General Information

Description Area

* The form will close at 5:00 PM ET on Wednesday, February 1, 2023, and no submissions will be accepted after that time.*In 1996, the South Carolina Legislature passed the Charter Schools Act, allowing citizens 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.Based on the provided guidance and SCDE template, this application form must be used to develop a complete application for charter schools that plan to open for the 2024–25 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 relates 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.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.Please use the Submission Guide to help you navigate the application.

Application Cover Page

Proposed Sponsor	Charter Institute at Erskine

Applicant Information

Name of Proposed Charter School	American Leadership Academy Rock Hill
Name of Applicant Group	American Leadership Academy, Inc.
Street Address for Proposed Charter School (if known)	Not identified at this time
City and Zip Code for Proposed Charter School	Rock Hill 29730
FEIN	84-4218217

Contact Information

Name of Committee Chair	Mr. Reese McCurdy
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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

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.

The Charter One marketing team relied heavily on social media platforms and our webpage to develop interest in ALA-Rock Hill in the community. A trifold brochure with all the pertinent information about ALA-Rock Hill and contact information was developed. We have the physical trifolds to hand out and have posted it on our social media platforms. We have posted an ALA-Rock Hill survey for prospective parents on our social media and webpage. An important part of our local campaign is direct mail. We plan to implement virtual meetings through Next Door, a local social media networking service for neighborhoods. Our format is to have a live discussion which informs parents about the academics, extracurriculars and culture of ALA-Rock Hill. We can answer questions and invite parents to sign up for a virtual tour of an existing ALA school so that they can experience the facilities and the commitment of teachers and staff. We are confident that our Rock Hill families will be excited about the opportunity for this tuition-free educational choice.

Marketing efforts deployed thus far have focused on building and determining interest. Assets include a school website landing page, an Instagram page, a Facebook page, and a digital account for digital/social advertisements. Digital ads have been running for a little over three months, and in that time, we have secured 554 families representing 1050 students who have expressed interest in bringing ALA Rock Hill to the area. This number continues to grow daily.

Following the 554 parents who have already expressed interest in the school, we will continue to engage in a robust digital advertising campaign to collect new interest leading up to approval. In addition to those who have expressed interest, our ad data for the ads that have run so far include a reach of 45,912 families, 191,028 impressions, and 3,199 clicks. If approval is granted, we will move to the aforementioned tactics outlined in the explanation for student recruitment.

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 Board, believe that all students deserve a choice of and access to

high quality education. ALA-Rock Hill 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 Rock Hill area; holding information sessions in surrounding lower income and minority areas; and ensuring that marketing materials display ELL and IEP service opportunities.

The culture of ALA-Rock Hill 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 recruiters for a school campus are 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 ALA-Rock Hill 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 efforts to engage a family, result in greater buy-in, happier students and teachers, and better academic results.

Marketing efforts will include a focus on becoming ingrained in the community as we know this is key to enrollment success and critical given ALA will be a new brand in the area. strategies will leverage a multi-pronged approach and include outreach via social media, digital marketing, public relations, and traditional advertising, including earned and owned media placements. community relations, mailers, and traditional and digital media buys. Our plan is designed to achieve the following initiatives and reach approximately 74,000 potential families, based on 2021 census data:

? Promote ALA-Rock Hill to families who currently live in the area alongside new move-in families. Promotions will target all families with students in grades pre-k through 12th within a 30-mile radius of the school, including diverse families. Promotions will include digital and traditional marketing tactics so that families who are not digitally connected will have the same access to information compared to those who are digitally connected.

? Target staff who live in the area and want to switch from a nearby school or for an opportunity to work in a different environment.

? Build and create community involvement and leadership in Rock Hill through the administrative team, staff, and enrolled students.

Messaging will position ALA-Rock Hill as a leading new school choice for parents that develops and nurtures leaders in a moral and wholesome environment, inclusive of a values-based curriculum that adopts a traditional approach to education.

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.

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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. Evidence of engagement such as letters of support or partnership agreements.

Statewide and local leaders have been key in the selection of Rock Hill?? by this Board and the decision to submit the application. The ALASC Board will open their first school in Lexington, SC in the fall of 2023. The school will open with 2000 students in grades K-12. Over 10,000 students have expressed interest and nearly 2,400 applications for enrollment have been received. The Board is actively involved statewide and has received inquiries from across South Carolina to bring American Leadership Academy to their communities. Statewide and local officials have asked for a school in Rock Hill. 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. These members are actively sharing the vision of a traditional charter school in

Rock Hill that utilizes a knowledge-based curriculum. Together, the Board has participated in local community outreach to friends, sharing ALA-Rock Hill social media posts, and sought to establish partnerships with existing businesses in the greater Rock Hill area. 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.

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

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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 school 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 parent 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 our curriculum. 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. ALA-Rock Hill 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 social media informational posts, director monthly newsletters, teacher weekly email updates, phone call 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.

ALA-Rock Hill seeks to offer innovative educational opportunities to parents and/or guardians. For example, ALA offers a Dave Ramsey Financial Literacy program to parents and guardians which is 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 therefore become financially independent. Parents can pass this knowledge to their children. This curriculum can positively impact households and students, impacting the course of their financial future.

As a family-oriented school, ALA-Rock Hill 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 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.

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 extracurricular 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 parents are a vital component to the success of the school. The School Director will form a parent committee where parents will be invited to share ideas and assist in organizing school-wide events. This committee can streamline volunteer opportunities and events for ALA-Rock Hill and its students.

To maintain strong relationships with ALA families, ALA-Rock Hill will be diligent in keeping parents well-informed. To accomplish this, ALA-Rock Hill 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.

Through PowerSchool, parents have immediate access to their child's progress. Each quarter, school leaders alert parents to the progress mark their students have at that time. The content shared on teacher pages will be relevant, up to date and user friendly for both students and parents. School leaders will maintain robust parent communication through social media, Constant Contact, and email. The school will release 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, businesses, 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.

ALA-Rock Hill will seek community partnerships to provide childcare, clubs and other recreational opportunities for students. These important opportunities to deepen social connections will be communicated to our families in a variety of ways. 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. As a family-oriented school, ALA-Rock Hill 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

At ALA-Rock Hill, all high school students are required to take an entrepreneurship and financial literacy course. To enhance the effectiveness of the courses, ALA-Rock Hill will partner with local business leaders to offer our students real world business knowledge through providing 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 ALA-Rock Hill students will be productive members of the greater Rock Hill area across multiple career paths.

Local Colleges or Universities

In addition to career-ready courses, ALA-Rock Hill will seek to offer college level dual enrollment and Advanced Placement courses. This will enable high school students to engage in rigorous content that prepares them for a college experience 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.

Response to 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.

ALA-Rock Hill adds a quality school-choice option to the area's educational offerings by providing a knowledge-based sequence as the centerpiece of our English Language Arts program. The benefits of the coherent, knowledge-based program offer what students need to establish a strong scholastic foundation. The knowledge-based sequence provides a detailed syllabus of specific content and skills taught in language arts, history, geography, 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 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 rigorous and above grade level for students to read, they are able to comprehend verbally and can contribute to a higher cognitive discussion.

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. ALA-Rock Hill will utilize the knowledge-based curriculum in grades K-8, and continue to utilize an internally developed, knowledge-based curriculum created by Charter One for high school students. "Core Knowledge 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 knowledge-based sequence supports a traditional education pedagogy by providing a classical structure for knowledge acquisition during the grammar phase and into the logic phase. The knowledge-based framework carefully constructs content to build upon previous knowledge, avoid repetition, and provide focus. The knowledge-based curriculum 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 it be supplemented with Socratic Instruction and discussion. ALA-Rock Hill will utilize this proven method of teaching to get the desired academic results.

Within the knowledge-based framework, ALA-Rock Hill 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 a Multi-tiered System of Support (MTSS) process that identifies students that are falling behind. Within the MTSS process, ALA-Rock Hill will provide additional academic support, student tutoring, a full-service special education program, support for homeless youth, migrant and military families, and an EL 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 knowledge-based 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 Rock Hill use different programs for their math instruction in elementary, middle and high school. 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 Board 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 knowledge-based 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 Board 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.2The 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.23

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 had 415 students enrolled in kindergarten through fifth grade. It is also important to note this school had 100% of their students identified as low income. According 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.

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 through eighth grade. Quentina Timoil, who was   then 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 Board is convinced the Eureka Math Curriculum is the perfect choice for ALA-Rock Hill. 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 understands and follows proper implementation of the program with fidelity. We fully expect ALA-Rock Hill's students to succeed on the SC READY in the Spring of 2025 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 ALA-Rock Hill'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 chemistry, physics 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 integrate with related topics from history, geography, economics, and government.

In addition to the State Assessment data, ALA-Rock Hill will evaluate the academic progress of individual students as well as student cohorts through the use of norm referenced online assessment tools such as NWEA and with curriculum-based measures. These assessments are administered via computer technology for students in grades K-12. The structure is cross-grade, which provides measurement of students who perform on, above, and below grade level. It is multiple choice. The assessments are untimed, but students generally spend about 60 minutes per subject area. Feedback results are available in 24 hours. These assessments are not high-stakes tests, but are benchmarks given to students at the beginning, middle, and end of the school year to measure a student's academic achievement and calculate academic growth. These assessments also give teachers a way to focus and plan for how they use time for either intervention with identified students or provide enrichment and extension to challenge higher-level students.

See Curriculum Map in appendix G.

Results from the analysis of assessment data 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. It will also serve as a measure of how we are achieving the other academic goals on the statewide assessment in both reading and mathematics.

