

STATE OF SOUTH CAROLINA

IN THE SUPREME COURT

Appeal from Richland County

R. Knox McMahon, Circuit Court Judge

RECEIVED

JUN 28 2013

S.C. Supreme Court

SYLVESTER BOONE,

PETITIONER,

V.

STATE OF SOUTH CAROLINA,

RESPONDENT

Appellate Case No. 2012-213338

SUPPLEMENTAL APPENDIX

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ATTORNEY FOR PETITIONER

ATTORNEYS FOR RESPONDENT

INDEX

INDEX.....i

PLANTIFF’S EXHIBIT #1 (SCHOOL RECORDS).....1

PLANTIFF’S EXHIBIT #2 (AFFIDAVIT).....15

PLANTIFF’S EXHIBIT #3 (AFFIDAVIT).....16

PLANTIFF’S EXHIBIT #4 (AFFIDAVIT).....17

PLANTIFF’S EXHIBIT #5 (CERTIFICATE).....18

PLANTIFF’S EXHIBIT #6 (CERTIFICATE).....19

PLANTIFF’S EXHIBIT #7 (CERTIFICATE).....20

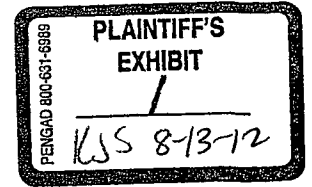
PLANTIFF’S EXHIBIT #8 (CERTIFICATE).....21

PLANTIFF’S EXHIBIT#9 (CERTIFICATE).....22

PLANTIFF’S EXHIBIT #10 (CERTIFICATE).....23

PLANTIFF’S EXHIBIT #11 (CERTIFICATE).....24

RICHLAND COUNTY SCHOOL DISTRICT
SPECIAL EDUCATION DEPARTMENT
1225 Oak Street - Waverley Administration Office
Columbia, South Carolina 29204-1837



Letter of Dismissal

October 1, 2003

Mr. & Mrs. Bryan Boone

Columbia, SC 29203

RE: Sylvester A. Boone

Dear Mr. & Mrs. Boone:

The Special Education multidisciplinary Team met on September 24, 2003 regarding your child's educational program. After review of current information available to this team, your child is determined no longer eligible for Special Education Placement. He/she will be dismissed from the Learning Disability/Combination Resource program effective September 24, 2003.

This recommendation was based on tests, reports and evaluation procedures below:

Wechsler Intelligence Scale for Children-Third Edition (WISC-III)
Woodcock-Johnson Tests of Achievement-Third Edition (WJ-III)
The Beery-Buktenica Developmental Test of Visual-Motor Integration (VMI)

You have the right to request a Due Process Hearing if you disagree with the recommendations. The procedures for Due Process Hearings and Rights to Appeal are outlined in the Parent Handbook to Special Education

If you want to inspect your child's records, copy them at reasonable cost, or request an independent evaluation, call the Special Education Department at 231-6778.

If you have questions, call Mrs. Shirley Mendenhall at 231-6776. If not, Sylvester will be dismissed from the Special Education Program as of September 24, 2003

Sincerely,

under the direction of
Marilyn Davis, Executive Director
Special Education Department

/deg

cc Principal, Sanders Middle School, 280
Database Specialist, Sanders Middle School
Student File

SPECIAL EDUCATION
RICHLAND COUNTY SCHOOL DISTRICT ONE

IEP COMMITTEE REPORT

Student's Name Sylvester A. Boone Date of Birth _____

School WG Sanders Middle

Purpose of Meeting To review results of reevaluation and determine appropriate educational placement.

Recommendations/Decisions of the IEP/Placement Committee:

- We have reviewed psychoeducational evaluation results
- We have determined eligibility as No longer eligible
- We have developed a new IEP
- We have reviewed the most recent IEP (dated _____) and find it still to be appropriate.
- We have made appropriate amendments in the most recent IEP (dated _____) as indicated.

- We have made plans for reevaluation. (Plan attached)
- We find it appropriate to recommend dismissal of the student (Reevaluation information attached)
- Other (Specify) _____

COMMITTEE MEMBERS

The following individuals have attended the IEP/LRE meeting and participated as equal members in the development/review of this IEP. Consideration has been given to the strengths of the child and the concerns of the parent(s) for enhancing the child's education, to potential benefits and possible harmful effects of the services/placement. By signature below, we agree with the educational and related services to be provided to this student as delineated in this IEP. Our LRE recommendations and this student's placement are based on the completed IEP and the regulations under the Individuals with Disabilities Education Act

Signature	Position	Date
<u>B.J. Evans</u>	<u>Teacher</u>	<u>9-24-03</u>
<u>Janet Whitaker-Jones</u>	<u>Teacher</u>	<u>09/24/03</u>
<u>Sylvester Boone</u>	<u>Student</u>	<u>09/24/03</u>
<u>Jalene M. Brown</u>	<u>Resource Teacher</u>	<u>9/24/03</u>
<u>Ruth G. Gibson</u>	<u>School Psychologist</u>	<u>9-24-03</u>
<u>Myrae Jackson</u>	<u>Counselor</u>	<u>9-24-03</u>
<u>Shirley Mendenhall</u>	<u>District Rep.</u>	<u>9-24-03</u>

I have attended the IEP/LRE meeting and have participated as an equal member of the committee in developing this IEP and in determining the least restrictive environment and placement for my child. I have read the IEP/LRE documents or had them read to me and understand their contents. I agree with the educational and related services to be provided to my child as delineated in this IEP. I understand that I will receive a copy of the IEP/LRE documents. I understand the IEP/LRE process.

