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SC Court of Appeals

IN THE STATE OF SOUTH CAROLINA
COURT OF APPEALS

FROM THE SOUTH CAROLINA ADMINISTRIVE LAW COURT

John D. McLeod,Judge

Appellate Case No: 2014-002372
Civil Action No: 14-ALJ-30-1256-AP

Lake City College Preparatory Academy.....Appellant,

v.

South Carolina Public Charter School District.....Respondent

RECORD ON APPEAL
VOLUME V

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STATE DEPARTMENT OF EDUCATION APPROVED BOARD TRAINING FOR PUBLIC CHARTER SCHOOL BOARDS

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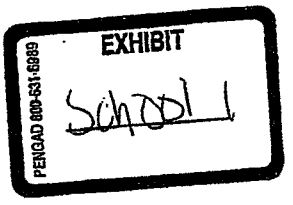
Why Effective Charter School Boards Are Critical to the Success of the Charter School Movement?

- Boards fulfill a legal responsibility
- Boards provide oversight functions
- Boards promote the charter school's mission
- Boards help to raise funds

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What is Governance?

- **The coming together of a group of individuals to act as one for the purpose of guiding the organization of which they hold trusteeship by determining its ends while establishing appropriate boundaries for accountability.**



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The Key to Good Governance

- The key to effective governance lies in effective, policy-making. It is not about the board controlling more or less, but controlling the rights things in the right way.

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A board is only as good as the composition of its members—the skills, experience, insights and perspectives they bring and how this group is harnessed to conduct oversight—the processes by which they do the work, the information they use to make decisions and the effectiveness of their board meetings.

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- **Board Offices**
- **President:**
- **Chairperson:**
- **Vice-President:**
- **Secretary:**
- **Treasurer:**

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Effective Charter School Governance Defined

- Passionate, Unwavering Belief in the Charter School's Mission and Core Values
- Firm Understanding of the Charter Promises and Clear, Consistent Ways to Measure Them

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Effective Charter School Governance Defined

- Clarity of Collective Vision—Where the School Is and Where It Wants to Be in the Future
- Focus on Results
- Clarity of Roles and Responsibilities: the Full Board, Individual Trustees and Committees

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The Right Structure

Board size
There should be enough people to have functioning committees and a diversity of opinions and perspectives needed to ensure public accountability.

Composition
Governing a charter school requires a host of essential skills: legal, financial, real estate, fundraising, strategic planning, academic oversight, marketing, human resources and public relations.

Officers
Officers, such as chair, vice-chair, treasurer and clerk, ensure an additional level of accountability by having a member responsible to the group for specific tasks and functions, and assist boards in not becoming overly dependent on the school leader.

Committee structure
Well-functioning committees are the heart and soul of any effective board.

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Characteristics of an Effective Charter School Governing Board

- Passionate, unwavering belief in the charter school's mission and core values
- A firm understanding of the charter promises and a clear, consistent way to measure them
- Clarity of collective vision—where the school is and where it wants to be in the future
- Focus on results
- Clarity of roles and responsibilities of the full board, individual trustees and committees

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Characteristics of an Effective Charter School Governing Board

- The right structure in terms of board size, composition, committees and officers
- Board meetings focused on strategic issues, not just reporting
- Clear understanding of the difference between and management
- A school leader who has the time to assist in the creation of effective governance

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- A strong partnership between the board and the school leader which is built on mutual trust and respect.

Source: Authorizer Issue Brief, National Association of Charter School Authorizers, 2005

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Holding Productive Board Meetings

"I HAVE NEVER SEEN ANYTHING GOOD COME OUT OF A FIVE HOUR BOARD MEETING"

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- Meeting Organization
- Developing an agenda:
- Beginning the meeting:
- Maintaining the pace:

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- Considering the Issues:
  Weighty and emotional issues require especially thoughtful consideration. The following steps can help boards address problems systematically:

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- 1. Describe the problem or opportunity
- 2. Brainstorm potential solutions
- 3. Establish a fact-finding committee to pursue additional information, as needed.
- 4. Cull the list to the most viable choices

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- 5. Evaluate the choices in light of the mission and vision statements.
- 6. Evaluate the costs and benefits
- 7. Make the decision
- 8. Evaluate the impact

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Executive Session:

- No Voting
- Discussion Only
- Legal
- Personnel
- Contracts

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General Rules for Good Meetings

- Schedule workshops for larger issues
- Have a policy handbook to reference
- Use the mission and vision to guide decision making
- Focus on solutions, not problems

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- Don't try to solve everything
- Remain respectful - don't personalize issues
- Praise twice as much as criticize

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Board Meetings Focus on Strategic Questions, Not Just Reporting
Board meetings should be a venue for grappling with the most important issues facing the organization. Basic reporting can be more effectively handled in written materials sent out prior to each board meeting.

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Developing Sound Policy

"Managers think about today. Leaders think about tomorrow."

Dan McCreary

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Guided by the school's mission and vision, an effective board sets policies regarding finances, enrollment, program evaluation, and other operational aspects. Written policies have two purposes: they provide direction to the board and staff in implementing the school's goals; and they ensure the school meets legal requirements. A written copy of school policies should be available to anyone who requests it. Copies should be kept in the school office and on the school's website.

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Types of Policies

In general, the board writes policies and the administrator creates procedures. Policies indicate what should be done whereas procedures indicate how something should be done. The governing board has little role in developing administrative procedures, other than the option to negate them if they choose.