For students in K-3, the purpose of these assessment 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 assessment 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 ALA-Rock Hill's desire to outperform the surrounding schools. Students identified as below grade level according to the assessment data will be

reassessed.

ALA-Rock Hill may choose to utilize the ASPIRE Interim assessment series to determine the progress of eighth 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 ALA-Rock Hill 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 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 (MTSS) 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 knowledge-based sequence. The knowledge-based 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. ALA-Rock Hill seeks to reduce, and over time eliminate, achievement gaps within its student population through the use of the carefully crafted knowledge-based program of instruction. Added to the curriculum is a strong remediation program, an intentional MTSS process, and leadership development program. Collectively, these initiatives will establish a top-rated school where all children can succeed.

Social Emotional Learning

Over the past two decades, SEL has emerged as an umbrella term for a number of concepts, including non-cognitive development, character

education, 21st century skills, and trauma-informed learning, among others. Our K-12 R.A.I.S.E. curriculum (Responsibility, Accountability, Integrity, Service, and Excellence) builds social emotional learning skills through specific teaching and learning activities, and its own programmatic components that define how the program looks and feels, as well as how skills are addressed and presented through explicit messages and themes. The curriculum helps children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Teaching the skills around core competencies of self-awareness, self-management, responsible decision making, relationship skills, and social awareness-is the heart of our character education and supports social emotional learning to include exploring personal attributes such as grit, empathy, growth mindset, social skills, and developing appropriate relationships.

Our R.A.I.S.E. curriculum is:

Sequenced: Coordinated and connected core activities that foster skill development.

Active: Active forms of learning to help students master new attitudes and skills.

Focused: A component that emphasizes developing social and personal skills.

Explicit: Targeting specific social and emotional skills.

MTSS Plan

The Multi-Tiered Systems of Support (MTSS) is a prevention system that enables teachers to effectively utilize the Professional Learning Community (PLC) process to identify students who require interventions and extension of learning. When PLCs utilize common formative assessments and other data sources to identify students who are not demonstrating mastery of content, they are able to identify students who require intervention and/or extension to prevent students from falling further behind and to provide students an opportunity for growth prior to an evaluation for special education services. MTSS is designed to support students in closing any gaps in their individual skills to prevent the need for specialized services. However, MTSS cannot be a barrier to a referral for a special education evaluation.

 General MTSS Process

Campus Director appoints MTSS Leader(s)

MTSS Lead assembles the MTSS team to include administration, representation from all content areas, and specialists (sped, speech, OT, psychologist, reading specialist, etc.) as necessary.

PLC teams determine students who require interventions based on data.

Data sources must include universal screenings and additional data sources which may include:

Benchmarks

State Assessments

Attendance

Behavior

Classroom assessment

Specialist screenings or observations (Speech, OT, behavior, etc.)

MTSS team meetings will be held at least once a month to develop and review intervention. These team meetings must include the teacher(s) who will be responsible for implementing interventions and progress monitoring.

Student progress monitoring of intervention plans will be reviewed at least every 4-6 weeks.

If an MTSS team has determined that a student should be referred for a special education evaluation, the MTSS leader will meet with the school psychologist to review progress monitoring prior to making the referral.

Description of MTSS Tiers

Tier 1 ensures that all students have access to grade-level standards and are instructed using the approved curriculum and strategies, such as the Seven Elements of Effective Instruction (7EEL). This includes differentiation when necessary, utilizing common formative assessments to measure student progress and ensuring all students take universal screeners (i.e. FastBridge).

The focus is on prevention

Universal screening and diagnostic assessments are provided to all students.

Tier 2 is for students who require additional time and support to learn essential behavior and academic standards. Any student, including students who are learning the English Language, have an identified

disability, or who are ready for extension may receive Tier 2 interventions alongside or in addition to specialized services.

The focus is on students identified through universal screening and common formative assessments

Parents and/or Guardians must be informed when students are receiving interventions

Tier 3 provides intensive remediation in universal skills. Universal skills include reading, writing, number sense, English Language, and social and academic behaviors.

The focus is on students who have shown deficits in universal skills through universal screening and other data points.

Interventions are provided more frequently and intensively and focus on universal skills.

Students receiving Tier 3 interventions will continue to receive Tier 1 and Tier 2 interventions in addition to Tier 3.

Students do not have to demonstrate a lack of progress in Tier 2 to receive Tier 3 interventions.

Parents and/or Guardians must be informed when students are receiving interventions

To ensure ALA-Rock Hill 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 professional development will be extended to the staff. Appropriate members of our Exceptional Student Services ("ESS) team will attend professional development and training offered through the Special Education 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, and proper professional communication where identified students are concerned.

If a child meets the broader definition under Section 504 with a physical or mental impairment that substantially limits one or more major life activities, the ALA-Rock Hill 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 and it will be followed by the ALA-Rock Hill staff.

Gifted and talented students will receive support in accelerating and extending their instruction to challenge their learning and support

engagement. Gifted students will be placed with teachers who have training to support differentiation of instruction to meet the unique needs of gifted and talented students, including students who have exceptional intellect and those who are academically advanced.

Students who are identified as English Language Learners will receive services to support their language acquisition. General education teachers of EL students will be provided training to ensure appropriate differentiation to meet the unique needs of English Learners. When ALA-Rock Hill has 30 EL students a dedicated EL teacher will be hired. EL students may be served in one or more of the following ways:

"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 such as English to foreign language dictionaries

Online or digital resources to support their knowledge of the English language including Lexia reading program, Google Translate, and/or English Central.

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.

Effective dropout prevention and reengagement efforts must be a systemic ongoing process within the school. Systems and structures are designed to support students at-risk of not graduating or re-engage students who have left school with opportunities to gain the academic, personal/social, and work readiness skills necessary to graduate and lead productive lives. Significantly reducing the number of students who drop out of school takes a combination of efforts at the community, district, school, classroom, and individual student levels.

Ninth graders who end the year on track for graduation are four times more likely to graduate. It is a stronger indicator of future graduation than race, ethnicity, poverty, or test scores.

8th Grade Transition to High School

Easing the transition to high school can make a huge difference in a student's successful engagement in high school

Provide students and families with orientation to the school.

Provide parents training on Student Information Systems so they can help their students succeed by tracking grades and attendance.

Provide mandatory summer bridge / summer school programs to support students who are failing courses and adjust their class schedule to make time for additional support.

Engage middle school staff in vertical alignment so students who will need added support (such as Wrap Around Intensive Services) have them in place the first day of school.

Register students in March of the previous year.

Partner with middle school staff to have a four-year high school plan created and transferrable to the high school.

Use older students to mentor ninth grade students through ongoing Link Crew and/or mentoring opportunities.

Build relationships to the school by recruiting for clubs and sports for all students and building time into the day for their participation.

Focused Academic Advising

Academic Advisors and school leaders regularly review ninth grade academic, behavioral, and attendance data to support ninth grade students who are failing one or more of their classes. Teams use protocols to efficiently use their time, stay focused on asset-based student support, and assess the effectiveness of those supports. These teams meet 3-4 times a month.

Timely Interventions

Start with building in supports that will help all students. Move to small group supports that will move groups of students with one or more failing grades back into passing all classes.

Regularly communicate progress with students and families.

Extend deadlines for course completion up to 20 days to finish key projects with targeted support.

Determine needed interventions

Attendance

Almost all students who have good attendance finish their ninth-grade year on track. Good attendance is defined as no more than 10% absenteeism. Students with poor attendance often lose credit in their classes. Attendance

problems are often a symptom of larger problems that must be addressed for the student to experience success. School leaders will identify students who are not attending 90% or more of the time. Academic Advisors, Interventionists, and School Leaders will design attendance contracts to reduce barriers to attendance.

Data

While utilizing data gathered through the use of online assessments, and curriculum-based measures, ALA-Rock Hill will apply the MTSS (multi-tiered system of support) as a system of support for students at risk.

The goal of MTSS is to ensure students are able to engage in grade level content successfully by addressing learning gaps. Addressing gaps will help ALA-Rock Hill students avoid failing classes and decrease the risk of dropping out. Tier Two interventions can include mandatory retesting of essential tasks, tutoring, online curriculum resources, credit recovery, and online learning tools. In addition to the MTSS approach, students will meet with an academic advisor to ensure they are on a clear path to fulfilling ALA-Rock Hill graduation requirements. These meetings will help the students realize where they stand academically, what and how to improve, and to develop and implement a graduation plan with success.

Family Engagement

We will actively engage 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 opportunities may be required by the School Director if it is deemed 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.

ALA-Rock Hill will follow the State of South Carolina guidelines for high school graduation. To earn a high school diploma from ALA-Rock Hill 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 Art   4 units

U.S. History and Constitution   1 unit

Government and Economics   1 unit

Other Social Studies   1 unit

Math   4 units

Science   3 units

Computer Science   1 unit

Physical Education or JROTC   1 unit

Foreign Language or Career and Technical Education   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 25 hours of community service and complete a post-secondary plan. Activities may include: completion of an application for acceptance into a 2 or 4-year college or university, trade school, apprenticeship, or military entrance. Nontraditional post-secondary activities could include the identification of a gap year with specific goals or entrance into the world of work. Students must participate in filling out and submitting a plan so they 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 year-long grades and exams. 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+) 1.3

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. ALA-Rock Hill 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 ALA-Rock Hill and elsewhere), final grades earned in those courses, class rank, and total credits earned. Electives may 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, ALA-Rock Hill will make the required adjustments. ALA-Rock Hill shall follow all applicable laws.