Sandra Boone
Signature of Parent/Legal Guardian/Surrogate Parent 9 / 24 / 03
Month Day Year

SPECIAL EDUCATION
RICHLAND COUNTY SCHOOL DISTRICT ONE

IEP COMMITTEE REPORT

Student's Name Sylvester Boone Date of Birth _____
School Lewis Greenview
Purpose of Meeting to conduct an annual review of Sylvester's IEP

Recommendations/Decisions of the IEP/Placement Committee:

- We have reviewed evaluation results
 - We have determined eligibility as _____
 - We have developed a new IEP
 - We have reviewed the most recent IEP (dated _____) and find it still to be appropriate
 - We have made appropriate amendments in the most recent IEP (dated _____) as indicated
-
- We have made plans for reevaluation. (Plan attached)
 - We find it appropriate to recommend dismissal of the student (Reevaluation information attached)
 - Other (Specify) _____

COMMITTEE MEMBERS

The following individuals have attended the IEP/LRE meeting and participated as equal members in the development/review of this IEP. Consideration has been given to the strengths of the child and the concerns of the parent(s) for enhancing the child's education, to potential benefits and possible harmful effects of the services/placement. By signature below, we agree with the educational and related services to be provided to this student as delineated in this IEP. Our LRE recommendations and this student's placement are based on the completed IEP and the regulations under the Individuals with Disabilities Education Act.

Signature	Position	Date
<u>Druca McClain</u>	<u>Special Education Teacher</u>	<u>4-7-03</u>
<u>Sandra J. Hammonds</u>	<u>Teacher</u>	<u>4/7/03</u>
<u>Janay Carter</u>	<u>Sch. Psy. II</u>	<u>4/7/03</u>
<u>Debra Gibson</u>	<u>Speech Therapist</u>	<u>4/7/03</u>
<u>Kitty Eaden</u>	<u>OTCC</u>	<u>4/7/03</u>
_____	_____	_____
_____	_____	_____

I have attended the IEP/LRE meeting and have participated as an equal member of the committee in developing this IEP and in determining the least restrictive environment and placement for my child. I have read the IEP/LRE documents or had them read to me and understand their contents. I agree with the educational and related services to be provided to my child as delineated in this IEP. I understand that I will receive a copy of the IEP/LRE documents. I understand the IEP/LRE process.

Sandra Boone
Signature of Parent/Legal Guardian/Surrogate Parent
Month 4 Day 7 Year 03

RICHLAND COUNTY SCHOOL DISTRICT NO. 1
 INDIVIDUALIZED EDUCATION PROGRAM

School Year: 2003-04

<input type="checkbox"/>	Interim
<input type="checkbox"/>	Initial
<input checked="" type="checkbox"/>	Annual Review
<input type="checkbox"/>	Special Review

Dismissed 9-24-03

longer

Name Boone, Sylvester Anterio Social Security # 2 Sex M Grade 6 DOB m d y

Contact(s) Ms. Sandra Boone
 Relationship Parent/Guardian Home Phone Day Phone

Contact(s)
 Relationship Home Phone Day Phone

Teacher Medicaid # 0 School W.G. Sanders Middle Date of IEP Meeting 04/07/2003 m d y

IEP Initiation Date 08/07/2003 IEP Ending Date 05/20/2004 Excluding Summer Months Anticipated Annual Review 04/07/2004 m d y

Primary Disability Learning Disabled/Resource

Other Disabling Conditions Speech Language Impaired 6.M.4-7-03

PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

Area(s) of Assessment	Method of Assessment*	Date	Findings
Reading	Brigance Comprehensive Inventory of Basic Skills	03/20/2003	Word Recognition: Sylvester can orally recognize words at a grade level 4. Reading vocabulary Comprehension: sylvester is able to read and identify words that do not belong at grade level 3. Passage Comprehension: Sylvester can read and answer questions with at least 80% comprehension accuracy at the upper third grade level.
Written Language	Brigance Comprehensive Inventory of Basic Skills	03/19/2003	Spelling: Sylvester can spell words at grade level 2. Sentence Writing: Sylvester is able to construct sentences that make sense at grade level 4. Sylvester has difficulty organizing his writing to convey a central idea by using strategies such as webbing. He also has difficulty writing in journals, letters, essays and reports.

*Indicate name of test, observation/checklist, or other method of assessment

Strengths
 Sylvester is able to orally recognize words a grade 4 level.

Describe how the student's disability affects involvement and progress in the general curriculum
 Sylvester can participate in the general curriculum at a rate slower than his peers.

For Preschool Only Describe how the disability affects the child's participation in appropriate activities
 NA

RELATED SERVICES

(Goals, objectives, and levels of performance are required for all related services other than routine or maintenance types, which require descriptions of the service. If an instructional activity is involved, however, goals, objectives, and levels of performance are required.)

