

## Mountain View Preparatory (MVP)

Charter schools while being public, offer students a unique experience outside the traditional structure of public schools. Mount View Preparatory (MVP) will offer a program unseen in South Carolina to students whose goal is to secure a career in the sports and entertainment industry (SEI). Other schools serve students who have dreams of playing in the professional ranks of their chosen sport as will MVP, but MVP will prepare them to utilize their passion for athletics to make a lifelong career in the wider world of sports and entertainment. To provide students the essential foundation, MVP will require every student to be a Career and Technology Education (CTE) completer. CTE courses will cover a variety of professions found in the SEI from designing uniforms to sports broadcasting to arena and event management. MVP will support every student who has a dream of making it in the pros while at the same time developing the skills needed to work in the supporting careers of the multibillion-dollar SEI industry. MVP students are the world's next entrepreneurs of the world of sports and entertainment.

*It is MVP's mission to cast the next stars of the Sports and Entertainment Industry. MVP will achieve its mission through personalized pathways, innovative instruction, and professional experiences that will prepare students for college and career success.*

MVP programming embodies the charter schools acts purpose for charter schools. No other school in South Carolina will use the instructional methods to take CTE classes to the heights MVP will for unique learning opportunities to ensure students receive the foundation needed to quickly secure employment in their CTE field with portfolios of work that will rival many college level portfolios. To accomplish this task MVP teaching methods must blend core courses with CTE ones creating a unique class structure. Teachers will co-teach to focus content on career focused needs for writing, broadcasting, media driven content, etc. Few classes will stand alone. Teachers will have creative license to think outside traditional instruction to push the envelope as far as their imagination, cooperation and innovation can take them. So much of CTE programming is interactive and cutting edge that students will be invigorated with the day-to-day work, helping every student raise their achievement and meet their true potential. MVP students will graduate with these things in hand, a high school diploma, a college transcript, a Career and Technology Completer Certificate, a portfolio of work ready for employment and a secure foundation for success. MVP will help every student who wishes to play a sport at the next level to be recruited by as many colleges and universities as possible. This help is not from just staff but from other students through media technology projects and website designs where students will create recruiting videos, stats pages, academic success information and personal stories. No one "makes it" on their own. It takes multiple people with a directed focus for success to manifest. MVP will create student communities with a directed focus where all students benefit from athletic and academic scholarships to in depth work portfolios and experience. Graduation is expected, not hoped for but graduation is not the pinnacle of our mountain it is the valley.

The weekly schedule at MVP will be four days of instruction with Friday being a varying schedule by student and teacher need. Students may need to address work on projects, take assessments, receive tutoring, attend remediation sessions or if none of those things apply, they may work from home. Teachers will be present to attend the students' needs and receive professional development. Students who have spent their junior high and high school years with flexible schedules are prepared for the college transition understanding the self-discipline required to be successful at the next level.

MVP will be located in the upstate of South Carolina sitting between Greenville and Spartanburg. The location serves to give as many students as possible the opportunity to attend as it is easily accessible from major interstates and SC highways. MVP will serve students from 7<sup>th</sup> to 12<sup>th</sup> grade with a max of 1,000. Seventh and eighth grade will serve no more than 100 students each, but the high school will not be based on numbers per grade but a total of 800. Compared to the surrounding high schools, where massive sometimes over 2,000 students attend, MVP will be a specialized career focused intimate school. Students attracted to MVP will be focused, driven and have high expectations for their lives and recognizing the benefits MVP programming will provide. MVP will offer a modified schedule, college courses as soon as the student is ready, a variety of sports for both girls and boys, a rigorous curriculum to prepare the students for the college courses, and most importantly to fulfill the promise of a unique program with personalized CTE courses preparing each student for a career in the sports and entertainment industry. These CTE courses, while focusing on the SEI industry can also be beneficial in an array of professions if the student chooses to take another career path as they move to the post-secondary stage of their life.

Successful charter schools have dedicated board members and knowledgeable staff. MVP has a winning combination with a board who has been instrumental in the sports and entertainment industry and well known not only in the upstate community, but throughout the state and nation. The board consist of former professional athletes, sports community organizers, athletic administration, business owners and college coaches and former high school teachers. Their success in their career fields along the vast wealth of knowledge and experience of T<sup>2</sup> Charters is a winning combination. The board of MVP formed under the coordination of Board Chair Jimmy Staton, who coordinates the Carolina Bowl each year, where the best of the best of North and South Carolina football players have a week of competition and collaboration giving them national exposure. Jimmy recruited his fellow Carolina Bowl committee to form MVP's charter committee. MVP began working with T<sup>2</sup> Charters for the staff's decade long experience of opening and managing charter schools in South Carolina. T<sup>2</sup> Charters is comprised of Traci Bryant-Riches and Todd Helms. Before forming T<sup>2</sup> Charters their combined resume includes a host of schools they have either together or individually opened, provided services to, or managed. These schools include, Gray Collegiate Academy, Oceanside Collegiate Academy, Legion Collegiate Academy, Coastal Leadership Academy, East Link Academy, PACE Academy and several others for limited services. Both Traci and Todd have experience creating and working with authorizing offices. No other duo has this amount of experience in South Carolina. Their mission is to build school choice options for students throughout South Carolina.

MVP will begin recruiting students upon approval and will hold its lottery in late fall (date TBD by the board). MVP will designate 100 seats for 7<sup>th</sup> and 8<sup>th</sup> grade apiece and will hold the lottery accordingly. However, for the high school grades a designated number is not necessary so the lottery will be for all grades at one time. MVP will begin with 500 students unless demand is higher with full build out at 1000 for all grades combined.

MVP and T2 Charters is working with financial banking institutions to secure the funds to purchase the chosen location. Upon approval MVP along with T2Charters is ready to move forward creating a Career and Technology Education charter school with the most unique programing in South Carolina.

## Table of Contents

I. Educational Plan.....	5
<b>Evidence of Need and Community Support</b> .....	5
<b>Curriculum and Instructional Model</b> .....	11
<b>Educational Model and b) Educational Structure</b> .....	13
<b>MVP Master Schedule for High School Courses</b> .....	32
<b>Career And Technology Education (CTE)</b> .....	39
<b>Proposed Staffing for MVP</b> .....	40
<b>Professional Development</b> .....	44
<b>Virtual Offerings</b> .....	49
<b>Athletics</b> .....	50
<b>Serving Students with Special Needs</b> .....	51
<b>Title III of the Elementary and Secondary Education Act (ESEA)</b> .....	72
<b>Goals, Objectives, and Assessment Plan</b> .....	76
<b>Goals and Objectives</b> .....	76
<b>Assessment Plan</b> .....	82
<b>Positive Behavior Intervention Support:</b> .....	88
<b>Athletics Promotion</b> .....	90
II. Organizational Plan .....	90
<b>Planning Committee Board</b> .....	90
<b>Board Training and Capacity Building</b> .....	100
<b>Selection of School Leader and Transition</b> .....	101
<b>Relationship of Board to School Administration and EMO</b> .....	102
<b>Education/Charter Management (EMO/CMO)</b> .....	104
<b>T<sup>2</sup> Charters Staff Capacity</b> .....	109
<b>Administrative Structure/Building Leadership</b> .....	112
<b>School Administration Succession Plan</b> .....	116
<b>Employees</b> .....	118
<b>Decisions and Oversight</b> .....	119
<b>Policy and Procedures</b> .....	120
<b>Teacher Employment and Dismissal Procedures</b> .....	120
<b>Evaluation</b> .....	124

<b>Enrollment</b> .....	125
<b>Appeals</b> .....	128
<b>Student Conduct, Rights, and Responsibilities</b> .....	130
<b>Transportation</b> .....	134
III. <b>Business Plan</b> .....	135
<b>Budget and Finance</b> .....	135
<b>Annual Audit</b> .....	137
<b>Pupil Accounting System</b> .....	137
<b>Negotiated Services Documentation</b> .....	138
<b>Facilities</b> .....	139
<b>Insurance Coverage</b> .....	139

# I. Educational Plan

## **Evidence of Need and Community Support**

Over the last couple of years, there has been a rising interest and dedicated support for an additional, school-of-choice, in the upstate area of South Carolina. Mountain View Preparatory (MVP) seeks to fill that void locating in Spartanburg County but easily accessible to several surrounding counties via the interstates and major SC highways. The Upstate is currently home to twenty-two (22) traditional high schools ranging from 367 to 2,792 students. At 800 ninth through twelfth grade students MVP will be one of the smallest high schools in the Greenville/Spartanburg area of the upstate. This is in keeping with the South Carolina Charter School intent and law. MVP will serve no more than 200 junior high school students grade 7<sup>th</sup> and 8<sup>th</sup> making it the smallest in the area.

For several years many of the members of MVP charter committee worked together to produce the Carolina Bowl, where the crème de la crème of high school football players from North and South Carolina meet for a week of intense competition and collaboration ending in the annual Carolina Bowl football game. The director, Jimmy Staton recruited his committee to join him in a new endeavor, to create a charter school in the upstate where students with a hyper focus on a career in the sports and entertainment arena could get an intense, rigorous education. Director Staton conferred with Todd Helms of T<sup>2</sup> Charters to discuss the options. Together, the committee and the staff of T<sup>2</sup> Charters created the instructional and extracurricular activities of Mountain View Preparatory. The discussions then lead to where would be the best place to open the school and after researching several options it became clear to the committee that Spartanburg County is the perfect choice to become the premier site of the T<sup>2</sup> Charters Model — a Sports and Entertainment Industry (SEI) junior high and high school. Greenville County

was considered but currently hosts several charter high schools where choice is limited to one option in Spartanburg County for junior/high. The MVP Charter committee members began to invite other sports minded members to join their ranks and began to inform parents of the upcoming charter school. The committee has a preferred location in Spartanburg County and is currently meeting with investors, bond companies, contractors, and architects to secure the chosen location. The committee is also working on plan B in the event supply chain issues prevent the facility from being completed enough for a certificate of occupancy by August 2024. Spartanburg was chosen for several reasons 1) the county is divided into seven school districts which always means there are the haves and the have not districts. Counties with multiple districts compete for the same resources and smaller districts cannot provide the same opportunities as larger ones so many parents are attracted to what a charter school with no district limits can offer. 2) Greenville is the largest school district in the state so many schools get lost in the shuffle and schools become increasingly overcrowded to reduce expenses of creating more schools. 3) No schools in the upstate offer the intense focus of sports and entertainment industry career and technology programming, which will produce a portfolio of work ready for employment. 4) Spartanburg Community College has a robust dual enrollment program and serves only on charter school at present.

To kick off the student interest campaign a website [www.mvpstars.org](http://www.mvpstars.org) was created along with social media pages, <https://www.facebook.com/StarsMVP>. The MVP committee began holding parent meetings in person and via zoom. At these meetings MVP committee members explained the programming to parents and encouraged them to spread the news of the upcoming charter school. For in person meetings MVP has met at local churches and at the Upward Sports Complex, including hosting an informational tent during weekend tournaments hosted at the Upward Complex. MVP is cognizant of the need to ensure we recruit from all socio-economic sections. Spartanburg and Greenville Counties are diverse counties, ensuring

MVP will not have to make extreme efforts to reach students of all races, ethnicities, or socio-economic statuses. Greenville County is 67% white non-Hispanic and 33% minority (US Census 2021). Spartanburg County is a mirror image of Greenville also according to the US Census, 2021.

The MVP marketing efforts will span from providing informational flyers (at dentist, doctors, and counselors' offices in the area), to speaking with local youth sports clubs, churches, and local business that would be frequented by potential MVP parents and students. MVP has sent a FOIA request to Greenville County School District and all Spartanburg County school districts requesting the mailing list of all students who will be in the 7<sup>th</sup> -11<sup>th</sup> grade in the 2024-25 school year. MVP will also employ through planning and implementation monies Trevetts, an advertising and mailing company if the FOIA requests are denied. Trevetts creates ad campaigns for companies and distributes flyers and published advertisements. Once we receive the information MVP will do a massive mailout and email campaign which will ensure that no matter the demographics of the potential student they will be reached. The planning committee will continue to hold virtual and in person informational sessions to ensure all interested parents have the opportunity to gain experience about the school at their convenience. The zoom meetings were held every other Monday night for the last 5 months with in person meetings being disbursed between the online meeting weeks. The upcoming meetings can be found on our website [www.mvpstars.org](http://www.mvpstars.org).

In our Appendices, we have letters of support for MVP from local community members, sports teams, businesses in the upstate area and financial backing companies. The committee targeted families and community members that have a vested interest in supporting an avenue for students to access rigorous academics, opportunities to compete in higher level athletics and have a portfolio of work that is ready for employment. The supporters include, but are not limited to, representatives from government, business, law, education, etc. Through the website, social

media, and recruitment materials MVP has been able to gain support of over 500 families stating their interest in enrolling their students in the 2024-25 school year if MVP gains approval from Limestone Charter Association. This is the full number of students we expect to enroll in the inaugural year and just under half of our expected full capacity number once all grade levels are implemented. The planning committee is extremely confident that support for a school such as MVP is evident and will receive more than sufficient interest. As mentioned in the executive summary, MVP will not hold their lottery by grade level, except for 7<sup>th</sup> and 8<sup>th</sup> grades. After which, MVP will take all high school students that apply so long as that number is under 800 for grades 9 through 11. MVP will grow to grades 7 to 12 by year two. For students who wish to participate in athletics the first year of a charter school opening is a free year of eligibility under SC High School League rules. This allowance is beneficial for students who wish to transfer to MVP but do not wish to lose a year of eligibility.

Parents, students, community members, and educators will all have opportunities to participate actively in the success of the school. Parents, business leaders, and community members will be actively recruited to serve on the MVP Board of Directors, the booster club, and the school advisory committee. MVP parents and employees will be encouraged to participate in the annual election of board members. In addition, MVP will take steps to ensure that parents, community members, and employees are well informed about the school's progress so that they can provide meaningful input through the school's multiple social media channels and webpage. The Planning Committee will continue to add members once approved to help with recruiting, and various other tasks that will be needed to open the doors of this unique career and technology focused school.

Once approved and open, MVP will instill a culture of community at the school. Community starts with communication. MVP will use multiple avenues to communicate with parents through Parent Square or a similar web/app-based venue. This app will communicate the weekly



happenings and provide parents with up-to-date information on the numerous opportunities to volunteer their time, talent, expertise, as well as monitor their child's education. Schools always need volunteers so parents will be asked to serve on school committees, help with athletic events and other extra-curricular activities, chaperone field trips, volunteer in the school office and/or athletic facility. MVP will encourage and engage parents in many other activities which will enrich the lives of the MVP students and help further the school's mission. Parents will be surveyed about their goals for their children, their opinion on various school programs, and operations as the school grows and matures.

Specifically, parents of MVP students will have the opportunity to join and/or participate in the Principal Advisory Council (PAC) and the athletic booster club. If interested parents want to start and establish a PTO (parent teacher organization), they will also be able to participate in such an organization.

Students will engage in school beyond just the classroom through athletics, SEI projects, student council, National Honor Society, homecoming events, community service projects, yearbook staff and many, many more as the years progress. MVP will also encourage students to establish and create other clubs as interest is shown. The expectation is that clubs will be a natural progression grown from the enthusiasm of the SEI classes. Any student group can start an organization with administration approval and a staff mentor. With only 800 students, students can participate in several committees in a meaningful way beyond just something to add to their college resume.

Regarding the "need" for a Sports and Entertainment Industry model that provides a connection between athletics to the careers they can also perform in the industry is a unique and exciting new opportunity that will diversify the charter school options in the Upstate. The students who attend MVP will have an academic and career personalized pathway that meets their individual interests and academic needs to ensure they have the highest level of success upon

graduation. Their pathway will consist of classes that correlate with their desire college major. The career and technology courses will be selected from the SEI cluster the students chooses.

According to the American Institute for Research (AIR), participation in accelerated learning correlates to long-term postsecondary success follow-up study (Early College, Continued Success: Longer-Term Impact of Early College High Schools, AIR, September 2019).

Even as early as 2002-2003, the *Department of Labor's Occupational Quarterly Outlook Report* emphasized the need for employees to have more than a high school diploma. Not only will MVP students have the opportunity to graduate with a diploma, a CTE focus and college credits up to an Associate degree, but these college credits are at no cost to our students. MVP will partner with Spartanburg Community College for dual enrollment coursework. Spartanburg Community College has petitioned SACS and received permission to offer more than 30 credit hours of dual enrollment meaning they can provide all courses requested with no outside provider being necessary. MVP graduate will be able to obtain a CTE industry certificate along with the aligning college dual enrollment courses that will prepare each student for post-secondary coursework and careers in their chosen fields. A letter of support for the offering of dual enrollment can be found in the Appendix C.

### **Corresponding Appendices**

Appendix A – Signature Certification Page

Appendix B – Evidence of Notification

Appendix C – Evidence of Support

## Curriculum and Instructional Model

*It is MVP's mission to cast the next stars of the Sports and Entertainment Industry. MVP will achieve its mission through personalized pathways, innovative instruction, and professional experiences that will prepare students for college and career success.*

Mountain View Preparatory will have five major components to offer its students.

1. An exceptionally high number of college credits based on the student's achievement level
2. High Level of Athletic Coaching and Training for students who wish to participate
3. A Career and Technology Completer Program and Certificate in a Sports and Entertainment Industry field
4. An employment ready portfolio of work
5. A small campus environment

Together these components will comprise the MVP program. It will be the first of its kind in South Carolina and maybe the United States. Students will experience their chosen pathway in a core-CTE course project-based environment that will demonstrate the knowledge and skills they have learned through standards-driven, rigorous curriculum. To meet the requirements for rigor in South Carolina's college and career readiness standards, essential classroom strategies must emphasize higher level thinking skills and the ability to solve complex problems. Students who plan to enter the workforce directly after high school, as well as college-bound seniors, equally need these essential reasoning and decision-making skills.

MVP did not choose to position itself in the upstate with this model because the local schools are failing. In fact, they are better than most around the state. MVP chose the area for this model because it offers students a focus program that will show to be extremely attractive to a large number of students. Who doesn't want to be the next Kirk Herbstreit or sports photographer for Sports Illustrated? They model isn't about an alternative to failing schools its an alternative to

status quo schools. The dual enrollment, core courses and CTE program combination creates an avenue for students to secure scholarships, internships, apprenticeships, employment opportunity as a much faster rate than traditional CTE programs.

While the districts have relatively average to high test schools their completer program percentage are woefully low as is their dual enrollment numbers based on the free access available to all schools in Spartanburg through Spartanburg Community College. All MVP students will be on track to not just one completer and certificate but most will have two. The vast majority of seniors will graduate with no less than 12 dual enrollment credits that will be part of their personalized pathway. From the charter below you can see that Spartanburg 3 outperforms the rest of the county districts but even at its highest percentage it will fall well below MVP expected percentage given our dual enrollment and CTE focus.

<b>District</b>	<b># of Seniors</b>	<b>% of seniors with 6 or more DE credits</b>	<b># of Students in CTE</b>	<b># of Completers</b>	<b>% of Completers</b>	<b>% with Certificate</b>
<b>Spartanburg 1</b>	386	26%	588	55	9%	9%
<b>Spartanburg 2</b>	713	19%	152	53	34%	11%
<b>Spartanburg 3</b>	211	31.8%	379	92	24%	33%
<b>Spartanburg 4</b>	211	4.7%	1313	147	11%	22%
<b>Spartanburg 5</b>	711	14%	197	71	36%	11%
<b>Spartanburg 6</b>	833	16%	1184	159	13%	24%
<b>Spartanburg 7</b>	485	10%	1928	325	17%	11%

## **Educational Model and b) Educational Structure**

MVP will prepare students for 1) college and career success and 2) CTE programming by developing higher level thinking skills and the ability to solve complex, real-world problems which they will manifest while in high school through the CTE programs. MVP will accomplish this in a unique and innovative environment. Class size will look standard in the 7<sup>th</sup> and 8<sup>th</sup> grade but is a variable within the high school grades. MVP will combine core courses with the CTE courses so class size will vary as will the structure of each class. Students who attend MVP seek the opportunity and challenge of a Sports and Entertainment focused career pathway with real-world application. This curriculum framework was chosen not only because it is based upon academic rigor, but also because finding career focused curriculum with college level coursework and an actual work portfolio saves time and money for students and parents. This is a powerful motivator for students: an offering of real-world application and coursework that blends high school and college learning skills and development. Moreover, it also combines earning a high school diploma with completing the college level courses for their personalized pathway; thus, increasing the likelihood of students obtaining advanced degrees after college and obtaining a position in their desired career. The systematic MVP academic program will enable all students to develop the necessary skills and means to be successful beyond high school. MVP students will quickly become known as up and comers because of their CTE programming experience that will far exceed students from traditional CTE programs.