Governing board policies are also the foundation for the employee and parent/student handbooks.

There are four types of policies a charter school governing board should consider:

- Policies required by law (e.g. nondiscrimination, sexual harassment)
- Policies required by the contract or charter application (e.g. lottery/enrollment, uniforms)
- Policies that give broader definition to the vision/mission (e.g. educational program philosophy, administrative structure, dress code)
- Policies that communicate board decisions (e.g. facility use, withholding diplomas/transcripts/grades)

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Establishing a Policy

Generally, a charter school board takes one year of diligent work to draft and adopt all of the necessary policies. The board's first priority is to adopt those policies that are required by the articles of incorporation, charter school application, charter contract, and South Carolina law.

- The second priority is to establish policies that will further the vision and mission of the school.
- For example, if the charter school application states that the school will have a "disciplined environment," the board will need to define as an official policy who decides when a student should be suspended or expelled and what parents should do to provide a disciplined environment at the school.

Once the policy is established, the administrator creates procedures for when students should be sent to the office and other consequences for misbehavior.

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The board may also adopt policies throughout the year to address situations and crises.

- For example, the parent-teacher organization may ask to raffle a quilt at the annual spaghetti dinner. Rather than the board responding with a "yes" or "no" answer, the board may adopt or amend their facility use policy to address this particular situation. Having the response in policy ensures future decisions will be handled in a like manner.

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Policy-Making: A critical Area of Board Decision-Making

- The board then assigns a team to draft new policy
- Always include members of the administrative staff!
- Write policy draft
- Be careful not to be too detailed – the means belong to the administrator
- Ask legal counsel to review the draft policy
- Present draft to the board for approval

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South Carolina Charter School Law

Origin of the Law

Originally passed in 1996 (Act 447)

Significant amendments in 2002 (Act 341)

Significant amendments in 2006 (Act 274)

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1996 Act

- Introduced and created charter schools as an educational option in South Carolina
- All charter schools were sponsored by local school districts
- Local school districts reviewed applications first hand
- No standard application process

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2002 Act

- Added the Charter School Advisory Committee
- Required the State Board of Education to establish standards
- Result
- Streamlined and standardized the application process

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2006 Act

- Created the South Carolina Charter School District as an additional sponsor
- Opened the door for virtual charter schools
- Maintained, however, the role of the Advisory Committee and continues to allow for local school district sponsored charters

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Current Law

Overview of legal expectations
Public meetings
Records
Safety
Standards
Expectations
Ethics

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Freedom of Information Act

As public schools, charter schools are subject to the requirements of the

- FOIA
- Open meetings
- Public records

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Open Meetings

All charter board meetings must be open to the public unless there is a valid legal reason to go into executive session

Examples of executive sessions:

- Discussion of personnel actions and issues
- Student matters (when dealing with a specific student)
- Contractual issues
- Receiving legal advice

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- Must give notice of board meetings
- Notice of regular meetings must be given at the beginning of the year
- Include dates, times, and places
- Agenda, if any, must be posted on a bulletin board at the office or meeting place at least 24 hours before the meeting
- Specially called meetings must also be posted no later than 24 hours prior to the meeting

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Minutes of Meetings

- Must keep minutes
- Must be available within a "reasonable time"
- The public has a right to record or video tape the meeting

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Public Records

Definition is very broad—"all books, papers, maps, photographs, cards, tapes, recordings, or other documentary materials regardless of physical form or characteristics prepared, owned, used, in possession of, or retained by a public body

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Scholastic records are not considered open to the public under FOIA

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FOIA Information

The Attorney General has a guide to the FOIA on his website:

www.scattorneygeneral.com/newsroom/pdf/FOIA.pdf

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Family Education Rights and Privacy Act

What is FERPA?

A federal law that governs the privacy of student records. Applies to all schools that receive federal funds.

FERPA

Charter schools are required to follow the requirements of FERPA with regard to student records

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- In general, student records cannot be disclosed to third parties without the consent of the parent (or student if 18 or older), except under limited circumstances.
- FERPA sets out exceptions to this rule
- School must give notice to parents of their rights under FERPA
- Usually done as part of the student handbook

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- For more information about FERPA, go to the USDE website at:

- www.ed.gov/policy/gen/guid/fpco/ferpa/index.html

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Tort Liability

- Considered a school district for the purposes of tort liability
- Can be sued
- Tort Claims Act governs general tort liability

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Non-certified Teachers

- Start up charter schools may hire non-certified teachers, not to exceed 25% of teaching staff
- Conversion charter schools limited to 10% non-certified

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Non-certified Teachers

However, to comply with No Child Left Behind, teachers of core areas must be

Certified in the area OR

Have a baccalaureate or graduate degree in the subject

IDEA requirements—special education teachers MUST be appropriately certified

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Administrative Staff

At least one administrator must be:

- Certified as an administrator (SC certification) OR
- Have experience in the field of school administration

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Admission of Students

- Must admit all children eligible subject to space limitations
- No testing in of students
- No special qualifications
- You may have a targeted population but you cannot deny enrollment of someone who doesn't meet the definition of the target

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Admission of Students

- If you are at capacity
  - You must institute a lottery
  - Cannot have a lottery based on race or gender

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Priority for Admissions

May give priority to:

- Siblings
- Children of charter employees
- Children of the charter committee (enrollment cannot exceed 20%)
- Conversion schools give priority to students who were enrolled at the time of conversion

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Board of Governors

- Must be elected annually (entire board)
- Employees and parents may participate in election
- Parents shall have one vote for each student enrolled
- Cannot be employed by the school
- Convicted felons cannot serve

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Ethics Act

Board members and employees of charter schools are subject to the requirement of the State Ethics Act

Code of Conduct

http://ethics.sc.gov/rulesofconduct/

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Duty of Care

- The duty of care describes the level of competence that is expected of a board director, and is commonly expressed as the duty of "care that an ordinarily prudent person would exercise in a like position and under similar circumstances." This means that a board director owes the duty to exercise reasonable care when he or she makes a decision as a steward of the charter school.

