populations. In fact, we have purposefully reached out to influential leaders across all communities within the greater Lexington community with the intent of raising awareness and seeking support for the formation of ALASC. Our Steering Committee is comprised of leaders who reside in, or have other direct connections to, the Lexington community.

Yet, we will continue to expand and vary in the future so that we are taking advantage of any and every opportunity to be present within the larger community to share the story, mission, and model of ALASC. Over the life of the charter, ALASC will continue to engage families during the time leading up to the Fall lottery and admissions process through strategies as mentioned above along with ALASC's enrolled families and community partners with a focus on providing information to a wide and diverse set of families throughout Lexington County and surrounding areas.

Since ALASC is seeking sponsorship through the Charter Institute at Erskine, no students will be considered out-of-district students.

3. Explain how the community will receive information about the formation of a new charter school and any upcoming lottery and enrollment deadlines;

Our community network resulting from our recruitment strategies, described above, will enable us to communicate to interested families directly. We will utilize our website, social media platforms, email via Constant Contact, press releases, and printed advertisements to promote information regarding upcoming Open Enrollment periods, lottery dates, and deadlines. The links pertaining to the open enrollment application will be included in all open enrollment advertisements and notices. In addition, we will seek opportunities to participate in community events, work with the media and others to provide information about ALASC.

4. Explain the notification of placement process and the timeline for parents to accept the placement or not;

The lottery will be conducted at the conclusion of the open enrollment period. The school will notify families of the results of the lottery within 5 business days of the lottery. Once parents or guardians are notified by email and/or U.S. mail of their student's acceptance to ALASC, the family will have 10 business days to complete and submit the Registration Packet or notify the school that they will not be enrolling. Failure to return the Admissions Packet 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 completion of the information requested, and these efforts will be documented before the space is offered to the next student on the waiting list.

5. Describe any enrollment priorities that will be granted by the school consistent with state charter school law.

Returning Students

Following the first year of operation, current students at School will not be required to re-enroll. They will be asked to sign a non-binding letter of intent for the coming year during November to allow the school to plan appropriately for the lottery.

Enrollment Priority

ALASC will follow all rules and regulations regarding enrollment priority as required by applicable South Carolina law.

The following groups will have enrollment priority at ALASC in the order

that follows as space permits in each grade, limited to no more than twenty percent (20%) of the school's total enrollment:

- a. Siblings of currently enrolled students (beginning in the 2022-23 school year)
- b. Children of persons employed full-time by the school.
- c. Children of the school's Steering Committee/Board of Directors;

6. Explain how the school intends to enroll out-of-district students, including estimated percentage of enrollment, notification to sending district, and approval procedures for receiving and sending districts (not applicable if applying with the Charter Institute at Erskine as sponsor); and

As ALASC is applying with the Charter Institute at Erskine, this provision does not apply.

7. Describe how the proposed charter school intends to ensure that enrollment reflects that of the local school district in which the charter school is located or that of the targeted student population of the local school district that the charter school proposes to serve, to be defined for the purposes of this chapter as differing by no more than 20 percent from that population.

As outlined above, ALASC will ensure that enrollment reflects that of the local school district through intentional and targeted marketing. During the planning year, ALASC will hold community information sessions as outlined in our recruitment strategy. Information sessions will be held at various location in the community to ensure families from all backgrounds have the opportunity to attend. The school will not discriminate on disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. During all community information sessions, the Steering Committee has been encouraged by the diversity of attendees.

Student Conduct, Rights, and Responsibilities

1. Describe the process and timeline for developing a student handbook and related policies; ensure that the discipline policy complies with the Family Education Rights and Privacy Act (20 U.S.C. § 1232) (FERPA).

Charter One and the Charter Institute at Erskine's team of professionals have experience and expertise on best practices and procedures in establishing school culture and operations. The Steering committee will utilize their expertise and experience in creating school policies and procedures to ensure best practices are implemented.

Charter One will draft the student handbook and related policies for Steering committee review and approval no later than 6 months prior to school opening. The proposed handbook will be based upon Charter One's experience and policies pursuant to South Carolina Law. The discipline policy will comply with the requirements under FERPA. Any changes to the student handbook and related policies will be reviewed and approved by the Steering Committee or the Board of Directors. All changes will be communicated to students, staff, and parents. A draft of the parent/student handbook is provided in Appendix T.

2. Describe the student rights and responsibilities, including behavior and discipline standards and disciplinary actions to be taken by the administration for breaches of student conduct policy.

ALASC places a strong emphasis on virtue and the building of character in all students. ALASC's goal is to create a safe, respectful, and responsible environment where learning takes place. Discipline policies and procedures are designed to provide guidance and direction on responsible and acceptable behavior. The discipline model is designed to teach students appropriate behavior, attitude and response in all situations and develop a sense of self-governance. The school's teachers and administrators will set the tone on virtuous behavior. Virtuous behavior will also be reinforced in the classroom during instruction when appropriate.

ALASC intends to adopt Charter One's Consequences and Conduct Matrix. This matrix has had proven success at Charter One campuses. It informs all stakeholders of school expectations and the consequences associated with violating school standards.

The school's goals of discipline are to:

1. Maintain a highly effective learning environment where students focus on gaining knowledge with as minimum distractions possible
2. Utilize the need of discipline as a rich opportunity for students to learn

about themselves and others, and to provide students with character education in line with the R.A.I.S.E curriculum.

3. Reinforce the school's commitment to treating all students with fairness, respect, and equality.

ALASC will follow Charter One's Consequences and Conduct Matrix for discipline, suspension, dismissal and recommendation for expulsion. At the beginning of the school year, each student and parent will receive the matrix. The matrix will also be published and cited in the Parent Student Handbook.

Each student and their parents or legal guardians will sign and agree to abide by the school's rules and procedures outlined within the Student Handbook and Conduct and Consequences Matrix ("CCM") or code of conduct. If a student does not uphold the standard(s) of behavior, the School Director, or designee, will evaluate the nature, seriousness, and frequency of the inappropriate behavior. The School Director will determine the action that should be taken to ensure the student's behavior is corrected. Within the document, possible consequences are outlined. Students will be held accountable for their behavior in accordance with the Code of Conduct and Board policy. The Code of Conduct is in force for the safety and security of the school environment, so enforcement of the Code of Conduct is non-negotiable. The discipline procedures for ALASC apply while students are on school grounds, going to or coming from a school-sponsored activity, and when attending any activity sponsored by ALASC. The draft parent student handbook can be found in Appendix T.