This model, while challenging, can be applied to any student, regardless of socio-economic status or demographic trait as the model is based on interact projects that bring instruction to life in fields the students are interested in and in which they desire a lifelong career. The evidence for such a philosophy is supported through the *Early College High School Initiative* endorsed by the Bill and Melinda Gates Foundation. A 2009 research study was performed to collect data on early college secondary schools that served over 50,000 students in 24 states. Recently the

data was updated to appraise the students current status demonstrating for all 3,000 graduates from these schools between 2004 to 2010 each student earned an average of 20 college credits and 86% enrolled in a post-secondary institution. Forty-four percent (44%) of this group earned over one (1) year of college credit while in high school, and 25% earned a two (2) year associates degree. (Le & Frankfurt, 2011). In 2019 the American Institute of Research released the following update<sup>[1]</sup>:

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

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

The foundation launched the initiative in 2002 to increase opportunities for underserved students to earn a postsecondary credential. Since then, more than 240 Early Colleges have opened in the United States serving over 50,000 students. Early Colleges partner with colleges and universities to offer high school students the chance to earn an associate degree, or up to two years of college credits toward a bachelor's degree, during high school at little or no cost.

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

With the most recent data, the students within the study were reviewed after 6 years from high school graduation. Twenty-nine percent ( 29%) of Early College students earned an associate degree, compared with 11% of their peers. Overall, 79% of Early College students enrolled in college, compared with 71% of comparison students. During the study period, 45% of Early College students earned a college degree (typically an associate degree), as compared with only 34% of comparison students. The authors noted that EC students were more likely to earn their degree earlier as the data demonstrates over time the control group “catch up” with completion rates long term. What this shows is EC students are more likely to complete their degree and pursue careers quicker than their non-participatory peers.

MVP’s model takes the Early College Program that is a growing concept across the country and combines it with specific CTE Personal Pathways that surrounds an extensive athletic program. All three elements are essential for MVP to meet its mission to cast the next stars of the sports and entertainment industry. Not every student will be an athlete, but MVP will make it as easy as possible for every student who wishes to play to play at some level. On one end the program will develop the skills necessary for post-high school athletic competition as well as on the other end give students the experience of playing a sport as they strive to create a career based on sports outside of being the athlete. Playing the game increases the understanding of the game. . For those who have the talent to move to post-high school play, the athletic programs development of such skills and the provision of high-level athletic competition can increase the MVP student-athlete’s exposure to college and university coaches’ attention, thus, increasing the chances of receiving offers to play post high school. For these student-athletes MVP staff will work closely to prepare them for the college athletics’ eligibility process, which can be grueling, all-consuming for not just the student but for the student’s family. Through our CTE programing and our knowledge staff of the NCAA Eligibility Center MVP staff will communicate, market, and maintain an academic-athletic collaboration with prospective colleges to increase

each student-athlete's opportunity for college offers. With the student-athlete's sports participation coupled with their success in completing Early College courses combined with the CTE program's promotion of all student athletes the percentage of students with offers to play should significantly outpace any other school in the state of SC.

In order to prepare students for the next level MVP must consider the achievement level of each student and how to promote that student to a higher standard. This is one of the reasons MVP will begin in the seventh grade. Students who are not prepared for the high school academic experience by the ninth grade struggle to achieve at the same level as their teammates and fellow students who are prepared. It is MVP's responsibility through support systems and additional academic assistance to move them forward. The modified schedule including Focus Friday allows them concentrated time, that isn't just after school tutoring (also provided by MVP), to focus on their absence of readiness they came to MVP with at whatever grade they joined us. Not every student will begin their career at MVP in the seventh grade as the model allows for students to enroll at three points, seventh grade, nine grade with expansion of the number per grade level and anytime there is an opening created by an existing student. The goal for every student is to be ready for post-secondary education and the scholarship opportunities that come along with academic success. MVP will provide the necessary support, promotion, and direction to ensure that all its student-athletes have every opportunity to qualify under the *NCAA Eligibility Center* standards, play college athletics, and attain a college degree. *NCAA statistics* show that college athletes are almost 10% more likely to obtain their degree compared to their non-athlete peers. Keeping their scholarship requires satisfactory progress towards degree completion. The following are academic benefits from participating in high school athletics (Feldman and Matjasko, 2005):

- Elevate students' grades and commitment to graduating high school;
- Increase college attendance and graduation;



- Improve self-esteem;
- Allow minority students to score higher on standardized reading, vocabulary, and mathematics tests than their non-athletic counterparts.

Because of the nature of this academic environment, MVP students must become “college ready” long before they earn a high school diploma. Thus, teachers must use a consistent set of instructional strategies proven to accelerate learning. The school model is designed to support students of any skill level in achieving academic success at a higher level focused on the ability to process information using every day skills needed to work in the sports and entertainment industry. These strategies include the following from the *Early College High School Program Study*. (Le and Frankfurt, 2011):

- Collaborative Group Work to create an engaging classroom culture in which students with diverse skill levels can be supported and challenged by their peers. This is accomplished by intentional grouping of students to create individual accountability. MVP will use this strategy when putting students in teams for their CTE project that collaborates with a core course.
- Critical writing that allows students to develop ideas, critical thinking, language development, and fluency in expression. This will occur daily in every class and project work.
- Literacy Groups that help build understanding and interpretation of ideas across different academic disciplines by assigning a role and structure for student participation. This strategy is critical within the projects for all CTE courses.
- Questioning that challenge students to think and foster meaningful conversations to enhance intellectual curiosity.

- Classroom conversations that encourage the development of effective communication skills, formal speaking, and promotes active learning. This can occur in any group structure. To be successful in the sports and entertainment industry
- Scaffolding such as graphic organizers that assist students in connecting current content to prior knowledge. Digital graphics will connect with all core courses teaching students to how to put ideas and processes into visual displays.
- Portfolio development and monitoring starting in the 9<sup>th</sup> grade to include but not limited to writing samples, test scores, community/school involvement and projects and activities.

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

All courses that are offered will adhere to the South Carolina graduation requirements, *State Board of Education (SBE) Regulation 43-234*. With the graduating class of June 2026, each student, eligible for the Dual Enrollment program, will attain a total of at least twenty-four (24) credits. The defined program for grades 9-12 will be guaranteed by the MVP Board to ensure that each student will attain the required twenty-four (24) credits. The complete program requirements can be seen at <http://ed.sc.gov/agency/programs-services/124/>.

The MVP Pre-College Program will have the State Board of Education's required courses. MVP administration will evaluate each teacher to ensure that the most current academic standards adopted by the State of South Carolina are being taught so all 9<sup>th</sup>/10<sup>th</sup> Pre-College Program MVP students transition successfully to the Collegiate Program. All courses are college prep or higher by nature of the program. High academic performing sophomores are given the opportunity to take two (2) dual enrollment classes per semester. They must have a 3.5 grade point average and recommendation by the Principal.

To achieve as a whole students must achieve in each subject area and grade level based on the academic standards adopted by the SBE of South Carolina. The MVP education program will be built upon integrating these standards to ensure that each student meets or exceeds SBE requirements and completes the CTE program course projects. Given the accelerated nature of this curriculum, MVP staff and guidance counselors will meet with each student and their parents upon entry. In the 9<sup>th</sup> grade the student will establish an Individual Graduation Plan (IGP) based upon post-secondary interests but focuses in Sports and Entertainment and be provided with a staff adviser to facilitate the transition to post-secondary education. If a student has earned any Carnegie units prior to the 9<sup>th</sup> grade, those units will count towards the twenty-four (24) credits for graduation.

As part of the MVP intervention plan for its students, MVP students will have access, if needed and necessary, to a tutoring period throughout the week to seek appropriate assistance in academic course work and again on Focus Friday. The reason for this is to allow students the opportunity to work in depth with an MVP teacher or staff member or peer tutor, to work online with digital materials, or to learn college-admission test-preparation techniques. In addition, lessons and curriculum will facilitate the development of the required college skills and will be theme-based through the CTE program. The correlation or alignment of the MVP instructional program to the SC Academic Standards and the South Carolina College and Career Ready Standards will be aligned through the implementation of best practice instructional design as well as an emphasis on the development of collaborative, independent learners, and use of SBE approved texts and high-quality supplemental materials. The project-based learning in each course of the Pre-College program. The overarching academic course standards that will allow for inquiry-based learning . Accordingly, grade level math, reading, language arts, writing, and communication skills will be integrated across the curriculum and in the CTE programs to prepare students for college and the immediate to future work force.

Focus Friday will be a nontraditional instructional day where students attend to their most pressing needs. Advanced students may work in collaboration groups for their dual enrollment courses. Students who need remediation will meet with teachers or attend intense tutoring. CTE courses will have project workshops giving students individual or group time to complete the project. Students may spend time in the computer lab working on digital graphics or photography given the software for such classes may not be available to each student's computer due to licensing cost. Some students may work on their online course at home or visit the college campus library. Traditional education structure provides little to no time for students to take control of their individual learning needs. Focus Friday gives students freedom with increased responsibility.

MVP students requesting to be admitted to the Collegiate Program must attain a 3.0 or higher GPA and/or pass the college entrance exam, the Accuplacer, or CTL. In situations where a student does not qualify for the college level classes, the student will continue in standard, blended, teacher-supported, high school course format for Juniors/Seniors until qualification guidelines can be met. (See discussion of MTSS below.) MVP staff will support and assist these students in accomplishing and gaining academic success through specific intervention strategies developed in the MTSS model. This will then allow these students to achieve the 3.0 GPA and/or pass the college entrance exam, the Accuplacer, or CTL. Some of these blended classes, where face-to-face classroom methods are combined with computer-mediated activities, will be through the SC State Department of Education's virtual course offerings while others are offered through *Edmentum*. *Edmentum* courses are developed with SCDE standards. MVP's board policy will require adherence to the dual credit agreement in which a three (3) hour college credit will count as one unit of credit for high school graduation.

Each three (3) hour course listed below meets for a total of 2,250 minutes over the course of the semester. The sciences, however, are four (4) credit hour courses, with one (1) of those credit

hours being a lab which meets for two (2) hours each week for a total of 2,160 minutes. These courses will replace the high school level core curriculum courses as well as to fill the required seven (7) elective courses to meet the twenty-four (24) credit hours.

The MVP philosophy, taking dual credit courses concurrently, has many advantages for students including offering no cost college credits. The college classes are offered on-site at the MVP campus as well as at Spartanburg Community College. As such, much of the student's academic course work will be at minimal to no cost to the MVP students. MVP will supply textbooks and course materials in the College Program. MVP believes as does Spartanburg Community College that it is imperative that students attend their dual enrollment courses on the college campus at least in part to prepare them for the real atmosphere of college life. Attending all their college classes at the high school is counter intuitive to preparing students for life after high school.

Below are the courses MVP will offer through Spartanburg Community College as dual enrollment courses.

**English**

101  
102  
English Literature- 205

**Math**

Quantitative Reasoning- Mat 103  
College Algebra- Mat 110  
Prob and Stats- Mat 120  
Calculus- Mat 130

**Social Sciences**

West Civilization- His 101/102  
Psychology 203- Human Growth and Development  
Gen. Psychology- 201  
Intro to Sociology- 101  
Public Speaking- SPC 205  
Intro to Philosophy- 101

Am. History- 201  
Interpersonal Communications- SPC 209  
Art- Appreciation 101, Basic Drawing 111 & 112  
Macroeconomics- ECO 210

**Foreign Language**

Spanish  
Chinese  
Russian  
French  
German

**Science**

Biology- 101, 102, 210, 211  
Chemistry-110, 111  
Astronomy- 101, 102

**CTE Courses**

ARV- Comp. graphics 110  
ARV- Comp Imagery 217  
ARV- Website Design 227  
ARV- Advertising Design 261  
CPT- Intro to computers 101  
CPT- Programming Logic and Design- 168

ACC- Accounting 101, 102  
BAF- Personal Finance 101  
MGT-Principles of Management 101  
MGT- Human Resource Management 201  
MKT-Marketing 101  
AHS- Medical Terminology- 102

## **Pathway Integration**

The core of the educational model is the integration of the core courses required for the high school diploma with the career and technology education program. The students schedule on a daily basis is not what is traditionally seen where classes are taught in isolation. To be successful in preparing the students to leave the school with fully prepared and ready to enter the work world in a sports and entertainment industry job requires the blending of core and CTE classes. Few if any classes will be taught in isolation. With the modified schedule where students attend throughout the day on an individual schedule and also attending multiple classes at Spartanburg Community College. The CTE program gives the core classes an avenue for real life expression through the students portfolio work. Seventh and eighth grade have a more standard schedule with high school starting the modified schedule based on the personal pathway of each student. Teachers of core courses will shape their syllabi to the needs of the CTE courses. This requirement of the educational program will foster teacher partners for example, students in media technology will have related assignments in English to write the broadcasting scripts, the player profiles, and/or advertising campaigns for the marketing class. Math teachers will collaborate on sports analytics classes, and player statistics. Art class and digital photography are intrigue to the graphic design program and will share simultaneous projects. The most obvious pairing is Health Science with biology and chemistry.

The right teachers for MVP are those who can stretch beyond their normal comfort level of their own classroom. Each teacher must question” how does what I am teaching effect the students personal pathway in relation to the mission of the school”. MVP teachers must be comfortable

with collaboration meaning what is best for the project supersedes their preferred method of teaching. Lessons are driven by the collaboration needs not simply individualized teachers ideas. The specialized schedule gives teachers ample time plan together and students individualized time to work either individually or with their project team on Focus Friday or between classes if they have free time.

To be clear MVP is not professing to be a project-based school but it will be project oriented school with the projects centering on the collaboration for the CTE courses.

### **Sports and Entertainment Industry Career and Technical Education Focus**

The mission of MVP is to cast the next stars of the sports and entertainment industry. To do this MVP will combine an intense focus of CTE classes based in the SEI and the core courses. Each student will choose their pathway and be enrolled in CTE and core courses that help them to achieve their goal at a faster pace than if they had attended a traditional or even Career and Technology Center. All students will be expected to be a completer and pass the certificate exam at the end of their pathway. Graduation from Mountain View Preparatory is not the mountain top it is the valley. The mountain top is succeeding in the CTE pathway because of the foundation and work experience they acquire while being an MVP student. All students are expected to leave MVP with a portfolio of work that is employment ready and with work experience through their internship. The following are the chosen pathways and completer programs. There may be additional opportunities once the program is securely established.

### **Art Audio Visual Arts**

#### *Digital Art and Design Completer Program*

#### *Courses:*

Digital Art and Design 1-4

Adobe Certified Associate–Print & Digital Media Publication with Adobe InDesign

*Pathway Projects:*

1<sup>st</sup> year: Promotion Print Design i.e., event flyers, newsletters, profiles of student athletes.

2<sup>nd</sup> year: Student team assignment for college recruiting

3<sup>rd</sup> year: Student management of MVP Print Department team leaders for 1<sup>st</sup> & 2<sup>nd</sup> years

4<sup>th</sup> year: Internship –Off campus

***Graphic Communications Completer Program***

*Courses:*

Into to Graphic Communications

Graphic Communications 1-4

Adobe Certified Associate - Graphic Design & Illustration, Adobe Illustrator

*Pathway Projects:*

1<sup>st</sup> year: Promotion website design and social media for student athlete

2<sup>nd</sup> year: Student team assign. website & social media design for college recruiting

3<sup>rd</sup> year: Student management of MVP graphic design department

4<sup>th</sup> year: Internship- Off campus

**Media Technology**

*Media Technology Completer Program*

*Courses:*

Media Technology 1-4

Adobe Certified Associate-Video Communication with Adobe Premiere Pro

*Pathway Projects:*

1<sup>st</sup> year: School news team plan, videographer, photographer

2<sup>nd</sup> year: Production of MVP Network



3<sup>rd</sup> year: Broadcaster and lead technical management for MVP Network

4<sup>th</sup> year: Internship on campus lead management of MVP Network

## **Fashion Design**

*Visual Arts Completer Program*

*Courses:*

Fashion Design and Apparel Construction 1

Fashion Design and Apparel Construction 2

Fashion Fabric and Design 1

Work Based Learning

Precision exam: Apparel Design & Production I or II

*Pathway Projects:*

1<sup>st</sup> year: Team uniform design

2<sup>nd</sup> year: Personal fashion design

3<sup>rd</sup> year: Staff member for fashion show production

4<sup>th</sup> year: Internship-Off Campus

## **Marketing**

*Sports & Entertainment Management and Marketing Completer Program*

*Courses:*

Sports and Entertainment Marketing

Sports and Entertainment Management

Prerequisite Marketing

Internship

Certified Associate in Project Management

*Pathway Projects:*

1<sup>st</sup> year: Team marketing plan

2<sup>nd</sup> year: Student athlete marketing plan

3<sup>rd</sup> year: Event management coordination

4<sup>th</sup> year: Event management Director, events will also include nonathletic.

*Business Management and Admin -Operations Management Program*

Courses:

Fundamentals of Business

Marketing and Finance

Virtual Enterprise 1 & 2

*Pathway Projects:*

1<sup>st</sup> year: Social media and promotional design

2<sup>nd</sup> year: Sales product digital design

3<sup>rd</sup> year: Lead for fundraiser of product

4<sup>th</sup> year: Internship

**Health Science**

*Sports Medicine-Certified Personal Trainer Completer Program*

Courses:

Sports Medicine 1-3

Internship

Project Pathways

1<sup>st</sup> year: Athletic training room design

2<sup>nd</sup> year: Athletic training job shadowing

3<sup>rd</sup> year: Athletic training internship

4<sup>th</sup> year: Lead student athletic trainer

## **Pathway Projects**

Pathway Projects are the crux of the school uniqueness. All students want to learn the flashy side of the industry, but the foundational business sides are the essentials to success. The following are a few of the projects students will collaborate on from several different classes to achieve a positive project result and create their individual portfolios of employment ready work. Other projects will be added once teachers are hired and have collaboration time. CTE teachers will take the standards required to complete the project and work with core teachers to create lesson plans in both classes to achieve the standards of both courses. MVP administration and a chosen group of teachers will evaluate the projects to assess the adherence to the SCBE adopted standards and the success of the actual project.

### **MVP Network**

Think ESPN or SEC Network. Students will run every part of the network starting with appointing a project director and producer. MVP will establish a YouTube Channel where they will broadcast on a daily basis. A network booth will be built, and MVP will use parts of its Planning and Implementation monies along with applying for grants through the US Department of Labor to buy the equipment which will include a soundboard, video cameras, broadcasting stage, microphones etc. MVP will also apply for Perkins Funds to assist in the establishment of the new program. Students will learn to be camera staff, sound technicians and of course broadcasters, both as anchors and sidelines reporters. MVPN broadcasters will interview players, coaches, visiting experts, showing highlights from the prior game and season highlights. Sideline reporters will interview coaches at half time and post games to get their perspective of the team's play. MVPN will cover every sport. Students will have an impressive portfolio of work including written scripts, video, and audio samples. MVPN will broadcast live every game on YouTube and Facebook with student play by play and color analysis. This will require students to have in depth knowledge of the sport. As no student can broadcast their own

sport they will have to study and pass a rules test to ensure their accuracy for the details of the game. English courses as part of the cross-curriculum project aiding students in writing scripts for interviews, news broadcasts and even commercials that the marketing class will write, film, and televise on the YouTube Channel. Students will sell ads for the MVP Network and the recruiting websites. Every class will have a function in the MVP Network system including Fashion Design students who will be integral in the broadcasters clothing choices and designs. Sports Medicine trainers will also have a part providing injury update reports for all sports.

### Sports and Fashion Photography

Think Sports Illustrated without the swimsuit edition. Digital Photography will be an important class as students learn to take action shots for sports and fashion modeling pictures for Fashion Design. Students will attend games taking sideline shots and working with the graphic design class to produce a monthly online magazine spotlighting players, coaches, and interesting specialty stories. Photos will also be used on the players recruiting videos. Fashion design class will partner with digital photography to create promotional photos of the student's design creating both the designer's and photographer's portfolio. Digital photography will produce all the photos used on MVP Networks graphics.

### Fashion Photography

Student designers will partner with digital photography students to create an online website for the designers to promote their designs to fashion houses and for college applications to schools such as Savannah College of Arts and Design, one of the premier art colleges in the country. Student photographers will promote their work not only to many of those same art colleges but to local newspapers and national online and in print magazines as products for sale.