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Duty of Loyalty

- Traditionally, nonprofit board directors have an absolute duty of complete, undivided loyalty to the organization. The duty of loyalty is a standard of faithfulness; a board director must give undivided allegiance when making decisions affecting the charter school. This means that board directors can never use their position, or the charter school's assets, or information obtained as a member for personal gain for themselves or for any member of their family, but must act in the best interests of the charter school. A board director should put the good of the charter school first and avoid engaging in transactions with the school from which the director will benefit.

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Duty of Obedience

- The duty of obedience requires board directors to be faithful to the charter school's mission. They are not permitted to act in a way that is inconsistent with the central goals of the charter school. A basis for this rule lies in the public's trust that the charter school will manage public financing and donated funds to fulfill the charter school's mission.

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Building Relationships

An effective board builds positive relationships among school personnel and between the school and the outside community. To maintain trust and cooperation within the school, the board must communicate regularly with the staff, faculty and parents. The board should also establish relationships with members in the external community to enhance the image of the school and invite financial and volunteer support. The board can also help maintain a positive relationship with the school's authorizer.

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Building Relationships

Board Member Relationships

Building positive working relationships between board members is essential to effective governance. These relationships can be strengthened by providing orientation training for new members and participating in team building activities and training. Board members should establish and at times revisit norms for behavior. Disagreement in group situations is common but where there is respect, clear communication, and self control, the result will be better decisions and a stronger governing board. Conflict that results in personal attacks destroys group cohesion and leads to poor decision making.

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Building Relationships

Board and Staff Relationships

Boards should form a positive relationship with school administration and staff while maintaining an appropriate distance from day-to-day decision making. Frequent communication dispels rumors, mistrust and alienation between the board and the staff.

Contact can be initiated by holding "board visit days" where the staff and faculty are invited to informally interact with the board to ask questions, listen to reports, and provide input into important decisions. During the development of the strategic plan, staff should be invited to provide ideas and feedback. Board members should also attend school functions.

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Board and Administrator Relationships

- The board should work toward having an open and honest relationship with the administrator. They should work together when developing the strategic plan, long-term growth plans, and policy development.

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Board and Parent Relationships

- The board should engage parent participation in the operation of the school and the maintenance of a high achieving, safe, fun environment. The board can provide opportunities to parents to serve on committees, tutor after school, help in classrooms, serve lunches, help with events, and attend board meetings. The board should also establish clear grievance procedures.

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Board and Authorizer Relationship

- Relationships between boards and districts range from productive and respectful to tense and strained. Most schools receive some services from their authorizers (e.g. professional development, special education). The board should make efforts to communicate with the district regarding its services and the success of the school in a professional manner.

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Board and Community Relationships

- Developing relationships with the community can provide benefits to the school including monetary and in-kind donations, discounts on goods and services, volunteers, activities for students, marketing, and new ideas. For example, a school could form a relationship with a nearby company whereby the company provides computer technical assistance to the school in exchange for use of the school's technology lab for training.

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Selecting, Reviewing and Supporting the Administrator

An effective board identifies and hires a capable administrator who shares the mission and vision of the school. The board is also responsible for the annual evaluation of the administrator and the setting of professional goals for improvement. Boards support administrators by ensuring that they have the necessary resources to accomplish goals and by conveying confidence in their day-to-day decisions

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The Hiring Process

- Given the independence of charter schools, the administrator must be both an instructional and a business leader. They must manage the facility and finances, oversee instructional and operational staff, engage with students, elevate school culture and morale, represent the school to parents and the community, manage conflict, promote the school, ensure the school meets all local, state, and federal laws, encourage academic and professional excellence, and guide the school toward meeting its goals. In short, the administrator guides the school on the path to its mission and vision.

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

Creating a job description:

The board should write a detailed job description for the position and decide how it will interview and select qualified candidates. The job description should include the minimum professional qualifications such as the type of degree, certification, and work experience; and the job duties including management (budget/finance, personnel), educational leadership (curriculum evaluation, administration of program), communication with parents, the community, and the authorizer, facility maintenance, staff, student performance evaluation, and other tasks.