PROGRESSIVE DISCIPLINE POLICY, CONDUCT & CONSEQUENCES MATRIX (CCM)

School rules are designed to protect all students and foster an environment of order and discipline. It is important that parents/legal guardians and students understand the consequences of misbehavior. School Administration enforces adherence to school rules, policies, and procedures using a progressive discipline system. School Administration has discretion with respect to its enforcement authority. When considering disciplinary action, School Administration will seek to balance the severity of the conduct and the resulting discipline using the CCM.

The CCM includes a list of common and/or serious student conduct violations along with a range of recommended consequences. The violations and range of consequences are meant as guidelines, unless the law or circumstances warrant imposing an alternative consequence. Serious violations such as possession of a firearm or dangerous weapon, sexual abuse or any other abuse, possession of alcohol/illegal drugs will automatically be reported to law enforcement and/or the South Carolina Department of Education.

POLICY PROHIBITING STUDENT HARASSMENT, INTIMIDATION,

BULLYING, AND HAZING

Students are prohibited from harassing, intimidating, bullying, or hazing other students on school grounds, school property, school buses, at school bus stops, at school sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums or mailing lists.

All students, teachers and staff shall take reasonable measures within the scope of their individual authority to prevent violations of this policy. This policy applies to all students until graduation, transfer, promotion, or withdrawal from the school.

"Organization" means an athletic team, association, order, society, corps, cooperative, club or other similar group that is affiliated with ALASC and whose membership consists primarily of students enrolled at ALASC.

PROCEDURES

Pupils and parents/legal guardians may make confidential reports to the School Director or Assistant Director, or any other professional staff member, of any incidents of harassment, intimidation bullying, or hazing. ALASC Staff are required to submit written reports of harassment, intimidation, bullying, or hazing to the School Director. Staff members shall preserve the confidentiality of those involved and may only disclose the incident to the School Director or other supervisor, or as otherwise required by law. Any instance of reported or observed hazing which includes possible child abuse or violations of state law known to the staff member shall be treated according to relevant state law and reported to a law enforcement agency. ALASC Staff members will be subject to disciplinary action for failure to timely report allegations or observations of harassment, intimidation, bullying, or hazing to the School Director or Assistant Director. Written complaint forms are available at ALASC.

The School Director or Assistant Director will determine whether an alleged act constitutes a violation of this policy. The School Director or Assistant Director shall conduct a prompt and thorough investigation of the alleged incident, including but not limited to meeting with the person who reported the incident. The School Director or Assistant Director may conclude that the alleged violation occurred or did not occur, or that the evidence is inconclusive. Once the investigation has been closed, the School Director or Assistant Director will meet with the person who reported the alleged incident to discuss the investigation and conclusions. Confidentiality of records and student information related to disciplinary actions, if any taken, shall be observed in the process of meeting with the person who reported the incident. The School Director or Assistant Director shall prepare a written report of the findings and a copy of the report shall be provided to the Chief Operating Officer ("COO") of Charter One. If the School Director or Assistant Director concludes that the alleged violation did not occur or

that the evidence is inconclusive, no written report of the matter will be maintained in a student's file.

Persons that disagree with the School Director's or Assistant Director's determination may appeal his/her decision by submitting a written appeal to the COO of Charter One. The COO shall review the written appeal and issue a final determination in a timely manner. Persons that disagree with Charter One's decision may appeal to the Board of Directors of ALASC.

CONSEQUENCES

Students who commit acts of harassment, intimidation, bullying, or hazing will face consequences up to suspension or expulsion. When considering disciplinary action, the School Director or Assistant Director will seek to balance the severity of the conduct and the resulting discipline using the Conduct & Consequences Matrix ("CCM"). All suspected violations of law will be reported to local law enforcement.

Disciplinary action may result for acts of intimidation, harassment, bullying, or hazing which occurs outside of the school and the school day when such acts result in substantial physical, mental, or emotional negative effect on the victim while on school grounds, school property, school buses, at school bus stops, or at school sponsored events and activities, or when such act(s) interfere with the authority of ALASC to maintain order.

ALASC prohibits retaliation against any person who reports an act of harassment, intimidation, bullying, or hazing. Students that engage in retaliation for reported violations of this policy will be subject to appropriate disciplinary action per the CCM.

An Organization that knowingly permitted, authorized or condoned harassment, intimidation, bullying, or hazing activities will face revocation or suspension of the Organization's permission to conduct operations at ALASC.

Any teacher or staff member who knowingly permitted, authorized or condoned the harassment, intimidation, bullying, or hazing activity is subject to disciplinary action up to termination.

3. Provide a reasonable appeal process for students recommended for expulsion that includes a right to appeal a decision to the charter school board, including notice and hearing procedures for the Board of Directors of the charter school.

When a recommendation for expulsion is made, the School Director must provide written notice to the parent/guardian of the recommendation for expulsion, by certified mail, facsimile, e-mail, or any other written method reasonably designed to achieve actual notice. Every effort will be made to

provide notice to the parent/guardian by the end of the workday. This notice shall contain:

1. A description of the incident leading to the recommendation for expulsion and any mitigating or aggravating factors;
2. The rule(s) violated;
3. Notice that the parent/guardian has a right to review the student's educational records prior to the hearing;
4. A statement of what information will be in the student's official record;
5. A copy of the "Request for Appeal Hearing" form; and
6. Notice that the parent/guardian is permitted to retain an attorney or non-attorney advocate to represent the student in the hearing process.