Yes No If yes, Specify and state frequency of each:

PHYSICAL EDUCATION

- Regular
 Adaptive (Describe modifications below)
 Specially Designed (Include goals and objectives)
 Not Applicable
 Requirements Met
 Medical Exemption

Modifications Needed na

CAREER AND TECHNICAL EDUCATION

- Regular
 Adaptive (Describe modifications below)
 Specially Designed (Include goals and objectives)
 Not Applicable

Modifications Needed: na

TRANSITION SERVICES

- NA (Transition services needs must be discussed for students 14 and older during the effective dates of the IEP. Transition services will be discussed for younger students if the parent(s) or the IEP committee determines it is appropriate.)
 Student Interests and Preferences:

For students age 14 and older during the effective dates of the IEP, include a statement of the transition service needs, focusing on the courses of study.

For students age 16 and older during the effective dates of the IEP, see attached objectives in the areas of

- Instruction.
 Related services
 community experiences.
 employment/other post school living objectives

If there are no transition objectives in areas checked above for students 16 and older, provide a justification

For students age 17 and older during the effective dates of the IEP, the student has been informed of all rights under IDEA and parents have been notified that the rights will be transferred to the student, but the parents will continue to receive required parental notices.

Yes No

EXTENDED SCHOOL YEAR

- Extended school year services have been discussed and will be provided (see attached ESY Addendum)
 Extended school year services will be determined at an IEP meeting prior to the end of the school year
 Extended school year services have been discussed and are not appropriate at this time

DISCIPLINE

The student will follow rules/guidelines as outlined in the school student handbook

- Yes
- No, Explain adaptations to be made

BEHAVIORAL INTERVENTION PLAN

- Yes (See Attached Plan)
- No

DIPLOMA/CERTIFICATE

- State High School Diploma (Exit Exam)
- District Certificate
- State Certificate
- N/A (K-8)
- District Diploma

PARTICIPATION IN STATE-WIDE TESTING

Based on this student's present level of performance and his/her goals and objectives, the student will participate in the following state-wide and/or district-wide testing that other students in his/her grade level are taking at grade

6 E/LA Level 4, Math Level 6, Science Level 6, Social Studies Level 6

- CSAB Yes No N/A BSAP Yes No N/A PACT Yes No N/A
- Reading English/Language Arts
 Mathematics Mathematics
Writing Science *Social Studies*
- Terra/Nova Yes No N/A South Carolina Readiness Test Yes No N/A
- Reading/Language Mathematics

Accommodations Needed Yes No N/A (If yes, attach Accommodations Sheet)

If the student is not participating in the state or district-mandated test (or any subtest/section of the test not checked above) that other students in his/her grade level are taking, explain why the test or subtest/section of the test is not appropriate for the student.

Specify the method of alternative assessment for students not taking the test or subtest.

ACADEMIC PLAN FOR STUDENTS

An Academic Assistance Plan will be considered pending the results of PACT Testing.

PROMOTION/RETENTION

Are alternative promotion/retention standards required?

- Yes, Describe. **Sylvester will meet 80% of the IEP goals in the areas of reading and written language. He will meet district promotion standards in all other areas.**
- No

REPORTING TO PARENTS

Progress toward annual goals will be reported to parents every 4.5 ~~nine~~ weeks through reports cards and Interims and will be measured by

- Accomplishment of short term objectives
- Norm-referenced tests
- Criterion-referenced tests
- Curriculum-based measures
- Observation
- Other _____

Testing Accommodations and Modifications Worksheet

PACT
Grades 3 - 8

Name Boone, Sylvester Anterrio

ID: 248898432

The following accommodations/modifications are available to all students with documented disabilities whose IEP requires the accommodation/modification for daily instruction and assessment

Setting

- Individual administration in a separate location
- Small group administration in a separate location
- Special lighting
- Adaptive or special furniture
- Location with minimal distractions

Timing

- Extended time to complete the test
- Frequent breaks during testing
- Frequent breaks on one test but not another

Scheduling

- Administer in several sessions of _____ minutes (specify duration of each session)
- Administer over several days for _____ minutes (specify duration for each day's session)
- Administer in the afternoon rather than the morning or vice versa

Presentation

- Reduce number of items per page
- Loose leaf
- Large print
- Braille form and print version
- Form H-I signed language form
- Signed administration materials (videocassette tapes)
- Highlighted key words or phrases in directions (e.g., complete sentences, show your work)
- Visual cues on answer form (e.g., arrows and stop signs)
- Papers secured to work area with tape/magnets or other materials
- Color overlays
- Oral administration of Math

Response

- Large print paper
- Typed compositions
- Dictated compositions
- Marking answers in the test booklet
- Tape-recorded responses for later verbatim translation
- Use of a scribe
- Copying assistance provided between drafts

Supplemental Materials and Devices

- Amplification equipment (hearing aid, auditory trainer, etc.)
- Noise buffer
- Magnifying device (closed circuit television, optical low-vision aid, etc.)
- Pointer
- Non-calibrated rule or template (or other devices which assist in maintaining visual attention to the test booklet)
- Braille writer
- Typewriter
- Word processor without spell-checker or grammar checker
- Special adaptive/assistive devices (adaptive keyboard, etc.)
- Abacus
- Large print paper
- Tape recorder and cassette (for dictated responses)

Modifications Requiring Flagging of the Student's Record

- Poor speller's dictionary (e.g., The Misspeller's Dictionary) for the writing portion
- Word processor with spell-checker, a word prediction program, grammar checker, or voice activation
- Testing off-grade Level