The Academic Advisor will review all high school transcripts at least once per semester. If a student is on track for graduation, the advisor will communicate and offer direction for student advancement. As stated above, students will meet with an academic advisor to ensure they are on a clear path to fulfilling ALA-Rock Hill graduation requirements. If a student is at risk of not graduating, the advisor will meet with the student to help the student realize where they stand academically, what and how to improve, and to develop and implement a mitigation plan effectively.

ALA-Rock Hill 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 Board is seeking partnerships with higher education providers in South Carolina to offer dual enrollment courses for students. For example, York Technical College is an available option that will enable students to take dual enrollment courses at an affordable price. The Board 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.

Response to Educational Structure

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.

ALA-Rock Hill will serve grades K - 12. To fulfill the mission of the school, ALA-Rock Hill must offer the "best [overall] educational experience to as many students as possible." The best educational experience consists of much more than excellent academics. It means providing excellence in art programs, dance, sports, theater, etc. Unless ALA-Rock Hill can offer competitive programs equal to or greater than 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 Rock Hill area, is why the Board is proposing a school opening of 1650 students on day one. It is the Board'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 ALA-Rock Hill.

With this aggressive approach, the Board understands it must have the proper facilities in place on day one. This is why the Board 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. ALA-Rock Hill 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 ALA-Rock Hill campus will be decorated with student work, R.A.I.S.E. values, and inspiring leadership quotes from important historical 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.

ALA-Rock Hill 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 the 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 increase. 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 a 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).

The proposed graded levels for the Rock Hill site will be:

Year 1: K - 10

Year 2: K - 11

Year 3: K - 12

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

The approximate size of the ALA-Rock Hill site at Full Capacity: K - 12 with 1,950 students

The approximate number of classes per grade level: At capacity:

77 classes at capacity per campus

6 classes per grade level (K-5) 6 classes per grade level (6-12)

The approximate number of Students per class: 27:1 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 27 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 elective 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 career and technical education opportunities. ALA-Rock Hill will combine academic excellence and character development to create an exceptional educational experience. We do this by 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.

ALA-Rock Hill 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.

ALA-Rock Hill will use a traditional school calendar rather than a year-round calendar. The 6 hour (1,800 minutes per week) instructional school day typically begins at 8:00 a.m. and runs until 3:00 p.m. This daily schedule provides ample time for English Language Arts and 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 seven-period per day schedule. A sample of daily schedules for elementary, middle and high school students are provided in Appendix F.

ALA-Rock Hill will have 180 days (1,080 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, MLK 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. This 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. ALA-Rock Hill'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, 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 ALA-Rock Hill system, students will develop and maintain a sense of school pride, because they will recognize the differences between ALA-Rock Hill and the other school options. They will know that ALA-Rock Hill is a special 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 monthly email updates from the School Director.

The mission of ALA-Rock Hill consists of much more than strong academics, it also means strong electives and extracurricular activities. This translates into good art programs, dance, sports, theater, etc. Unless ALA-Rock Hill can offer competitive programs equal to or greater than 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 Rock Hill area, is why the Board is proposing a school opening with 1650 students on Day 1. It is the Board'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 ALA-Rock Hill.

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 at school at 7:40 am 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 am when the first bell rings. He gets his backpack, makes his way to class and prepares for the day prior to the bell ringing at 8:00 am. 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 and 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 MTSS time.

During MTSS 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. Michael was 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 the 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 the 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 knowledge-based 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 knowledge-based 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 the knowledge-based sequence and math curriculum, 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 the knowledge-based sequence 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 discussed 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 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. 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 curriculum 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 the PLC meeting, 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 MTSS 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 assess their progress on the assigned work.

After MTSS, 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.

Response to Professional Development

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.

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.

ALA-Rock Hill 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 have supported the use of direct instruction and its benefits among all types of learners. The elements of direct instruction developed by Anita Archer and Charles Hughes include:

Focusing instruction on critical elements

Sequencing skills logically

Breaking down complex skills and strategies into smaller instructional units

Designing organized and focused lessons

Beginning lessons with a clear statement of the lesson's goal and your expectations

Reviewing prior skills and knowledge before beginning instruction

Providing step by step demonstrations

Using clear and concise language

Providing an adequate range of examples and non-examples

Providing guided and supported practice

Requiring frequent responses

Monitoring student performance closely

Providing immediate affirmative and corrective feedback

Delivering the lesson at a brisk pace

Helping students organize their knowledge

Providing distributed and cumulative practice

Charter One's network of schools, American Leadership Academies, have sufficient data that these 16 elements are key to effective instruction in grades K-12 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, upper school teachers will be expected to utilize the Shared Inquiry/Socratic method of instruction. Use of the Shared Inquiry or Socratic Method of instruction in upper grades 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 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 the knowledge-based ELA sequence and math curriculum, 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. An outline of 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

Data Literacy

Intervention and Extension

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, Student Information Systems ("SIS") - PowerSchool, math, reading, and English Language Arts (ELA).

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.

ALA-Rock Hill will provide a minimum 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. Professional Development topics are designed around three categories: 1) curriculum support, 2) instructional strategies, and 3) assessment practices. Below is a list of the topics and times of our professional development offerings

Day 1:

Charter One Executive Team: .25 Day

R.A.I.S.E. Leadership Curriculum: .25 Day

Policies and Procedures (Charter One, Handbooks, and CCM): .5 Day

Day 2:

Explicit (Direct) Instruction: 1 Day

Day 3:

Knowledge-based: 1 Day

Day 4:

Knowledge-based: .5 day

Teacher Modeling & Observation: .5 day

Day 5:

Classroom Management (Including CCM implementation): .5 Day

Eureka Math: .5 Day

Day 6:

Eureka Math: .5 Day

Teacher Modeling & Observation: .5 day

Day 7:

SIS (PowerSchool, Grading, Parent Portal): .5 Day

First Aid: .5 Day

Day 8:

Grade Level Team Collaboration: 1 Day

Day 9:

Director Discretion: 1 Day

Day 10:

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.

ALA-Rock Hill will provide a total of 5 days of professional development throughout the school year.

Quarter 1:

Special Populations Training: 1 Day

Quarter 2:

Director & Charter One Discretion: 1 Day

Quarter 3:

End of Year Testing: 1 Day

Quarter 4:

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 ALA-Rock Hill's mission, vision, and values. It is critical that all staff embody and implement the mission, vision, and values of ALA-Rock Hill 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:

"In support of the family, provide the best educational experience to as many students as possible in a moral and wholesome environment"

"Learn. Lead. Change the World!"

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

Charter One utilizes its proprietary R.A.I.S.E. curriculum. 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.

ALA-Rock Hill 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. As stated above, 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 knowledge-based 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. In addition, 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.

ALA-Rock Hill's staffing structure, at full enrollment, provides for two directors (one for the upper school and one for the lower school) and five 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 annual meetings with either the Director or AD.

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

d) Virtual Charter Schools

A virtual charter school is a charter school whereby students are taught primarily through online methods; however, at least 25 percent of the instruction in core areas as defined in Section IV(E)(1) of SC SBE Regulation 43-601. If the proposed charter school is a virtual charter school, the following additional information must be submitted as part of the application:

ALA-Rock Hill is not proposed to be a virtual school.

Response to 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, ALA-Rock Hill offers enrollment to all South Carolina school-aged residents. ALA-Rock Hill will not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education and related services. ALA-Rock Hill expects to mirror the general student population of the Rock Hill 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 who have students served through a special population program.

According to Edweek.org, "in the U.S. overall, 14.5 percent of all students were special education students (ages 3-21) in 2020-21. The percentage varied by state from 11.3 percent in Hawaii and Texas to 20.5 percent in New York." The State of South Carolina's average is slightly lower at 13.9 percent. According to the South Carolina District Summary report, there are more than 2,500 students in York 03 identified as having a disability, or about 14%, and 14.7% of the students were identified as Gifted and Talented. Similarly, the National Center for Education Statistics reported that the state of South Carolina served 12% of the student population in a Gifted and Talented program and identified 6% as English Learners.

The student population at ALA-Rock Hill is expected to be similar to that of the state and the local school district. ALA-Rock Hill is expecting to have approximately 250 students who have been identified as having a disability that requires special education services in its first year of operation. ALA-Rock Hill anticipates 99 English Learners and 250 students who receive services through the Gifted and Talented program.

Students with IEPs

14% York County 03(Actual)

15% ALA-Rock Hill(Estimate)

English Learners

6% York County 03(Actual)

6% ALA-Rock Hill(Estimate)

Gifted and Talented

14.7% York County 03(Actual)

15% ALA-Rock Hill(Estimate)

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;

All students can learn, and all students can lead, regardless of their unique needs. To encourage both, ALA-Rock Hill will use resources from the math curriculum and the knowledge-based ELA sequence as the base for our core instruction. Both programs provide support for the diverse needs of special student populations. ALA-Rock Hill staff will have intense training in both knowledge-based ELA and math curricula to better understand the support available within the curricula. All of our students, including those identified as having a disability, our English Language Learners (ELL), homeless, military, and high-achieving students identified as gifted and talented will be served well through these programs.

Students who participate in the alternative assessment, due to a significant cognitive impairment, may require alternative curriculum designed to meet their unique needs and the alternative standards. ALA Rock-Hill will provide an alternative curriculum that may include n2y, the PCI Reading Program, differentiated novels, or another differentiated curriculum as necessary. Students who participate in the alternative curriculum and are in the 9th-12th grades, and based on the IEP team's recommendations and parent approval, may align their high school course of study to the South Carolina High School Credential. These students will not receive a regular high school diploma but will build equitable job-readiness skills to support their post-secondary success.