Appeal Hearing

1. To appeal a recommendation for expulsion the student or parent/guardian must complete and submit the "Request for Appeal Hearing" form to the School Director within five (5) school days following receipt of the notice of expulsion. If a student will be represented by an attorney, or any other legal representative, the Request for Appeal Hearing form must so indicate. If the student, parent, or guardian does not initially indicate that an attorney will be present but later decides to obtain legal representation for the hearing, the hearing may be rescheduled to accommodate school legal representation.
2. If a hearing is requested, the School Director will notify the Board, which will schedule the hearing. If the appeal request is timely received by the School Director, the Board will be notified, and an appeal hearing will be scheduled.
3. It is recommended that the student requesting the hearing be present at the appeal hearing to share information related to the incident. While attending the hearing the student will not be trespassing.
4. At the expulsion appeal hearing, the student has the following rights:
 - a. To be represented at the hearing by an attorney, or other legal representation.
 - b. To be present at the hearing accompanied by his/her parent(s)/guardian(s).
 - c. To review before the hearing any audio or video recordings of the incident and, consistent with federal and state student records law, any tangible or documentary evidence that will be submitted by the school administration at the hearing, including written statements. School officials shall not be required to release names or other information that could reveal the identity of a witness when this could pose a safety risk for the witness.

d. To question witnesses appearing at the hearing.

e. To present evidence on his/her own behalf, including written statements or oral testimony, relating to the incident leading to the expulsion. If the student intends to call another student as a witness, the student witness must have written permission from his/her parent/guardian to appear during the hearing. The parent/guardian must make arrangements for the student's witness(es) to attend the hearing.

f. To receive a written decision, based on substantial evidence presented at the hearing, either upholding, modifying, or rejecting the expulsion recommendation and containing at least the following information:

i. The basis for the decision, including a reference to any policy or rule that the student is determined to have violated.

ii. Notice of what information will be included in the student's official record.

5. The hearing will be informal in nature and conducted by the Board of Directors.

6. Both sides may bring fact witnesses to the hearing.

7. Formal rules of evidence for court proceedings do not apply. The Board may consider any relevant evidence that is of a kind commonly relied on by reasonably prudent persons in the conduct of serious matters.

8. Hearings are timed, and each side will be given up to thirty-minutes (30) to present their case, including presentation of all evidence and questioning of any witnesses. The Board Chair facilitating the hearing may allow additional time in extenuating circumstances.

9. An official recording will be made of the proceedings.

10. The school administration will present its evidence first, followed by the student. Both sides will then be offered the opportunity to provide closing statements, beginning with the student or student's representative.

11. At the conclusion of the hearing, the Board shall deliberate in Closed Session, to the extent permitted under South Carolina Law, to determine, based on the evidence presented at the hearing, whether the student did or did not violate each of the disciplinary rules charged.

12. After reaching its decision, the Board shall issue a written decision as outlined above.

4. Provide the process for addressing IDEA compliance regarding student discipline, suspension, and expulsion for students with IEPs and the continued provision of FAPE and a description of how the school will identify and address significant behavioral concerns, specifically as it relates to students with disabilities.

Pursuant to the requirements in the Individuals with Disabilities Act (IDEA), the school ensures that special needs students who require additional behavioral help are supported. The school acts proactively in identifying and supporting special needs students with behavioral needs.

While it may be necessary for students with disabilities to be suspended or expelled from the school, before those students can be suspended for more than 10 school days in a given school year, a manifestation determination meeting will be held by the IEP team to decide if the scholar's disability caused the misbehavior. The outcome may impact any further disciplinary action taken related to the student, as to ensure the student will not be denied FAPE per federal law.

Suspension of Students with Disabilities

School personnel may remove a student with a disability who violates the CCM from his or her current placement for up to ten (10) consecutive or cumulative school days in the same school year. After a child with a disability is removed from their current placement either through a series of short term suspensions resulting in more than ten (10) cumulative school days in the same school year or a recommendation for long term suspension the school personnel will complete one of the following subject to the exception identified in item 3, below:

1. Recurring Short-Term Suspensions

Recurring short-term suspensions within the current school year may constitute a change in placement for a student with a disability when a suspension causes a cumulative suspension exceeding ten (10) school days.

a. When a suspension may cause a cumulative suspension exceeding ten (10) school days during the current school year, the school will determine if the series of removals constitutes a pattern. When found eligible as a student with a disability under the Individuals with a Disability Education Act (IDEA), a team consisting of a school administrator, the classroom teacher and special education teacher of the student will convene to determine if there has been a "change of placement" due to the series of short-term suspensions for the current school year. Where the student is considered an individual with a disability pursuant to Section 504,

a team consisting of a school administrator, regular education teacher and the Section 504 coordinator will convene to determine if there has been a "change of placement" due to the series of short-term suspensions for the current school year.

b. For a student found eligible with a disability under IDEA, the IEP team decides how to continue services to the student during the suspension which will enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals on the student's IEP. For a student considered an individual with a disability pursuant to Section 504, the student is entitled to the same opportunities to obtain and make up work as provided to students without disabilities and any accommodations in the student's 504 plan shall be implemented to the extent the accommodations are applicable.

c. If it is determined that the series of short-term suspensions for the current school year results in a change in placement, an IEP Team or 504 team must expediently convene and conduct a Manifestation Determination Review ("MDR"). If there is no manifestation determined, the student may be suspended. For a student eligible with a disability under IDEA, the IEP Team determines the services to be provided during the suspension which will enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals on the student's IEP. For a student considered an individual with a disability pursuant to Section 504, the student is entitled to the same opportunities to obtain and make up work as provided to students without disabilities and any accommodations in the student's 504 plan shall be implemented to the extent the accommodations are applicable to the make-up work. If there is manifestation, the student, whether identified through IDEA or considered an individual with a disability pursuant to Section 504, may not be suspended for the current violation of the student code of conduct and will return to the placement from which the student was removed, unless the parent/guardian and the school, through the IEP or 504 team process, agree to a change of placement. For a student whose conduct is found to be a manifestation, the IEP team or 504 team must either (i) conduct a functional behavioral assessment (unless a functional behavior assessment has been conducted before the behavior that resulted in the change of placement) and implement a behavioral intervention plan for the student; or (ii) if a behavioral intervention plan has already been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

2. Recommendation for Expulsion

The IEP team or 504 Team shall convene and review pending recommendations for expulsions of students with disabilities to determine if the misconduct is a manifestation of the disability within ten (10) school days of the suspension.

a. Should no manifestation be determined, the student may be suspended or subjected to disciplinary reassignment. For a student found eligible with a disability through IDEA, the IEP team determines the services to be provided during the suspension or removal which will enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals on the student's IEP. For a student considered an individual with a disability pursuant to Section 504, the student is entitled to the same opportunities regarding alternative education services as provided to students without disabilities and any accommodations in the student's 504 plan shall be implemented to the extent the accommodations are applicable to the alternative education services. The parent/guardian may appeal the expulsion in accordance with the expulsion procedures as outlined in this charter application.