## Recruiting Videos

MVP will produce recruiting websites for all athletes who are eligible for college recruitments. Students in digital photography, graphic designs, media technology in collaboration with the English and statistics courses will create recruiting websites and submit them with the assistance of the athletic director and coaches to college and universities across the country. MVP student athletes will have more video, more scripts, more info provided to colleges and universities than can be provided by traditional schools who hire outside companies that have multiple clients where our students will have designated teacher-student groups creating expansive recruitment websites.

## Business Management and Marketing

While not the glamorous side of the industry this is where the essentials of the business are based. Management classes will collaborate with staff and faculty to create events that will provide the student with organizational skills, budgeting skills, sales strategies, operational foundations, and staffing experience. All sports and fashion events will be created through the management and marketing classes. Students in these classes will be assigned events and no event will have to rely on volunteers. This is not extra credit it is the bases of the class.

## Online MVP Store

The three areas of Graphic Design, Marketing and Business Management will create virtual enterprise creating an online store where students and fans can buy MVP paraphernalia. Instead of relying on companies such as BSN to buy school spirit items these three classes will create them and contract with local printers to produce them. Parents, students, and fans spend an extraordinary amount of money each year supporting their school, but little actually goes to the school's coffers. Again, the project creates an amazing portfolio of work for the students. Items may include but not limited to car magnets, water bottles, spirit towels, backpacks, school supplies, etc.

## Sports Trainers

Sports trainers are an essential part of any athletic team. MVP plans to partner with Spartanburg Regional Medical Center, located on the Upward Complex campus to place our students in real life training exercises through our Health Science program. Students in the Health Science courses will also take weightlifting, exercise class and biology to combine the core course with practical training and application.

## Other Classes Offered Within the Life of the Charter

Other classes may be offered during the life of the charter that will not be part of a complete program but will hold the interest for many students. These classes may include but are not limited to:

- Tuff Management- for students who wish to run golf courses or stadiums
- Emergency Medical Services-for students who may want to on staff for majoring sporting or entertainment events
- Event and Entertainment management
- Hospitality and Tourism

## Locally Approved Courses

MVP will look to create courses specific to the sports and entertainment industry as it proceeds to develop the curriculum. These classes will be approved through policy and submitted for approval to the SCDOE through the Limestone Charter Association.

## **Project Designs and Collaborate Courses**

Under the Career and Technology umbrella the program will combine an area of each class to create the overall project. Some projects are day-to-day, and some are semester or year long.

This will take considerable coordination between the CTE teachers and will include many of the core course teachers. T<sup>2</sup> Charters will provide a CTE Director to coordinate the program and develop the curriculum. Teachers will report early to begin working on the projects and planning strategies to include each class in the projects. English will be intricate in all the projects, math will collaborate with recruiting and sports analytics projects, social studies with cultural interest stories, science will work with sports medicine to produce healthy body and work out programs. While at MVP teachers teach and coaches coach there will be a place for coaches to add value and depth to the projects. Coaches will give interviews, provide rules instruction to students who do not play their sport. Do a coaches break down show on MVPN as all college coaches do after their games and even join the play-by-play action for a sport not their own.

### **Proposed Academic Schedule for MVP**

MVP will run a flexible schedule each day according to a four core (4) class schedule. Students will participate in blended learning to integrate core content with real world application concurrent with their individual graduation plan. Additionally, students will have at least one (1), or two (2), hours of required on-line learning, depending on the student's needs and this will result in proficiency-based credit through an approved online learning system that is directly correlated to South Carolina learning standards. Teachers will review, adjust, and add content to any class that does not meet the SC Standard to ensure alignment. Due to the flexible schedule student-athletes will participate in athletic programs, while students not currently in athletics may engage in other extra-curricular activities, internships, apprenticeships, academic assistance, work, or family support. Each student will attend taking at least four (4) credits each year in Math, English, Science, and Social Science. This will allow students to focus on preparing for the Collegiate Dual Enrollment programming. Additionally, students will take both WorkKeys® (or state's new assessment) Prep and SAT/ACT prep courses as part of these credits.

## MVP Master Schedule for High School Courses

Monday	Tuesday	Wednesday	Thursday	Friday
Core Content 1 7:45-8:20	Core Content 2 7:45-8:20	Core Content 3 7:45-8:20	Core Content 4 7:45-8:20	Focus Friday Remediation and Acceleration 8:25-12:00
A Block. 8:25/9:10-10:00 Blended Learning/Flex	B Block 8:25/9:10-10:00 Blended Learning/Flex	A Block 8:25/9:10-10:00 Blended Learning/Flex	B Block 8:25/9:10-10:00 Blended Learning/Flex	
B Block 10:05-10:55	C Block 10:05-10:55	E Block. 10:05-10:55	C Block 10:05-10:55	
C Block. 11:00-11:50	D Block 11:00-11:50	C Block. 11:00-11:50	D Block. 11:00-11:50	
Lunch 11:55-12:30	Lunch 11:55-12:30	Lunch 11:55-12:30	Lunch 11:55-12:30	
D Block. 12:35-1:25	A Block 12:35-1:25	D Block 12:35-1:25	F Block. 12:35-1:25	Teacher Professional Development
E Block. 1:30-2:20/3:05 Blended Learning/Flex	F Block 1:30-2:20/3:05 Blended Learning/ Flex	F Block. 1:30-2:20/3:05 Blended Learning/ Flex	E Block. 1:30-2:20/3:05 Blended Learning/ Flex	



### Freshman Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Core Content 1 7:45-8:20	Core Content 2 7:45-8:20	Core Content 3 7:45-8:20	Core Content 4 7:45-8:20	Focus Friday Remediation and Acceleration 8:25- 12:00
Digital Art & Design 1/ English 1 8:25-10:00 Blended Learning	Art 1 8:25-10:00 Blended Learning	Digital Art & Design 1/ English 1 8:25-10:00 Blended Learning	Art 1 8:25-10:00 Blended Learning	
Art 1 10:05-10:55	Physical Science 10:05-10:55	Foreign Lang 10:05-10:55	Physical Science 10:05-10:55	
Physical Science 11:00-11:50	American Studies 11:00-11:50	Physical Science 11:00-11:50	American Studies 11:00-11:50	
Lunch 11:55- 12:30	Lunch 11:55- 12:30	Lunch 11:55- 12:30	Lunch 11:55- 12:30	Teacher Professional Developmen t
American Studies 12:35-1:25	Digital Art and Design 1/ English 1 12:35-1:25	American Studies 12:35-1:25	Algebra 1 12:35-1:25	
Foreign Lang. 1:30-2:20	Algebra 1 1:30-2:20	Algebra 1 1:30-2:20	Foreign Lang. 1:30-2:20	

### Sophomore Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Core Content 1 7:45-8:20	Core Content 2 7:45-8:20	Core Content 3 7:45-8:20	Core Content 4 7:45-8:20	Focus Friday Remedia tion and Accelerat ion 8:25- 12:00
Sports Med 2/ Biology 8:25- 10:00 Blended Learning	Psychology 8:25-10:00 Blended Learning	Sports Med 2/ Biology 8:25- 10:00 Blended Learning	Psychology 8:25-10:00 Blended Learning	
Psychology 10:05-10:55	US History 10:05-10:55	Algebra2 10:05-10:55	US History 10:05-10:55	
US History 11:00-11:50	English 2 11:00-11:50	Physical Science 11:00-11:50	English 2 11:00-11:50	
Lunch 11:55- 12:30	Lunch 11:55- 12:30	Lunch 11:55- 12:30	Lunch 11:55- 12:30	Teacher Professio nal Develop ment
English 2 12:35-1:25	Sports Med 2/Biology 12:35- 1:25	English 2 12:35-1:25	Foreign Lang. 2 12:35-1:25	
Algebra 2 1:30-2:20	Foreign Lang. 2 1:30-2:20	Foreign Lang. 2 1:30-2:20	Algebra 2 1:30-2:20	

### Junior Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Core Content 1 7:45-8:20	Core Content 2 7:45-8:20	Core Content 3 7:45-8:20	Core Content 4 7:45-8:20	Focus Friday Remediation and Acceleration 8:25- 12:00
Geometry 9:10-10:00	Chemistry 8:25/9:10-10:00	Geometry 9:10-10:00	Chemistry 8:25/9:10-10:00	
Chemistry 10:05-10:55	Sociology 10:05-10:55	S&E Management DE English 10:05-10:55	Sociology 10:05-10:55	
Sociology 11:00-11:50	Foreign Lang. 11:00-11:50	Sociology 11:00-11:50	Foreign Lang. 11:00-11:50	
Lunch 11:55- 12:30	Lunch 11:55- 12:30	Lunch 11:55- 12:30	Lunch 11:55- 12:30	Teacher Professional Development
Foreign Lang 12:35-1:25	Geometry 12:35-1:25	Foreign Lang 12:35-1:25	Gov't/Econ/Personal Finance 12:35-1:25	
S&E Management/ DE English 1:30-3:05 Blended Learning	Gov't/ Econ/ Personal Finance 1:30-3:05 Blended Learning	Gov't/ Econ/ Personal Finance 1:30-3:05 Blended Learning	S&E Management/ DE English 1:30-3:05 Blended Learning	

### Senior Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Core Content 1 7:45-8:20	Core Content 2 7:45-8:20	Core Content 3 7:45-8:20	Core Content 4 7:45-8:20	Focus Friday Remediation and Acceleration 8:25- 12:00
DE History 9:10-10:00	Prob & Stats 9:10-10:00	DE History 9:10-10:00	Prob & Stats 8:25/9:10-10:00	
Prob & Stats 10:05-10:55	DE Macroeconomics 10:05-10:55	BM Intern/ DE English 10:05-10:55	DE Macroeconomics 10:05-10:55	
DE Macroeconomics 11:00-11:50	DE Principles of MGT 11:00-11:50	DE Sociology 11:00-11:50	DE Principles of MGT 11:00-11:50	
Lunch 11:55- 12:30	Lunch 11:55- 12:30	Lunch 11:55- 12:30	Lunch 11:55- 12:30	Teacher Professional Development
DE Principles of MGT 12:35-1:25	DE History 12:35-1:25	DE Principles of MGT 12:35-1:25	DE Public Speaking 12:35-1:25	
BM Intern/ DE English 1:30-3:05 Blended Learning	DE Public Speaking 1:30-3:05 Blended Learning	DE Public Speaking 1:30-3:05 Blended Learning	BM Intern / DE English 1:30-3:05 Blended Learning	

## Junior High Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
PBL Lab 7:45am-8:45am	PBL Lab 7:45am-8:45am	PBL Lab 7:45am-8:45am	PBL Lab 7:45am-8:45am	Focus Friday Remediation and Acceleration 8:25am- 12:00pm
Science 8:50-9:50am	Social Studies 8:50- 9:50am	Science 8:50-9:50am	Social Studies 8:50-9:50am	
Social Studies 9:55-10:55am	Math Proficiency 9:55-10:55am	Elective 9:55-10:55am	Math Proficiency 9:55-10:55am	
Lunch 11:00am-11:50am	Lunch 11:00am-11:50am	Lunch 11:00am- 11:50am	Lunch 11:00am-11:50am	
Math Proficiency 11:55am- 12:50pm	ELA Proficiency 11:55am-12:50pm	Math Proficiency 11:55am-12:50pm	ELA Proficiency 11:55am- 12:50pm	
ELA Proficiency 12:55pm-1:50pm	Science 12:55-1:50pm	ELA Proficiency 12:55pm-1:50pm	Elective 12:55-1:50pm	Teacher Professional Development
Elective 1:50pm-2:45pm	Elective 1:50-2:45pm	Elective 1:50pm-2:45pm	Elective 1:50-2:45pm	

9<sup>th</sup>-12<sup>th</sup> Grade Schedule is a flexible modified schedule depending upon their course work. Students may begin the school day at different times, but all will finish by 3:00. Classes will follow a college schedule where students may have an hour between their next class of even two. Students will eat lunch at their own convenience based on their schedule. MVP will host a food court where students will have varying options of food and time.

Course listings are as follows:

#### 7<sup>th</sup> Grade

- English Language Arts -Proficiency
- Math- Proficiency
- Science
- Social Studies
- Foreign Language- Proficiency
- Fine Arts
- PE Non-Sport PE Class /Intro to Careers
- Students who play a sport / Intro to Careers

#### 8<sup>th</sup> Grade

- English Language Arts -Proficiency
- Math- Proficiency
- Science
- Social Studies
- Foreign Language- Proficiency
- Fine Arts HS credit
- PE -Non-Sport-PE Class /CTE Intro to Careers
- Students who play a sport / Fundamentals of Computing

#### 9<sup>th</sup> Grade

- English Language Arts Proficiency
- Math-Proficiency College Algebra and beyond
- Science- Biology
- Social Studies-US History, Government & Economics
- Foreign Language- Proficiency based.
- Fine Arts-Art 1.
- Physical Education
- Choice of CTE Personal Pathway Course

#### 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> Grade Non-College

- ENGL 2-4
- Math-Algebra 1, 2 Geometry, Prob & Stats
- Science- Environmental Science Chemistry
- Social Studies-US History, Gov & Economics

Foreign Language- Proficiency based.  
Choice of CTE Personal Pathway Course

10<sup>th</sup> 11<sup>th</sup> and 12<sup>th</sup> College

College ENGL 101 and beyond  
College Algebra and beyond  
College Biology 101 and beyond  
College Western Civ and beyond  
Foreign Language  
Choice of CTE Personal Pathway Course

In addition to the above courses, students will also complete SAT/ACT, Work Keys prep courses online. All students will have at least one class online per semester consisting of one of the above or another elective.

Core Classes with intersect with the following CTE Personal Pathway Courses using the project-based learning system to make the classes more interactive and teach cross curriculum understanding of how the real-world works.

## **Career And Technology Education (CTE)**

### **Art Audio Visual Arts**

#### Digital Art and Design Completer Program

6120-6123 Adobe Certified Associate–Print & Digital Media Publication with Adobe InDesign

#### Graphic Communications Completer Program

5205-6200-6203 Adobe Certified Associate - Graphic Design & Illustration, Adobe Illustrator

#### Media Technology- Completer Program

6124-6127 Adobe Certified Associate-Video Communication with Adobe Premiere Pro

### Fashion Design -Visual Arts Completer Program

5710-5711 2- 4 credits (480 hours) entrepreneurship and 5290 WBL Precision exam: Apparel Design & Production I or II

### **Marketing**

#### Sports & Entertainment Management-Marketing Completer Program

5425 and 5426 Pre req Marketing Certified Associate in Project Management and 5091 Internship

#### Business Management and Admin -Business Information Management Completer Program

Digital Pub Design -Adobe Certified Associate–Print & Digital Media Publication with Adobe InDesign, 5180, 5340 Image Editing

### **Health Science**

#### Sports Medicine-Certified Personal Trainer Completer

5555-5557 Sports medicine 3 with 5590 Internship

## **Proposed Staffing for MVP**

In keeping with the proposed schedule, the proposed dual enrollment design, and a desire to keep academic class size small, MVP will initially look to hire at the high school level ten high school/dual enrollment teachers, six CTE instructors, one special education teacher (more, if necessary, one full time high school/college counselor, one office administrative assistant, one receptionist and one PowerSchool Registrar. At the junior high level four (4) junior high content



teachers that will provide the junior high curriculum for students that are not participating in high school credit courses, one full time junior high guidance counselor, one SPED if necessary, depending on population of the entire school and one junior high counselor. For the school as a whole the first year will have one (1) principal, one (1) CTE Director, one (1) athletic director and one (1) assistant athletic director. Coaches and assistant coaches will be part time by sport.

Staffing will increase each year until MVP is at capacity enrollment of 1000 students, 800 high school and 200 junior high. It is important to keep in mind that many of the upper classman will take their classes on the college campus. The breakdown of these positions can be found in the Five-Year Budget (Appendix X) and in the List of Teaching Positions (Appendix H).

The innovation of the MVP model is based upon the benefits of the career and technology focus in sports and entertainment with direct personalized pathways that lead to college and career readiness. This will ultimately lead each student into early college coursework that will transfer both to college credit and career certification. The program will meet or exceed the performance of the local district and the Limestone Charter Association. The MVP program will provide students with access to attaining an associate level degree and/or credits by age eighteen, with minimal financial burden on the part of the student or their family. This financial incentive will encourage students of all backgrounds to continue to a post-secondary institution based on the *Early College High School Initiative* (Hoffman and Vargas, 2010). These cost-savings mechanisms also allow access for students who might otherwise not attend college. By eliminating up to two years of college tuition, students can attain a four (4) year college degree at less cost. This can also provide an indirect benefit of creating more students seeking a graduate level degree. Having completed college credit makes students more attractive for scholarships, because higher education decision-makers will see that the students have already been successful at college-level work.

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

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

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

Struggling learners will be identified and addressed through the *Multi-Tiered System of Support Model (MTSS)*. MVP will provide staff training to improve their ability in identifying students with disabilities or behavior problems. MTSS will also improve instructional and emotional support to enable each student to be successful at MVP through a systematic method for screening, progress monitoring, and data-based decision-making for interventions. The first level of intervention begins with identifying struggling students (multilingual, special needs, talented and gifted and on time graduation) as demonstrated in the info-graph. The process has 4 main components: (1) Identify the problem; (2) Analyze the problem and determine the nature of any discrepancy; (3) Establish performance goals for the student and develop a relevant intervention plan to monitor student progress in a time frame; (4) Collect data from the process of monitoring the plan and evaluate the effectiveness of the prescribed intervention to include peer and

teacher tutoring, mentors, and small group mediation. Each student's intervention plan will be developed to their personal needs and adjusted accordingly throughout the monitoring process.

Once a student has been identified, the MTSS model provides for three levels of interventions that move from the lowest intensity (Tier 1) to the highest intensity (Tier 3). The MTSS Model will be used for all MVP students. Parent involvement is crucial in the implementation of the MTSS model as they can provide vital information that may be affecting the student both in and out of school. Additionally, involving parents provides the necessary communication for how to successfully prepare an intervention plan for their student and ensure all stakeholders understand the expectations. Parents can then see the level of support in both academics and/or behavioral areas that will increase/decrease in intensity depending on the child's needs. Finally, parents will receive frequent progress checks about their child's response and performance to the intervention implemented. MTSS includes the following.

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

As part of the intervention assistance process, MVP will ensure that all staff members are properly trained in how to identify and implement diverse interventions for students of different socio-economic backgrounds, demographics, and ethnicities. In addition, staff will participate in professional development to ensure they are trained in recognizing students who have different

learning, behavioral, and developmental difficulties. A school-based team will provide ongoing training to ensure all challenged students are identified for intervention programs. Such training will include examining student information, such as academic performance, background screening, school attendance, and prior assessments related to learning and behavior. Continuous monitoring of student responses will assist in the basis for gauging the effectiveness of the intervention assistance. Consistent evaluation of student data will provide the determination of what level of interventions are necessary to meet each individual student's needs.

All students identified as having academic challenges will be assigned an MVP support staff member to provide Support and Tutoring sessions, in addition to their assigned courses. As part of this academic assistance, the student will be required to participate in an online learning system (or other academic support systems). This system will address learning gaps and provide more assistance in the necessary subjects. Once the student is performing at grade level, the MVP support staff, in collaboration with the intervention team, may approve the student's removal from the support program. It is important to remember that academic assistance is proactively built into the MVP academic model through the WorkKeys (or state's new assessment) and SAT/ACT Prep courses, as well as through formative academic assessments that ensure students maintain grade level success. In cases where a student does not qualify for the College Program, the student will be assigned traditional high school courses that will meet all the South Carolina Department of Education's (SCDE) graduation requirements.

## **Professional Development**

The Principal in coordination with the Director of Curriculum for T<sup>2</sup> Charters staff is responsible for coordinating, providing, and assessing the effectiveness of professional development for all staff. In the beginning the staff will report early to MVP for an intense two to three weeks before

the normal 190 days to create the pathways and the cross-curriculum courses. There will be professional development sessions every Friday as represented in the below attached professional development plan to provide personalized professional development depending on faculty needs. MVP recognizes that its teachers will be on varying levels of effectiveness and creative teaching, just as students will have a personal pathway so will teachers to assist them in creating core-CTE collaborative courses that are engaging, standards driven and rigorous.

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

- Multi-Tier System of Support (MTSS);
- Framework for 21<sup>st</sup> Century Learning;
- Career Clusters;
- Instructional Strategies of an Early College High School;
- College Prep Program – lesson planning and curriculum mapping;
- ADEPT
- Formative Assessments to Improve Student Growth

MVP hopes to establish a partnership with its authorizer, Limestone University via Limestone Charter Association, to assist MVP with its teacher professional development, specifically its MVP's college instructors.