Calculators

Oral administration in Reading/Language Arts Level 4, Math Level 6, Science Level 6, Social Studies Level 6

MODIFICATIONS TO REGULAR EDUCATION

What supplementary aids and services will be provided to the student, or on behalf of the student, to support this student's advancement toward attainment of the annual goals and participation in academic, nonacademic, and extracurricular activities in the general educational curriculum and environment? N/A

Supplementary Services/Supports

<u>Service/Support</u>	<u>Frequency</u>
<u> </u> Itinerant	
<u> </u> direct	<u> </u> /week
<u> </u> indirect	<u> </u> /week
<input checked="" type="checkbox"/> Resource	<u>10.0</u> /week
<u> </u> Interpreting	<u> </u> /week
<u> </u> Consultation	<u> </u> /week
<u> </u> Notetaking	<u> </u> /week
<u>NA</u> Assistive Technology Services	<u> </u> /week
<input checked="" type="checkbox"/> Training for General Educators	<u>2.0</u> /sem or year
<u> </u> Other: <u> </u>	<u> </u> /week

Supplementary Aids

- Classroom Modifications
- Instruction Adaptations
- Time Management
- Augmentative Communication
- Large Print/Braille Textbooks
- Auditory Trainer/Amplification
- Curriculum Adaptations
- Behavior Management
- Assistive Technology Device(s)
- Other:
- Other:

Describe specific supplementary services/supports to be provided and indicate the anticipated location.

Sylvester will receive 2 daily periods of resource room instruction in the areas oof reading and written language. Training for general educators will be provided on the Implementation of supplementary aids. Assistive technology services are not applicable. Sylvester will be able to re-take tests withthe resource teacher if he hails the first test in the general education classroom.

Describe specific supplementary aids to be provided and indicate the anticipated location.

Sylvester needs to be seated away from friends. he requires frequent checking for understanding. When presenting new skills, use manipulatives and/or pictures. When assessing new skills, limit the amount of material on a page and test verbally when necessary.

Hours/week or periods/week in special education 10 periods per week

Hours/week or periods/week in regular education. 20 periods per week

LRE RECOMMENDATIONS

Is this student to be removed from the general educational environment?
 yes no (If yes, complete LRE Recommendations, Parts I and II)

Is this student to be placed in the school he or she would normally attend if not disabled?
 yes no (If no, complete LRE Recommendations, Part II)

DOCUMENTATION OF IEP CONSIDERATION OF SPECIAL FACTORS

The IEP team has considered these special factors:

- The strengths of the student and the concerns of the parents for enhancing the education of their child
- The results of the initial evaluation or most recent evaluation of the student.
- As appropriate, the results of the child's performance on any general state or district-wide assessment programs.
- NA In the case of a student whose behavior impedes his or her learning or that of others, if appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.
- NA In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP
- NA In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.
- NA The communication needs of the student, and in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
- Whether the student requires assistive technology devices and services
- If, in considering these factors, the IEP team determines that a student needs a particular device or service (including an intervention, accommodation, or other program modification) in order for the student to receive FAPE, the IEP team must include a statement to that effect in the student's IEP
- Potential harmful effects and benefits of the services/placement

By signature below we agree with the educational and related services to be provided to this student as delineated in this IEP. Our LRE recommendations and this student's placement are based on the completed IEP and the regulations under the Individuals with Disabilities Education Act.

Signature	Position	Date
<i>Dorinda McClain</i>	<i>Special Education Teacher</i>	<i>4-7-03</i>
<i>Sandra L. Hammond</i>	<i>Teacher</i>	<i>4/7/03</i>
<i>Danayla Jones</i>	<i>Sch. Psy. II</i>	<i>4/7/03</i>
<i>Keshia Gibson</i>	<i>Speech Therapist</i>	<i>4/7/03</i>
<i>Kristy Jaden</i>	<i>Case</i>	<i>4-7-03</i>

- I have attended the IEP/LRE meeting and have participated as an equal member of the committee in developing this IEP and in determining the least restrictive environment and placement for my child.
- I have read the IEP/LRE documents or had them read to me and understand their contents
- I agree with the educational and related services to be provided to my child as delineated in this IEP
- I have received a copy of the IEP/LRE documents
- I understand the IEP/LRE process

Sandra Borne 4 / 7 / 03
 Signature of Parent/Legal Guardian/Surrogate Month Day Year

 Signature of Parent/Legal Guardian/Surrogate Month Day Year

NAME Boone, Sylvester Anterrio

<input checked="" type="checkbox"/>	Instructional
<input type="checkbox"/>	Related Service
<input type="checkbox"/>	Transition

GOAL The student will improve in reading comprehension by mastering 80% of the following short term objectives.