b. If manifestation is determined, the student shall not be suspended or removed for the policy violation and will return to the placement from which the student was removed, unless the parent/guardian and the school, through the IEP team process or 504 team process, agree to a change of placement. The IEP team or 504 team must either (i) conduct a functional behavioral assessment (unless a functional behavior assessment has been conducted before the behavior that resulted in the change of placement) and implement a behavioral intervention plan for the student; or (ii) if a behavioral intervention plan has already been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

3. Exceptions to the MDR requirement for offenses involving use or possession of alcohol and/or illegal drugs by a student considered an individual with a disability pursuant to Section 504. Where a student is considered an individual with a disability pursuant to Section 504 and is accused of engaging in the use of alcohol and/or illegal drugs or is a current user accused of possession of alcohol and/or illegal drugs, the 504 team is not required to hold a manifestation determination review and the student may be disciplined to the same extent that disciplinary action may be taken against students without disabilities. During the suspension, the student shall be offered the same opportunities as those afforded to students without disabilities to make up work and/or participate in alternative education. To the extent applicable, any accommodations in the student's 504 plan shall be implemented to the extent the accommodations are applicable to the make-up work or alternative education opportunities.

4. When found eligible as a student with a disability under IDEA, a parent/guardian may appeal any decision about placement made by the team or the results of the manifestation determination meeting by filing a petition for an impartial due process hearing to the Board of Directors.

5. Discuss how the proposed plan protects students' rights including due process. How will the school ensure that the discipline policy does not disproportionately affect students with disabilities? Include the school's plans for conducting discipline hearings.

The response to question 4, above, discusses how the proposed plan protects the student's rights, including due process. The discipline policy does not disproportionately affect students with disabilities. The plans for conducting discipline hearings are also discussed.

1. Discuss the plan which will be put in place if the school is planning to provide transportation by school bus (must comply with state regulations for driver and training and the state safety requirements for school buses).

ALASC transportation plan will comply with state regulations for driver and training and the state safety requirements for school buses. The school will carry required insurance for the transportation program.

ALASC will not allow transportation to be a barrier for enrollment.

Allowance has been made within our budget to include the purchase of three (3) buses that will enable the school to provide cluster stops in year one. Although the school will not offer a mass transportation system with house-to-house stops in its opening year, it will be the goal of the Board of Directors to offer a more accommodating transportation plan as the school is able to do so. In the event a student needs specific transportation assistance, the school will work to accommodate them. ALASC will provide all transportation services which is mandated in an IEP because of the identified disability or required by the McKinney-Vento Act. For families who do not wish to utilize our transportation, ALASC will provide a system that facilitates carpool coordination for families.

2. Discuss the proposed transportation service if the school intends to contract with the local school district or a third party.

ALASC will purchase school buses and hire drivers. The school does not intend to contract with a local school district or a third party.

3. Regardless of the applicant's intention to contract with a third party for transportation services, describe how the proposed charter school plans to address the transportation needs of its students and, in particular, if the lack of transportation is preventing a child from attending school.

ALASC will not allow transportation to be a barrier that prevents a child from attending ALASC. We will coordinate with all families to encourage carpooling, cluster stops, and one-on-one solution meetings with the school administration to meet the needs of all families. Buses will be offered to students who are unable to obtain transportation through other means.

Business Plan

Budget and Finance

1. Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in the following areas: financial management; fundraising and development; and accounting and internal controls.

Individually, the members of the Steering Committee have a variety of skills, expertise, and experiences that culminate in a highly effective Steering Committee, and ultimately, the Board. The backgrounds of the Steering Committee include two attorneys (one of whom was a candidate for South Carolina Secretary of Education), VP of Marketing and Communications for Big Blue Marble Academy, an experienced teacher, a marketing/public relations professional, a director of an insurance agency, and public policy expert.

The ALASC Steering Committee and Charter One Finance Department has consulted with Mr. Dave Faunce with Prestige School Solutions in the development and implementation of effective operational and functional level internal controls and fiscal management policy that is consistent with the local requirements of the authorizer and the SCDOE.

ALASC is also supported by the resources connected to the EMO, Charter One. Charter One's partnerships are comprised of individuals that together represent nearly two decades of experience in the charter school market. Combined, they have participated in the startup of over forty charter schools across the nation. Their experience helps them identify the conditions necessary for a charter school to succeed. For example, American Leadership Academy began in Arizona in 2009 when it took over a failing charter school program. Since that time, American Leadership Academy has grown from one campus serving 180 students in portables to eight campuses serving over 11,000 students. The experiences and successes of the Charter One team will be a valuable resource to ALASC.

Charter One is the operator of twelve charter schools in Arizona, one charter school in Nevada, one charter school in Florida, and one in North Carolina, and will provide the start-up assistance needed to support ALASC and ensure a healthy start. The assistance that Charter One provides to ALASC includes business development, training, academic consultancy, intellectual property rights, marketing support, financial support, human resources, and legal services.

Partnering with Charter One also provides ALASC access to Charter One's network of providers. This includes insurance partnerships, payroll partnerships, technical suppliers, furniture suppliers, curriculum suppliers, etc. This provides a very significant and important advantage to ALASC through obtained pricing incentives and reduced time burden on administration to develop new relationships.

While fundraising is not a budgeted item, it will be conducted when the school is operational and the school and larger community demonstrate the commitment to the school. The Board will contract with an approved auditor to conduct the annual audit.

2. Discuss how the proposed budget will support the mission, vision, and educational program of the school. Describe how the proposed 5-year and 10-year budget support the successful implementation of the school's educational program and increasing student achievement. Highlight any unique instructional strategies or curricular components and how they will be funded. Explain the school's data-driven decision-making process in regard to resource allocations.

Our mission "to provide the best educational experience in a moral and wholesome environment" will be provided by an educational model that includes a strong core values-based curriculum, character education, extracurricular activities that develop strong leadership and teamwork opportunities (including arts and athletics), and a full high school experience.

The budget aligns to our mission as the majority of our funding goes directly to benefit the school's academic programming, personnel, academic resources, and teacher development. The budget reflects our commitment to investing as much as possible in the instructional priorities of the school.

The budget reflects our commitment to having all curriculum materials and resources in the hands of the teachers and students. Our startup, 5-year and 10-year budgets reflect these investments as a top priority to the Steering Committee. Curriculum consumables and additional curriculum materials and resources are included in the annual budgets.