All staff will participate in the normal required trainings in the week before students return to school. Those training include but may not be limited to:

- Curriculum Development & Training
- Read to Succeed
- State Testing
- Special Education/IDEA

- 504
- FERPA
- Charter Schools & Nonprofit Organizations
- Active Shooter Training
- CPR
- Epi-pen Usage
- OSHA/Airborne Pathogens
- Title IX-Sexual Harassment
- Safe Schools

Professional development is a crucial component to teacher success — even for experienced teachers — which ultimately leads to student success and overall school success. In support of that mission, MVP will train staff, provide professional development seminars and trainings in the instructional strategies of a CTE based early college high school, and lesson plan design utilizing Project Based and Blended Learning strategies. The MVP budget provides for ongoing professional development to ensure student data is leading the curriculum design and ultimately providing student success. Administration will plan weekly professional development sessions to include experts in the field to collaborate with the teachers. Topics for the professional development sessions will be determined using the SCDE ADEPT 4.0 evaluation rubric. In addition to the aforementioned topics, specifically to individualize needed training for teacher specific sessions.

Student data will be consistently reviewed to identify instructional delivery weaknesses and provide evidence-based interventions for improvement. Relevant staff will have professional development on those interventions as part of the school's continuous improvement cycle and professional learning community.

As part of the academic assistance intervention process (MTSS), MVP will ensure that all staff members are properly trained in how to identify and implement diverse interventions and assistance for students of different socio-economic backgrounds, demographics, and ethnicities. Additionally, staff will have training in recognizing students who have different learning, behavioral, and developmental challenges. The MTSS team will lead these trainings to include

examining all student information, such as: academic performance; background screening; school attendance; and prior assessments related to learning and behavior. Continuous monitoring of student academics, social behaviors and general responses will assist in the basis for gauging the effectiveness of the intervention.

In any given year there will be the typical ten (10) professional development days prior to the start of school for the professional development legally required trainings and start of school year processes. Teachers and staff will attend their appropriate training and development during this time. Throughout the school year, this calendar also depicts the professional development that will occur each Friday afternoon to ensure that faculty are receiving the necessary MVP components of instruction aligned with the charter. Friday's will be focused on interdisciplinary and MTSS collaboration along with student interventions.

The chart below is an anticipated schedule for professional development in a typical year. The initial year will start in July for program establishment.

<b>First Semester</b>			
<b>August</b>	Tuesday-Monday	8th-14th	Teacher Interdisciplinary Curriculum Design Workshop
	Friday	18th	Technology Platforms
	Friday	25th	Formative and Summative Assessment
<b>September</b>	Friday	1st	Focus Groups
	Friday	8th	Content collaboration
	Friday	15th	Interdisciplinary collaboration
	Friday	22nd	Student intervention strategic planning
	Friday	29th	Book study
<b>October</b>	Friday	6th	Focus Groups
	Friday	13th	Content collaboration
	Friday	20th	Interdisciplinary collaboration

	Friday	27th	Student intervention strategic planning
<b>November</b>	Friday	3rd	Book study
	Friday	10th	Focus Groups
	Friday	17th	Content collaboration
<b>December</b>	Friday	1st	Interdisciplinary collaboration
	Friday	8th	Student intervention strategic planning
<b>January</b>	Friday	5th	Book study
<b>Second Semester</b>			
<b>January</b>	Friday	12th	Focus Groups
	Friday	19th	Content collaboration
	Friday	26th	Interdisciplinary collaboration
<b>February</b>	Friday	2nd	Student intervention strategic planning
	Friday	9th	End of year student presentation planning
	Friday	16th	Focus Groups
	Friday	23rd	Content collaboration
<b>March</b>	Friday	1st	Interdisciplinary collaboration
	Friday	8th	Student intervention strategic planning
	Friday	15th	End of year student presentation planning
	Friday	22nd	Focus Groups
	Friday	29th	Content collaboration
<b>April</b>	Friday	12th	Interdisciplinary collaboration
	Friday	19th	Student intervention strategic planning
	Friday	26th	End of year student presentation planning
<b>May</b>	Friday	3rd	Student end of year celebrations
	Friday	10th	Student end of year presentations
	Friday	17th	<b>End of school wrap up</b>

From MVP's mission statement and the educational program description, the anticipated professional development is tightly aligned with the academic priorities of the school through



project-based learning initiatives, SCDE ADEPT 4.0 teacher evaluations and external program professional development. Effectiveness of this professional development will be evaluated by the results of all students through MTSS cycle of improvement, EOC and SCDE mandated student assessment data. Descriptions of these evaluations and assessments can be found in the “Goals, Objectives, and Assessment Plan” section of this document.

Replication is not applicable. MVP is not a replication school as it is the first of its kind with T<sup>2</sup> Charters.

## **Virtual Offerings**

If COVID 19 taught us anything, it is that learning can happen through multiple mediums. Because MVP will offer a limited offering of classes outside the core and CATE specific programming, electives may be taught virtually through a program decided upon based on their course offerings i.e., Edgenuity, Edmentum or/and the SC virtual program, hosted by the SC Department of Education. When students arrive on their chosen college campuses they must be prepared for virtual education as the practice grows as a standard for convenience and to reach more students than just those who can attend in person. Moving from all face-to-face instruction at the high school level to a mixture of teaching avenues at college is a recipe for failure. MVP will help students learn to navigate virtual education benefitting from its best attributes such as flexibility while overcoming its challenges which can also be flexibility. A student can expect to have one virtual class per semester through the chosen online system or through SC Virtual Program sponsored by the SCDE, where they will also learn self-motivation, time management, learning avenues for assistance, finding new resources and understanding their own learning style without exterior structure. MVP is not a virtual school but will use as many mediums as possible to provide a flexible schedule for all students. Virtual classes will be kept to a minimum but are seen as an important vehicle of instruction to expand the course offerings and prepare the students for post-secondary education.

## **Athletics**

As a core content area of a sports and entertainment industry school you will find the athletic program. MVP expects that many of its students will be members of one of our athletic teams and some will participate in several. MVP will hire an exceptionally talented array of coaches who have vast experience as a player and coach throughout the years. MVP has already been approached by many coaches who wish to bring their experience and expertise to our courts and fields. MVP will choose those who believe in the student athlete as a student first and athlete second.

The athletes in our school serve as the hinge pin for our career and technology programs. They are the content for our projects as a team and as an individual. Sports offered will begin with based on student interest:

### **Girls**

- Softball
- Volleyball
- Cross Country
- Basketball
- Cheer
- Lacrosse
- Track and Field

### **Boys**

- Cross Country
- Basketball
- Football
- Lacrosse
- Track and Field
- Baseball
- Wrestling

## **Corresponding Appendices:**

Appendix F – School Calendar and Daily Schedule

Appendix G – Supporting Documents for the Described Educational Program

Appendix H – List of Teaching Positions

Appendix I – Not Applicable – Virtual School List of Courses

## **Serving Students with Special Needs**

The purpose of special education and related services is to give students with disabilities access to the general education curriculum of the school, its programs, and its extracurricular activities that all students without disabilities enjoy. MVP will comply with all processes with Child Find procedures to ensure that all children with disabilities enrolled in MVP are identified, located, and evaluated according to federal and state requirements. Identifying children to be evaluated for a disability through referrals from teachers, Multi-Tiered System of Support, parents, coaches, and administrators will all be part of faculty and staff training. The school will publicly post information regarding *Child Find Procedures* within the facility and on its website. All parents will receive procedural safeguards at the onset of the evaluation process, as well as other required points, to ensure that they are aware of the special education process and their rights, at any point during this process.

MVP, as a public charter school, is aware that its enrollment must be open to all and any students and it must provide a free, appropriate, public education (FAPE) by offering services, as needed, for students with disabilities. These services shall include all documentation, assessments, adaptations, modifications, and accommodations. MVP understands and will comply with LCA's specific policies and procedures if they supersede the state's policies, the *Individuals with Disabilities Education Improvement Act of 2004 (IDEA)*, *Section 504 of the Rehabilitation Act*, the *Americans with Disabilities Act (ADA)* and any revisions thereof in their entirety. MVP with its interact curriculum and project oriented system will help students with disabilities that find it hard to sit through traditional direct instruction hour after hour after hour. CTE projects can vary based on the students abilities and in the case of students with a 504 or IEP based on their disabilities. Where the strong emphasis on dual enrollment may discourage some students with disabilities from applying to MVP the focus on CTE and the importance of a portfolio of work over test scores should attract more students to our school. As projects are

individualized on one level as a whole they are mainly based on collaboration of a group students working together. As a member of the group students with disabilities will have more of an opportunity to play to their strengths as a team member than struggling to complete an entire project on their own. Students at the high school level rarely get the opportunity to learn a soft skill like collaboration on an everyday basis. With the number of projects that each student will be involved in collaboration will become second nature which will prove helpful for students with disabilities to be an equal partner and fully invested teammate. Struggling students can be partnered with strong students to provide peer to peer assistance without one being the tutor and one always being the tutee.

#### Free Appropriate Public Education (FAPE)

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

MVP will take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP team, to provide services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities as provided to students without disabilities. MVP will also make referrals to agencies that aid and assist individuals with disabilities and employment of students such as SC Vocational Rehabilitation Agency.

## Confidentiality

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

## Child Find

Each state is required to comply with IDEA guidelines to identify, locate, and evaluate all children with disabilities who need special education and related services. It is the responsibility of all public schools, including MVP, to assist in this process. This includes children who are suspected of having a disability even though they are advancing from grade to grade.

Determining eligibility will be the responsibility of the multidisciplinary team. If the student is not proficient in English, MVP will not identify the student as having a disability if the limited English proficiency (LEP) is the cause of the suspected disability. MVP and its staff will use a variety of community resources and systematic activities to identify children requiring any special services. The following is an example of the Child Find notice and description of methods for publicly providing the notice that MVP will use unless it is necessary to use a LCA notice:

### *Annual Notice of Child Find School Year 2024-2025*

*Under a mandate of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), MVP is to conduct activities to locate, identify, and evaluate any child with known or suspected disabilities who attends the school. Categories of disabilities may include*

*developmental delay, mental disability, emotional disability, speech or language impairment, deafness and hard of hearing, visual impairment, deaf-blindness, orthopedic impairment, other health impairment, traumatic brain injury, autism, and multiple disabilities. A referral (report for possible evaluation) may be made by parent/guardians, school staff member, or other concerned persons. Referrals are made when a person reasonably believes a child may be a child with a disability even if the child is advancing from grade to grade. Before referring the student, the person making the referral must inform the child's parent that the referral will be made. MVP employs interventions for struggling students. Before an evaluation is conducted, the student should be enrolled in one of the intervention programs. However, the school may not deny a request or delay a request for an evaluation. Referrals must be in writing and include the reason why the person believes the child is a child with a disability. Referral forms may be requested by contacting the Special Education Coordinator at: TBD. The obligation of child finds is fulfilled by the posting of this letter in a public location within the school, having it sent out in mass email to all school parents/guardians, and posted on the website.*

## Procedural Safeguards

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

1. A description of the action proposed or refused by MVP;
2. An explanation of why MVP proposes or refuses to take this action;
3. A description of other options that the IEP team considered and the reasons why those options were rejected;

4. A description of each evaluation procedure, assessment, record, or report that MVP uses as a basis for the proposed or refused action;
5. A description of other factors that are relevant to MVP's proposal or refusal;
6. A statement that the parents of a child with a disability have procedural safeguards and, if the notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained; and
7. Sources for parents to contact to obtain assistance in understanding the provisions of South Carolina's rule regarding procedural safeguards.

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

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

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

Prior to performing certain actions within the special education process, it will be necessary to obtain parental consent. Consent means that the parents: have been fully informed in their native language or other mode of communication of all information relevant to the activity for which consent is sought; understand and agree in writing to the completion of the activity for

which the consent was obtained (the consent will describe the activity and lists the records, if any, that will be released and to whom they will be released); and, understand that the granting of consent is voluntary and may be revoked at any time. MVP will obtain written consent from the parents before:

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

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

- requesting a due process hearing and engaging in conflict resolution or mediation to convince parents to provide their consent; or,
- deciding not to pursue initial evaluation and providing the parents with PWN of this decision;
- proceeding with a reevaluation;
- continuing to provide FAPE if both MVP and parents agree the three (3) year evaluation is unnecessary; and,



- providing PWN and notifying parents of decision to discontinue special education and related services which will include the right of the parent to use mediation or due process procedures if the parent disagrees with this decision to discontinue the provision of FAPE to the child.

## Evaluation

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

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

The initial evaluation:

- (a) Is conducted within 60 days of receiving signed parental consent for the evaluation;

- (b) Consists of procedures:
  - (i) To determine if the child is a child with a disability as defined in South Carolina Board of Education Regulation 43-243.1; and
  - (ii) To determine the educational needs of the child.

MVP will obtain parental consent before conducting an evaluation. The evaluation team consists of the members similar to those of Individualized Education Plan (IEP) team and other qualified professionals.

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

- (a) Review of existing evaluation data on the child, including:
  - (i) Evaluations and information provided by the parents of the child;
  - (ii) Current classroom-based, local, or state assessments and classroom-based observations;
  - (iii) Observations by teachers and related services providers;
  - (iv) Data about the child's progress in the general curriculum; and
  - (v) Data from previous interventions.
- (b) On the basis of that review and input from the child's parents, identify what additional data, if any, are needed to determine:
  - (i) Whether the child is a child with a disability, as defined in South Carolina Board of Education Regulation 43-243.1, and the educational needs of the child;
  - (ii) In the case of a reevaluation of a child, whether the child continues to have such a disability and the educational needs of the child;

- (iii) The present levels of academic achievement and related developmental needs of the child;
- (iv) Whether the child, as a result of the disability, needs special education and related services; or
- (v) In the case of a reevaluation of a child, whether the child continues to need special education and related services; and
- (vi) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.

In conducting the evaluation, MVP will:

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

MVP will ensure that:

- (a) Assessments and other evaluation materials used to assess a child:
- (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
  - (ii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information about what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer;
  - (iii) Are used for the purposes for which the assessments or measures are valid and reliable;
  - (iv) Are administered by trained and knowledgeable personnel; and
  - (v) Are administered in accordance with any instructions provided by the producer of the assessments.
- (a) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- (b) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure);
- (c) A school age child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;
- (d) Assessments of children with disabilities who transfer from one school district to another school district in the same school year are coordinated with the children's

prior and subsequent schools, as necessary and as expeditiously as possible, consistent with South Carolina Board of Education Regulations 43-243, to ensure prompt completion of the full evaluations.

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

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

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

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

#### Individualized Education Plan (IEP)

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

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

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

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

- 1) The school special education teacher will contact the parent/guardian and determine a mutually agreed upon date and time for the IEP meeting. This may be done via email, by phone or in person. As a result of parent/guardian contact, a mutually

agreed upon date and time is established and the teacher will complete the IEP notification in *Enrich*.

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

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

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

The IEP will include the following:

A statement of the child's present levels of academic and functional performance,

- 1) A statement of the child's present levels of academic and functional performance, including:

- i. How the child's disability affects the child's involvement and progress in the general education curriculum; or
  - ii. As appropriate, how the disability affects the child's participation in appropriate activities;
- 2) A statement of measurable annual goals, including academic and functional goals, designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum and meet the child's other educational needs that result from the child's disability;
- 3) A description of the child's progress toward meeting the annual goals described in the IEP and how they will be measured; and when reports on the progress the child is making toward meeting the annual goals will be provided;
- 4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child:
  - i. To advance appropriately toward attaining the annual goals;
  - ii. To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities; and
  - iii. To be educated and participate with other children with disabilities and non-disabled children in the activities;
- 5) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular classroom and in activities;



- 6) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and district-wide assessments; and
  - i. If the IEP team determines that the child must take an alternate assessment instead of a particular state or district assessment of student achievement, a statement of why the child cannot participate in the regular assessment and the particular assessment selected is appropriate for the child; and
- 7) The projected date for the beginning of the services and modifications described in the IEP and the anticipated frequency, location and duration of those services and modification;
- 8) For children aged thirteen (13) or over, a transition plan with appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills; and the transition services (including courses of study) needed to assist the child in reaching those goals.

The student's IEP, created by the IEP team, will specify any special circumstances (equipment, supervision, etc.) that will be provided to meet the student's needs. MVP will work with the district's Special Education Services to contract for any special services needed to fulfill any child's IEP. If services are unavailable through the district, MVP will contract with the appropriate related service providers, including but not limited to occupational and physical therapy, orientation and mobility, speech therapy, and psychologists for testing in the manner necessary to afford children with disabilities an equal opportunity for participation in school activities. The special education teacher will progress monitor the special education students in order to have accurate, up to date information on the present levels of academic achievement and functional performance to determine if the IEP goals are appropriate and achievable.

In accordance with IDEA, children will be treated as individuals with unique abilities and disabilities that need to be addressed by providing unique support services, which are explicitly articulated in the IEP. MVP will create a system to ensure that, to the maximum extent appropriate, children with disabilities are educated with children who are non-disabled and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. A continuum of services, including inclusive services in the general education classrooms, will be available to meet the needs of students with disabilities for special education and related services and that least restrictive environment (LRE) issues are considered in placement decisions. MVP will ensure that students with disabilities receive a FAPE and will utilize a variety of strategies to address student needs.

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

#### Transfer IEPs

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

#### Reevaluations

Reevaluations will be conducted if the team determines that the educational or related service needs of the child, including improved academic achievement and functional performance,

warrant a reevaluation or if the child's parent/guardian or teacher requests a reevaluation. The reevaluation must occur at least once every three (3) years, unless the parent/guardian and LEA representative agree that the reevaluation is unnecessary. A reevaluation may not occur more than once a year unless the parent/guardian and LEA representative agree otherwise. If the team determines, during the reevaluation, that the child is no longer a child with a disability under IDEA (the child no longer meets eligibility criteria, and no longer needs specially designed instruction), the team will determine if the student meets the wider definition of disability under Section 504 of the Rehabilitation Act. Students under Section 504 typically receive their accommodations in the general education classroom but may require out of class accommodations that do not rise to the level of special education services. Accommodations under Section 504 are required to "level the playing field" for students who qualify. Students under Section 504 are also afforded procedural safeguards. While similar to IDEA, these are not the same. If, at the reevaluation, a student is determined to no longer qualify or no longer require services, the student will be exited from special education. If the team decides a transition plan is needed, then one will be created.

### Least Restrictive Environment (LRE)

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

- Is based on meaningful evaluation data;
- Considers appropriate placement options;
- Is determined at least annually;
- Is determined by the child's IEP team; and

- Considers any potential harmful effect on the child or on the quality of services that he or she needs, including the medium through which the instruction is delivered.

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

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

### Special Education Teacher

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

### Summary or Overview

MVP will work closely with LCA (who, as the authorizer/sponsor, will also be responsible for ensuring each student is receiving FAPE), to ensure that all students identified as eligible for

special education and Section 504 receive those services and/or accommodations as described in their IEPs or 504 Plans. MVP will comply with all applicable laws and regulations, as well as the policies of the local education agency (LEA) that are applicable to charter schools as they relate to identifying students with special needs, developing IEPs, and providing related and transition services. MVP may employ faculty or contract with service providers of its choice to conduct the above-stated responsibilities.

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

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

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

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

- Appropriate student evaluation and education plans for gifted students;
- Inclusion of parent/guardians and students in decision's regarding consent, understanding of the child, initial placement, and assistance with creating an IEP;
- Due process safeguards will be provided to parent/guardians in written form;
- Students with disabilities will be afforded the same educational opportunities in the LRE in all academic and extra-curricular activities provided by MVP. Any modifications for participation of a special needs student will be made in accordance with the IEP. MVP will diligently ensure that the first choice of education placement will be in the regular education classroom, but resource and other options will be available as specified in the IEP;
- MVP will implement MTSS model when necessary for all students, including those with special needs.

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

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

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

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

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

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

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

To ensure that students with disabilities are receiving an equal opportunity to participate in non-academic and extracurricular activities, MVP is committed to working with these students and their families. MVP will make reasonable modifications to its policies, practices, and/or procedures to provide aids and services whenever such modifications are necessary to ensure equal opportunity for participation. This best practice shall be precedent unless the requested modification constitutes a fundamental alteration of the nature of the extracurricular activity.

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

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



such students, they are often at a higher risk of quitting school and subsequently having limited opportunities for career and employment opportunities.