ALA-Rock Hill will provide a variety of resources, supports, and strategies to ensure all students, including those with disabilities, are supplied with the necessary support for their success. Students with disabilities will be provided with specific accommodations, and/or modifications depending on IEP team determinations. 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, a Special 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, in collaboration with the General 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.

ALA-Rock Hill will provide a free appropriate public education (FAPE) which will include a full continuum of services, including related services through employing or contracting with appropriately certified specialists, either through the Charter Institute at Erskine or independent providers. ALA-Rock Hill 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). ALA-Rock Hill will provide the required documentation, assessments, accommodations, and/or modifications as outlined in the Individualized Education Plans (IEP) of the students we serve. ALA-Rock Hill 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. ALA-Rock Hill will follow the law in regards to appropriately identifying students who are suspected of having a learning disability. ALA-Rock Hill will abide by all applicable special education laws and follow relevant initiatives as directed by the sponsor, the Charter Institute at Erskine.

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

To support the special populations in the school, ALA-Rock Hill, at full enrollment in year three, is budgeted for ten (10) Special Education teachers between the Elementary, Middle, and High School grade levels with eight (8) 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.

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

ALA-Rock Hill will ensure that all students are provided educational services in the general education environment to the maximum extent appropriate while ensuring a continuum of alternative placement options are available to meet the needs of any student who enrolls. IEP teams will use data collected through the special education evaluation process, formal and informal data sources, and input from all IEP team members, including the student's parent(s), to determine the appropriate placement. The IEP team will consider accommodations, modifications, and supplementary aids and services that can be provided in the general education setting prior to

considering a removal from the general education environment. LRE will be determined at least annually while taking into consideration the potentially harmful effects on the child or the quality of services that he or she needs, including the medium by which the instruction is delivered.

ALA-Rock Hill is prepared to provide the following continuum of alternative placement options:

Regular Setting - the student participates with non-disabled peers for most of the school day.

Resource Setting - the student is pulled out to small groups and receives special education services in the special education setting.

Separate Setting - the student receives special education services and instruction in the special education setting for the majority of the school day.

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

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;

Include an explanation of any contracted serves between the proposed school and the local district.

ALA-Rock Hill and the Charter Institute at Erskine ("Erskine") will work together to ensure special populations have the resources and services they need for success. ALA-Rock Hill Board's primary role and responsibility is to govern the charter school, which includes providing assurances that all federal laws, and state regulations governing the public education of special populations are followed. As the charter school sponsor, Erskine offers services, such as policies and procedures, professional development and consultation, that will support ALA-Rock Hill to maintain compliance to the requirements for special populations.

Response to 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).

ALA-Rock Hill 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 school district and within the State of South Carolina by at least five percent.

As Measured by:

Benchmark Assessment Data

SC Ready and EOC Assessment data

ACT scores

Graduation rate

Student Leadership Goal:

100% participation in school leadership programs. Measured by:

100% mastery of the R.A.I.S.E. curriculum measured by completion of student reflections on student leadership portfolio

100% completion of 60 service hours within the learning community

100% participation in Leadership Exhibition Day Events

100% participation in one or more extracurricular or community organization

Student Conduct Goal:

ALA-Rock Hill will maintain a wholesome learning environment where

students are held accountable for their actions on a daily basis. Measured by:

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

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 regular Board meetings and community involvement. Measured by:

Board meeting minutes and attendance. Participation in Board trainings and orientations

Attendance at significant school and community programs

Financial Sustainability Goal:

ALA-Rock Hill will operate within a budget and maintain a 5% yearly surplus to build a reserve fund. Measured by:

Monthly and annual budget reports

Financial audit reports

Budget surplus amounts

Parent Engagement Goal:

ALA-Rock Hill will have a 95% school participation rate and 85% satisfaction among parents or guardians of our students. Measured by:

Attendance record at parent-teacher conferences

Annual parent satisfaction survey data

Attendance at significant school and community programs

Staff Satisfaction and Retention Goal:

ALA-Rock Hill will attain a satisfaction rating of 90% or higher among teaching staff and sustain a teacher retention rate of 80% each year. Measured by:

Teacher survey data

Annual teacher retention data

English/Language Arts -- Academic Improvement:

75% of our students will meet academic proficiency as indicated by SC Ready or EOC assessments.

Mathematics -- Academic Improvement

75% of our students will meet academic proficiency as indicated by SC Ready or EOC assessments.

Professional Development Growth Goal:

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).

ALA-Rock Hill will use the Rock Hill School District as its benchmark for student achievement during its first year of operation. A summary of Rock Hill School District data is attached in Appendix G.??

ALA-Rock Hill 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.

ALA-Rock Hill 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 Board meeting by the School Director.

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

ALA-Rock Hill 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 ALA-Rock Hill as it relates to the second part of our mission: "to as many students as possible." ALA-Rock Hill 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 come 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, MTSS, and gifted programs. This model is currently in use in both low-SES and high-SES markets and has shown great success.

Students who struggle to maintain performance are given additional assistance during built-in remediation blocks. Students who 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 of parent/teacher conferences bi-annually. This accountability and focus on improvement encourages each student to increase their personal commitment to excellence and improves overall student performance. At buildout, ALA-Rock Hill will meet or exceed assessment goals on state-required assessments in kindergarten through twelfth grades by implementing our knowledge-based ELA and math curricula with fidelity and integrity.

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. ALA-Rock Hill will comply with all state testing requirements.

ALA-Rock Hill will measure and evaluate academic progress during the first three years of operation of individual students, student cohorts, and targeted student groups through the use of internal and external assessments. Internal assessments, such as NWEA, will be utilized to determine readiness levels. External assessments will be utilized as well. These will include ACCESS 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.

ALA-Rock Hill 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 ALA-Rock Hill'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 ALA-Rock Hill's assessment plan. ALA-Rock Hill'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.

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. At each Board meeting, the Board will also require operations updates from the School Director and/or Charter One highlighting the progress of certain administrative or Board 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. The Board will review financial reports at regularly scheduled board meetings. 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?

ALA-Rock Hill will implement a formative and summative assessment plan. ALA-Rock Hill will utilize computer-based assessments such as Northwest Evaluation Association (NWEA)'s Measure of Academic Progress (MAP). The School Director will create a testing calendar. The School Testing Coordinator ("STC") will be responsible for the administration of formative and summative assessments, and report the assessment results 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.

ALA-Rock Hill's goal is to provide 1 student device for every 2 students. The Director and Assistant Director and/or Instructional Coach will 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 on 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 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:

Please provide a brief description of the school's recent academic performance. In particular, were the goals that were set met? If not, describe the corrective action plan used to address those goals which were not met.

Discuss any achievement gaps that were present at the school and how they were addressed.

Not Applicable

Response to Governing Board

1.Identify the key members of the founding group/planning Board. 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 Board for ALA-Rock Hill is comprised of accomplished individuals with diverse backgrounds and experiences, including business professionals, 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 of the Charter Institute at Erskine's expectations for performance.

Mr. Reese McCurdy, Chairman of the ALASC Board

Mr. McCurdy has called South Carolina home for the past seven years and is currently the Managing Director at Alpine Agency, a division of BCBS of South Carolina. He has an extensive background in the insurance industry and diverse experiences within Fortune 200 companies. He specializes in strategic planning, operational development and effectiveness, budget management, and organizational leadership. McCurdy received a Bachelor of Science degree in economics and a minor in business administration from Troy University in Troy, Alabama. As a Board chair, Reese is excited to bring new school choice to the families of South Carolina.

Mr. Dave Wilson, Member of the ALASC Board

Mr. Wilson is a strategist with a wealth of experience in media and public outreach. His background will serve the Board well with marketing and advertising techniques. Mr. Wilson's experience in the South Carolina Senate as Communications Director brings a unique viewpoint in promoting Charter One schools to our targeted audience.

Mr. Micah Rea, Member of the ALASC Board

Mr. Rea received his Bachelor of Science in business administration with a minor in aviation from Bob Jones University. He brings over eight years of political and government affairs experience from working in director roles for conservative Republican candidates and campaigns in SC. As the Special Assistant to the Lieutenant Governor, Mr. Rea provided operational support and managed internal and external communication. His role has allowed him close access to 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 Board as they work together to start new charter schools.

Ms. Jenny Anderson, Member of the ALASC Board

Ms. Anderson earned her Bachelor of Arts degree at the University of South Carolina Aiken. She is currently the Vice President 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 have been integral in her role at BBMA, where she focuses on brand management, enrollment strategies, marketing, and communications to current and prospective parents. Ms. Anderson's experience in marketing and early childcare education management brings a unique understanding of the needs of both children and parents to the Board. She advocates for students with special needs and serves as a Board member for Family Connection of South Carolina, a statewide organization focused on raising awareness and promoting inclusion for children with disabilities and special healthcare needs.

Ms. Joan Jordan, Member of the ALASC Board

Joan Jordan is the owner of Property R2R, LLC, and a real estate agent with The Palmetto Real Estate Group of SC. She is also a lifelong resident of Lexington County and a nursing graduate of Midlands Technical College. As one of the founders of Northside Christian Academy in Lexington, she has a true passion for education. She has been a homeschool, private, and public school mom and has a varied understanding of how each child learns and adjusts to different environments. She is an active member at her church, where she teaches Sunday School. Mrs. Jordan has three daughters, one of who will attend ALA as a sixth grader. She is very excited to be a part of bringing more school choice to South Carolina families.