LOCATION OF SERVICES Resource Room

DATE 04/07/2003 Page 1 of 2

Short Term Objectives:	Criteria for Mastery	Evaluation Method	Evaluation Schedule	Review Date(s)	Results
CS The student will select and use the appropriate meaning of words in the context of the narrative	70% accuracy	Teacher made tests	Quarterly	10/10/2003 12/18/2003 03/10/2004 05/20/2004	
CS The student will sequence events and /or steps in a process using dramatizations, retellings, pictures, charts, story maps, or media	70% accuracy	Teacher made tests	Quarterly	10/10/2003 12/18/2003 03/10/2004 05/20/2004	
CS The student will identify restated, paraphrased, or inferred main idea.	70% accuracy	Teacher made tests	Quarterly	10/10/2003 12/18/2003 03/10/2004 05/20/2004	
The student will interpret and draw conclusions base upon test/selection and cite supporting evidence	70% accuracy	Teacher made tests	Quarterly	10/10/2003 12/18/2003 03/10/2004 05/20/2004	
The student will recognize cause and effect.	70% accuracy	Basal Reader Test	Quarterly	10/10/2003 12/18/2003 03/10/2004 05/20/2004	

RESULTS KEY: M - Mastered P - Progressing SP - Slowly Progressing NT - Not Taught R - Regression NP - No Progress
CS - Critical Skills

IEP- GOALS/OBJECTIVES

NAME Boone, Sylvester Anterrio

GOAL The student will show growth in written language skills by mastering 80% of the following short term objectives.

<input checked="" type="checkbox"/>	Instructional
<input type="checkbox"/>	Related Service
<input type="checkbox"/>	Transition

LOCATION OF SERVICES: Resource Room

DATE 04/07/2003 Page 2 of 2

	Short Term Objectives:	Criteria for Mastery	Evaluation Method	Evaluation Schedule	Review Date(s)	Results
CS	The student will edit for spelling (homophones, prefixes, suffixes, plurals possessives locate conventional spellings and distinguish between correct and incorrect spellings)	70% accuracy	Teacher made tests	Quarterly	10/10/2003 12/18/2003 03/10/2004 05/20/2004	
CS	The student will use strategies such as webbing, interviews, T-charts and outlining to organize writing to convey a central idea	70% accuracy	Teacher made tests	Quarterly	10/10/2003 12/18/2003 03/10/2004 05/20/2004	
CS	The student will use the writing process to record information accurately and to research and report information.	70% accuracy	Teacher made tests	Quarterly	10/10/2003 12/18/2003 03/10/2004 05/20/2004	
	The student will analyze and use journals, letters, essays, reports, poetry, stories, plays, and scripts from a variety of historical periods and cultures for elements to use in writing	70% accuracy	Teacher made tests	Quarterly	10/10/2003 12/18/2003 03/10/2004 05/20/2004	
	The student will analyze the author's purpose and style of writing	70% accuracy	Teacher made tests	Quarterly	10/10/2003 12/18/2003 03/10/2004 05/20/2004	

RESULTS KEY: M - Mastered P - Progressing SP - Slowly Progressing NT - Not Taught R - Regression NP - No Progress
CS - Critical Skills

ESY Student Eligibility Review Form

Student's name: Boone, Sylvester Antonio School: Lewis Greenview Elementary
 Date of birth: _____ Classification: Learning Disabled/Resource
 Model: _____ Date: / /
 Person completing form: _____ Position: _____

1. REGRESSION/RECOUPMENT

Was the student determined eligible for ESY services because of significant regression (loss of skills) and an inability to recover the skills previously mastered?

Yes No

Supporting data

2. CRITICAL POINT IN INSTRUCTION/EMERGING SKILLS

Is the student at a critical point in instruction or in emerging academic, self-help, community access, or social/behavior skills and determined eligible for ESY services?

Yes No

Supporting data

3. INTERFERING BEHAVIOR

Is the student exhibiting interfering behavior (e.g., ritualistic, aggressive, self-injurious) and determined eligible for ESY?

Yes No

Supporting data

4. TRANSITION

Is the student preschool age (2 1/2 - 5) or aged 14 - 21 (or younger if the IEP team has indicated that transition is appropriate) and determined eligible for ESY?

Yes No

Supporting data:

5. SPECIAL CIRCUMSTANCES

Was the student determined eligible for ESY because of a significant loss of services due to the student's having more than twenty days of health-related absences without provision of homebound services?

Yes No

Supporting data:

Was the student entered in the program after the beginning of school and determined eligible for ESY?

Yes No

Supporting data:

If the student is eligible in one or more of the above areas, ESY services as determined by the IEP team must be provided to the student.

LETTER OF INVITATION - IEP

Student Boone, Sylvester Anterio
 School/District Lewis Greenview Elementary/Richland County School District
 First Invitation Date 03/28/2003
 Second Invitation Date 04/02/2003

<input type="checkbox"/>	Initial IEP
<input checked="" type="checkbox"/>	Annual Review
<input type="checkbox"/>	Special Review
<input type="checkbox"/>	Transition
<input type="checkbox"/>	Re-evaluation Plan

Dear Ms. Sandra Boones:

You are invited to participate as an equal member of an IEP/staffing committee which will meet on Monday, April 7, 2003 at 9:30 at Resource Room

- To discuss the findings of the recent evaluation and determine eligibility for special education services. Before we begin the IEP meeting, we will provide you with a copy of the evaluation report and discuss it with you. If you prefer to have a copy of the evaluation report prior to the meeting, please contact us and we will send one to you.
- To develop an initial individual education plan (IEP), if appropriate.
- To conduct an annual review of your child's IEP.
- To conduct a special review of your child's IEP (If this is a proposed change in identification or placement, please see attachment.)
- To discuss transition service needs or to develop a transition plan.
- To review existing evaluation data and develop a reevaluation plan.