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

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

- At the time of enrollment into MVP, a “home language survey” form is completed. This form is used to determine if there is an influence of a language other than English and is included as part of every enrollment packet.
- A staff member, as determined by the building Principal, will administer the survey. A bilingual translator is provided, if necessary, and when available or approved translation/interpretation services such as *Language Line* shall be used. The survey identifies any languages other than English that are: first learned or acquired by the student; used by the student in the home; or used by parent/guardians in the home. If the student indicates that any of these examples are pertinent to his situation, then he is a language minority student. If any response on the Home Language Survey indicates the use of a language other than English by the student or an individual in the home, then further information must be obtained to determine the student’s English-language proficiency. Based on identification of a potential ELL through the Home Language Survey, new ELLs will be evaluated within thirty days of enrollment at the beginning of the school year, and within two weeks thereafter within the school year. This does not necessarily mean that the student is not English proficient. The

student could be bilingual. Or the student could have a parent/guardian that only speaks another language while he speaks only English.

- Based on the Home Language Survey, if a language other than English is indicated on the survey, and after further survey questions have been clarified by the parent/guardian, the student is referred to Assessment Step.
- Through ACCESS for ELLs® through the World-Class Instructional Design and Assessment (WIDA) Consortium and the W-APT screener, MVP will assess the identified student's English Language Proficiency to determine initial ESOL (English for Speaker of Other Language).
- Students scoring less than a Level 5, Fully English Proficient, must continue to take ACCESS until they have scored at Level 5 and will qualify for ESOL services until a Level 5 is attained. Parent/guardians are notified in preferred language.
- MVP will offer an ESOL Support Program for as long as the student continues to qualify for services
- The following will be used or followed to determine if student should exit the program: Scoring a Level 5, Fully English Proficient on ACCESS; Student academic performance; teacher recommendation; Student/Parent/guardian input to determine when direct ELL services should be terminated
- Students who do not meet Exit qualifications will continue with ELL services. Students who meet Exit qualifications will move to the next step.
- Monitoring: Students who exit the ESOL program will be monitored by the ESOL coordinator for a period of two full school years.
- If MVP is aware or is knowledgeable that the student has taken ACCESS in the previous year, then MVP will request ACCESS scores from the previous school.
- Once a student has taken ACCESS; they can only be exited from program by attaining a Level 5 on ACCESS.

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

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

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

#### Corresponding Appendices:

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

## **Goals, Objectives, and Assessment Plan**

MVP has established the following goals to set as the standards to be successful in fulfilling our mission. These SMART goals (Specific, Measurable, Ambitious and Attainable, Relevant and Results-Oriented, Time-bound) are each derived from the mission and from looking at baseline data.

### **Goals and Objectives**

To honor the flexibility and individual evaluations that charter schools are by law entitled to, MVP has separated its graduation goal to reflect its achievement by students who enroll in MVP on track and for those who enroll that are not. The state report card does not account for any variation away from the 9GR system so MVP has separated these students not to designate them as students who are “not ready” but to show the growth they made while at MVP.

Graduation rate is one of the reasons MVP decided to begin with 7<sup>th</sup> grade instead of 9<sup>th</sup>.

<p><b>Goal 1:</b> Graduation rate for students that enroll at MVP with appropriate number of credits for their year. Four year on-time graduation will increase by 2% each year until the end of the charter. Baseline will be taken in year one. If 95% is reached within the life of the charter, focus will shift to maintaining or increasing.</p>
<p>Baseline Data: The average graduation rate for the surrounding Upstate supporting schools was 85.2% (2021). Students that enroll at MVP that are on time for graduation, meaning all first-time ninth graders, but only 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders that have appropriate credits for their year. Baseline graduation rate will be set in Spring of 2025.</p>
<p>Metric: State on-time graduation rate calculation.</p>
<p>Annual Targets: Year 1 (2023-2024) Increase two points per year for five years and then maintain or increase until the end of charter. If 95% is met within the life of the charter the goal will be revised to maintaining.</p>
<p>Strategy: Ensure that students are enrolled in the appropriate number of hours for on-time graduation and provide academic support for struggling students.</p>
<p><b>Goal 2:</b> Graduation rate for students that enroll at MVP with less than the appropriate number of credits for their year. Graduation rate will increase by 2% each year until the end of the charter. If 80% is reached the charter, focus will shift to maintaining or increasing.</p>
<p>Baseline Data: Students that enroll at MVP that are not on time for graduation, meaning any second-year ninth grader, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grader who does not have appropriate credits for their year. Baseline graduation rate will be set in Spring of 2025.</p>
<p>Metric: Number of students in the senior class who graduated from MVP but entered without enough credits divided by all the senior class who entered without enough credits.</p>

Annual Targets: Year 1 (2023-2024) Set baseline and then increase two points per year for five years and then maintain or increase until the end of charter. If 80% is met within the life of the charter the goal will be revised to maintaining.

Strategy: Use individual PSAT, ACT and SAT testing results and transcripts from previous schools to create a map to graduation for each student. Students will be able to double up on courses via Edmentum either not taken or failed if appropriate for their individual needs. These students could stay for extra classes in the opposite session they are assigned to attend.

**Goal 3:** Ninety percent (90%) of all qualifying students will graduate with college credit by the end of the charter. Of the ninety percent (90%), sixty percent (60%) will have earned at least thirty (30) hours of college credit.

Baseline Data: 15.1% of students from the surrounding supporting schools were enrolled in dual enrollment programs in 2021. MVP baseline data will be based on how many students qualify for dual enrollment the first year.

Metric: Calculations provided by guidance department for percentage of graduates receiving college credit

Annual Targets: Year 4 (2026-2027) 84% of all qualifying students will graduate with college credit. Increase one point per year for 6 years until 90% is reached.

Strategy: Core focus in 9<sup>th</sup> and 10<sup>th</sup> grade. Additionally, all students take an ACT/SAT prep course class first year to develop test taking strategies. Dual enrollment made available by Spartanburg Community College

<p><b>Goal 4:</b> Ninety percent (90%) of all qualifying students will graduate with CTE certification in their area of study (2021). Of the ninety percent (90%), sixty percent (60%) will have completed a state-approved work-based learning (WBL) experience.</p>
<p>Baseline Data: 15.7% of students from the surrounding supporting schools graduated with a CTE certification in their area of study (2021). MVP baseline data will be based on how many students qualify for CTE certification and WBL experiences the first year.</p>
<p>Metric: Calculations provided by guidance department for percentage of graduates receiving college credit</p>
<p>Annual Targets: Year 4 (2026-2027) 84% of all qualifying students will graduate with CTE certifications. Increase one point per year for 6 years until 90% is reached.</p>
<p>Strategy: Core focus in 9<sup>th</sup> and 10<sup>th</sup> grade. Additionally, all students will be placed strategically in one of 7 CTE completer pathways based on their initial personalized interest and academic assessments.</p>
<p><b>Goal 5:</b> Eighty-five percent (85%) End of Course (EOC) exam combined passage rate for English and Math.</p>
<p>Baseline Data: The surrounding supporting schools have an End of Course test passage rate of 50%</p>
<p>Metric: 2021 EOC passage rate supplied by SCDE</p>
<p>Annual Targets: Year 3 (2025-2026) passage rate of eighty-three percent (70%). Increase one (1) point per year for five (5) years then maintain or increase until the end of charter</p>

Strategy: Small class size, assessment at beginning of semester to assess readiness. Test preparation programs, extra instruction time via online instructional platform, along with MTSS identified students that may need extra tutoring support.

**Goal 6:** Eighty-five percent (85%) of 8<sup>th</sup> grade students will meet or exceed SCReady exam for English.

Baseline Data: 74% of the surrounding supporting schools' 8<sup>th</sup> grade students currently approach, meet or exceed SCReady exam for English.

Metric: 2021 SCReady passage rate supplied by SCDE

Annual Targets: Year 3 (2025-2026) passage rate of ninety percent (90%). Increase one (1) point per year for five (5) years then maintain or increase until the end of charter

Strategy: Small class size, assessment at beginning of semester to assess readiness. Test preparation programs, extra instruction time via online instructional platform, along with MTSS identified students that may need extra tutoring support.

**Goal 7:** Seventy-five percent (75%) of 8<sup>th</sup> grade students will approach, meet, or exceed SCReady exam rate for Math.

Baseline Data: 65% of the surrounding supporting schools' 8<sup>th</sup> grade students currently approach, meet or exceed SCReady Math.

Metric: 2021 SCReady passage rate supplied by SCDE

Annual Targets: Year 3 (2025-2026) passage rate of eighty percent (80%). Increase one (1) point per year for five (5) years then maintain or increase until the end of charter



Strategy: Small class size, assessment at beginning of semester to assess readiness. Test preparation programs, extra instruction time via online instructional platform, along with MTSS identified students that may need extra tutoring support.

**Goal 8:** Seventy-five percent (75%) of all qualifying 8<sup>th</sup> grade students will advance to high school with a minimum of two high school credits.

Baseline Data: While this data is not readily compiled on average 50% of students from the surrounding supporting schools advanced to high school with high school credit. MVP baseline data will be based on how many 8<sup>th</sup> grade students qualify for high school credit.

Metric: Calculations provided by guidance department for percentage of 8<sup>th</sup> grade students qualifying to enroll in high school credit.

Annual Targets: Year 4 (2026-2027) 85% of all qualifying 8<sup>th</sup> grade students will advance to high school with a minimum of two high school credits.

Strategy: Core focus in 7<sup>th</sup> and 8<sup>th</sup> grade. Additionally, all students will be placed strategically in one of 4 high school courses based on their initial personalized interest and academic assessments.

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

MVP will ensure through the rigorous college prep, honors, and early college programs that students achieve goals that match national averages for early college high school programs. MVP in conjunction with higher education professors, will ensure that relevant and meaningful lessons enable students to reach these goals. A focus on the core subjects in 9<sup>th</sup> and 10<sup>th</sup> grade and dual enrollment in 11<sup>th</sup> and 12<sup>th</sup> grade and a closely monitor graduation plan will ensure that

students are utilizing their time in high school to work toward a future of college and career readiness.

## **Assessment Plan**

Assessment of student progress will be ongoing at all levels, courses, and areas of instructional delivery. Classroom assessments will occur daily and include traditional strategies such as observation, reports, reviews, projects, quizzes, and tests. However, more non-traditional formative assessment strategies will be employed as well. It is common knowledge that formative assessments leads to student growth. Students will be initially assessed upon acceptance to MVP through a variety of academic, career interests and psychometrics. These will ensure each student identifies their personal pathway to success. Each student will also be assessed through a benchmark system in each content area to develop a mastery learning paradigm. Specific assessments will be decided upon during the planning year once the Principal has been hired.

During its first year of operation and for transfer students in later years, students entering MVP as seventh and ninth graders, will be assessed based on the SC 7<sup>th</sup> and 8<sup>th</sup> grade state-required test scores and transcripts. These scores will be used to appropriately place students in the correct course level. MVP will use adaptive assessments, such as *Edmentum Assessments*, *ACT Aspire*, *MAP*, *SCReady*, etc. to monitor performance in math and ELA, set goals, and measure interim progress for all ninth graders. These results will be supplemented should it be warranted through classroom instruction, additional tutoring, and supplementary remediation courses, if necessary. All 7<sup>th</sup> graders will participate in MAP for benchmark and individual growth and development indicators. All 10<sup>th</sup> graders (and any 11<sup>th</sup> grader who wish to improve their score) will take the *PSAT*, to measure college readiness and academic growth. All third-year high school students will take either the *ACT/SAT*, *CTL*, and the *ACT WorkKeys®* (or state's

new assessment) during the spring semester, per state guidelines. Parents who choose to opt out of the ACT/SAT or CTL will be contacted to ensure they understand the importance of the ACT, SAT and CTL given the focus and mission of MVP.

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

Formative, summative, and diagnostic assessments will be integrated throughout the curriculum. Assessments will support learning objectives and be designed to evaluate students at various depths of knowledge. Formative and diagnostic assessments will gauge student progress on an ongoing basis. Summative assessments along with school developed benchmark testing will require content mastery by the end of each unit and semester. All contents will utilize *Mastery Connect* to create pre and post course benchmark testing to ensure longitudinal student data is reviewed, monitored, and adjusted per individual needs.

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

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

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

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

### Formative Assessments

The formative assessment process guides teachers in making decisions about future instruction. Assessments of ongoing progress in content areas identify incremental growth and help to adjust instruction. These assessments will serve to orient students to college-level research, writing, communication; address different learning levels; and bolster collaboration. It can also serve as a means to bridge the feedback of a formative assessment with the mastery of a summative assessment. When incorporated into classroom practice, the formative assessment process provides information needed to adjust teaching and learning while they are still happening. The process serves as practice for the student and a check for understanding

during the learning process. There are numerous examples of research-based formative assessments that work to increase student learning. T2 Charters, along with the Principal, are continually researching and evaluating new and innovative assessments for incorporation into the assessment process, for the purpose of further enhancing student leaders and developing and maximizing teacher growth and effectiveness.

#### Ongoing assessment and evaluation:

Ongoing assessment and evaluation are regularly conducted through classroom observations, quizzes, tests, projects, portfolios, and checklists. Any gaps in student achievement or progress are identified and appropriate strategies to address the gaps are implemented based on data. Students who demonstrate the need for intervention will be assigned a schedule for Focus Friday until the student's assessment data shows improvement that meets the standards level of each class. The goal is to decrease the need for Focus Friday to be centered on remediation and increase the time for acceleration.

#### Interim Assessment/Benchmarking to identify progress.

Instructional strategies and content are modified based on pre-determined benchmarks of acceptable progress and student success. Because of the MVP schedule, students will have a combination of blended and core content instruction to generate a mastery of content through real world Project-based learning (PBL) and content focus blocks. The teacher developed benchmarks will ensure each student is meeting the cycle of growth defined for their personalized pathway. This will also enable staff to provide differentiated intervention as defined through the MTSS plan and implement tutoring, mentoring, and/or small group interventions necessary to ensure positive learning outcomes and student success.

## Summative evaluation of content mastery

Student mastery of content is measured through achievement of learning benchmarks developed by content through the *Mastery Connect program* upon successful completion of each course. Mid-year and end-of-year assessments validate and verify credits earned for promotion. MVP will combine several diagnostic instruments and measurement tools, social/personal needs assessment through the MTSS model, and the Individual Graduation Plan (IGP) that track and monitor student progress. Students will take the End-of-Course Exams (EOC) that are currently required by the SDE. In past years, these state-mandated exams have been required in high school courses such as Algebra I, Biology I, English II, and US History & Constitution. MVP will administer all SDE current and mandated EOC exams. Junior high students will participate in the state mandated SCReady exam for Math and ELA while MVP will also utilize a formative assessment for 7<sup>th</sup> and 8<sup>th</sup> grade individual growth and development indicators. Specific formative assessments will be decided upon during the planning year when the Principal is hired.

## Diagnostic assessments

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

MVP is accountable to parents and responsible to students through assessments of measurable goals and objectives that continuously monitor academic progress and the pace of learning. Students, parents, and staff will be able to access student progress data through the *PowerSchool®* system. Parents can access student performance through the online *Parent Portal* access site in *PowerSchool®*. This is a secured portal available 24 hour a day, seven days a week. In addition, each staff member will develop and maintain an online web site

through services such as *Schoology*®. This will provide students and parents with up-to-date information regarding assignments, assessments, and other information that will positively impact learning. MVP will communicate with parents through phone calls, e-mails, and written reports that describe their child's progress. MVP will also hold family nights and student-parent/guardian conferences for communicating student success each nine-week grading period.

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

If individual student performance falls below achievement goals, MVP will implement an intervention developed through the prior demonstrated MTSS program as a regular part of its school day to better acclimate students to the early college high school program. Additionally, a positive behavior intervention and supports (*PBIS*) system of discipline will provide the structure for a positive school environment. These measures will provide academic, emotional, and social structure for each MVP student to reach his/her full potential. In the case that MVP does not meet its overall goals as described, MVP will institute a school and community-wide intervention in its academic program to meet the desired criteria. The three key areas are meeting accountability performance test criteria/graduation, college attendance/credits, and career and technology education completion and certificate earnings. These three areas provide the pillars of the MVP education program.

MVP will use assessment and testing data to guide staff development in the areas of instruction, classroom management, and intervention. Instructional, assessment, and testing data will be collected through classroom observation, student performance via formative/summative

assessment, standardized test scores (currently EOC, PSAT, SAT, ACT, SC Ready and Classical Learning Test (CLT)), and systems such as *Edmentum Assessments*. MVP instructional leaders will analyze this data with teachers to pinpoint areas of student performance strengths and weaknesses to update and strengthen instructional practice. During Focus Friday afternoons teachers will meet to analyze root causes of the current student data, explore effective interventions, evaluate results, adjust when needed, incorporate improvements into standard practice, and research the next improvement area. MVP teachers will be evaluated through both informal (walk-through) and formal evaluation (ADEPT) or an approved variation with the intent to manage instructional practice through feedback and professional development.

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

### **Positive Behavior Intervention Support:**

A positive behavior and intervention support system (pbis) will provide an initiative-taking method for defining, teaching, and supporting appropriate student behaviors. Special attention will be given to creating an atmosphere at MVP that allows school staff, community members, and families to provide school-wide, classroom, and individual support systems to maximize instruction time and student engagement. The steps in a typical positive behavior and intervention support system are as follows: Establish a school-wide team to guide the process including MVP administrators, grade-level teachers, support staff, and parents; gain 100% staff



and teacher implementation; create a data-driven action plan based on this assessment that addresses the following components. The MVP pbis will:

Component 1 – Be agreed upon and consistent;

Component 2 – Have a positive statement of purpose;

Component 3 – Create positive expectations for staff and students;

Component 4 – Have procedures to teach expectations to staff and students;

Component 5 – Design a system of procedures that encourages desired behaviors; and

Component 6 – Design procedures for evaluating and monitoring system effectiveness.

MVP will provide needed professional development to ensure the staff and teachers are prepared with the program expectations and strategies to implement with fidelity. School-wide fidelity is vital to a PBIS program for students to understand the expected behaviors required to be successful.

### Achievement Gap

MVP stands to provide a unique opportunity for the students of the Upstate through innovative personalized pathways that will engage and propel students to surpass the current surrounding districts statistics of 85.2% (2021) graduation rate, 15.1% of students participated in dual credit courses and only 15.7% of graduating students left with a CTE certificate. The MVP program as designed will exceed these current statistics ensuring the majority of students (85% or more) will graduate with college dual enrollment credit and/or a CTE certificate representing the SDE's expectation of College and Career Readiness (CCR). MVP's distinct enrollment assessment process will also provide individual student growth and developmental indicators to ensure placement in the appropriate level for all content areas and support systems in place when necessary.

## **Athletics Promotion**

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

As the charter sponsor, LCA will be able to measure progress on all students with these goals in several ways. Student performance data will be provided through establishing baseline data at MVP during the first year of EOC testing and the to-be-selected new high school test(s). In addition, MVP will communicate academic performance via internet, emails, phone calls, and State systems (e.g., PowerSchool) subject to FERPA restrictions. MVP will maintain records of portfolios, service-learning hours and college offers.

## **II. Organizational Plan**

### **Planning Committee Board**

The bios of the MVP Planning Committee Members are as follows:

#### ***Jimmy Staton***

Jimmy Staton Chairman of the Carolina Bowl and District Manager for Big Iron Auctions. His role in each company is to be a change agent for operational strategies that will benefit both

student athletes and parents alike to assist in developing economic growth opportunities for local community residents. He has done this by developing events for student athletes and using Big Iron Auction platform to help communities to transition current assets to valuable resources needed to create professional opportunities. He has a true passion to work with people to assist in bringing some hope and vision that will turn into helpful actionable results. On a personal level, Jimmy has been married to Madia Staton for 22 years having three children (Madison) (20), Ashlin (Deceased) , Riley Staton (18), and a Grandchild (1) Zayden Staton (Madison's Child). He loves spending time with his family and playing golf. He looks forward to being a part of a revolutionary change in the way South Carolina educates their young people.

### ***Hailey Martin***

Hailey Martin was announced as the Senior Woman Administrator/Assistant Athletic Director for Diversity, Inclusion, and Community Engagement in July of 2020. Martin began her duties as SWA in 2019 while also serving as the Director of the Spirit Program and Head Cheerleading Coach, a role in which she held since 2008.

As SWA, a designation per the NCAA, Martin is the highest-ranking female within the athletics department and promotes meaningful representation of women in the leadership and management of intercollegiate athletics. She is the chair of the Women's Athletics Committee and serves as the advisor for the Student-Athlete Advisory Committee. Martin has taken a lead role in developing the Limestone Athletics Gender Equity Plan and assisted with developing the department's recruitment plan. She also serves on various campus committees within the University.