Ms. Kassie Walls, Member of the ALASC Board

Ms. Walls is originally from Oregon but has been happy to call the Midlands home since 2005. She is a proud Healthcare Administration graduate from Oregon State University, leading her to be a Hospice Program Director. Later, while getting her Master's in Management, Ms. Walls found her calling to be an entrepreneur. She now owns Knead Pizza and New York Butcher Shop with her husband, Ian, and has spent the last 11 years in Lexington raising her two kids. Ms. Walls enjoys boating when she isn't working or at her kid's sporting events! As a Board member, she hopes to share her business experience to help strengthen and drive the school's mission, vision, and student learning outcomes.

Ms. Emily Butler, Member of the ALASC Board

Ms. Butler earned her Bachelor of Science in Elementary Education from Anderson University. She has spent years working with children, beginning at Spike's After School, owned and managed by her parents. Ms. Butler continued her work there during her college years, progressing to more professional roles such as tutor and teacher's assistant. Since graduation, she has worked as a preschool teacher and substitute teacher. Ms. Butler

brings the Board a great deal of knowledge in the education arena, a deep love of children, and a desire to see them thrive and succeed.

2. Describe how and why the founding group/planning Board 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 charter schools to South Carolina. Charter One is scheduled to open the first charter in Lexington in 2023. The Atwater's continue to work with the Board to identify communities in South Carolina desiring school choice that are aligned to the mission of ALA.

The Board is proposing a charter school in the Rock Hill area, utilizing the Charter One model. The current Board is made up of individuals who are seeking to bring high quality school choice to South Carolina 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 Board was formed to bring additional school choice options in South Carolina. Although Rock Hill 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 Board believes that all families deserve access to a high-quality school of choice. ALA-Rock Hill will offer families a school of choice. We understand the mindset, values, and desires of the local families and know ALA-Rock Hill is in alignment philosophically, culturally, and ethically. Our interest list demonstrates this need and desire of the Rock Hill community.

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

Mission:

The mission of ALA-Rock Hill is "in support of the family, provide the best educational experience to as many students as possible in a moral and wholesome environment." ALA-Rock Hill will deliver academic excellence and provide meaningful extra-curricular activities for students in athletics, the arts, technology, entrepreneurship and leadership. ALA-Rock Hill'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 and value s

of any given situation, and prioritize decisions independently and consistently to our mission and vision. In order to be leaders, and help our students to become leaders, we must integrate each of these values into our way of being.

Vision:

"Best Educational Experience"

ALA-Rock Hill is a unique and innovative school because it views education as an experience, not merely a curriculum or scope and sequence. ALA-Rock Hill 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 curricula. 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 ALA-Rock Hill. 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 Rock Hill.

The governing body of ALA-Rock Hill will rely heavily on school evaluations by school leadership and Charter One. In addition, the Governing Board will review assessment data, disciplinary data, parental and 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 in the regularly 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 Appendix N for the organizational chart.

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, teachers, and key employees from Charter One.

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.

???The Board has 7 members who are South Carolina residents and serve on the Board of Directors in accordance with the South Carolina Charter Schools Act, S.C. Code Ann. § 59-40-50 (B)(9). Members joined the Board after hearing of the school's mission and the belief that students and families 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 ALA-Rock Hill 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 knowledge-based domain celebrations.

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

The teachers will have input into the operation of the schools through staff meetings, school Boards, 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 Boards 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 charter Board to the governing Board in the first year of operation.

The governance of the charter school will transition under ALASC, from the Planning Committee to the governing board of ALA-Rock Hill 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 at 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 Board members 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 Board 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 Board will be more directly involved in the startup of the school and building community support. The Board 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 Board 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-Boards to attend to specific needs. In these cases, the Boards 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 Board 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 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 curricula 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:

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.

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.

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 South Carolina 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.

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) Student Information System (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 Boards, and the Charter Institute at Erskine.

B.   Parent Committee

ALASC will work with parents to establish a parent committee 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 ALA-Rock Hill's mission "in support of the family, 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. ALA-Rock Hill will be greatly appreciative of the effort, financial support, material support, and time that t /Boosters provide to our students.

Each parent committee/Booster must obtain written approval from the ALA-Rock Hill School Director prior to becoming established.

Parents will work closely with ALA-Rock Hill's administration, teachers, and students to accomplish the goals of the Parent Support Organization. Parents will be the primary drivers of the parent committee/Booster.

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

Response to EMO/CMO Contracts

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).

The Board is currently opening a school in the Lexington area with the management of Charter One. Rock Hill was identified as a location that would benefit from the addition of a high-quality charter school based upon Charter One's mission, vision, values, and successful history. With the Board's previous engagement with Charter One, they decided to pursue additional locations with continued partnership with Charter One. Charter One offers the best solution for high quality EMO services with unparalleled success as a K-12 provider. Several other EMO/CMO organizations charge annual fees per student. This plan was not appealing to the Board as those fees would increase over time, yet the services would not. Other companies operate with a '100% sweep' leaving a small annual allowance for the Board of Directors to have as reserve. This did not appeal to the Board 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, ALA-Rock Hill will have access to all the benefits Charter One has to offer. Among these are the initial assignment of a School Director who will receive training from the Academic Team within the Charter One Network. This ensures the 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 Board 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 ALA-Rock Hill 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 ALA-Rock Hill.

The Board wants to present a high-quality school choice option to the families in Rock Hill. The Board studied the academic success of multiple campuses within the Charter One network and believes the organization capable of bringing similar or better success to Rock Hill. 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 Board desires to create a school with a traditional knowledge-based sequence. Charter One is a proponent of knowledge-based curricula.

Character-based curriculum was a 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 100.35 The Board 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 Board 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 ALA-Rock Hill. 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 Board and also for Charter One. As part of our agreement with Charter One, ALA-Rock Hill 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 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 Board 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 identify 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.

Although the Board 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 ALA-Rock Hill 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 conflicts. Conflict review will be conducted on a continual basis.

There are no conflicts of interest between the Board and Charter One. One minority owner of Charter One is also a minority owner of Schoolhouse Development, with no controlling interest in either business. Although 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 ALA-Rock Hill 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 Board and Charter One. This agreement outlines reimbursements of startup expenses on a funds available basis. (See 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 resources, 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 ALA-Rock Hill 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 financial reports at each Board meeting. 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).

In Arizona, Charter One operates 17 schools on 12 campuses, (one is a virtual school). 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, ALA-Rock Hill 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. 2021-2022 data was used as it can be easily verified.

American Leadership Academy Schools (2021-2022 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: 11800

4-Year Graduation Rate: 93.41% (State average: 75.71% as of Cohort 2021)

ELA Proficiency: 68.87% (State average: 41%)

Math Proficiency: 70.14% (State average: 33%)

Science Proficiency (Bonus Points): 36.25% (State average: 26.74%)

ALA Campuses:

American Leadership Academy, Signal Butte K-6:

Letter grade: B

Enrollment: 449

Growth: 37.93 / 50

Proficiency 18.15/ 30

Acceleration readiness: 10

ELA Proficiency: 61.63%. (Queen Creek Unified School District: 56%)

Math Proficiency: 59.49% (Queen Creek Unified School District: 54%)

Science Proficiency (Bonus Points): 36.36% (State average: 26.74%)

American Leadership Academy, Anthem K-6:

Letter grade: B

Enrollment: 392

Growth: 40.99 / 50

Proficiency: 19.43 / 30

Acceleration readiness: 6 / 10

ELA Proficiency: 64.99% (Florence Unified School District: 29%)

Math Proficiency: 63.94% (Florence Unified School District: 20%)

Science Proficiency (Bonus Points): 20.00% (State average: 26.74%)

American Leadership Academy, Gilbert K-6:

Letter grade: B

Enrollment: 671

Growth: 39.85 / 50

Proficiency: 25.78 / 30

Acceleration readiness: 6 / 10

ELA Proficiency: 82.80% (Gilbert Unified School District: 58%)

Math Proficiency: 89.13% (Gilbert Unified School District: 51%)

Science Proficiency (Bonus Points): 50% (State average: 26.74%)

American Leadership Academy, Gilbert North K-12

Letter grade: A

Enrollment: 2,620

K-8

Growth: 38.09 / 50

Proficiency: 23.40 / 30

Acceleration readiness: 10 / 10

ELA Proficiency: 79.44% (Gilbert Unified School District: 58%)

Math Proficiency: 80.35% (Gilbert Unified School District: 51%)

Science Proficiency (Bonus Points): 42.41% (State average: 26.74%)

9-12

Growth: 20.00/ 20

Proficiency: 22.33/ 30

Graduation Rate: 10 / 10

4- year Graduation Rate Improvement: 10/10

College and Career Readiness: 18.70 / 20

ACT ELA Proficiency: 78.51% (Gilbert Unified School District: 58%)

ACT Math Proficiency: 71.12% (Gilbert Unified School District: 51%)

Science Assessment (Bonus Points): 0

ACT Aspire Proficiency (Bonus Points): 3

Graduation Rate: 93.94% (Gilbert Unified School District: 89.47 %)

 American Leadership Academy, Gilbert South K-6

Letter grade: C

Enrollment: 479

Growth: 31.52 / 50

Proficiency: 19.03 / 30

Acceleration readiness: 2 / 10

ELA Proficiency: 66.75% (Higley Unified School District: 60%)

Math Proficiency: 57.98% (Higley Unified School District: 58%)

Science Proficiency (Bonus Points): 36.73% (State average: 26.74%)