Core Knowledge, Core Knowledge Language Arts, Eureka Math, and R.A.I.S.E. materials will be provided for all students and teachers. There will be other expenses with items for Music, Art, Physical Education, as well as instructional computers, software technology, and equipment. Due to our expected student population in the upper grades, we anticipate expenses per student to increase due to the wide offering of extracurricular activities.

Our budget includes funding for transportation and fed service needs to remove barriers to enrollment. The Steering Committee plans to enter into a build-to-suit lease agreement and our budget includes these facility lease payments.

Annually, the board will utilize academic achievement data to inform

necessary budget adjustments. These adjustments may include: additional personnel, additional training, curriculum enhancements, etc.

3. A detailed description of budget assumptions, calculations, and revenue estimates. The narrative should include, at minimum, the basis for revenue projections, staffing levels, and costs. Provide specific evidence supporting assumptions and/or describe the source of estimated amounts wherever possible.

The budget assumptions are included in Appendix X. The budget is based upon 925 students in the first year of operation and is adjusted annually to reflect enrollment growth. Enrollment is allocated across standard and special weightings using pro-rata percentage of 2020-2021 weightings in the local school district. Standard, special, and add-on weightings are based on current weightings remaining constant throughout the 10-year period. Class sizes are assumed to average approximately 25 students per class.

EFA base funding is \$6,089 per student (at 1.00x) and is presented net of the 2% authorizer fee. Allocation of student classifications and weightings is based on the 45-day weighting of the local school district, as the School believes that the existing, local school population is the best assumption upon which to base the representative, planned enrollment in the charter school.

The fringe benefits employer contribution is based on \$725.84 per student.

Year 1 "Other revenues, loan proceeds and pupil activity" includes \$250,000 in borrowed working capital. An additional \$500,000 in financing will be procured for FF&E. This amount is offset by the "Instructional and/or Capitalized FF&E" expense line.

Staffing levels reflect the student enrollment population and class sizes, as indicated above. Our comprehensive staffing budget includes the School Director, assistant directors, teachers, support staff (counselors, Teacher Assistants, SPED paraprofessionals, custodians, nurses, etc.) The average instructional classroom teacher salary in Year 1 is anticipated to be \$45,000. Instructional salaries are assumed to increase at a rate of 3% per year. Administrative salaries are assumed to increase at a rate of 2% per year. The School plans to contribute \$400 per month (representing the single employee health insurance premium) to employees eligible for health insurance coverage and contribute 3% of gross salary to employees eligible for retirement benefits.

Employment tax rates are based on the current established rate by the applicable taxing authority. Worker Compensation rates are based on an

average of current policies in effect in comparable charter schools (provided by Prestige School Solutions) of \$5.60 per \$1,000 in compensation.

Instructional Supplies and Instructional Textbook expenses in the initial years are based on \$625 per student plus reimbursed teacher supply stipends.

Where appropriate, the applicant group has applied a rate of increase for many categories of expense at 2% over the prior year with the exception of food costs and insurance, with respective rates of increase of 6% and 5%, respectively.

Student transportation costs are based on the per student rates as determined by the School Transportation News Service. The school anticipates purchasing three used buses (\$20K ea.) in the first year and an additional bus in the second and third operating year.

Debt Service includes borrowed funds for working capital and FF&E repaid at a rate of 9.00% over 60 months.

4. Describe any applicable state and federal money funding sources. Clearly address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.

The budget includes only a nominal amount (<1%) of contributions, donations, fundraising and other revenues for its operations, however, it is expected that contributions, donations and fundraising will be realized at a substantially higher rate. The budget is in no way dependent upon realizing funds beyond the EFA/EIA per pupil allocation.

The school intends to borrow \$750,000 in the first operating year to fund working capital (\$250K) and FF&E (\$500K). The School will source this debt service from known lenders with whom school leadership has established prior borrowing relationships in other existing schools.

Additional EIA categorical revenues, including fringe benefit employer contributions, have been forecasted in line with Charter Institute at Erskine guidance and the experience of charter school funding levels. ALASC is also forecasting a conservative 1% revenue increase over time on these funds.

While ALASC expects to qualify for Title 1 revenues under the Charter

Institute at Erskine, ALASC has not budgeted any of these revenues, as the Title 1 program is designed to supplement, not supplant revenues. Any Title 1 monies would be put towards expenses that are allowable under the Charter Institute at Erskine's district Title 1 plan and be consistent with ALASC's mission and academic model (such as hiring an additional reading coach paid for through Title 1 funds). ALASC has included a forecast of IDEA revenues based on its expected population of students with disabilities.

Erskine's 2% authorizing fee for oversight is represented as a draw against revenue. It should be noted that ALASC projects a positive operating surplus for each fiscal year of its 10-year charter with a healthy ending days cash on hand for each operational year WITHOUT factoring any CSP P&I start-up funds. ALASC anticipates applying for the federal Charter School Program Start-Up grant but has not included any of those funds in our operating budget. Instead, the budget is solely reliant on the per pupil funding.

ALASC will continue to invest in the priorities of the school that will have the greatest impact on student achievement and those expenditures that will accomplish ALASC's mission. There are no other anticipated funds on which the school's core operation depends.

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

ALASC will utilize the services of the Charter Institute at Erskine and Charter One.

Charter One's scope of services include:

- IV. Marketing and student recruitment;
- V. Academic programming support;
- VI. SIS and student accounting;
- VII. Exceptional Student Services ("ESS") support;
- VIII. Human Resources;
- IX. Information Technology ("IT");
- X. Financial Services;
- XI. Compliance and Legal Services;
- XII. Access to experience of Charter One network schools;
- XIII. Remote learning support (if needed);
- XIV. Facilities maintenance and support; and
- XV. Access to online store for school uniforms.

For any other services, we will rely on our partner, Charter One to properly vet potential service providers (i.e., Occupational Therapy, speech therapy, before and after school program providers, facilities maintenance vendors, etc.) The process may include a formed committee consisting of: Charter One representatives, School Director, Board members and others to seek and vet vendors. The committee or team will make a recommendation to the Board. Third party contracts will be evaluated annually to ensure a strong return on investment.

6. Explain how the school will remain fiscally solvent, adhere to generally acceptable accounting practices, have no material breaches, address any financial concerns, and follow the South Carolina pupil accounting system, auditing, and reporting procedures.