As Assistant A.D. for Diversity, Inclusion and Community Engagement, she works closely with the athletic leadership team and Limestone University's Director of Equity and Inclusion to

advocate for diversity, inclusion, and intercultural understanding in order to create a welcoming campus for all students, faculty, and staff. She will also head up a number of strategic initiatives on behalf of the athletic department to support and enhance the student-athlete experience.

Martin is also active on the conference and NCAA levels. In 2020, she was chosen to serve on the NCAA Division II Ethnic Minority and Women's Internship Grant Selection Committee and will serve in this capacity until 2023. She is also a member of the Women's Tennis Southeast Regional Advisory Committee. Within the South Atlantic Conference, Martin serves as the SWA liaison to both the Men's Lacrosse and the Field Hockey coaches' committee and serves as a member of the SAC Constitution and Bylaws committee as well as the SAC Athletics Council.

She is a member of the National Association of Collegiate Directors of Athletics (NACDA), National Association of Academic and Student-Athlete Development Professionals (N4A), Women Leaders in College Sports, USA Cheer, and received her Collegiate Coaching Credentialing from the National Cheerleaders Association. In 2020, Martin was named as one of the "Top 40 under 40 in Cherokee County" by the Classic Society and received the FCA Bill Bradley Memorial True Champion Award in 2017.

Prior to stepping into her administration role, Hailey served as the Director of the Spirit Program/Head Cheerleading Coach for the Blue & Gold for 12 years. She elevated the program from a sideline only team and started the competitive cheer program and the dance team in 2012 to help create more opportunities for female student-athletes. The program has developed into one of the most respected nationally, qualifying for the NCA Collegiate Cheer National Championships each year since 2016. In both 2016 and 2019, she coached the team to a Cheer LTD Collegiate Championship in the Small Coed division, while also earning Overall Grand Champion honors. She also coached the program's first-ever All-Americans during her final season at the helm.

Martin taught English at Gaffney High School for three years and coached the Saints part-time before joining the staff as the full-time head coach in July of 2011. She graduated from Limestone in 2008 with a Bachelor of Arts in English Education. During her time as a student, she was a member of the Saints cheerleading team, serving as team captain for three seasons and earning Most Valuable Player honors her senior year.

### ***Mike Martin***

Michael Martin, Owner is one of the founding partners of Martin Pediatric Dentistry, LLC. He has extensive education and experience in the fields of health care, marketing, administration, and leadership which he gained while practicing Physical Therapy in New York City in which he is still licensed. Michael is married to Dr. Tu-Wanda Martin, and they are blessed with 3 wonderful children, Michael, and Maxwell, and 1 beautiful daughter Miranda. In his spare time, Michael enjoys, coaching football, playing golf, exercising, reading, as well as Dallas Cowboy and Florida State University Seminole football and especially New York Yankee Baseball.

### ***Freddie Brown***

Mr. Brown served a seven-year stint as a State Magistrate Judge in South Carolina from 2013-2015 and North Carolina from 2015-2022. Prior to being appointed as a Magistrate by the South Carolina Senate Brown served as a high school football head coach in South Carolina (Woodruff High School and Spartanburg High School) from 2006-2011, where he had six consecutive state playoff appearances. Brown held part-time assistant high school roles after becoming a Judge yielding multiple state semifinal appearances with Byrnes High School in 2014 and 2015 and at Mallard Creek High school culminating with a North Carolina state championship appearance in 2017. Last season while at Providence Day School Brown won a

State Championship. Coach Brown as a high school coach also served in multiple football roles to include: the Southeast Market Leader for the NFL's High School Player Development program where he hosted free character education football camps through- out the southeastern United States for coaches and student athletes. As a national recruiter in 2015-2017 Brown spanned the nation for the Army All American game. Coach Brown recruited and named several now prominent players to include Dexter Lawrence (NY Giants), Xavier Thomas (Clemson), Tavien Feaster (Clemson/South Carolina), Zamir White (Georgia), Javon Kinlaw (South Carolina), Ortre Green (South Carolina), Deandre Swift (Georgia) and current Ohio Washington Commander star Chase Young to the Army All-American game as the Mid Atlantic Regional Director of ALL American Games. Coach Brown is a national motivational speaker as well.

Coach Brown spent time with the Carolina Panthers at training camp in 2001 where he worked with running backs Tim Biakabutuka, Nick Goins and Dee Brown and special teams with then rookie Steve Smith as a Minority Fellowship Coach. Brown Attended Wofford College from 1987-1991 where he played running back and graduated with a BA in Sociology. Brown served our country upon graduating his Wofford College ROTC program as a Commissioned Army officer from 1991-1995 where he was Air Assault Qualified. Brown has two sons Freddie Brown III, 33 (University of South Carolina 2009, WR) and Treylen Brown, 21 (Jacksonville State University, OL).

### ***Mike Morrison***

Mike is originally from Washington DC but attended high school in Maryland where he earn a basketball scholarship to Loyola. Mike was a standout player being named MAAC Conference Co-Player of the Year his junior year and conference Player of the Year his senior year His stellar college performance lead Mike to the National Basketball Association (NBA). Mike was

drafted by the Phoenix Suns in the second round, the first Loyola player ever drafted to the NBA. Mike's basketball career lasted 18 years playing in the NBA, the Continental Basketball League and overseas. When Mike returned to the States and retired from basketball, he turned his experience and passion for the game to developing youth programs. He currently is an independent contractor for Nike Elite Youth Basketball, has coached at area high schools in the upstate area and is currently the head basketball coach at Erskine College.

During the planning year the MVP board will add two additional members before school begins to ensure that it meets the requirement of a seven member board no later than July 1, 2024, when the school is officially an open charter school.

The MVP planning committee began when individuals in the upstate contacted Todd Helms asking him to create a charter school in the Spartanburg area like he has done several other places in SC. Todd put the group of individuals together to form the planning committee. Word spread and other parents, coaches and community organizers signed on overwhelmed with the possibilities this school will bring. The planning committee is excited to bring a more expanded program that acknowledges the role of sports in our state and country. Widening the interest to students who may not actually participate in a sport but wishes to pursue a career in the industry is more inclusive and brings a more varied population to MVP. The planning committee all have backgrounds in sports from playing to organizing and their expertise and experiences bring a wealth of knowledge to MVP. They have embraced the mission and vision of the school.

The MVP planning committee and its partner, T<sup>2</sup> Charters, have worked diligently to generate interest and support for MVP. The MVP planning committee has hosted several informational sessions, in person and on zoom as well as one-on-one meetings or presentations to groups. After the approval has been obtained MVP will add parents to the planning committee to assist in recruiting through recruitment fairs throughout the upstate, social media, one on one calls and

meetings, setting up organizational speaking engagements, etc. Their participation will be invaluable and will allow them to have priority in the lottery so long as they have adhered to the guidelines set forth by the MVP Board of Directors for planning members.

Charter school governance is foundational to the success of a charter school. In most cases, the charter school’s planning committee chooses members to transition as appointed members of the school’s initial governing board while the rest choose to run for election. This will also be the case for MVP. The core of the MVP planning committee consists of the following members, as seen in Table 3 below. These members consist of professionals that all have a background in sports participation, coaching or organizing that can lead and develop the MVP with their unique backgrounds and passion for MVP success. Committee members’ resumes can be found in Appendix K. The initial election will be held in October of the opening year, at which time the planning committee will be resolved. Three of the original committee members will continue on to the initial board for consistency from planning to operations. Any parent who served on the planning committee but whose child has not yet reached the age eligible for MVP will still retain their priority up until the first year their child is eligible to enroll. If they choose not to enroll in the initial year their priority is voided.

Committee Member	Background
Jimmy Staton	Business
Mike Morrison	Business
Mike Martin	Business
Freddie	Magistrate
Hailey Martin	Education-Former High School Teacher



The philosophy of governance, which will guide the MVP Board of Directors, is *based* on a modified policy governance model. With this model, the Board governs through policy and T2 Charters/Principal manage the operations through the day to day procedures. The Board, with T2 Charters, the EMO, conducting daily operations through and with the on-site personnel, will be responsible for the organization and control of the school and is empowered, within the boundaries of Federal and State law, to determine the procedures necessary for the effective operation and general improvement of the school. The Board's primary responsibility is to hold the EMO accountable for implementing the model, the contract, and the charter with fidelity.

Though the EMO and the on-site personnel will be concerned with the daily operations of MVP, the Board of Directors is ultimately responsible and has the governing authority for the execution of all board responsibilities in accordance with the *Charter School Act of 1996*. The Board's focus is student achievement, ensuring compliance, and operation with sound fiscal management. The governing board, by law, must fulfill the following responsibilities. To achieve this the Board has contracted with T2 Charters to operationalize and implement its duties through the EMO:

- Contracting with teachers and non-teaching employees;
- Ensuring that all certified personnel, teachers, and non-certified teachers undergo background checks and other investigations before they are employed in the school;
- Contracting for other services including, but not limited to, transportation, accounting, and legal;
- Developing pay scales, performance criteria, and discharging policies for its employees;
- Delegating all other matters related to the school's operation, including budgeting, curriculum, and operating procedures;

- Ensuring that the school adheres to the same health, safety, civil rights, and disability rights requirements applicable to all public schools operating in the same school district;
- Be active promoters of MVP in the community;

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

The MVP board will consist of 9 members but will be a legal board if only 7 members are seated at the time. Seats vacated by members without fulfilling their term will remain empty until the next annual election unless the vacated seats leave only 6 members. In that case a special election will be held. If a change is made in the bylaws concerning these numbers, the sponsor will be notified. The bylaws will stipulate qualifications all board members must meet before running for election or being an appointed member. There will be an election in the spring of each school year. Newly elected members will take their place on the board in July. Each member can serve two years per term but may run for re-elected or reappointment if they choose. Only half of the board is elected or appointed by the sitting board members each year to ensure a firm base of knowledge and experience remains on the board at all times. A complete board overhaul is traumatic and not ideal for any school so at no time will more than half the board be up for renewal. Each parent will have one vote per child in the annual election. All employees will have one vote as well. Employees who have children enrolled will have two votes. Voting will be online for the convenience of parents. The board will consist of a maximum number of nine members, five elected and four appointed. Of the nine three (3) members must be non-parents of MVP students. If three members do not apply for election or no appointments can be made the board may waive the rule until the next election or appointment, whichever comes first. At least 50% of the board must have a background in business or education as per the SC Charter

School Law. Announcements for the upcoming election will be posted in April with the election taking place in May. New board members will be asked to attend the May and June board meetings as the public before joining as a voting member in July. It is a priority that the board have some background in either sports or a related career and technology education field to help lend expertise to the mission of MVP. Board members are volunteers and do not receive any compensation for their time with the exception of reimbursements for any travel to a conference or training for the business of MVP. MVP will provide meals at board meetings as they normally will be held in the evenings.

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

### Board of Directors Meetings

Meetings of the MVP Board of Directors will be held in accordance with the Bylaws on a regular basis throughout the school year and in accordance with the school calendar and will be conducted in accordance with all provisions of the current law and any amendments as they may be enacted. All meetings shall be open to the public according to the requirements of the *SC Freedom of Information Act (FOIA)* as it applies to public charter schools unless closed

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

The annual schedule of regular meetings will be provided to the sponsor and posted on the MVP website for the public. The Board of Directors may provide, by resolution, the time and place for holding additional regular meetings without other notice than such resolution. Meetings may be in person or online but will be streamed as required by law. Additional regular meetings shall be held at the call of the chair. Special meetings or called meetings of the Board of Directors may be called by or at the request of any two (2) Directors. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by the MVP bylaws.

## **Board Training and Capacity Building**

Charter school governance, along with having a strong, knowledgeable board, is foundational to the success of the school. Therefore, it is important to plan and prepare for on-going board training, in accordance with the law, as well as capacity building and align these things with the school's budget. The EMO will also provide additional Board training when and if policies or requirements dictate. Effective meeting management, understanding financial audits and student achievement data, compliance with state and federal laws, and all other facets of

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

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

- Within one year of taking office, all persons elected or appointed as members of the MVP Board of Directors shall complete an orientation program in the powers, duties, and responsibilities of a board member including, but not limited to, topics on policy development, instructional programs, school finance, school law, ethics, and community relations.
- Use “real-time” data provided by T2 Charters at each of the monthly Board meetings to evaluate or adapt the budget; such data includes enrollment numbers, new expenditures, length and cost of any contracted services, projected fundraisers and evaluating based on the prior year's budget; and
- Participate in training, seminars, and conferences offered through the SC Department of Education, LCA, the Public Charter School Alliance of SC, the National Alliance for Public Charter Schools, and any other resources the Board identifies as a means for the continued improvement and success of MVP.

## **Selection of School Leader and Transition**

The selection and hiring of the Principal will be a function of the partnering EMO, T2 Charters, LLC. With review by the Board, T2 Charters will select the Principal. The Principal will be employed by T2 Charters and is responsible for all aspects of operations, including day-to-day, within the scope of operating policy and budgetary approval by the Board. If the Principal, no longer continues with T2 Charters the assistant Principal will serve in the role until T2 Charters can complete the hiring process for a new Principal.

### **Relationship of Board to School Administration and EMO**

The Board's primary responsibility is to hold T2 Charters accountable for implementing the model, the contract, and the charter with fidelity. The Principal is hired by T2 Charters, with review by the Board, and will be responsible, along with T2 Charters, for all aspects of school operations within the scope of policy and budgetary approval by the Board. The school's educational program faculty and staff will report directly to the Principal. This is true for all faculty and staff members with the exception of the athletic program staff who will report directly to the Athletic Director. The Athletic Director will report to the Principal. The Principal will be a qualified education leader with experience in managing schools for students who require accelerated mastery of course content and earned course credits. S/he will have the overall responsibility for operation of the school and will manage and oversee the hiring, supervising, and evaluating of MVP staff. The job description can be found in Appendix P. The Principals qualifications are as follows:

- Record of success leading adults or prior experience with direct management and supervision.
- Capacity to define a vision, build teams and achieve results despite tremendous obstacles.
- Excellent communication skills.
- South Carolina certification in administration or at least one year of experience in the field of school-based administration.
- Preferred: Master's degree with Educational Leadership certification or training.
- Preferred: Educational or Career background in Sports and Entertainment Industry.

- Preferred: Successful experience as a school administrator.
- Preferred: Evidence of at least three years of successful teaching experience.
- Evidence of leadership ability, including motivating school personnel to achieve charter and state goals.
- Evidence of knowledge of school-related data and the ability to utilize such data for decision-making purposes.
- Evidence of ability to serve as a change agent in schools.
- Evidence of ability to interact collaboratively with students, parents, school-based personnel and community organizations.
- Evidence of excellent oral and written communication skills.

T<sup>2</sup> Charters and its personnel are responsible for maintaining clear and consistent communication with the Board regarding matters related to the daily operation of the school.

Communications, reports, and school updates to the Board from T<sup>2</sup> Charters, staff members and staff organizations will be submitted to the Board each month at the board meetings and in intermittent reports, as necessary. The operational structure is presented in Appendix N, the organizational chart.

At the conclusion of each school year the board will meet with T<sup>2</sup> Charters to discuss its performance including but not limited to the job performance of the Principal and Athletic Director, the stability of the school's finances, academic performance, operational procedures, and facility developments. At this time, any issues that arise will be discussed and a plan for improvement and rectification will be established so that both entities fulfill its duties and together as a team they uphold the mission of MVP.

The MVP Board of Directors may as it sees fit to establish advisory groups of stakeholders which may include parents and or community members. Advisory committees may advise on facility development, parent communication, recruitment, services to the community, fundraising or a host of other subjects. If the directors chose to create a committee a call for members will be announced to all stakeholders or if the board chooses it may be a select committee chosen based on experience and expertise in the given area. These committees may be long standing

or short term depending on its purpose. Meeting of the committees will be open to all stakeholders and will post and agenda and minutes to ensure public access.

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

### **Corresponding Appendices**

Appendix K – Resumes of the Charter Planning Committee

Appendix L– Bylaws

Appendix M– Articles of Incorporation

Appendix N – Organizational Chart

## **Education/Charter Management (EMO/CMO)**

MVP's charter planning committee developed with in conjunction with T<sup>2</sup> Charters Jimmy Staton and his colleagues from the Carolina Bowl recognized the model the members of T<sup>2</sup> Charters had previous created but wanted a wider experience for students. Traci Bryant-Riches, part owner of T<sup>2</sup> Charters had been working on the concept of a Sports and Entertainment Industry focused schools for over 5 years making the two groups a perfect match. The planning committee recognizes the model is unique and not seen in the state at this level to date.

T<sup>2</sup> Charters, along with their onsite personnel, will be responsible for all day-to-day educational operations of the school. T<sup>2</sup> Charters will manage all operations of the school. All staff will be



employees of T<sup>2</sup> Charters which will hire the Principal and in turn the Principal, with the advice and consent of T<sup>2</sup> Charters, will recruit and oversee the hiring of all other faculty and staff.

Operations of the school consist of the following:

- Academic Model and Curriculum
- Facility Operations
- Technology
- Financial Services
- Instructional Services
- Professional Development
- Human Resource Management
- Athletics
- Supplies and Purchased Services
- Transportation
- Marketing
- Special Education and Students with Special Needs Programming
- Miscellaneous items as they arrive

Items the Board will have direct supervision over include:

- Legal Services
- Facility Financing
- Sponsor Relations
- Oversight of Academic Outcomes
- Oversight of Financial Health
- Audit Services

T<sup>2</sup> Charters will be responsible for recruitment, marketing, and curriculum. MVP will obtain independent representation from attorneys, auditors, accountants, realtors, and insurance experts at its expense giving MVP and all its school transparency.

After much consideration and exploration of benefits and retirement options MVP staff will be T<sup>2</sup> Charters staff. Several options of private insurance plans will be offer to the staff in lieu of the one option available to staff in traditional school district through PEBA. Over the years PEBA benefits have decreased and cost have risen leaving employees little to no options to change providers. As private employees multiple options can be offered. The board will approve a budget that includes salaries, lease, or bond payments, legal and auditor's fees on a line-item basis and operational expenses but will not be responsible for day to day

operations. Any administrative duties required of T<sup>2</sup> Charters for the facility bond will be charged to the bond in addition to the management fee.

T<sup>2</sup> Charters has agreed that its performance will be measured by MVP's meeting or exceeding the goals in this charter application. T<sup>2</sup> Charters will arrange for purchase and construction of the school facility. Both parties have the right to terminate for cause after notice and an opportunity to correct any deficiencies per MVP/ T<sup>2</sup> Charters contract. See Appendix O.

T<sup>2</sup> Charters will assist the school in securing a bond for the MVP facility. Without T<sup>2</sup> Charters, the school would have a harder time securing a bond for at least 3 to 5 years. Securing a bond allows the school to save hundreds of thousands of dollars per year. This is critical in the first few years of a new school's operation and this money can then go back to its students and into the classrooms. The goal is for the Board of Directors to own the facility, as opposed to most new schools who must rely upon a developer to finance and build the facility at high interest and buyout rates. This will be determined by the financial markets at the time of approval.

The MVP Charter Planning Committee understands that starting a charter school is a monumental task financially and an extreme risk for those involved. Contracting with an EMO stabilizes the risk through, not only the financial benefits, but the expertise and proven record in the business as well. Schools with EMO contracts have backing independent charter schools do not, are less likely to be closed due to financial shortfalls, and do not have to spend countless man hours finding and securing facilities, professional development, and independent contracts for services. The charter planning committee has confidence in T<sup>2</sup> Charters after learning about all the schools the owners of T<sup>2</sup> Charters have been instrumental in starting and continuing to manage.

T<sup>2</sup> Charters has been a dream of Traci Bryant-Riches and Todd Helms, owners, and operators for years. The two first met when Traci Bryant-Riches served as the Director for Charter

Initiatives and Todd Helms was a charter school applicant with Pinnacle Charter Academies. Later on, Traci joined Todd at Pinnacle to open more schools that are currently ranked as excellent schools under the SCDE accountability system. Traci then left Pinnacle and created her own company Avia Charters where she continued to open schools on her own including East Link Academy, a Chinese Immersion Language School, Palmetto Achievement Center for Excellence (PACE) a school for children with dyslexia and reading struggles Traci spent five years with Coastal Leadership Academy, a project-based learning high school as a management consultant.