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Characteristics of a Quality Leader

- Focuses decisions on what is best for students
- Knows how to disaggregate data to make decisions about curricular adjustments and teacher training
- Communicates well with parents, students, faculty, board, and staff
- Recognizes a variety of needs by staff, faculty and students and is willing to find ways to meet their needs
- Incorporates input from stakeholders to provide shared ownership in decision making
- Knows how to effectively delegate tasks and responsibilities
- Leads by example by being highly motivated, accountable, and willing to actively pursue growth opportunities
- Communicates the vision to school staff, faculty, community members, authorizer, and students
- Stays current on educational research and is willing to try new things to meet the needs of students and staff
- Has demonstrated expertise in teaching and learning
- Knows how to inspire and create an effective professional learning community
- Is an excellent manager of people, time, resources, and budgets
- Has experience in and appreciation for the school model/philosophy

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

Forming a search committee:

The board may form a committee to develop an employment announcement, strategies for interviewing candidates, and expectations for what is considered a quality candidate. Staff, parents and other stakeholders should provide the committee with recommendations regarding leadership characteristics and interview questions

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

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Checking references and prior job performance:

The board should check with former employers to verify dates of employment and ask questions about the candidate's past performance. Boards may also learn about the applicant by inquiring with individuals who know the candidate, but may not be listed as a reference. If a candidate has been terminated by another school, the board should assume the situation had two sides and ask questions of several individuals involved.

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Evaluating Administrator Performance

- The board should annually evaluate the performance of the administrator to identify opportunities for professional growth and acknowledge areas of excellence in the following areas:
- Personnel management
- Vision and mission

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- Communication
- Finances and Operations
- Student Achievement
- School Safety
- Encouraging Continuous Improvement
- Providing Continuous Support

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PITFALLS TO AVOID

- Overdependence on the Administrator
- Financial Mismanagement
- Overextending Administrators
- Lack of Policy Infrastructure
- Unqualified or Poorly Qualified Board Members or Founders Hired as Employees

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Instructional Programs

Charter as Your Guide:

- From the moment a charter school petition is approved, its leaders enter into a pact, providing accountability for high student achievement in exchange for autonomy.
- The Charter is a contract between the school and the sponsoring district.
- The Mission Statement is the heart of your Charter School.

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The Charter Schools Act of 1996 provided opportunities for teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school structure as a method to:

- 1) improve pupil learning,
- 2) increase learning opportunities for all pupils,
- 3) encourage the use of different and innovative teaching methods,
- 4) create professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site,
- 5) provide expanded choices in the types of opportunities that are available within the public school system, and
- 6) hold schools accountable for meeting measurable outcomes.

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

Second Grade:

- PASS- Optional, at the end of the year.
- Measure of Academic Progress (MAP)- A computerized, normed assessment given three times a year. Fall, Winter, Spring.

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

Third through Eighth Grade

- PASS- End of the year assessment.
- MAP- Three times each year, Fall, Winter, Spring

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

High School Assessment Program (HSAP)

- An exit examination (required for a high school diploma).
- It is designed to measure a mastery of skills that have been addressed across several grades

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

QUESTION?

What information should the administrator give the board to be able to evaluate success and how do these successes relate to the school goals

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

- A summary of State Testing should be given in report form to the Board annually.
- A review of The State of South Carolina Annual School Report Card should be done when issued. Paying particular attention to:
  -Absolute Rating
  -Improvement Rating
  -Adequate Yearly Progress
  -Performance Trends Over Time

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

A Quality Charter School...

- Uses information sources, data collection, and data analysis strategies for self-examination and improvement.
- Were benchmarks achieved? When monitoring student progress, what did you find?
- Did you meet both long and short term goals? Did your plans for accomplishing the school's mission work?

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

- Under the statute, when determining your hiring practices the Charter School Committee may continue hiring practices that the school district follows, which means that the teachers are hired contractually on a year-to-year basis. The charter school may also decide to use the grievance procedures that are outlined pursuant to the statute under Article 5, Chapter 25 of Title 59, which allows a teacher to follow a grievance and termination procedure.

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

Benefits

- State Retirement Plan
- Full and part time participate
- State Health Plan
  - If you offer it all are eligible to participate
- Unemployment costs are lower for part time

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

Employee Handbook

- Employment Conditions and Requirements
- Sexual Harassment Prevention
- Safety/OSHA Requirements
- Technology Acceptable Use
- Americans with Disabilities Act
- Child Abuse and Neglect

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

Employee Handbook (continued)
- Confidentiality
- Dress Code
- Emergency Closings
- Grievances
- Illegal Substance Abuse and Alcohol Free Schools/Workplace
- Legal Assistance

Payroll
- Direct Deposit
- Personal Information Changes
- Professional Development
- Workers Compensation

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

Employee Handbook (continued)
Fringe Benefits
- Leave of Absence
- Social Security
- Group Benefits
- Mandated and Optional Benefits
- Notice and changes that will affect your coverage
- Retirement

Information for Certified Employees
- Certification and Evaluation
- Certification Updates
- Experience Credit
- Breaking a Contract
- Pay Schedules

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

Criminal Background Checks

- be done on all employees, the cost of which shall be born by the Charter School.
- Can be done on-line.

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

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- Were benchmarks achieved? When monitoring student progress, what did you find?
- Did you meet both long and short term goals? Did your plans for accomplishing the school's mission work?

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

Design

A Quality Charter School:

- 1. Uses information sources, data collection, and data analysis strategies for self examination and improvement.
- 2. Establishes benchmarks and a variety of accountability tools for monitoring student progress.
- 3. Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter.

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

- 4. Uses student assessment results to improve curriculum and instruction.
- 5. Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement.
- 6. Involves staff, students, parents, and other stakeholders in its accountability for student learning and in the school's program evaluation process.

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

Staffing the School For Success

Hiring:

The Board will employ and contract with teachers, administrators and principal from recommended candidates presented by the leadership team.