If it is determined that your child qualifies for or should continue in a program of special education, an Individualized Education Program (IEP) will be developed and the least restrictive placement will be determined. An IEP is a written document which includes goals and objectives to ensure that your child receives an appropriate education which has been designed to meet his/her special learning needs.

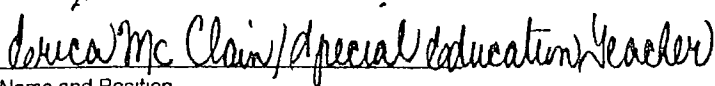
If your child is 14 years of age or older (or will turn 14 during the effective dates of the IEP), the IEP/staffing committee will discuss transition service needs, focusing on his/her courses of study. If your child is 16 years of age or older (or will turn 16 during the effective dates of the IEP), the IEP/staffing committee will discuss transition services and incorporate a Transition Services Plan into the IEP. Your child will be invited to participate as an equal member of the IEP/staffing committee anytime transition service needs or services are discussed. At that time, we will discuss your child's interests and preferences as they relate to the development of the transition plan. Transition services will be discussed for younger children if the IEP/staffing committee or you determine it is appropriate. If transition services are to be discussed, the specific agencies that are likely to be responsible for providing or paying for transition services must be identified and invited to the meeting.

The following participants will be in attendance at the meeting.

Name and Position	Name and Position
<input checked="" type="checkbox"/> Erica McClain / Special Education Teacher	/
<input checked="" type="checkbox"/> Kitty Faden /CASE	/
<input checked="" type="checkbox"/> Nancy Carnes /School Psychologist	/
<input checked="" type="checkbox"/> Sindora Hammonds /Regular Education Teacher	/
<input checked="" type="checkbox"/> Keisha Gibson /Speech/Language Therapist	/

You may bring other participants to the meeting who have knowledge or special expertise regarding your child. If you wish. Additionally, you have the right to determine whether your child shall attend the meeting. If transition will be discussed, we will invite your child. If there is a communication problem, please notify me five (5) days prior to the meeting and an interpreter will be provided. You will be provided a copy of your child's IEP. Your child's IEP will be reviewed and revised annually, and you will be invited to participate in the annual review meeting. You may request a new IEP/staffing meeting any time you feel it is necessary. It is important that you be involved in making all educational decisions regarding your child. Attached is the booklet Parent Handbook for Special Education which includes a full explanation of all procedural safeguards. For additional information, please call me at 735-3417 Ext. 3101

Please complete the attached Parent Invitation Response form and return it to me within five (5) calendar days to let me know your plans regarding this meeting. I look forward to seeing you at the meeting. I feel it is very important for you to attend this meeting. If you have any problems with transportation, location, or time, please let me know by calling 735-3417 Ext. 3101 or writing a note on the Parent Invitation Response

Sincerely,

 Name and Position

- Attachments
- Draft Copy of IEP Proposed by District/Agency
 - Parent Invitation Response
 - Parent Handbook for Special Education
 - Parent Information Sheet
 - Proposal to Change Identification or Placement
 - Other (specify) _____

PARENT INVITATION RESPONSE

Boone, Sylvester Anterrio
Name of Student

Please check one of the following:

- I will attend the meeting as scheduled
- I cannot attend the meeting as scheduled, but would like to reschedule for _____
- I do not wish to attend the meeting and do not wish to reschedule

(Date/Time/Location)

Transition Services (please check all that apply):

- I would like to discuss transition services, even though my child is not 14 years of age.
- I authorize the school district to invite the following representatives from adult service agencies to attend the IEP meeting to discuss transition services for my child _____

Sandra Boone

4/7/03

Signature of Parent/Legal Guardian/Surrogate Parent

Date

For students age 14 and older (or anytime transition is to be discussed)

STUDENT RESPONSE: My signature below indicates I am aware of the time of the IEP meeting and have been invited.

Student Signature

Date

WAIVER STATEMENT (When applicable):

The seven (7) day requirement for parent notification of an IEP/staffing meeting is hereby waived with my permission. I understand the reason for the waiver to be _____

Sandra Boone

4/7/03

Signature of Parent/Legal Guardian/Surrogate Parent

Date

Please return this page only to Erica McClain

Office Use Only

Home Visit Date _____

Follow-Up Letter Date _____
Regular _____ Certified _____

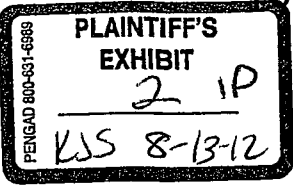
1st Invitation Date 3-28-03 No Response

2nd Invite Date 4-2-03 Mother returned letter stating she will attend the meeting

4-7-03 Mother attended IEP meeting

Erica McClain

Name of Person Making Contact



Zion Pilgrim Baptist Church

258 Old Bluff Road

Hopkins, South Carolina 29061

May 23, 2012

To Whom It May Concern:

Dear Sir or Madam,

I am confident that it is in the best interest of all parties to release Sylvester Boone. His incarceration should be ended, and his opportunity to become an invaluable young man to his family, church, community, and society should begin.

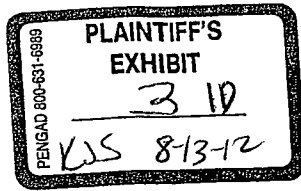
He can use his experience to counsel young people about making the right choices, and decisions that will make a positive outcome in their lives. By him sharing, some young person may be prevented from becoming another statistic in the penal system. He has received, and will continue to get Christian training at home and church. This continual education in the teachings of Christ will dramatically enhance his future. I strongly recommend approval of this request at the earliest possible time.