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

Letter grade: B

Enrollment: 2,348

K-8

Growth: 42.68 / 50

Proficiency: 18.69 / 30

Acceleration readiness: 10 / 10

ELA Proficiency: 67.41% (Faith Mather Sossaman Elementary School: 66%)

Math Proficiency: 64.61% (Faith Mather Sossaman Elementary School: 73%)

Science Proficiency: 27.25% (State average: 26.74%)

9-12

Growth: 16.42 / 20

Proficiency: 19.52 / 30

Graduation Rate: 10 / 10

4- year Graduation Rate Improvement: 0/10

College and Career Readiness: 17.7 / 20

ACT ELA Proficiency: 70.22% (Queen Creek High School: 62%)

ACT Math Proficiency: 64.50% (Queen Creek High School: 52%)

Science Assessment (Bonus Points): 0

ACT Aspire Proficiency (Bonus Points): 3

Graduation Rate: 95.85% (Queen Creek High School: 93.16%)

American Leadership Academy, Mesa K-6

Letter grade: A

Enrollment: 436

Growth: 43.85 / 50

Proficiency: 26.35 / 30

Acceleration readiness: 10 / 10

ELA Proficiency: 85.03% (Mesa Unified School District: 39%)

Math Proficiency: 90.02% (Mesa Unified School District: 32%)

Science Proficiency: 50% (State average: 26.74%)

American Leadership Academy, Queen Creek K-12

Letter grade: B

Enrollment: 2,631

K-8

Growth: 36.77 / 50

Proficiency: 22.56 / 30

Acceleration readiness: 4 / 10

ELA Proficiency: 67.41% (Queen Creek Unified School District: 56%)

Math Proficiency: 64.61% (Queen Creek Unified School District: 54%)

Science Proficiency: 27.25% (State average: 26.74%)

9-12

Growth: 20.00/ 20

Proficiency: 22.52 / 30

Graduation Rate: 10 / 10

4- year Graduation Rate Improvement: 10 / 10

College and Career Readiness: 18 / 20

ACT ELA Proficiency: 77.44% (Queen Creek Unified School District: 56%)

ACT Math Proficiency: 79.69% (Queen Creek Unified School District: 52%)

Science Assessment (Bonus Points): 1.5

ACT Aspire Proficiency (Bonus Points): 0

Graduation Rate: 94.51% (Queen Creek Unified School District: 92.83%)

American Leadership Academy, San Tan Valley K-6

Letter grade: C

Enrollment: 724

Growth: 34.77 / 50

Proficiency: 17.70 / 30

Acceleration readiness: 10 / 10

ELA Proficiency: 58.33% (Eduprize School: 56%)

Math Proficiency: 61.16% (Eduprize School: 41%)

Science Proficiency: 23.46% (State average: 26.74%)

North Carolina Charter One Schools

American Leadership Academy, Coastal

Letter Grade: D

Enrollment: 702

Growth (Weighted 20% of School Letter Grade): 61.2

Reading Proficiency (Achievement Test Weighted 80% of School Letter Grade): 56% (New Hanover County Schools: 53%)

Math Proficiency (Achievement Test Weighted 80% of School Letter Grade): 47% (New Hanover County Schools: 56%)

Science Proficiency (Achievement Test Weighted 80% of School Letter Grade): 63% (New Hanover County Schools:73%)

Aristotle Preparatory Academy

Letter Grade: D

Enrollment: 180

Growth (Weighted 20% of School Letter Grade): 71.9

Reading Proficiency (Achievement Test Weighted 80% of School Letter Grade): 34% (Charlotte-Mecklenburg Schools: 46%)

Math Proficiency (Achievement Test Weighted 80% of School Letter Grade): 34% (Charlotte-Mecklenburg Schools: 50%)

Science Proficiency (Achievement Test Weighted 80% of School Letter Grade): 44% (Charlotte-Mecklenburg Schools:65%)

Bonnie Cone Classical Academy

Letter Grade: C

Enrollment: 790

Growth (Weighted 20% of School Letter Grade): 59.9

Reading Proficiency (Achievement Test Weighted 80% of School Letter Grade): 55% (Charlotte-Mecklenburg Schools: 46%)

Math Proficiency (Achievement Test Weighted 80% of School Letter Grade): 52% (Charlotte-Mecklenburg Schools: 50%)

Science Proficiency (Achievement Test Weighted 80% of School Letter Grade): 61% (Charlotte-Mecklenburg Schools:65%)

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

American Leadership Academy - West Foothills (Waddell, AZ)

American Leadership Academy - Anthem (Anthem, AZ)

American Leadership Academy - Applied Technologies (Mesa, AZ)

American Leadership Academy - Johnston (Clayton, NC)

American Leadership Academy - Johnston (Clayton, 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.

ALA Rock Hill is compared to two K-12 American Leadership Academy Schools: ALA-Gilbert North and ALA-Queen Creek (reference question 9)?. Data is provided in Appendix G?.

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 in 2020 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.

Charter One is a plaintiff in litigation filed in Florida state court, seeking to recover amounts owed by American Classical Charter Academy under a promissory note following ACCA's breach of the parties' management agreement. The case is proceeding as Charter One, LLC v. American Classical Academy, et al., Case No. 2022 CA 000332, Circuit Court for the 9th Judicial District, Osceola County, Florida.

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.

Response to Administrative Structure/Building Leadership

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 ALA-Rock Hill'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 ALA-Rock Hill are met.

When looking to hire a School Director, the EMO will vet applicants who believe in the mission, vision, and values of ALA-Rock Hill. 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, dependent upon enrollment, the School will hire ??????five Assistant Directors (AD) who will be responsible for curriculum, athletics, the arts and teacher performance. and three Deans of Students who will manage discipline.

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 charter Board 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 Board 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, Board members 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.

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

ALA-Rock Hill 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 knowledge-based domain celebrations.

As described earlier in this charter application, ALA-Rock Hill will work with

families to establish a parent committees 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 Boards, 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, Veterans 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 that intentionally develops school and teacher leaders. Charter One will recruit an experienced School Director as part of its 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.

Employees

Response to Employees

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

Teachers, administrators and support staff will be vetted and hired in accordance with state and applicable federal law. The school will hire certified and non-certified teachers in line with applicable law; teachers who are non-certified in applicable content areas will be encouraged to pursue licensure through alternative route to licensure programs, and also encouraged to show content proficiency. The school will search for administrative staff that have prior leadership experience in a school setting and support staff qualifications may vary depending on position and scope. Sample job descriptions attached in the appendices.

The hiring process for all individuals will include a credential verification from Human Resources (verifying certification/content knowledge etc.); hiring managers will then have an opportunity to review resumes of qualified candidates and make recommendations for hiring. All candidates must be approved by Division Leadership prior to sending an offer.

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

The school will employ a number of recruitment strategies to ensure qualified staff is hired to best serve the needs of the student population and operate efficiently. Prior to recruitment season, a staffing analysis is conducted by Human Resources to determine appropriate staffing levels based on enrollment, and a market compensation analysis is conducted to ensure there is an understanding of competitive compensation and benefits. Once this is complete and approved through the budget process, Directors are empowered to interview and recommend staff for hire. Teachers are typically interviewed by several members of the Administrative team through a multi-step interview process and are asked to submit 2-3 professional references. Resumes are gathered through a variety of sources -- the Talent Acquisition Team is responsible for posting all open positions using an applicant tracking system and managing the advertising for open requisitions. Resumes are sought through recruitment sites such as Indeed, ZipRecruiter, local sites (if applicable), email inquiries, or are recruited proactively by HR (through LinkedIn for example). These efforts are analyzed frequently to ensure the candidate number and quality is where the school would like for it to be, and strategies are adjusted as needed (for hard-to-fill positions, for ex.)

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.

The school will hire at least one (1) Administrator on campus with a valid SC certification of administration, or will hire school leadership with prior

leadership experience within a school setting.

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.

The school will use the appropriate evaluation tool as approved by the authorizer and in line with state guidelines.

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

At the beginning of employment, all employees review and agree to the Employee Handbook and applicable policies. As a general guide, the school will attempt to keep mid-year policy/procedure changes to a minimum and will typically approve new handbooks in the Spring for the following year. If/when a new Employee Handbook is adopted, Human Resources will distribute the new handbook and a summary of changes to School Leadership with a directive to distribute the new document to all staff.

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

The charter school will comply with applicable state and federal guidelines regarding employee grievances and separation of employment. An applicable grievance procedure will be outlined in the Employee Handbook and covered during on-boarding with all employees. Typically, employees are first directed to try and resolve any type of dispute internally, but the school understands this may not always be practical or possible. Employees are always welcome to reach out to Human Resources to file a grievance or complaint, especially if they believe they have been subjected to or witnessed any form of discrimination or harassment in the workplace. If managers first hear the report from employees, they must immediately report the matter to Human Resources so the matter can be investigated in a timely manner. Reports and complaints of sex discrimination and sexual harassment also may be made using the school's Title IX grievance procedures, and by coordination with the school's Title IX Coordinator.

The school encourages employees to provide a written description of the incident(s) and to be as specific as possible to assist Human Resources in the investigative process. All complaints will be investigated promptly, however, the amount of time needed to complete an investigation may vary, depending on the specifics of the complaint.