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

The Leadership Team

- Will conduct initial interviews of all teacher, administrator, and principal candidates and refer acceptable candidates for Board approval

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

Evaluation

- It is the Boards responsibility to evaluate the Principal each year.
- It is the Principals responsibility to evaluate staff and make recommendations for rehire.

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

Employment

At-Will Employment Defined:

The Charter School Committee may choose to hire its teachers and staff as employees-at-will, which means that they can be hired or fired for no reason at all unless it's a discriminatory reason and that they may quit for any reason at all without any liability. If you choose for your employees to be employees-at-will there are very important methods that must be followed to protect the employee-at-will status. Seek the advice of an attorney.

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

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- Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement.
- Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

Student growth

- Are you meeting the goals you established in your Charter for numbers and diversity?

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

Financial Audit

- Create and monitor immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability.
- Engage an annual financial audit which is made public.
- Establish clear fiscal policies to ensure that public funds are used appropriately and wisely.
- Ensure financial resources are directly related to the school's purpose: student achievement of learning goals.

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

Building Strong Parent And Community

Critical Board Building Challenge: How does the charter school board maintain strong parent and community relations?

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

Here are some examples of the board listening to parents and community members:

- Sending a survey to parents to solicit input before a major policy decision.
- Convening a series of parent and community forums, chaired by board directors, to discuss a major challenge facing the charter school.
- Hosting monthly parent coffees to create informal opportunities to meet and hear parent concerns.
- Designing the strategic planning process for the school so that there are ample opportunities for parents and community leaders to participate and help shape priorities for the future.

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

Here are some examples of board reporting to parents and community members:

- Conducting a breakfast briefing for civic leaders to describe the charter school's unique educational program and its positive impact on student achievement.
- Writing personalized letters to all major donors that contributed to the new building campaign.
- Including a column written by the board president in the monthly parent newsletter outlining key issues facing the school.
- Organizing the series of personal interviews by board directors with the leaders of youth and family serving agencies in the community in order to explore opportunities for collaborative programs benefiting children enrolled in the charter school and their families.

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

Promoting Parent and Family Involvement

- Incorporate into the position descriptions of educators the responsibility to encourage parent involvement and participation.
- Provide a range of supports to encourage parent involvement.
- Telephones in the classrooms
- Educator as friend of the family.
- Initial and on-going orientation for parents.
- Student performances to attract parents and others into the school.
- Regular "newsletter" to inform parents.
- Parents involved on committees and project teams.
- Set desired performance re: parent involvement and then develop processes to achieve them.
- Newcomer support and Orientation Groups; Buddy system

SOUTH CAROLINA COALITION FOR ACHIEVEMENT NOW

Questions?

South Carolina
Public Charter School District

March 21, 2012

Board of Trustees

Don McLaurin,
Chairman

Joseph McMullen,
Vice Chairman

Kathleen Bounds
Secretary

Dr. Ronald Epps

Mrs. Laura Getty

Mrs. Terrye Seckinger

Tom Siler

Mrs. Linzie Staley

Reese Boyd

Superintendent
Wayne Brazell, Ph.D.

Deloris Brown, Ed.D.
Principal
Lake City College Preparatory Academy
1009 East Main Street
Lake City, SC 29560

Dear Dr. Brown:

Lake City College Preparatory Academy (LCCPA) is in its second year of operation and currently serves 204 students in grades K-10. The South Carolina Public Charter School District (District) is a local educational agency (LEA) and the sponsor and authorizer of LCCPA. As such, the District has the responsibility for overseeing the academic, fiscal, and operational health of the school as well as ensuring that the school complies with all applicable state and federal regulations and reporting deadlines.

On January 19, 2012, the ADEPT Coordinator for the District, Wanda Whatley, informed all school leaders of a January 31, 2012, deadline for schools to verify receipt of K-5 Lottery, 6-8 Lottery, and Professional Development Funds as required by the South Carolina Department of Education (SCDE). Initially, the District had until February 3, 2012, to provide the SCDE with the verification of funds from each school. However, the SCDE extended the District's reporting deadline to February 13, 2012. As a result, the District notified school leaders that they had until February 10, 2012, to complete the verification process.

LCCPA failed to comply with the District's February 10, 2012, deadline and did not submit its report to the District until after the SCDE's deadline had passed. Consequently, the District was unable to include LCCPA's verification data in its report to the SCDE. As a result, the District issues LCCPA this *Letter of Caution* for failure to submit timely data. Please be advised that LCCPA must provide within fifteen calendar days of receipt of this letter, a written assurance signed and dated by the school leader that it shall ensure that all data required by the District is submitted to the District in a timely and accurate manner. Should you have any questions, please do not hesitate to contact me.

Sincerely,

Dana C. Reed

Dana C. Reed, Compliance Specialist
South Carolina Public Charter School District

cc: Wayne Brazell, Ph.D., Superintendent, SCPCSD
Mike Jackson, Director of Finance, SCPCSD
Wanda Whatley, Ph.D., ADEPT Coordinator, SCPCSD
Queen Wallace, Board President, LCCPA
Mick Zais, Ph.D., State Superintendent of Education

3710 Landmark Drive, Ste 201
Columbia, SC 29204
Phone: 803-734-8322
Fax: 803-734-8325
www.sccharter.org

May 6, 2014

Don McLaurin
South Carolina Public Charter School District
3710 Landmark Drive, Suite 201
Columbia, South Carolina 29204

Re: Letter of March 19, 2014 from Don McLaurin

Dear Mr. McLaurin:

The Board of Directors of Lake City College Prep Academy (LCCPA) has been very concerned about your letter dated March 19, 2014.