Sincerely,

Rev. Dr. Jack Wilson Jr.
Rev. Dr. Jack Wilson, Jr.

Pastor, Zion Pilgrim Baptist Church

Commission Expires FEB 23, 2021
J.C. J. James O. Jones



Your Honor,

My name is Kedrick Lusk. I am writing this letter as a character reference for Sylvester Boone I was a Dean of Students and Science Teacher in Richland School District One and Sylvester was one of my students.

When Sylvester was at my school he was well mannered and always treated myself along with the rest of the faculty with respect. In my classroom he tried his best to do what was necessary to succeed. Whenever I gave him advice and tips on how to make himself better he would always respond positively to it

I interacted with Sylvester for several years while he was a student in my care He did not cause me any discipline problems at all. However, during that time I observed instances in which he would fall prey to peer pressure. There was more than one occasion in school, where more mature boys would try and take advantage of his good nature and attempt to manipulate and influence him in a negative way.

Even though Sylvester had to persevere through many hardships, while he was at our school he managed to pull his state testing scores up Although he may have been negatively influenced by others at times, he was never violent. Furthermore with the proper intervention he thrived.

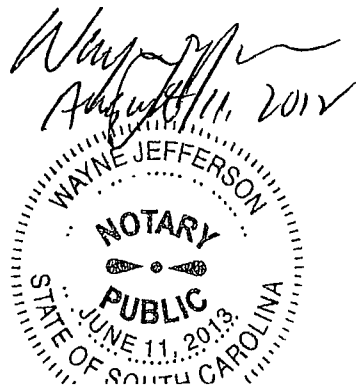
I want to say for the record that despite the circumstance that Sylvester is in now, I have taught and known him for enough years to know that deep down, the core of his character is good. I am not trying to mitigate what he may have been accused of. I just want to say that he can still make something out of his life if the time he has to serve in incarceration is lessened.

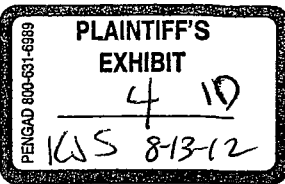
Furthermore, Sylvester is still very young and has a great deal of potential in him. The sooner he is released from incarceration the sooner he can salvage his young life. If he is mandated to serve the better part of his adult life in the penitentiary what type of reintegration into society awaits him after having to serve hard time at such a young age?

I plead with you to consider letting this young man, who is barely out of his teenaged years, a chance to rehabilitate his life outside of the confines of a prison. My rationale being he still has good in him and if we work with him while he is still young, he can atone for his mistakes and still make a positive contribution to society outside of prison.

Thank you in advance for your consideration,

Kedrick Lusk
Kedrick L. Lusk
Aug. 11, 2012





AFFIDAVIT

I Alison James would like to give my statement on how I as Sylvester Boone's bus driver, observe his behavior on and off the bus. When he was on the bus he was very well manner. I never had any problems with him, but the minute he would get off the bus the old kids would manipulate him into doing what they want him to do. Sylvester being a very soft hearted young man was very respectable; he would always say yes madam or yes sir to adults. It was only when you see him out and about and he didn't see you that you would witness him being a follower of his pierces. He thought that he had to do what the older people that he hung around told him to do in order to be accepted. I truly believe that he has been reformed after being incarcerated for the time that he has been in prison. If you could find it in your heart to give anyone a second chance in life Sylvester should be that person. I have spoken to him while he has been incarcerated and I can say that he is even more of a well manner young man who has honestly turned his life around and realized that he does not have to be a follower, but a leader in this world that we live in. I know beyond the shadow of a doubt that given, a second chance in life he would be a young man that as a Judge you would be very proud of. I pray that as a mother that you will give Sylvester back to his mother, who is a highly respectable woman who deserves to have her son back at home where he belongs. Thank you in advance your Honor.

Sincerely,

 Alison Regina James

 Valarie H. Dickson
 NOTARY PUBLIC

 8-13-12
 DATE

 March 26, 2017
 COMMISSION EXPIRATION DATE

Palmetto Unified School District
Certificate
of
Achievement

This Certifies That

SYLVESTER A. BOONE

is Awarded this Certificate for

NCCER 10 HOUR SAFETY ORIENTATION

Given at BISHOPVILLE, S.C., this 6th. day of JUNE, A.D., 20 11.

Dene Stokes

Instructor

A. B. Jones

Principal/Lead Teacher

PENGAD 800-631-6989
KJS 8-13-12
PLAINTIFF'S
EXHIBIT
5

Palmetto Unified School District
Presents
This Vocational Certificate

Be It Known that SYLVESTER A. BOONE has satisfactorily
completed a 300 hour course of instruction in CARPENTRY I
and on the recommendation of the Principal and Faculty the Palmetto Unified School
District awards this certificate

Given at BISHOPVILLE South Carolina, this 20th day of MAY 20 11.