ALASC will remain fiscally solvent, adhere to Generally Accepted Accounting Practices ("GAAP"), and have no material breaches by ensuring a strong system of internal financial controls. ALASC will adhere to the chart of accounts as provided by the Charter Institute at Erskine and the South Carolina Department of Education and will have a clear segmentation of duties to ensure that financial assets are not at risk due to too little control or authority over funds. For example, the Office Manager will be expected to regularly review invoices, review and approve employee reimbursements (consistent with the Board and financial policies), and review payroll reports prior to approval. Charter One will provide financial and payroll services to the school. An annual audit will be conducted by an independent auditor to ensure school compliance with all necessary compliance provisions.

The school will draft, implement and maintain a number of operational and functional level internal financial controls, bookkeeping practices and best-practices accounting procedures that are in accordance with Generally Accepted Accounting Principles. The Board will exercise regular oversight of the school's annual budget as well as monthly revenues and expenses in comparison to the budget via the provision of timely and accurate information and reporting to the school's Finance Committee and board from school leadership and the external back-office provider.

The Board will develop and approve a fiscal policy manual prior to the school's opening. The finance committee will, in collaboration with established charter school accounting consultants, draft specific processes based on these set policies which include multiple check signers, separation of duties, clear guidelines on expenditure approval limits (i.e. over \$5k needs a vote), safeguarding of assets and high level criminal background checks for anyone with bank access, and invoice processing. In addition, the finance committee, in collaboration with established charter school accounting consultants, will develop systems for payroll, accounts

receivable, donations and fundraisers, petty cash, and credit card usage.

Vendors and all third-party contracts will be evaluated annually to ensure the school is receiving the best possible delivery of fiscal and other services.

School Board members, school leaders and staff will be required, by policy, to disclose any known or possible related party transactions (relationship, description of transaction and estimated dollars involved).

Salary negotiations for top level executives in the school will be established using published and other readily available comparative data in order to ensure that compensation is properly aligned with the marketplace.

7. Describe how the school will maintain its books and records according to generally accepted accounting principles and will create an appropriate system of internal control.

The Board will work with Charter One to ensure that adequate internal controls, including segregation of duties, safeguarding of assets, and accurate and adequate record keeping are implemented in accordance with Generally Accepted Accounting Principles ("GAAP"). Charter One's large and experienced team has an existing set of internal controls to be tailored specifically to the school and ensure proper oversight of operations. The internal control procedures will be reviewed and approved by the Board.

Board policies may include safeguards such as multiple check signers, clear guidelines on expenditure approval limits, safeguarding of assets, and invoice processing. The internal control document will include all aspects of the financial accounting cycle, as well as the necessary controls to safeguard all assets belonging to the school. The document will include specific assignment of duties as well as necessary verification procedures. The Board will ensure that the internal control processes will be reviewed by the independent auditor on an annual basis and adjustments made as needed.

The Board will also discuss and monitor the need to adhere to internal control processes with the school's management team and will focus on creating an environment that promotes ethical behavior.

The Board will be responsible for the oversight of the financial accounting and audit functions at the school. Charter One will assist the Board to ensure financial accounting and audit functions are strictly adhered to and implemented. Duties will include:

- Working with school leadership to draft and submit to the board for

approval an annual budget

- Meeting with the principal and the office manager on a monthly basis to review the budget report, cash flow and financial performance
- Establishing fiscal policy and procedure in accordance with generally accepted accounting principles
- Issuing the RFP and overseeing the selection process for an annual, independent auditor
- Establishing the audit timeline and schedule for fieldwork
- Reviewing and presenting the results of the annual audit to the Board of Directors for approval
- Draft the Management Discussion and Analysis ("MD&A") that accompanies the audit report
- Contribute to the preparation and review of the annual Form 990
- Review potential financing/leasing instruments
- Draft and oversee implementation of organizational and functional level internal controls

The school, through Charter One, will have a CFO that oversees the fiscal operations of the school. He or she will be responsible for ensuring compliance with generally accepted standards of fiscal management and for overseeing the day-to-day implementation of fiscal policy and procedure. The CFO will also be responsible for all compliance functions and reporting.

The school will maintain accurate financial records and limit risk to ensure diligence in the expenditure of public funds and will maintain, reconcile and monitor its financial accounts on a daily basis. The board will receive a monthly financial report that will consist of:

- Income statement (revenue and expenses) with budget comparison.
- Bank Statement and Reconciliation Report reflecting outstanding as well as cleared deposits and payments.
- Payment by vendor report.

General ledger summary report with account detail. Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. In addition, the school will maintain an internal control checklist that the finance committee and board

can refer to on a monthly basis that includes the following questions:

- Are accounting records kept up-to-date and reconciled regularly?
- Is the SCDOE uniform chart of accounts being utilized?
- Are monthly financial statements issued in a timely manner and do they adequately and accurately convey the financial position of the school?
- Are revenues being collected as and when expected?
- Are expenses being maintained as an acceptable percentage of revenue based on both industry standards and the progression of the fiscal year to date?

8. Discuss planned client subcontracts to outside providers (if applicable).

For planned contracts to outside providers, we will rely on our partner, Charter One to properly vet potential service providers (i.e., Occupational Therapy, speech therapy, before and after school program providers, facilities maintenance vendors, etc.) The process may include a formed committee consisting of: Charter One representatives, the School Director, and board members to seek and vet vendors. The committee or team will make a recommendation to the board. Third party contracts will be evaluated during the year and annually to ensure a strong return on investment.

The school will obtain and maintain a list of all Certified Public Accountants with a reliable record and history of conducting charter school audits in South Carolina and issue an RFP for audit services which will enable the Charter One or a committee to fully vet the CPA firms and recommend an independent auditor to the Board.

9. Discuss the process the school will follow to contract with a certified public accountant to conduct an annual, independent financial audit and to disseminate the results from the audit to the school district and required state agencies.

ALASC will obtain a list of all Certified Public Accountants approved for use by the Charter Institute at Erskine. Charter One will vet and recommend a CPA firm for Board Approval to conduct its annual independent financial audit. The audit will commence after the June 30th fiscal year ends and is practical after closing the financial year. ALASC will adhere to the Erskine's deadline for the annual audit and other state requirements.

10. Indicate if the school plan to offer South Carolina Retirement System benefits to its employees? If so, describe the charter committee's understanding of the costs and restrictions associated with such benefits and how the school's budget will absorb applicable costs from year to year.