After Todd left Pinnacle, the two formed T<sup>2</sup> Charters in order to create schools using Career and Technology Education Personal Pathways with a focus on the Sports and Entertainment Industry. Together the two have over 24 years of experience in charter schools.

Jimmy Staton, the MVP Board Chair is a parent of a charter school student-athlete. Jimmy knowing Todd's experience in creating his son's school began the conversation of how the upstate could benefit from a charter school that offered more than traditional schools do. Todd introduced Jimmy to the T2 Charters model and Jimmy began recruiting likeminded individuals he had worked with in organizing the Carolina Bowl. It was a natural alignment between the organizers of one of the largest interstate football programs to a school model focused on preparing students to be the next entrepreneurs of the sports world. MVP was officially formed and began the process to create the school and find a facility to house it.

If any of the MVP Board members desire to be an employee of the school through T2 Charters, they will be required to vacate their seat and a new board member will be selected to avoid any conflict of interest. Currently, MVP is keeping the board at five members as they are not an official elected school board but meet the requirements for non-profit organizations under South Carolina law.

T2 Charters does not have any subsidiaries or related entities. T2 Charters does not foresee any loans that will be required to the school but in the event, there is a necessity to do so the loan will be paid back over a five year period at the rate set forth at the current market rate.

The contract in Appendix O describes all the agreements between T2 Charters and the MVP Board. If at some time in the future the contract between the MVP Board and T2 Charters is terminated, the MVP will devise a plan to take over the operations of the school but will not retain the school model which is unique and not enacted in any other school in SC. Employees will have the opportunity to choose to stay at the school or leave for other employment without penalty of certification withholding. MVP recognizes it is using the T<sup>2</sup> Charters Sports and Entertainment Model and if the need for termination or expiration of this Agreement by either party, MVP will not replicate or open any school using the T<sup>2</sup> Charters model in principle or design.

T<sup>2</sup> Charters is working with the MVP board to begin the process of a bond to purchase the facility where MVP will be located. Traci and Todd have been through the bond process with other charter schools so are aware of the requirements and the amount of work involved to see a facility open in one year with bond financing. The process will begin as soon as MVP is approved.

The board will ultimately sign all documents concerning the capital outlay of the school and have final approval on any upgrades or additions to the grounds or facilities. The board is responsible for all capital expenditures. T<sup>2</sup> Charters fulfills the operating portion of the negotiations and the oversight to ensure the work is appropriate and completed in a timely manner. T<sup>2</sup> Charters makes monthly reports to the board concerning any capital projects and the expenses incurred on a monthly basis as part of the financial statement report.

MVP will be represented by The Law Offices of Turner/Caudell as do all the other schools the partners of T<sup>2</sup> Charters currently or has worked with over the last ten years. T<sup>2</sup> Charters is represented by Scott Winburn. These two attorneys will be instrumental in the charter contract negotiations between T<sup>2</sup> Charters as the EMO and MVP as the nonprofit that holds the charter. The board will attend board training in accordance with state law and if offered the authorizer as well as attending an orientation training by T<sup>2</sup> Charters staff.

The Board will evaluate T<sup>2</sup> Charters based on the provisions in the contract, the financial reports, and the goals set forth in the charter. T<sup>2</sup> Charters will present the schools fiscal and academic data each year based on the financial audit and the state accountability system which is closely tied to the goals set forth in the charter. Each month, T<sup>2</sup> Charters presents to the board a Principal's report concerning the academic and extracurricular activities; an operations report including enrollment, building provisions and advertising; a fiscal report consisting of cash on hand and financials and an accountability; and compliance report that updates the board on changes in the district and state requirements, etc. The auditor's report is presented to the board directly by the auditor and is contracted directly by the board.

T<sup>2</sup> Charters is authorized to conduct business in South Carolina, as evidenced by their SC Business License, which can also be found at the end of this charter application in Appendix O. MVP is T<sup>2</sup> Charters first charter school and does not have any comparable data for other schools.

## **T<sup>2</sup> Charters Staff Capacity**

*Traci Bryant-Riches*

Ms. Traci Bryant-Riches, partner in T<sup>2</sup> Charters and owner of Avia Charters currently has contracts with several schools to provide management services, school opening services, bond

due diligence and general consulting. These schools include Coastal Leadership Academy, East Link Academy, Goucher Academy, Global Academy SC, and Fine Arts Prep. Traci has worked with many other charter schools since creating her own charter business, AVIA Charters. Traci has a wealth of experience in the charter school world formerly serving as the Director of Charter Initiatives at the SCPCSD as well as the Director of Federal Programs. Before taking a position at the SCPCSD, she worked for the SC Department of Education as an Education Associate for the Office of Special Education. Traci served as the Director of Accountability and New School Development for Pinnacle Charter Academies opening Oceanside Collegiate Academy, a dual credit high school and writing the application for Legion Collegiate Academy, before leaving to establish AVIA Charters. When Limestone University decided to become a charter school sponsor, its board members contracted with Avia Charters to put Traci's experience with both statewide sponsors to effective use to create Limestone Charters Association. Traci's goal with T<sup>2</sup> Charters is to create multiple schools in South and North Carolina using the sports and entertainment industry model. She holds two B.A.s from the University of Tennessee, an M.Ed. from Auburn University and post master's hours from LSU. Prior to joining charter school world, she worked for higher education institutions and nonprofits that promote women's equality.

### *Todd Helms*

Todd Helms is a partner in T<sup>2</sup> Charters. Before joining the charter school world, Todd founded Gray Military Academy now called Palmetto Prep Academy. He also co-founded Gray Collegiate, Oceanside Collegiate and Legion Collegiate Academies. All 9-12 grade public charter high schools. Most recently, Mr. Helms contracted with Limestone University to found Limestone Charter Association, a statewide public charter school sponsor. To begin his charter school career, Todd served as Executive Director at Gray Collegiate in the first two years of the school. He progressed to fill several positions with Gray's education management organization,

Pinnacle Charter Academies including Director of Operations, Director of Communications & Governmental Affairs and Director of Athletics & New School Development. He coached high school and college football for 25 years and served in the SC Army National Guard and US Army Reserves before retiring in 2010 as a Lieutenant Colonel after six deployments and 27 years of service. Helms also was elected and served on the Lexington School District Two Board of Trustees from 2000-2004. He also currently serves as Chairman of the Carolina Bowl Executive Board.

*Carrie Tucker, E. Ed*

T<sup>2</sup> Charters contracts with Dr. Carrie Tucker for her academic and Career and Technology Education expertise. Dr. Carrie Tucker has been in education 16 years where she has served the past 6 years in the charter school leadership world as Assistant Principal of Instruction and Curriculum and State and Federal Accountability Coordinator. She also teaches at the master's level in Instructional design and Social-Emotional Learning. She previously served as the Career and Technical Education Director for Lexington 4 and Lead teacher for public magnet. She is a strong proponent for charter schools and school choice.

### **Corresponding Appendices**

Appendix O Proposed EMO Contract

Term Sheet -found within the draft contract.

Conflict of Interest- Not Applicable

Copy of EMO SC Business License

Draft copy of Employee Work Agreement

Copy of EMO Employee Policy Manual

Evidence of the financial health of the EMO/CMO Not applicable.

## **Administrative Structure/Building Leadership**

After approval of the charter application, the committee and T<sup>2</sup> Charters will begin the process of opening the school by completing the following steps:

- complete the RFP for charter school funding commonly called the planning and implementation grant due by SDE timeline;
- create a bank account for the school with a line of credit from the EMO;
- EMO will set up the chart of accounts based on the approved budget;
- begin recruitment of students by posting the lottery application on the website and planning recruitment fairs;
- begin the search for the school Principal;
- work with the chosen facility developer to secure land and/or the building for the school;
- consult with the Office of School Facilities and the SC Department of Transportation for a land and traffic appraisal of the perspective school location;
- send out enrollment packets for all students accepted in the lottery, begin taking students on a first come first serve bases if no lottery was required;
- finalize curriculum/assessment tools;
- have facility purchased and site review submitted to OSF;
- Principal begins hiring staff and facility;
- continue with recruitment if needed;
- begin enrollment reviews to ensure all packets are complete;
- request student records from sending district;
- purchase furniture, equipment, and supplies;
- sign contract with authorized;
- ensure all insurance policies are in place;
- determine e-rate for the school;
- have safety plans ready for opening day;
- have special education procedures completed in conjunction with authorizer's policies;



- present budget to board for final approval;
- consult with school attorney on all policies and procedures to ensure compliance with state and federal laws prior to opening;
- start training for facility and staff in July or sooner if available;
- have OSF inspection for certificate of occupancy;
- ensure transitional board is trained as required by SC Charter School Law
- ensure all health and safety certificates have been collected from staff and students.

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

The Board has contracted with T<sup>2</sup> Charters as an education management organization (EMO). T<sup>2</sup> Charters, through its on-site Principal, will be responsible for day-to-day operations. The Board will set the vision, mission, and goals; monitor outcomes; and ensure accountability. The Board will establish policies as needed; meet the requirements prescribed by laws and rules of the State Board of Education and monitor performance of T<sup>2</sup> Charters and MVP.

T<sup>2</sup> Charters, as the EMO, will be responsible for the fiscal management of the school, work with the chosen facility developer to ensure the facility is open and operational for the start of school. T<sup>2</sup> Charters will interview the Principal candidates and present the finalist to the board for their review. T<sup>2</sup> Charters will work with the college or university supplying the dual credits to ensure all provisions of the MOU are met on a timely basis. In short, T<sup>2</sup> Charters will be responsible for all day-to-day operations of the school. T<sup>2</sup> Charters representatives that will be assisting with the start-up of MVP have been involved with the opening and running of multiple charter schools in South Carolina.

Once the Principal is hired, s/he will begin hiring qualified staff and faculty that believe in the model of the school. The Principal will hire those qualified professionals that s/he believes will provide the ability for students to achieve the educational outcomes that s/he is accountable for

at the school. It is the Principal's responsibility to ensure that the school meets its stated educational goals and objectives. It is the Board's responsibility to hold her/him accountable as a T<sup>2</sup> Charters employee for such.

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

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

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

1. A search will be conducted, including referrals from board members, educational colleagues, online job sites, and general referrals for interested parties
2. T<sup>2</sup> Charters will review all resumes.
3. Screening interviews will be conducted online as the first step in determining if the person interviewed is the right fit for the job with the school.
4. First round face-to-face interviews of candidates will be held with T<sup>2</sup> Charters and/or supervisor of the position for which the search is being conducted.
5. Background and extensive reference checks will be conducted.

6. Upon the return of a successful background check, T<sup>2</sup> Charters will interview final candidates.
7. The Board will review the top finalists.
8. T<sup>2</sup> Charters will extend an offer of employment.

T<sup>2</sup> Charters and its on-site Principal will ensure that the operations of the school are in accordance with the mission and vision of MVP. The Principal will have a full understanding of the mission and will make all school-based decisions as authorized by T<sup>2</sup> Charters, establishing, and implementing procedures for the day-to-day operations of the school. The faculty and staff will be responsible for conducting these procedures in their daily activities and interactions with students, parents, and the community.

Parents will have numerous opportunities for involvement in their student's education. Parents will be invited to attend an orientation session with the student, where opportunities, expectations, and requirements of the program will be explained, setting the stage for expected student progress and achievement. This will be supplemented by mailings, school web pages, teacher web pages, phone calls, emails, newsletters, and the PowerSchool Parent Portal. In addition, ads in public school athletic programs, brochures, ads on radio, newspapers, church visits, and youth organizations targeted to minority populations will be focal points to encourage a diverse population and to increase parental involvement. Parents will be encouraged to attend and to participate in school functions and events throughout the year, including school sponsored workshops, parent nights, report card conferences, and student award ceremonies. Parents will also be invited to submit their names and credentials if interested in serving as Board members, which provides for direct input into the MVP.

The Board, T<sup>2</sup> Charters, Principal, Faculty, and Staff will be responsible for developing partnerships with community agencies, non-profits, and local business that provide social and

intervention services to students and families. The goal of these partnerships is to provide a broader set of services that will help the student and families manage circumstances that interfere with learning and academic success. The school will also create partnerships with local businesses to facilitate internships and employment of students.

## **School Administration Succession Plan**

T<sup>2</sup> Charters endeavors to be initiative-taking and prepared for planned or unplanned changes in leadership including assessing the long-term leadership needs of the school to hire a qualified leader who represents the community and is a suitable fit for the mission, vision, goals, and objectives if selected for the permanent position of Principal.

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

1. T<sup>2</sup> Charters will activate their Search Procedures. Once this process starts, T<sup>2</sup> Charters will review and update the job description, develop a profile for desired qualifications, establish a schedule, identify other relevant information needed for the process.
2. T<sup>2</sup> Charters will determine where and when the position is advertised. The search will be conducted on, at least, a state-wide basis. The notice will include a closing date for application, this being at least two (2) weeks following posting of notices. Minimum criteria for the position will be included in the position announcement.
3. An interim Principal may be designated either from within the school or another T<sup>2</sup> Charter employee will step in to serve for the time between the final date of

employment of the current Administrator and the beginning date of the new Principal.

4. Eligible staff from MVP may apply for the position.
5. The search and initial review of the applications will be completed by T<sup>2</sup> Charters. T<sup>2</sup> Charters will determine, based on the interviews, credentials, etc., which applicants will be reviewed by the Board. The Board will meet with the recommended candidate(s) and give their feedback to T<sup>2</sup> Charters. T<sup>2</sup> Charters will then make its determination.

### Emergency Replacement of the Principal

In the event of a sudden loss of the Principal, T<sup>2</sup> Charters shall take immediate action.

1. In an emergency T<sup>2</sup> Charters will act to either designate one staff person to assume the duties of the Administrator or name a member of the T<sup>2</sup> Charters Management Staff as an interim Principal. Personnel within T<sup>2</sup>Charters Management meet the criteria to serve as a Principal.
2. The current administration is responsible for creating a specific location for containing vital information/documentation that would be used in the event of a succession and will maintain all succession data, school information, and documents with an annual update. The list will be maintained by an appointed staff member. Information will include the following:
  - a. Staff flow chart showing the chain of command and list of responsibilities.
  - b. Instructions about which staff members should be consulted for specific information.
  - c. Location of all financial records
  - d. Location of all records including policies, contracts, records retention policies and documents.

3. Procedures established for the Succession Policy will be followed if/when this is necessary.

### **Corresponding Appendices**

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

Appendix Q – Detailed School Start-Up Plan

## **Employees**

In compliance with the S.C. Charter Schools Act, at least one member of the MVP (MVP) administrative staff will hold a current South Carolina certification in administration or have at least one (1) year of experience in the field of school-based administration. Employment of teachers will meet the South Carolina Charter Schools Act guidelines with a minimum of 75% (but will seek to be higher) of all MVP teachers having certification in their subject area. MVP teachers serving in grades 7-12 who will be providing curriculum content in each core academic area (English and Language Arts, Mathematics, Science, and Social Studies) will either be certified in that area or have content knowledge as evidenced by previous teaching experience or hold a baccalaureate/ graduate degree in that subject.

In addition, MVP students in 11<sup>th</sup> and 12<sup>th</sup> grades (and some lower grades if proven ready) will take dual credit courses from higher education instructors both in the MVP facility and on the community college campus. Under S.C. Reg § 43-235.III.D., dual credit courses must have accreditation from a list of specified institutions, including the Southern Association of Colleges and Schools (SACS). SACS requires that faculty who are teaching college transfer courses have at least a master's degree in the discipline or a master's degree and eighteen (18) semester hours in graduate-level courses in the discipline.

T<sup>2</sup> Charters is committed to recruiting and hiring the best qualified employees without regard to race, religion, handicap, gender, sexual orientation/orientation, or age. As an equal opportunity employer, T<sup>2</sup> Charters will follow all state and federal laws regarding employment practices. T<sup>2</sup> Charters will be an at-will employer. Recruitment and hiring of professional and support personnel will be based upon qualifications, merit, and commitment to the mission and philosophy of the school. The provisions of Title 59, Chapter 25, Article 5 will not apply to employment at MVP.

The recruitment and selection process will include, but not limited to: (a) T<sup>2</sup> Charters/Principal will determine the most appropriate recruitment strategies including: advertisement on social media and employment websites including CERRA; contact with college and university placement services; interviews with students enrolled in teacher education programs; internal and external searches; inquiries and referrals; professional MVP contacts with organizations that promote the interest of minority groups; publications and pamphlets; special activities and events for prospective applicants; promotional packages and recruiting programs.. The administration will utilize printed materials and/or technology to recruit high-quality candidates. (b) Announcements/ advertisements for the job vacancy will be published in accordance with all related legal and reporting requirements and may include such information as: job title; summary description of the job responsibilities; school location; description of the application process; minimum requirements; entry salary and/or salary range; opening and closing dates for applying; statement certifying that the employer is an equal employment opportunity employer; work schedule; and whether the position is full or part-time. Appendix P has sample job descriptions, qualifications and duties for the Principal, Guidance Counselor/Collegiate Advisor, Administrative Assistant, and Core and CATE Teacher.

## **Decisions and Oversight**

The MVP Board of Directors will delegate to T<sup>2</sup> Charters authority for the management and execution of the day-to-day school activities, including management of the personnel and instructional leadership through the management contract.

The Principal and Athletic Director will supervise their staff accordingly. The Principal stands above the Athletic Director, but both positions will work together to ensure that MVP is successful in both areas of academics and athletics.

Teacher Evaluations: MVP will utilize the South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) or the SBE approved system in effect upon opening, or an alternative that is later approved for use. College faculty teaching the dual enrollment courses are not covered under the ADEPT teacher evaluation system.

## **Policy and Procedures**

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

## **Teacher Employment and Dismissal Procedures**

All employees are employed at-will and are expected to conduct themselves as professionals. They are expected to meet ambitious standards of conduct and performance. Employees who do not meet these standards may be given the opportunity to correct their conduct or performance through performance evaluations and corrective disciplinary action; however, all employment is at-will. Corrective action may include or lead up to termination. Though at-will



employees may resign or be terminated at any time and for any or no reason, the SC law requires a "description of a reasonable grievance and termination procedure, as required by this chapter, including notice and a hearing before the governing body of the charter school." Because charter school employees are at-will and day-to-day school operations are the responsibility of school administration, hearings before the school's board related to employee grievances and terminations will typically address only (1) whether the employee is in fact an at-will employee; (2) whether the school administration's conduct is consistent with the school's policies and procedures; and/or (3) whether the administration's conduct complies with federal and state laws.

MVP's grievance process may be used by a MVP's employee as follows:

1. To address concerns pertaining to the aggrieved employee's employment arrangements.
2. To address an alleged violation of applicable law or regulations that directly affects the aggrieved employee.
3. To address an alleged violation of MVP's Board policy that directly affects the aggrieved employee.
4. To address an alleged violation of MVP's charter compliance that directly affects the aggrieved employee.
5. To address alleged discrimination or harassment against the aggrieved employee.

An aggrieved employee has the right to be represented by legal counsel at the employee's own expense. If an aggrieved employee fails to meet any of the timelines set forth herein, the employee's grievance may be deemed waived by the MVP's official(s) charged with investigating and deciding the grievance.

The MVP's official(s) charged with investigating and deciding grievances are entitled to extend the timelines herein for investigating and issuing decisions if necessary to conduct a thorough and complete investigation into a grievance or appeal.

*Step One: Informal Discussion*

Subject to the following paragraph, the aggrieved employee must first initiate an informal discussion with the other person(s) involved in the incident giving rise to the grievance within ten (10) workdays of the incident or when the aggrieved employee learned of the incident for the purpose of attempting to resolve the grievance.

If the grievance includes allegations of discrimination or harassment against the aggrieved employee, the aggrieved employee is not required to initiate an informal discussion with the person(s) allegedly discriminating against or harassing the aggrieved employee, and the aggrieved employee may proceed immediately to Step Two.

*Step Two: Submit a Written Grievance*

If the informal discussion fails to resolve the aggrieved employee's concerns, the aggrieved employee has ten (10) workdays after the informal discussion to submit a written Grievance Form to Human Resources. If the grievance includes allegations of discrimination or harassment, the aggrieved employee shall submit a written Grievance Form within ten (10) workdays of the incident or when the aggrieved employee learned of the incident to the person closest up the chain of command who is a supervisor to both the aggrieved employee and the employee(s) who allegedly engaged in the discrimination or harassment, or to the Board pursuant to Step Four if such allegations are against the Principal.

The aggrieved employee should include in the Grievance Form a description of the grievance, the actions already taken by the aggrieved employee to attempt to resolve the grievance, and

the relief requested. A Grievance Form that does not contain such information will be deemed incomplete and returned to the aggrieved employee to complete within the required timeline. Submission of an incomplete Grievance Form does not extend the required timeline. Only the issues set forth in the written Grievance Form shall be considered thereafter.