BACKGROUND:

Lake City College Prep Academy (LCCPA) is in only its fourth year of operation with the South Carolina Public Charter School District (District). The first day of school for LCCPA was August 16, 2010. At the conclusion of our firsts teaching year, the board placed LCCPA on probation. The school feels that its principal, staff and students have not been treated fairly. The school feels that it has been targeted from the beginning for adverse and stereotypical treatment which has resulted in a variety of negative actions against it. In all of its years of operation, the school was singled out and subject to disparate treatment. However, as of today, the school has made major progress towards academic achievement and believes that the financial reasons mentioned in the July 27, 2011 letter were misrepresented.

ALLEGATIONS:

A. LCCPA has received a total of eight notices of noncompliance.

On July 27, 2011, after only one year of operation, LCCPA was placed on probation for academic deficiencies, i.e., the results of the SC PASS tests and financial concerns. The financial concerns were purportedly 1) **not being able to participate in the free and reduce lunch program;** 2) employee concerns about the management of finances; 3) lower than anticipated student enrollment causing financial deficiencies.

There is no indication that the SCPCSD board voted to take action at the July 27, 2011 board meeting to place LCCPA on probation as stated

in the superintendent's letter. See Attachment 1 July 27, 2011 agenda and board minutes.

In regards to finances Dr. Brown has made numerous communications with DISTRICT staff with regards to the erroneous information which initially lead to the finding of financial Probation. In the District's letter dated on July 27, 2011 the superintendent indicated that there was concern that LCCPA was disqualified from the USDA Free and Reduce Lunch program. That was simply inaccurate. Enclosed you will find Attachment 2, a letter from the State Department of Education Food and Nutrition Program. Additionally, the district claims that anonymous employees complained to the district about the finances at the school. The school's charter has a formal process for grievances. This process begins with the principal first, then the school's board of directors next. The superintendent disregarded the due process elements which allowed for review by the principal, and then the school's board of directors. The specific complaints have never been revealed to the school.

In regards to academics, LCCPA also welcomed, at the District's request, a consultant to assist with the academic performance at the school. The school has contracted for a consultant for the last two years. In addition, LCCPA has hired a variety of consultants to assist the school by providing professional development in core content areas, in addition to those providing teachers with strategies for working with children in poverty. The school provides tutorial services, Saturday academies, and summer school. These programs are intended to improve academic excellence across the curriculum for all students. This population includes 90% of students, who come from impoverished backgrounds. In most cases, these students enter the school many grade levels behind their peers. Most importantly, the majority of our students come from ethnic groups that have been severely and historically under served by the traditional public school system.

Recently, the federal and state department of education has acknowledged the fact that children in poverty are in need of more funding than those who are not. For example, Governor Haley and President Obama have both indicated the impact of poverty on students. This reality of the impact of poverty on education has surfaced as such a critical issue that the governor has personally decided to undertake it as part of her educational platform. To this end, on April 10, 2014 state lawmakers agreed with her by voting to

approve her poverty legislation, allocating additional funding to assist schools serving children in poverty. We believe the governor's position speaks volumes to underscore the work LCCPA has done with this population without extra funding that the governor and legislators believe is essential for improving academic achievement for children in poverty. This school has functioned from 2010 to date on minimal state and federal funding and has yielded exceptional results without the much needed "poverty" funds that is expected to make a difference under these circumstances.

Since its opening, LCCP has seen progress in standardized test results, teacher assessments, and other formative and summative reports. These reports clearly demonstrate reasonable academic progress. Attach Attachment 3 outlines growth of students on PASS test, and HSAP results.

On March 21, 2012 we received a letter of caution citing the school for failure to comply with deadline for verification of receipt of K-5 Lottery and Professional Development Funds. This information was sent, but apparently not received on time. **LCCPA turned in these forms after receiving assistance from our outside financial advisor. The school also sent written assurance to Dana Reed that data required by the District would be sent in a timely manner in the future.**

On June 5, 2012 the District cited the school for failure to comply with the 60-day time line for determining initial eligibility for special education and related services. **This was a single isolated incident impacting one student. LCCPA informed the district on several occasions that there was no additional information for the student in question. The District continuously requested the documents. As a result, a delay occurred. Furthermore, LCCPA submitted an action plan and has worked diligently with the department since that point. Further, there have been several acknowledgements from the District regarding the quality of the work that we have done in special education. These acknowledgements have been shared at Special Education Regional meetings with other schools. Also, according to a notice from the State Board of Education, the entire District was out of compliance for a variety of reasons. Our staff worked with the District and rewrote IEPs using a new format that has a very specific model. This model is different from most of the IEPs written in our area. Once LCCPA learned of this specific model, the staff was trained and has worked**

diligently to ensure that all IEPs are written using this format. See attached Emails (from Robbie and Marva Cannion.

On October 8, 2012 the District extended the school's probation period because of academic performance on the PASS statewide standardized test.

During your January, 2012 board meeting LCCPA made a presentation to the board and presented an action plan. In the action plan, the school documented the status of the local school districts from where the school receives its students. The majority of these schools are low performing, and at-risk. During the board meeting when members asked how long it would take for the school to show gains with these at-risk low performing students. LCCPA and its consultant, Patricia Smith, stated that it would take 3-5 years to show true growth. See Attachment 4 for audio and written minutes and agenda for January, 2012. LCCPA also submitted another action plan for 2012-13 see Attachment 5.