ALASC does not plan to offer South Carolina Retirement System benefits to its employees.

11. Discuss the school's contingency plans for cash flow challenges, a budget shortfall, lower than expected student enrollment or other financial challenges in the early years of operation.

Though cash flow challenges and budget shortfalls are not anticipated, the Steering Committee is prepared to make difficult decisions to maintain a healthy and sustainable financial operation of ALASC. ALASC is prepared to trim expenses to be in line with actual levels of revenue over time. This may include the need to release staff members (reduction in force) during times of prolonged budgetary challenges.

In the event that unforeseen circumstances occur that negatively affect revenues, two strategies will be employed depending upon the cause.

- Assuming a shortage arising from under-enrollment, the school will increase marketing efforts and use every available resource to improve enrollment including expanded outreach to the community, seeking referral partners, and increased exposure and visibility through advertising.
- Assuming changes in student funding, the school will charge its finance committee with presenting a plan to reduce costs in the following order:
 - 1st - Reduction or elimination of any non-essential fixed costs and renegotiation of leases and non-instructional contracts
 - 2nd - Reduction or elimination of any non-essential, non-instructional variable costs (including non-instructional and administrative salaries and benefits)
 - 3rd - Analysis and strategic reduction, consolidation or combination of expendable, non-essential instructional costs

ALASC and Charter One will always adhere to the school's mission, vision, and values, and seek to ensure that programmatic expenses are still designed to support student success after the cuts take place. With short term cash flow challenges, ALASC may request Charter One to delay payment of the management fee or rely on a line of credit to meet payroll or

vendor obligations.

One of ALASC's greatest risk avoidance strategies is to minimize financial risk by relying on the expertise and experience of Charter One's financial and operations teams. ALASC's aggressive enrollment strategy allows it to benefit from the economies of scale. If student enrollment is lower than anticipated in year 1, ALASC will reduce expenses as soon as practical to ensure a sustainable operation for the first fiscal year. ALASC is aware of the importance of starting off on a strong financial footing, and ALASC's Board and Charter One will monitor the school's budget closely for success.

12. Describe the process of how the annual operating budget will be developed and refined each year based on student achievement data and mission driven priorities. Explain who will be involved in the process and how the budget may be amended during the year.

The School Director will work closely with Charter One's financial team to develop the proposed annual operating budget based on academic achievement, accounting and financial data. The budget will be proposed to the Board of Directors and will be approved by the Board. These adjustments may include additional personnel, additional training, curriculum enhancements, etc.

The Board will review the annual budget as compared to the actual, balance sheet, and P&L Expenses on a monthly basis. Adjustments to the annual budget will be made on a quarterly basis. There will be opportunities at each board meeting to discuss the budget.

The budget will be carefully monitored from month-to-month and will also be regularly used as a reflective tool measure whether or not outcomes are realistic based on actual operations. Occasionally, based on the financial performance of the school, modifications to the budget may be required. In doing so, meeting the instructional needs of the students will be the top priority.

The board will conservatively and with due care cast a budget that contemplates fulfilling all financial obligations of the school.

Developing the annual budget will be managed by the Board with the assistance of Charter One. Budget development will also include the CFO. A draft (and subsequent drafts) of the budget will be presented to the Board with the expectation that a budget for the next fiscal year be passed by a vote of the Board no later than April 1st.

Any significant changes or amendments to the budget will be discussed and approved by the Board.

13. Explain in detail the year one [planning year] cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

ALASC will utilize Charter One's Grant Management team to apply for the CSP-1 grant for the startup grant. In the event of a budgetary short-fall, Charter One will provide a start-up loan to the school.

1. Describe the basic facilities requirements for accommodating your school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.
 - Identify any other significant facilities needs not already specified, including: playground, large common space for assemblies and other large group meetings, athletic facilities, and other special considerations (identify and explain).

The proposed site layout will occupy an estimated 30 to 40 acres of land. The site developer will construct an approximated 138,000 sq. foot facility. The facility will be designed to support the atmosphere outlined in the mission of the school. This includes approximately 75 classrooms, a full-size gymnasium, cafeteria, storage rooms, and all else needed for the successful operation of the school. The décor and design of the school, coupled with separate buildings for the K-6, 7-12, and athletic facilities will give the site the feel of a small college campus, instilling pride and a desire to achieve success in its students. Classroom size will be approximately 750 square feet. The facilities will require science labs, art rooms, dance room, full-size gymnasium, athletic facilities, approximately 75 classrooms, administrative offices, teacher workrooms, restrooms, storage rooms, and cafeteria.

ALASC has identified a reputable developer who will arrange for the acquisition and construction of the school facilities. The developer has presented ALASC with a letter of intent to provide the siting, design, construction, financing and leasing of educational facilities. The organization has developed over 50 charter school facilities and over 1,259,100 square feet of charter school buildings housing over 18,000 students across the nation. The members of the development organization have more than 65 years of combined experience in real estate investment, management and development.

Their diverse backgrounds as real estate developers and agents provides a broad and unique view of the marketing and development process. ALASC is under no obligation to accept the terms of the letter of intent and may accept proposals from a variety of charter school developers. ALASC's developer will work directly with all relevant government agencies to ensure compliance and timeliness.

The developer will design, fund, and build ALASC's campus. Upon completion, ALASC will lease the facilities from the developer. The developer will work with ALASC to ensure that the lease payment is reasonable and within the school's budget.

The development company will select available land. Upon charter approval, the developer will negotiate a land purchase and begin

construction on a new facility. The Board will consult with the development company on building design and necessary capacities. The development company will ensure that outdoor spaces like athletic fields are included in the school site. It will work with reputable licensed architects and engineers to produce plans that meet all applicable building codes, city and state requirements, etc.

The development company will hire a reputable general contractor company to manage construction of the project, obtain all necessary permits, schedule and ensure passing of all inspections. The developer will ensure that the new facility complies with all local building codes and regulations. The developer is responsible to coordinate with the local city/county inspections department to complete all necessary inspections to meet building and land use regulations.

The facility will satisfy all safety and fire standards to guarantee the health, safety, and welfare of all occupants.