Upon receipt of a Grievance Form, Human Resources and the Principal shall schedule a conference with the aggrieved employee and any other individual(s) deemed necessary within fifteen (15) workdays after receiving the Grievance Form. The Principal shall issue a written decision to the aggrieved employee within ten (10) workdays of the conclusion of the conference(s).

*Step Three: Appeal to the Principal*

If the aggrieved employee is not satisfied with the written decision, the aggrieved employee may submit a written appeal to the Principal within ten (10) workdays of receiving the written decision. The written appeal must include a copy of the original Grievance Form, a copy of the written decision, and a written description of why the aggrieved employee is not satisfied with the supervisor's written decision. An appeal that does not contain such information will be deemed incomplete and returned to the aggrieved employee to complete within the required timeline. Submission of an incomplete appeal does not extend the required timeline.

Upon receipt of a written appeal, the Principal may, in the Principal's discretion, schedule a conference with the aggrieved employee and any other individual(s) deemed necessary by the Principal within fifteen (15) workdays after receiving the written appeal. The Principal shall issue a written decision to the aggrieved employee within ten (10) workdays of the conclusion of the conference(s), or in the event no conferences are scheduled, within fifteen (15) workdays of receiving the written appeal.

If the Principal issued the written decision in Step Two, the aggrieved employee shall skip Step Three and proceed to Step Four.

*Step Four: Final Appeal to MVP's Board*

If the aggrieved employee is not satisfied with the Principal's written decision, the aggrieved employee may submit a written appeal to the MVP's Board within ten (10) workdays of receiving the Principal's written decision, which can be accomplished by submitting the written appeal to the MVP's Board Chair. The written appeal must include a copy of the original written Grievance Form, a copy of the supervisor's written decision, a copy of the Principal's written decision, and the written descriptions of why the aggrieved employee was not satisfied with the supervisor's and Principal's written decisions. An appeal that does not contain such information will be deemed incomplete and returned to the aggrieved employee to complete within the required timeline. Submission of an incomplete appeal does not extend the required timeline.

Within thirty (30) days of receipt of a written appeal, the MVP's Board will schedule a hearing date for the appeal and provide the aggrieved employee with notice of the hearing date and the procedures for the hearing. After the hearing, the MVP's Board will issue a written decision within ten (10) business days, which will be final and binding. The MVP's Board is entitled to extend these timelines if necessary for the purpose of conducting a thorough and complete investigation.

## **Evaluation**

Employment and Dismissal Procedures for Administrative, Paraprofessional, and Non-Teaching Staff T2 Charters will utilize the same procedures for employment, evaluation and termination

for administrators and non-teaching staff as those described above for teachers. The Principal will be evaluated annually by T<sup>2</sup> Charters based on test scores, continued enrollment, graduation rate and school culture. and report to the Board the result of the Principal's evaluation.

### **Corresponding Appendices**

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

## **Enrollment**

In accordance with Section 59-40-50 of the South Carolina Code of Laws, Title 59, Chapter 40, MVP will admit all students eligible to attend seventh through twelfth grades residing in South Carolina, subject to space limitations. If the number of applicants exceeds the capacity of a program, class, grade level or building, the students will be accepted by lot, as specified in federal and state guidelines.

MVP will not limit, deny admission, or show preference to any individual or group of individuals except where allowed by law. MVP will recruit, register, and admit students without regard to race, creed, gender, national origin, ancestry, disability, immigrant status, English speaking status or need for disability services. MVP will market to all communities to ensure that the student body is representative of the upstate of South Carolina. Because MVP is sponsored through the Limestone Charter Association, there will be no limitations based on the student's home district.

South Carolina law provides that priority status may be given to a sibling or siblings of a student currently enrolled or of a student that has attended the school within the last six years. Priority can also be given to children of charter school employees and founding charter school

committee members but not to exceed 20% of enrollment. Siblings are exempted from the 20% limitation. MVP will honor these special circumstances for priority in the event a lottery is required.

Enrollment into MVP is a two-step process, first a lottery application must be completed and if drawn for a seat in the lottery, the student moves to step two of completing the enrollment packet. A completed lottery application is required for submission prior to the open enrollment deadline whether via online or hardcopy. The lottery application asks only contact information from student and parent, sending school, birthdate, current grade and how the parent and student heard about MVP. No questions identifying any protected class will be requested until the student has been offered a seat at MVP through the enrollment packet.

Open enrollment begins September 1<sup>st</sup> of each year, except for the initial year where the enrollment period will begin as soon as the charter is approved and will end November 30<sup>th</sup>. If needed, the lottery will be held the first week of December. The actual date will be published on the website. The lottery will be a public meeting with all names of students being drawn by a non-school employee or board member. Once all seats have been filled, the drawer continues to draw names for the waiting list. If those who receive a seat do not meet the timelines below, they risk losing their seat to the next student on the waiting list. Any applications submitted after the close of open enrollment will be taken on a first come first served if no waiting list exists or will be placed on the end of the waiting list. All applicants must follow the timeline deadlines to ensure students do not lose their seat.

Deadlines are as follows:

- Once notified a seat at MVP has been extended through the lottery parents have two weeks to accept or decline said seat. If no response is received the parent is notified the offer is retracted and the student will move to the bottom of the waiting list. The seat will then be offered to the first student on the waiting list.
- If the seat is accepted an enrollment packet is sent to the parent who has 30 days to submit to the school with accompanying documentation. If the packet is not returned within the 30 days and no extension has been requested the seat is retracted and the student will be moved to the bottom of the waiting list. The seat will be given to the first student on the waiting list. Attempts to contact the parent before moving the student to the waiting list will be documented. The school will make at least three attempts.
- If no waiting list exist MVP will continue to accept students on a first come first served based until capacity has been reached.

Completed Enrollment packets are required to fulfill the enrollment process. MVP will make every effort to collaborate with parents including giving an extension to gather the required documentation but must be mindful that as a school enrollment is what drives the school financial stability so every seat must be filled.

The Student Enrollment Packet will include a request for student records, immunizations, proof of residency, existing and/or current IEP or 504 Plan, home language survey, and any other required information. Returning students, beginning in the second year of operation, will not be required to re-apply or be subject to the public lottery. However, each year before the annual lottery the student will be required to notify the school of their intent to return by a date identified by the Board of Directors. Failure to notify return intent by this deadline could result in loss of space and placement cannot be guaranteed.

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

## **Appeals**

Should MVP deny admission for a reason other than the results of a lottery, an appeal to the MVP Board may be made within 5 business days. The appeal must be made in writing and must state the grounds on which the appeal is based. If the parent is not satisfied with the decision of the MVP Board the parent has 5 days from notification of the decision to appeal to Limestone Charter Association. The decision made by the LCA Board will be binding on the student and MVP per *Section 59-40-50 of the South Carolina Charter Schools Act*.

Though enrollment will be open to all students residing in South Carolina, ideal residency for students will be in Spartanburg and Greenville counties. MVP will always be mindful and work diligently to ensure that the enrollment of the school is similar to the racial composition of the school district where MVP will be located. At present MVP intends to be located in Spartanburg 5, which is 57% White, 19% Black, 14% Hispanic, 2% Asian and 8% all others including two or more races as per the 180-day student head count for 2022. Given the sports and entertainment focus of MVP, the ability to attract a demographically diverse student population will likely be met through attracting student-athletes interested in a college prep curriculum who desire to continue his/her athletic career at the collegiate level.

There is no desegregation order for Spartanburg 5 or Limestone Charter Association. Our broad communications effort, as described here, is intended to reach families from all backgrounds to encourage a socio-economic and racially diverse mix of students — an enrollment of a student body that mirrors the population of the upstate of South Carolina.



Enrollment in Spartanburg Community College – the higher education institution partnering with MVP for its dual enrollment program -- will be subject to its admission criteria. (See *Commission on Higher Education Policy II*: <http://www.che.sc.gov/AcademicAffairs/DualEnrollment.pdf> *Student Eligibility*). If a student does not qualify for the dual enrollment program, the student will continue in 11<sup>th</sup> and/or 12<sup>th</sup> grade college preparatory courses until enrollment eligibility is established.

To recruit students, community meetings will be held throughout Spartanburg and Greenville counties. The following table outlines MVP’s proposed efforts.

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

## Corresponding Appendices

Appendix S – Not Applicable

## **Student Conduct, Rights, and Responsibilities**

MVP (MVP) has adopted a Code of Conduct that will support a positive and orderly learning environment, while at the same time, also ensure that every student's rights are upheld. MVP's philosophy regarding student behavior ensures its daily commitment to the school's mission.

The handbook will outline three levels of offenses:

- Level 1 offenses may result in a warning and parent contact but if a pattern of level 1 offenses continue to develop then in or out of school detention may be applied.
- Level 2 offenses may result in school-based action and can be subject to higher discipline if behavior continues or is repeated.
- Level 3 offenses may result in temporary suspension for up to 10 days. Upon return to school, the student and his/her parents will meet with the Principal for a re-entry interview. During this interview, the student must demonstrate a willingness to commit to a renewed focus on academic, motivational, and behavioral aspects of his/her MVP life. The student will be required to sign a contract affirming this commitment and acknowledging that continued disciplinary infractions and breaches of the contract will result in the student moving to a Level III offense.
- Level 4 offenses will result in automatic referral for expulsion.

The following chart shows examples/ summary of behaviors and the corresponding discipline action taken, however at all times the lead administrator has the ability to make decisions on a case by case basis. See appendix T for detailed levels of discipline. The discipline code will be reviewed on an annual basis as part of the student handbook renewal process.

<p><u>Level 1</u></p> <ul style="list-style-type: none"> <li>● Repeated failure to follow classroom procedures</li> <li>● Purposeful computer breakage (compensation may be required)</li> <li>● Failure to immediately report technology misuse after becoming aware of the violation.</li> </ul> <p>Tardiness  Dress code violation  Loitering  Disrespect to faculty and staff</p>	<p><u>Consequences</u></p> <p>Administrative Determination, including.</p> <ul style="list-style-type: none"> <li>● Warning</li> <li>● Parent Contact</li> <li>● Work Detail</li> <li>● In School Suspension/ Lunch Detention</li> <li>● After School or Out of School Detention</li> </ul>
<p><u>Level 2</u></p> <ul style="list-style-type: none"> <li>● Inappropriate use of technology</li> <li>● Verbal altercation with peer</li> <li>● Possession of illegal substance</li> <li>● Possession of stolen property</li> </ul> <p>Inappropriate language  Leaving school grounds without permission</p>	<p><u>Consequences</u></p> <p>Administrative Determination, including.</p> <ul style="list-style-type: none"> <li>● Parent Conference</li> <li>● After School detention</li> <li>● In-School Suspension</li> <li>● Out of School Suspension</li> <li>● Behavior Contract</li> <li>● Suspension from athletic or extracurricular privileges</li> <li>● Computer probation for 1 quarter, parent contact or computer probation for rest of school year parent contact or loss of computer use for a time determined by administration</li> </ul>
<p><u>Level 3</u></p> <ul style="list-style-type: none"> <li>● Malicious misuse of technology</li> <li>● Physical altercation</li> </ul> <p>Bullying another student  Committing an act in violation of local laws and ordinances.  Habitual infractions from Tier 1 and II</p>	<p><u>Administrative Determination, including.</u></p> <ul style="list-style-type: none"> <li>● Required Parent conference</li> <li>● Financial restitution</li> <li>● Confiscation of items for length of time determined by administration to include entire school year</li> <li>● Referral to law enforcement</li> <li>● Required intervention program</li> <li>● Out of school suspension</li> <li>● Probation behavior contract</li> <li>● Possible recommendation of expulsion</li> <li>● Loss of computer or other electronics privileges <ul style="list-style-type: none"> <li>● Loss of athletic or extracurricular privileges</li> </ul> </li> </ul>
<p><u>Level 4</u></p> <ul style="list-style-type: none"> <li>● Bringing a firearm onto school grounds</li> </ul>	<p><u>Automatic Referrals for Expulsion under SC State Law</u></p>

MVP recognizes that a positive environment is conducive to learning and cannot exist without maintaining order and discipline. The Code of Conduct will standardize procedures and ensure that the rights of every student are upheld. A student's attitude regarding school is important. Having a full understanding of the information, rules, and guidelines so that students can make informed decisions is also important. Because of this, all MVP students will be required to know and follow the Code of Conduct. A positive school climate will be established by building relationships among all stakeholders: students, staff, administration, coaches, and parents/guardian. As stated in the Educational Model and the Goals, Objectives, and Assessment Plan sections, implementing PBIS will reinforce this positive school climate and relationship-building.

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

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

If the Principal decides that the student should receive a form of discipline, a written notice will be sent to the legal guardian and student.

Before a student receives a suspension of more than ten (10) days or is expelled, the Principal will convene the MVP Discipline Committee, which is comprised of the Principal and teachers appointed by the Principal. The Discipline Committee is responsible for reviewing the student's situation or situations that led to this discipline level. The Discipline Committee will provide communication with the parent/guardian and/or student of the assigned disciplinary outcomes. If the Discipline Committee decides to move forward with the suspension or expulsion, the Principal shall provide the student and parent/guardian with written notification of the charges of misconduct, the disciplinary action to be taken, and their right to appeal in writing to the MVP Board of Directors. If an appeal is submitted, the MVP Board of Directors will schedule a hearing in a timely manner and provide the student and parent/guardian the opportunity to respond. The MVP Board of Directors will then review the entire disciplinary record and notify the student and parent/guardian in writing of the final disciplinary action to be taken.

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

In addition, MVP will comply with FERPA requirements by providing parents and students a copy of the Student Code of Conduct handbook at the beginning of the school year, through orientation sessions held at the school and classroom levels, and by posting this information on the MVP website.

MVP will ensure the continued provision of FAPE for a student with a disability who is expelled from MVP and will comply with the requirements of the sponsor for the continued education of a special education student. The special education teacher will direct those services and lead all IEP meetings for change of placement.

### **Corresponding Appendices**

Appendix T – Draft Discipline Policy/Student Code of Conduct

## **Transportation**

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

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

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

### **Corresponding Appendices**

Appendix U – Not Applicable (Transportation Services Contract)

## III. Business Plan

### Budget and Finance

The MVP Board has contracted with T<sup>2</sup> Charters to implement the financial plan. The board will receive training in accordance with the law by a designated entity, as well as T<sup>2</sup> Charters. The board will approve the annual budget no later than June of each year for the following fiscal year.

The annual budget will be prepared by MVP's EMO, T<sup>2</sup> Charters, and then submitted to the Board for review and approval. The budget will be established and monitored so that resources are allocated to meet the operational and educational priorities of MVP. The budget, for the first five (5) years, is included as Appendix X and was prepared in accordance with the S.C. Department of Education (SCDE) Financial Accounting Handbook (Handbook), the Funding Manual and the Single Audit Act. It supports MVP's mission – expenditures for salaries, guidance-college counselors, Career and Technology Education programming and athletics staff; instructional resources; and 1:1 computing. The Board will adopt an annual budget no later than the month of June preceding the start of MVP's fiscal year and will receive and review monthly financial statements that reflect budget to actual reporting.

Revenue account codes used in the budget are in accordance with the Handbook. Appendix X contains a worksheet which documents estimated State revenues in accordance with S.C. Code Ann. § 59-40-140(A)-(D), for five (5) years. Revenues include grant revenue through the Charter School Program Planning and Implementation grant for years one and two. If this grant is not available, MVP has prepared a contingency budget which removes this revenue and continues to support the school's priorities. T<sup>2</sup> Charters is also prepared to loan MVP needed funds during year one (1), which would be repaid over thirty-six (36) months starting in year two (2) with two percent (2%) interest. Revenues also reflect funds collected from students based on

participation in organized athletic activities. MVP will provide an array of sports for both girls and boys always keeping in mind adherence to Title IX.

MVP does not anticipate receiving Title I monies. MVP will receive Individuals with Disabilities Education Act (IDEA) funds, but they do not cover the full salary of the special education teachers. The remainder of any salaries will be paid from general fund. Whatever maintenance of efforts funds are allocated to the school will be used for students with disabilities, such as purchasing progress monitoring software...

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

Expenditure account codes used in the attached budget are in accordance with the SCDE's Handbook. The essential function of the Board shall be policymaking and the assurance of sound operations and fiscal management. T<sup>2</sup> Charters will provide management and administrative services as outlined in its management agreement with MVP. T<sup>2</sup> Charters' functions include Management of Curriculum and Instruction, ongoing fiscal management, budgeting and financial reporting, maintenance of financial and student records, Human Resource Management, and Operations Management. The T<sup>2</sup> Charters team is knowledgeable and experienced in the education and finance fields, will provide direct guidance and oversight, and will be accountable to the Board. T<sup>2</sup> Charters will be responsible and accountable to the Board for compliance with all laws pertaining to public schools, including budgets and financial records. T<sup>2</sup> Charters will establish and provide MVPs' chart of accounts and accounting system, payroll and benefits management, inventory/asset management, invoicing, insurance, financial



reporting, and day-to-day business operations. T<sup>2</sup> Charters personnel will be responsible for preparing and presenting a draft budget to the Board.

## **Annual Audit**

MVP will comply with the annual audit statutory requirement. T<sup>2</sup> Charters will provide the Board with the background requirements in the Single Audit Guide and related material. MVP will solicit three bids from independent CPA firms and will select one that has prior charter school auditing and reporting experience and best meets its needs. MVP will adhere to sound financial practices and procedures by:

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

The Board and/or the Audit Committee of the Board will receive, review, and approve the Auditor's Report and related findings and recommendations prior to official reporting.

## **Pupil Accounting System**

In accordance with the S.C. Pupil Accounting Manual and the S.C. Student Accountability Manual, MVP will adhere to the reporting procedures, policies, and regulations that apply to all public schools in South Carolina. Reports will be maintained and filed according to district, state, and federal requirements. MVP has reviewed the S.C. Pupil Accounting Manual in regard to the

detail requirements for membership criteria, PowerSchool Interface Assigning EFA Pupil Classification Codes, Attendance Reporting and Responsibilities, Special Considerations, Submission of Reports and Retention of Records and Audit Requirements and will fully comply with the mandates.

## **Negotiated Services Documentation**

Currently no services have been negotiated with the local school district, sponsor, or other outside vendors other than the EMO. MVP will utilize T2 Charters EMO and the contract includes all aspects of management and the negotiation and evaluation of outside vendor services in conjunction with the Board as appropriate.

Student achievement effects the budget, as does the addition of new or expanding sports. More online curricula, teacher assistants, sporting equipment, and coaching staff all become factors in the formation of the upcoming budget year. Budgets are based on the revenue of enrollment and may change slightly from month to month. Because of this, an approved budget is, in essence, a fluid thing with slight increases and decreases throughout the academic year. Once a draft budget has been created, it is then shared with all T<sup>2</sup> Charters staff before moving to the board for review and approval.

During the planning year, the Planning and Implementation Grant will be submitted for approval.

Any expenses not covered by the grant will be paid by the EMO.

## **Corresponding Appendices**

Appendix V –School Enrollment Projection Form

Appendix W –SCDE Per Pupil Estimate Review The SCDE did not respond to the email not phone call request for this information.

Appendix X–Five-year detailed budget (excel)

Appendix Y –Ten-year budget plan (excel)

Appendix Z –Memorandums of Agreement for Negotiated Services – Not Applicable

Appendix AA –Documentation of any Soft Funds – Not Applicable

## **Facilities**

Contingent upon approval of this charter school application, MVP will enter into a purchase agreement for land. MVP is currently working to buy property located within the Upward Sports Complex in Spartanburg, SC. The property consists of two turf fields with a concession/bathroom building with acreage next door fit for a school building. In the event the purchase of the property does not manifest MVP will have other properties evaluated with the help of Piper Sandler, our bond company.

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

MVP will need at least 30 classrooms, gym, office space, broadcasting studio, computer lab beyond one to one devices, open space work areas for projects, a football/soccer field one baseball and one softball field.

### **Corresponding Appendices**

Appendices are Not Applicable at this time.

## **Insurance Coverage**

All requirements for this section are in the corresponding appendices.

**Corresponding Appendices** – (Included as one document)

Appendix-FF Worker's Compensation Description

Liability Insurance Descriptions and Amounts

Property Insurance Description and Amounts

Indemnity Insurance Description and Amounts

Automobile Insurance Description and Amounts

Other Insurance Description and Amounts

Insurance Documents including SC statement.