On **April 22, 2013** the District issued another letter stating noncompliance in the area of special education, the District imposed two sanctions on the School: 1) bar on enrollment of any new students and 2) requirement that School employ a special education consultant using its non-categorical funds to assist the School become compliant in the area of special education.

To date, LCCPA has hired two expert Special Education consultants. One was the Coordinator for Special Education for the Sumter County School District and the other was the Director of Special Education for the Williamsburg County School District. We believe this is a simple misunderstanding not a noncompliance issue. LCCPA's experts feel that the IEP's were written correctly according to the results garnered during the IEP team meetings. Many of the issues can be traced back to decisions which are made by the IEP team and the preferences of the district. We believe this reflects the district's preferences and different writing styles, not noncompliance issues according to the law. LCCPA has never received a sanction from the US Department of Education or the State Department of Education stating that they were out of compliance. The suggestions given by the District have been utilized by the school. One such occasion occurred at the April 11, 2013 board meeting. Beckie Davis informed Ms. Brown and Board Member Deloris Cattenhead that she reviewed IEPs from the school and they were so well written that she was going to send them as part of the

District's response to the state Dept. of Education Special Education Division to help show that the District is correcting its compliance issues.

May 14, 2013: The District cited the School for failure to cooperate with requests for information and failure to provide access to the School.

See Attachment 6 Mark W. Buyck, III letter of March 26, 2013 and Dr. Brown letter of May 17, 2013.

December 4, 2013: The District issued the School a *Notice of Default* for failure to meet the academic goals and student achievement expectations set forth in the charter; failure to comply with all federal requirements related to the education of students with disabilities; failure to provide highly qualified staff as required by law; failure to conduct teacher evaluations as outlined in the charter; failure to provide the District with assessment data as required by the contract; failure to adhere to generally accepted fiscal management practices as required by the charter and the contract; failure to comply with FOIA; failure to comply with state law and conflict of interest principles; and failure to comply with sanctions imposed by the District.

See Attachment 7 from September 30, 2013 from the Dr. Brown and Mark W. Buyck, III from the Office of Willcox, Buyck and Williams on January 16, 2014.

February 26, 2014: The District cited the School for continued and systemic noncompliance in the area of special education and the failure to correct previously identified issues of noncompliance in this area. The District conducted a review of IEPs, reevaluations, and an initial evaluation as part of its Comprehensive Program Review (CPR) process. Documents reviewed were either submitted by the School or selected randomly by District special education staff. The review resulted in findings of continued and systemic noncompliance in the area of special education related to the IEP process (developing compliant IEPs) and general procedural noncompliance (such as ensuring that parents are notified of IEP meetings, that the required IEP team members are present for IEP meetings, and that IEP paperwork properly documents all requirements). In addition, the District verified that the School failed to ensure that one of its staff received the necessary training for administration of the SC-ALT. As a result, the School will be unable to administer the test. District staff will have to do so.

LCCPA has hired two expert Special Education consultants. One was in charge of the Special Education Department for Sumter County School District and the other was Director of Special Education Department for Williamsburg County. We believe this is a simple misunderstanding not a noncompliance issue. LCCPA's experts feel that the IEP's were written correctly according to the IEP team. I again think we are looking at the District's preference and different writing styles not noncompliance. Special Education is Federal and State program. LCCPA has never received a citation from the US Department of Education or the State Department of Education stating that they were out of compliance. In additional to drafting and implementing a plan, LCCPA has contracted with a company recommended by the District to review each IEP to ensure that all IEP's are written according to the district's standards and preferences. This company has experience with the District's preferential writing style as it pertains to IEP's.

In regards to the SC-ALT test the LCCPA acknowledged its responsibility which was to ensure that the student was tested. LCCPA met this obligation and ensured that the one student was properly tested prior to the testing deadline.

B. LCCPA's elementary grades earned an absolute rating of "Below Average" in 2013.

As outlined in the ESEA waiver request made by the state superintendent, Lake City College Prep Academy has met and exceeded the state's expectation in 2013 by receiving a "B" on its overall state report card in 2013. In addition, the school received a SC Palmetto Gold and Silver award from the State Department of Education, See Attachment 8.

C. Analysis of MAP data.

LCCPA is located in a rural area and has had numerous problems with its Internet service provider. As indicated by numerous emails. Attachment 9. It is very important to note that on page 33 and page 183 the charter states that MAP will be used as <u>one</u> of the tools to assist the teachers in the evaluation of student progress.

In regards to the statement of that LCCPA is behind its peers nationwide that statement is simply inaccurate. While it is correct that the school has participated in NAEP, individual schools results are not compiled. According to the federal government, the state results are compiled as a group using the entire state's data. Thus, the results are compiled and analyzed as an entire state and not by individual schools. Therefore, the results are statewide results which have recently been released by the SC Oversight Committee. The results indicate that the entire state is behind their peers on this national study. See Attachment 10. Additionally, it is important to note that schools compared to LCCPA only had 13% Special Education population as compared to LCCPA which had 23%, a 10% difference.

Last year, students attending LCCPA who took the HSAP for the first time resulted in 80% passing ELA and 70% math passage rate. This year, the school is projected to have a 100% graduation rate and 100% have been admitted to college with several receiving academic scholarships.

D and E Special Education citation.