Upon approval by the Charter Institute at Erskine to enter the Planning Year, the Steering Committee will work with the developer to create a timeline that ensures the school will have a valid certificate of occupancy for educational use prior to school opening. It has been our experience that there are many variables impacting the site plan approval process in the local and state approval processes. This is why we have chosen to work with the same reputable school developer that managed the construction and completion of the facility.

2. Explain how the facility will meet the needs of students and provide an assurance that it will be accessible to students with physical disabilities.

The facility is a build-to-suit lease. ALASC's facility will be designed to be consistent with its curriculum and educational programming and model. ALASC will comply with all laws for school facilities, including the ADA Standards for Accessible Design.

3. For virtual schools, provide a plan for maintaining student records and school records, including financial records, at a designated central office of operations.

N/A

4. If a facility has been identified, include the address of the facility, a

description of the facility, and the name and address of the owner of the facility.

- If entering into a lease agreement, describe the material terms of the agreement. What specific buildout is required? What are those estimated costs?
- A description of the Steering Committee's contingency plan should the lease or planned purchase fall through.

The Facility has not been identified.

5. If a facility has not been identified, specify a plan for obtaining such a facility and include a description of the facility needs, a statement as to whether an existing facility will be remodeled or a new facility will be built, and a schedule for completing or obtaining a suitable facility and, if applicable, a description of and timeline for any plan to raise funds for completing or obtaining the facility.

- A discussion of the Steering Committee's process for obtaining facilities.

The Steering Committee plans to enter into a build-to-suit lease with Schoolhouse Development. Schoolhouse Development has engaged a local real estate agent to assist in finding a desirable location. Preliminary design activities have already commenced. Upon the approval of this charter application, Schoolhouse Development intends to immediately begin the designing, building, and financing of the construction for a new facility.

Schoolhouse Development will secure local and state building permits and approvals. Construction is anticipated to take approximately 10 months.

6. A description how the school's facilities plan is aligned with the projected enrollment growth outlined in the charter application.

The school's facilities plan is aligned with the projected enrollment growth plan of 1,925 students at complete buildout. With a planned 138,000 square foot facility, this provides for over 70 square feet per student.

Appendices and Additional Information

Evidence of Support (Appendix Item C)	https://s3.amazonaws.com/files.formstack.com/uploads/4201149/103993212/748769216/103993212_appendix_c.zip
School Calendar and Daily Schedule for the Academic Year (Appendix Item F)	https://s3.amazonaws.com/files.formstack.com/uploads/4201149/103993213/748769216/103993213_appendix_f.zip
Support Documents for the described Educational Plan (Appendix Item G)	https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434395/748769216/104434395_chairman_mccurdy_signature_page_2.pdf.zip
List of Teaching Positions (Appendix Item H)	https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434403/748769216/104434403_copy_of_h_-_list_of_teaching_positions.docx.zip
Charter Committee (Appendix Item K)	https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434414/748769216/104434414_appendix_k.zip
Bylaws (Appendix Item L)	https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434430/748769216/104434430_ala-lex_bylaws.pdf.zip
Articles of Incorporation (Appendix Item M)	https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434434/748769216/104434434_m_-_articles_of_incorporation.pdf.zip
Organizational Chart (Appendix Item N)	https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434438/748769216/104434438_appendix_n.zip
Sample Job Descriptions (Appendix Item P)	https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434447/748769216/104434447_copy_of_p_-_job_descriptions_drafts.docx.zip
School Start-Up Plan (Appendix Item Q)	https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434495/748769216/104434495_copy_of_q_-_school_start_up_plan.docx.zip
Draft Discipline Policy (Appendix Item T)	https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434511/748769216/104434511_appendix_t.zip
Student Enrollment Projection Form (Appendix Item V)	https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434512/748769216/104434512_student_enrollment_projection_form.pdf.zip
Five Year Budget [must be in Excel] - (Appendix Item X)	https://s3.amazonaws.com/files.formstack.com/uploads/4201149/103993210/748769216/103993210_appendix_x.zip
Ten Year Budget [must be in Excel] - (Appendix Item Y)	https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434201/748769216/104434201_appendix_y.zip
Documentation of Any "Soft Funds" (Appendix Item AA)	https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434516/748769216/104434516_copy_of_aa_-_documentation_of_any_soft_funds.pdf.zip

**Applicable Insurance Documentation
(Appendix Item FF)**

https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104434526/748769216/104434526_appendix_ff.zip

Description Area

Additional Appendix Items The remaining appendix items listed below, are required *as applicable. You may combine multiple files into one upload by compressing/"zip" them into one folder/file. Please view the resource guide on tips how to do so. (Appendix Item B) Evidence of Notification (to both the local school board of trustees and local delegation)* (Appendix Item D) Conversion School Support* (Appendix Item E) Private School Documentation* (Appendix Item I) Virtual School List of Courses* (Appendix Item J) Agreement with Sponsoring District for Special Education Services* (Appendix Item O) EMO/CMO Documentation* (Appendix Item R) Letter of Agreement from Sponsor Regarding Compliance with S.C. Code Ann. § 59-25-410 et seq. (2004)* (Appendix Item S) Letter(s) from Sponsoring District Regarding Desegregation Plan or Order* (Appendix Item U) Transportation Services Contract* (Appendix Item Z) Memorandums of Agreement for Negotiated Services* (Appendix Item BB) Floor Plan of Identified Facility* (Appendix Item CC) Proposed Lease or Rental Agreement* (Appendix Item DD) Documentation from the SCDE's Office of School Facilities* (Appendix Item EE) Documentation from the SCDOT School Traffic Engineering*

**Additional Appendix Items - upload
attachments *as applicable.**

https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104435213/748769216/104435213_cover_page.pdf.zip

**Additional Appendix Item - upload
attachments *as applicable.**

https://s3.amazonaws.com/files.formstack.com/uploads/4201149/104435212/748769216/104435212_chairman_mccurdy_signature_page_2.pdf.zip

Signature Certification Page

Name of Proposed Charter School American Leadership Academy South Carolina

Mailing Address for Proposed Charter School (if known) 20 Gantt Street
Suite 8
Lexington, SC 29072

Name of Applicant Group American Leadership Academy, Inc.

Sponsor Name The Charter Institute at Erksine

Description Area Certification: I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant's governing body has duly authorized this application and documentation, and the applicant will comply with the South Carolina Public Charter School Statement of Assurances if the charter school is approved.

Signature of Charter School Committee Chair



Date February 01, 2021