Sue Stokes
Vocational Instructor

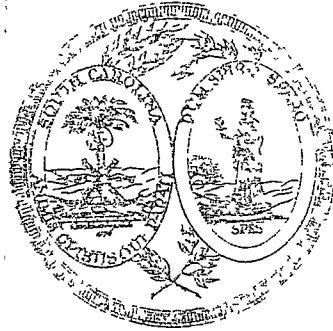
A.R. Dean
Principal/Lead Teacher

John Deblin
Vocational Director

R. A. Kear
Superintendent

PENGAD 800-631-6989
KSS 843-12
EXHIBIT
PLAINTIFF'S

SOUTH CAROLINA



HIGH SCHOOL EQUIVALENCY DIPLOMA

Be it known that **SYLVESTER A BOONE** has satisfactorily completed the Tests of General Educational Development and upon the recommendation of the Director of the Office of Adult Education of the State Department of Education, the State Board of Education awards this diploma, which is regarded to be equivalent to the high school diploma.
Given at Columbia, South Carolina, **June 2nd, 2011.**

Genita Prottewit
CHAIR, STATE BOARD OF EDUCATION

Mick Fais
STATE SUPERINTENDENT OF EDUCATION

Matthew S.asley
GOVERNOR OF SOUTH CAROLINA

David B. Stout
STATE GED ADMINISTRATOR

PENGAD 800-631-6989
PLAINTIFF'S
EXHIBIT
7
KSS 8/13/12



Issued by South Carolina State Department of Education

Official Transcript of GED Tests

For additional transcripts contact:

GED Testing Office
Suite 402

1429 Senate Street
Columbia, SC 29201

Phone: 803-734-8347 Fax: 803-734-8336

Candidate's Name

Last Name: **BOONE** First Name: **SYLVESTER** MI: **A** Date of Birth:

Address: **BISHOPVILLE, SC 29010** Social Security Number: **xxx-xx-XXXX**

GED Administrator

David B. Stout, Jr.

Date: Tuesday, June 07, 2011

Test Name	Standard Score (out of 800)	Percentile Rank	Test Date (mm/dd/yy)	Test Form Used
Language Arts, Reading	410	18	5/5/2011	IE
Language Arts, Writing	470	38	5/5/2011	IE
Mathematics	410	18	5/5/2011	IE
Science	510	54	5/5/2011	IE
Social Studies	520	58	6/2/2011	II
Pass / Non-Pass: Pass	2320	Battery Avg:	464	

Center Name: Lee - DOC - SC Dept of Ed

Test Center ID No.: 3000430032

Test Format: EP

Please note: If candidate has taken GED tests more than once, only the highest scores will appear on the transcript.

Total Battery

You have demonstrated the 21st century skills of Communication, Information processing, Problem solving, Higher order thinking skills, in the five tests areas (Reading, Writing, Mathematics, Science, and Social Studies) to perform effectively in the workplace or in higher education.

Language Arts, Reading

Your score meets or exceeds the GED passing score requirement. You demonstrated essential reading skills in the following areas: comprehending, analyzing, evaluating, and synthesizing workplace and literary texts.

Language Arts, Writing

Your score meets or exceeds the GED passing score requirement. You demonstrated essential skills in the following areas: using the elements of standard English to edit workplace and informational documents and to generate well-organized and developed written text.

Mathematics

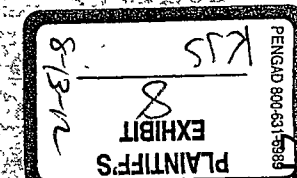
Your score meets or exceeds the GED passing score requirement. You demonstrated essential skills in the following areas: understanding and interpreting mathematical concepts in algebra, data analysis, statistics, geometry, and number operations applied to visual and written text from academic and workplace contexts.

Science

Your score meets or exceeds the GED passing score requirement. You demonstrated essential skills in the following areas: understanding, interpreting, and applying concepts of life, earth and space sciences, physics, and chemistry to visual and written text from academic and workplace contexts.

Social Studies

Your score meets or exceeds the GED passing score requirement. You demonstrated essential skills in the following areas: understanding, interpreting, and applying key history, geography, economics, and civics concepts and principles to visual and written text from academic and workplace contexts.



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Dene Stokes

Instructor

A.R. Jones

Principal/Lead Teacher

PENGAD 800-631-6989
105 8-13-12
PLAINTIFFS
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Given at BISHOPVILLE South Carolina, this 20th day of MAY 20 11.

Aene Slater
Vocational Instructor

John Deplin
Vocational Director

A. Deom
Principal/Lead Teacher

R. A. Kear
Superintendent

PENGAD 800-631-6989
10
LJS 8-13-12
PLAINTIFF'S
EXHIBIT

PENGAD 800-631-6989
PLAINTIFF'S
EXHIBIT
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8-13-12

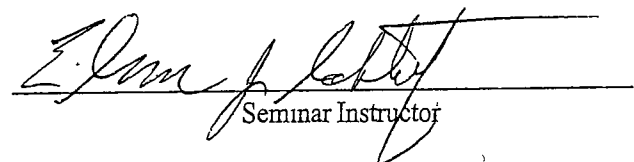
Gospel Express Evangelistic Team
CERTIFICATE

This is to certify that Sylvester A Boone
has successfully completed the

Bondage to Freedom Seminar

Granted 2 1 14 1 12

*"Study to show thyself approved unto
God, a workman that needeth not to be
ashamed, rightly dividing the word of
truth." II Tim. 2.15*


Seminar Instructor