Regarding termination, the school has chosen not to adopt the procedures outlined in S.C Code Ann § 59-25-410 et seq. (2004), and will follow reasonable steps for keeping employees accountable to appropriate standards of conduct and performance prior to termination. The school will

utilize a progressive discipline policy; in order to determine the appropriate step and if discipline is warranted, the school will consider a number of factors including, the nature and seriousness of the offense, employee's past record, impact to the school, and any mitigating or aggravating circumstances. School Leadership must be involved in discussions regarding employee discipline/corrective action, and if the Director makes a recommendation for termination, all supporting documentation (counseling forms, improvement plan documents, verbal/written warnings) must be submitted, reviewed and approved by HR, legal (as necessary) and the Division President before moving forward with involuntary separation of employment.

Response to 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;

ALA-Rock Hill 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. ALA-Rock Hill began its direct marketing efforts to reach a diverse student population in Fall 2022. 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 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, 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. 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 ALA-Rock Hill, the family will have 10 business days to complete and submit the Enrollment Packet or notify the school that they will not be enrolling. Failure to return the Enrollment 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 applications 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 and notify them 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;

Copy of the student's IEP or 504 Plan if applicable

The parent or guardian must provide proof of South Carolina residency. Currently, ALA-Rock Hill has approximately 554 families indicating interest in the school, representing approximately 1,050 students, based on survey responses. If the charter is approved, we still have 19 months to ensure that we open with full enrollment. We fully expect to open at capacity by Fall 2024.

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 ALA-Rock Hill for reasons other than lottery results, that student may appeal to the ALASC Board of Directors though these guidelines.

ALA-Rock Hill 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 ALA-Rock Hill.

Student Withdrawal

In the event that a student withdraws from the school, the parent or legal guardian must complete the "Request to Withdraw" form. ALA-Rock Hill will confirm receipt of the 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.

ALA-Rock Hill'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 Rock Hill. 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, ALA-Rock Hill will open its doors in the fall of 2024 to students in kindergarten through 10th grade. Upon opening, should the final enrollment of ALA-Rock Hill not reflect the required demographic makeup, ALA-Rock Hill 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 2023 and Spring of 2024 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 ALA-Rock Hill. 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, South 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.ALA-Rock Hillhools.org/sc/rock-hill-k-8) https://www.facebook.com/alarockhill. 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.

ALA-Rock Hill 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 Board 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 Rock Hill area.

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 Rock Hill community with the intent of raising awareness and seeking support for the formation of ALA-Rock Hill. Our Board is comprised of leaders who reside in, or have other direct connections to, the Rock Hill 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 ALA-Rock Hill.

Over the life of the charter, ALA-Rock Hill will continue to engage families during the time leading up to the Fall lottery and admissions process through strategies as mentioned above along with ALA-Rock Hill's enrolled families and community partners with a focus on providing information to a wide and diverse set of families throughout Rock Hill and surrounding areas.

Since ALA-Rock Hill 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 ALA-Rock Hill.

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 ALA-Rock Hill, the family will have 10 business days to complete and submit the Enrollment Packet or notify the school that they will not be enrolling. Failure to return the Enrollment 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 to allow the school to plan appropriately for the lottery.

Enrollment Priority

ALA-Rock Hill will follow all rules and regulations regarding enrollment priority as required by applicable South Carolina law.

The following groups will have enrollment priority at ALA-Rock Hill 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:

Siblings of currently enrolled students (beginning in the 2025-26 school year)

Children of persons employed full-time by the school.

Children of the school's 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 SCPCSD as sponsor); and

As ALA-Rock Hill 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, ALA-Rock Hill will ensure that enrollment reflects that of the local school district through intentional and targeted marketing. During the planning year, ALA-Rock Hill 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 Board has been encouraged by the diversity of attendees.

Response to 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 Board 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 Board 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 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.

ALA-Rock Hill places a strong emphasis on virtue and the building of character in all students. ALA-Rock Hill'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.

ALA-Rock Hill 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:

Maintain a highly effective learning environment where students focus on gaining knowledge with as minimum distractions possible

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.

Reinforce the school's commitment to treating all students with fairness,

respect, and equality.

ALA-Rock Hill 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 ALA-Rock Hill apply while students are on school grounds, going to or coming from a school-sponsored activity, and when attending any activity sponsored by ALA-Rock Hill. 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 ALA-Rock Hill and whose membership consists primarily of students enrolled at ALA-Rock Hill.

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. ALA-Rock Hill 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. ALA-Rock Hill Staff members will be subject to disciplinary action for failure to promptly report allegations or observations of harassment, intimidation, bullying, or hazing to the School Director or Assistant Director. Written complaint forms are available at ALA-Rock Hill.

The School Director, Assistant Director, or Dean will determine whether an alleged act constitutes a violation of this policy. The School Director, Assistant Director, or Dean ??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 SE Division President or Vice

President 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 SE Division ??President or Vice President of Charter One. ??They 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.

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 ALA-Rock Hill to maintain order.

ALA-Rock Hill 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 ALA-Rock Hill.

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:

A description of the incident leading to the recommendation for expulsion and any mitigating or aggravating factors;

The rule(s) violated;

Notice that the parent/guardian has a right to review the student's educational records prior to the hearing;

A statement of what information will be in the student's official record;

A copy of the "Request for Appeal Hearing" form; and

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

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.

If a hearing is requested, the School Director will notify the DSE Division President, who will schedule the hearing. If the appeal request is timely received by the School Director, the SE Division President will be notified, and an appeal hearing will be scheduled.

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.

At the expulsion appeal hearing, the student has the following rights:

To be represented at the hearing by an attorney, or other legal representation.

To be present at the hearing accompanied by his/her parent(s)/guardian(s).

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.

To question witnesses appearing at the hearing.

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.

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:

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

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

The hearing will be informal in nature and conducted by the SE Division President or Vice President.

Both sides may bring fact witnesses to the hearing.

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

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 Charter One SE Division President facilitating the hearing may allow additional time in extenuating circumstances.

An official recording will be made of the proceedings.

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.

At the conclusion of the hearing, the SE Division President/Vice President 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.

After reaching its decision, the SE Division President/Vice President 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.

ALA-Rock Hill is committed to providing educational opportunities to all students, including students who receive special education services for behavioral needs. To support these students, ALA-Rock Hill will utilize proactive approaches that include resources such as the Zones of Regulation program when a student requires additional interventions to learn self-regulation skills. Additionally, the school will ensure appropriate staff members, including special education teachers, paraprofessionals, administrators and anyone else appointed by the school's director are trained in Crisis Prevention Intervention (CPI). CPI supports school staff to develop skills to deescalate potential behavioral issues and to appropriately respond to a crisis.

ALA-Rock Hill is also preprepared to provide the full continuum of educational placements, including more restrictive placements for students who are unable to maintain appropriate behavior in the general education setting even with accommodations, modifications, or supplementary aids and services. If a student is placed in a more restrictive placement because of the student's behavior, the IEP team will consider less restrictive placements as the student shows progress on IEP goals that address the child's behavioral needs.

Discipline Procedures for Students who have IEP's

ALA-Rock Hill will consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of South Carolina Department of Education Board of Education Regulations, is appropriate for a child with a disability who violates a code of student conduct.

Changes in placement less than 10 consecutive school days

ALA-Rock Hill may remove a child with a disability who violates a code of student conduct from the child's current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for

separate incidents of misconduct (as long as those removals do not constitute a change of placement). ALA-Rock Hill considers on a case-by-case basis whether a pattern of removals constitutes a change of placement. A change in placement occurs if:

The removal is for more than 10 consecutive school days, or

The child has been subjected to a series of removals that constitute a pattern:

Because the series of removals total more than 10 school days in a school year;

Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and

Because of such additional factors as the length of each removal, the total amount of time the child has been removed and the proximity of the removals to one another.

ALA-Rock Hill makes use of In School Suspension (ISS) when appropriate. ISS is described as:

Student is afforded the opportunity to continue to appropriately participate in the general curriculum

The student continues to receive the services specified on IEP; and

Student continues to participate with non-disabled peers to the extent they would have in their current placement

If a student approaches his/her 7th day of suspension, the teacher (general or special education teacher), Administrator, and or Dean of Students notifies the Assistant Director of Exceptional Student Services (ESS) and the Assistant Director who oversees special education. An IEP team meeting will be scheduled to consider revisions to the IEP, develop a functional behavior assessment and behavior interventions plan (if necessary). Once the student has been suspended for 10 school days, the school will conduct a manifestation determination meeting, review the IEP and behavior intervention, and determine appropriate education placement.

Services during removal from current placement

ALA-Rock Hill provides services to a child removed from the child's current placement as follows:

If the child has been removed from the child's current placement for 10

school days or less in the school year, services are provided only to the extent that services are provided to a child without disabilities who is similarly removed;

After a child with a disability has been removed from the child's current placement for 10 school days in the same year (under circumstances in which the current removal is for not more than 10 consecutive days and is not a change in placement), ALA-Rock Hill provides services, as determined by school personnel in consultation with at least one of the child's teachers, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP;

If the removal is a change in placement, the child's IEP team determines appropriate services; and

If a child with a disability is removed from the child's current placement for either more than 10 consecutive days for behavior that is determined not to be a manifestation of the child's disability or under circumstances that constitute special circumstances, as defined below, ALA-Rock Hill ensures that the child continues to receive educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

On day 11, services will be provided to the extent necessary for the student to make progress in the general curriculum and toward achieving IEP goals. Decisions are made by the IEP, using data collected on an individual and case by case basis. The decision regarding these services and the location of the services will be made by the Director, the school's Assistant Director of ESS, and the IEP team.

Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school, the parent and relevant members of the child's IEP team (as determined by the parent and ALA-Rock Hill) must review all relevant information in the child's file, including the child's IEP, any teacher observations and any relevant information provided by the parents to determine if the conduct was a manifestation of the child's disability. ALA-Rock Hill determines that the conduct is a manifestation of the child's disability if:

The conduct in question was caused by, or had a direct and substantial relationship to, the child's disability;

The conduct in question was the direct result of the school district's failure to implement the IEP.

If the relevant members of the IEP team, which includes the parents, determine that the conduct in question was the direct result of the school district's failure to implement the IEP, ALA-Rock Hill will take immediate steps to remedy those deficiencies. If the conduct was a manifestation of the child's disability, the IEP team either:

Conduct a functional behavioral assessment within 10 days of the manifestation determination and complete the assessment as soon as practical, unless the school had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implemented a behavioral intervention plan for the child; or

If a behavioral intervention plan already has been developed, within 10 days of the manifestation determination, reviews the behavioral intervention plan and the implementation of the plan, and modifies it, as necessary, to address the behavior subject to disciplinary action; and

Returns the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

Special Circumstances

ALA-Rock Hill may remove a child to an interim alternative educational setting for not more than 45 school days without regard to whether the behaviors determined to be a manifestation of the child's disability, if the child:

Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of South Carolina Department of Education or a school district;

Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of South Carolina Department of Education or a school district;

Has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the jurisdiction of South Carolina Department of Education or a school district.

ALA-Rock Hill defines the terms-controlled substance, weapon, illegal drug and serious bodily injury in accord with South Carolina Board of Education regulations.

On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the school must notify the parents of

that decision and provide the parents with the procedural safeguards notice described in Section (b) above.

Expedited Due Process Hearing

ALA-Rock Hill or the parents may submit a due process complaint requesting an expedited due process hearing to appeal a decision made during disciplinary procedures.

ALA-Rock Hill may request an expedited due process hearing if it believes that maintaining the current placement of a child is substantially likely to result in injury to the child or to others.

The parents may request an expedited due process hearing to appeal decisions regarding placement for disciplinary removals or the manifestation determination.

ALA-Rock Hill is responsible for conducting the expedited due process hearing utilizing a hearing officer trained by the South Carolina Department of Education and appointed by the Charter School Sponsor. ALA-Rock Hill, under the direction of the Charter School Sponsor, will follow the procedures that apply for other due process hearings except that the expedited due process hearing must occur within 20 school days after the date the due process complaint is filed, and no extensions of time shall be granted. The hearing officer then must decide within 10 school days after the hearing. ALA-Rock Hill and the Charter School Sponsor will follow the expedited timelines and the procedures set forth in South Carolina Board of Education Regulations.

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.

Transportation

Response to Transportation

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).

ALA-Rock Hill 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.

ALA-Rock Hill 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. ALA-Rock Hill will provide all transportation services which are 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, ALA-Rock Hill 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.

ALA-Rock Hill 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.

ALA-Rock Hill will not allow transportation to be a barrier that prevents a child from attending ALA-Rock Hill. 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.

Response to 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 Board have a variety of skills, expertise, and experiences that culminate in a highly effective Board, and ultimately, the Board. The backgrounds of the Board 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 Board and Charter One Finance Department have consulted with the authorizer 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.

ALA-Rock Hill 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 in Arizona to campuses in multiple states. The experiences and successes of the Charter One team will be a valuable resource to ALA-Rock Hill.

Charter One is the operator of 17 charter schools in Arizona, one charter school in Nevada, one charter school in Florida, and five in North Carolina, and will provide the start-up assistance needed to support ALA-Rock Hill and ensure a healthy start. The assistance that Charter One provides to ALA-Rock Hill includes business development, training, academic consultancy, intellectual property rights, marketing support, financial support, human resources, and legal services.

Partnering with Charter One also provides ALA-Rock Hill 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 ALA-Rock Hill 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.

The ALASC Board has been consulting with and will continue to work with Charter One 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.

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 regards to resource allocations.

Our mission "in support of the family, 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 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 Board. Curriculum consumables and additional curriculum materials and resources are included in the annual budgets.

Knowledge-based curricula for English Language Arts, science, history, an integrated math curriculum, 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 food service needs to remove barriers to enrollment. The Board 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 1650 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 2022-2023 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 27 students per class.

EFA base funding is $4,200 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 Directors, assistant directors, teachers, support staff, counselors, academic advisors, teacher assistants, SPED paraprofessionals, custodians, nurses, etc.) The average instructional classroom teacher salary in Year 1 is anticipated to be $50,000. 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 Charter One) 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 11.00% 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 Charter One 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. ALA-Rock Hill is also forecasting a conservative 1% revenue increase over time on these funds.

While ALA-Rock Hill expects to qualify for Title 1 revenues under the Charter Institute at Erskine, ALA-Rock Hill 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 ALA-Rock Hill's mission and academic model (such as hiring an additional reading coach paid for through Title 1 funds). ALA-Rock Hill 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 ALA-Rock Hill 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. ALA-Rock Hill 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.

ALA-Rock Hill 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 ALA-Rock Hill'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 SCPCSD, 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.

ALA-Rock Hill will utilize the services of the Charter Institute at Erskine and Charter One.

Charter One's scope of services include:

Marketing and student recruitment;

Academic programming support;

SIS and student accounting;

Exceptional Student Services ("ESS") support;

Human Resources;

Information Technology ("IT");

Financial Services;

Compliance and Legal Services;

Access to experience of Charter One network schools;

Remote learning support (if needed);

Facilities maintenance and support; and

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 Board consisting of: Charter One representatives, School Director, Board members and others to seek and vet vendors. The Board 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.

ALA-Rock Hill 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. ALA-Rock Hill 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 Board from school leadership and Charter One.

The Board will develop and approve a fiscal policy manual prior to the school's opening. The Board will, in collaboration with Charter One, 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 Board, 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 director and the office manager on a regular 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 details

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 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 Board consisting of: Charter One representatives, the School Director, and Board members to seek and vet vendors. The Board 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 Board 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.

ALA-Rock Hill 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. ALA-Rock Hill will adhere to the Erskine's deadline for the annual audit and other state requirements.

10. Indicate if the school plans to offer South Carolina Retirement System benefits to its employees? If so, describe the planning Board'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.

ALA-Rock Hill 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.

Although cash flow challenges and budget shortfalls are not anticipated, the Board is prepared to make difficult decisions to maintain a healthy and sustainable financial operation of ALA-Rock Hill. The school 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.

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. ALA-Rock Hill's aggressive enrollment strategy allows it to benefit from the economies of scale.

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 Board 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

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 overseen by the Board and will begin in the January or February preceding the end of the fiscal year. Budget development will also include the CFO. A draft (and subsequent drafts) of the budget will be presented to the Board by Charter One 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 proposed by Charter One and 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).

In the event revenue projections are not met, Charter One will subordinate their management fee with the understanding that all subordinated dollars be recouped in later fiscal years where the budget permits such action

Facilities

Response to Facilities

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 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 77 classrooms, two multi-use gymnasiums (one in each building), 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-5, 6-12, 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. In addition to the classrooms, gymnasiums, and storage rooms, the facilities will require science labs, art rooms, dance room, athletic facilities, administrative offices, teacher workrooms, and restrooms.

ALA-Rock Hill has identified a reputable developer who will arrange for the acquisition and construction of the school facilities. The developer has presented ALA-Rock Hill 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. ALA-Rock Hill is under no obligation to accept the terms of the letter of intent and may accept proposals from a variety of charter school developers. ALA-Rock Hill 's developer will work directly with all relevant government agencies to ensure compliance and timeliness.

The developer will design, fund, and build ALA-Rock Hill's campus. Upon completion, ALA-Rock Hill 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 Board 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. ALA-Rock Hill's facility will be designed to be consistent with its curriculum and educational programming and model. ALA-Rock Hill 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.

This question does not apply.

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.

A facility has not been identified.

• If entering into a lease agreement, describe the material terms of the agreement. What specific buildout is required? What are those estimated costs?

The Board 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. As stated above, the facility will be designed to support the atmosphere outlined in the mission of the school. This includes two buildings, a K-5 and a 6-12 with approximately 77 classrooms, two multi-use gymnasiums (one in each building), administrative offices, storage rooms, and all else needed for the successful operation of the school.

Once Schoolhouse Development secures local and state building permits and approvals, construction of a new facility is anticipated to take approximately 10-12 months.

• A description of the planning Board's contingency plan should the lease or planned purchase fall through.

Schoolhouse Development, in its search for an appropriate location, will identify 2-3 sites appropriate for the construction of the facility. Should the planned purchase fall through, the team will move to the alternate location within Rock Hill.

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 planning committee's process for obtaining facilities.

The Board 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 10-12 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 1,950 students at complete buildout. With a planned 138,000 square foot facility, this provides for over 70 square feet per student.

Insurance Coverage

Appendices and Additional Information

Description Area

Additional Appendix ItemsThe 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*

Addenda for the Charter Institute at Erskine (CIE)

Has your planning team applied for a charter in the past?	Yes
Will your Charter School be an Alternative Education Campus (AEC)?	No
Does your school plan to enter a contract or lease agreement with a church or other religious organization?	No

Signature Certification Page

Name of Proposed Charter School	American Leadership Academy Rock Hill
Street Address for Proposed Charter School (if known)	Not identified at this time
City, State, and Zip Code for Proposed Charter School	Rock Hill , SC 29730
Name of charter and/or education management organization (CMO/EMO)	American Leadership Academy, Inc.
Proposed Sponsor	Charter Institute at Erskine
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	January 27, 2023