As previously indicated LCCPA has hired several special education experts that ensured that all special education requirements are reviewed and revised as needed according to an action plan sent to the district.

F. LCCPA has failed to provide 75% *Highly Qualified* teachers.

According to the law the school at its discretion may hire non-certified teachers in a ratio of up to twenty-five percent of its entire teacher staff; however, if it is a converted charter school, it shall hire in its discretion non-certified teachers in a ratio of up to ten percent of its entire teacher staff. However, in either a new or converted charter school, a teacher teaching in the core academic areas as defined by the federal No Child Left Behind law must be certified in those areas or possess a baccalaureate or graduate degree in the subject he or she is hired to teach.

Under this law all of LCCPA teachers are in compliance with the law.

G. Financial Concerns.

As required LCCPA has submitted all required audits. All audits have shown the school to be in good financial standing. Additionally,

LCCPA also has a contract with Kelly-Moser Consultant Firm who handles all of the finances.

LCCPA takes its responsibilities of educating the children seriously. Furthermore, we are taking these matters solemnly. Also, each year, the school works diligently to provide a standard of excellence by raising the bar so that each student will continue to improve. Please know that this Board is confident that students will again make reasonable progress this school year.

Sincerely,

Johnny E. Watson

JOHNNY E. WATSON
2715 EDGEWOOD AVENUE
P. O. BOX 2305
COLUMBIA, SOUTH CAROLINA 29202

Columbia, South Carolina
Dated: May 6, 2014

CC: Dr. Deloris Brown
Mark W. Buyck, III

Enclosure

ATTACHMENT 1

July 27, 2011

Agenda and Minutes

South Carolina Public Charter School District
Board of Trustees

Meeting Minutes for July 27, 2011, at 9:00 am

Meeting Attendees

South Carolina Public Charter School District Board Members

Mr. Don McLaurin	Ms. Kathleen Bounds	Mrs. Linzie Staley
Mrs. Laura Getty	Mrs. Terrye Seckinger (arrived at 10:00 AM)	

Absent Members

Dr. Ron Epps and Mr. Tom Siler

South Carolina Public Charter School District Staff

Dr. Wayne Brazell	Mrs. Paula Gray	Mr. Mike Jackson
Mr. Clay Eaton	Ms. Zenobia Ealy	Ms. Diane Jacob
Mrs. Courtney Mills	Dr. Wanda Whatley	

Others in Attendance

Bill Moser, Kelly Moser and Associates and Mary Carmichael

I. Call to Order and Introductions

The meeting was called to order by Mr. McLaurin.

Dr. Brazell introduced a new staff member, Courtney Mills, and reported that this meeting would be the last for Diane Jacob, and thanked Ms. Jacob for her service to the district.

II. Invocation

Mrs. Staley presented the invocation.

III. Pledge of Allegiance

Ms. Bounds led the Pledge of Allegiance.

IV. Roll Call – Ms. Bounds took the roll and the attendance is indicated above. A quorum was present.

Mr. McLaurin announced the resignation of Board member, Mr. Joe McMullen.

V. Approval of the Agenda for the July 27, 2011, Meeting

VI. Approval of the Minutes for the June 29, 2011, Meeting

Items V. and VI. were placed on a consent agenda by Mr. McLaurin. Ms. Bounds moved for approval of the consent agenda. The motion was seconded by Mrs. Getty and approved by the Board.

VII. Finance

A) Budget Report

Mr Jackson presented the monthly budget report.

B) Teacher Supply Allocations

Dr. Brazell stated that the district is requesting approval of intent to distribute the teacher supply allocations to the teachers. This request must be approved by the district Board.

Ms. Bounds moved for approval of the intent to distribute the teacher supply allocations to the teachers. The motion was seconded by Mrs. Getty and approved by the Board.

Dr. Brazell announced that the any approvals of the following charter school applications will have to be conditional until they are approved by the Charter School Advisory Committee.

VIII. Authorization Hearing – Richard Milburn Academy

Mr. Houston Conley, Ms. Darlene Roberson, and Mr. Greg Shields, planning committee members, gave the presentation for Richard Milburn Academy, which was followed by a question and answer period. Several community members also spoke regarding the community's need for the school.

Discussion was held by Board members regarding the need for more extensive documentation of parental involvement in the charter, as well as the amount of time the students would actually spend in the school versus at home with online courses, since the school is asking for brick and mortar funding. Mr. McLaurin asked the district staff to work with Richard Milburn Academy to bring back a clear use of the facility.

Ms. Bounds moved to defer the decision of the application of Richard Milburn Academy until additional information is received and requested the district staff work with Richard Milburn Academy. The motion was seconded by Mrs. Seckinger and approved by the Board.

IX. Authorization Hearing – Pee Dee Math, Science & Technology Academy

Mr. Keith Bailey gave the presentation for Pee Dee Math, Science & Technology Academy. He was accompanied by Valerie Lane, Latonya Hamm, and Alisha Cotton. The presentation was followed with a question and answer period.

Mrs. Getty moved to conditionally approve the application of Pee Dee Math, Science & Technology Academy, with the provision that district staff document parental involvement in the agreement. The motion was seconded by Mrs. Staley.

Mrs. Seckinger encouraged the committee to consider an EMO for operational purposes. Mrs. Seckinger moved to amend the motion to discuss with the school the possibility of an EMO. There was no second for the motion.

Discussion was held regarding the need for a detailed plan for involving parents in the school. The Board also expressed their concerns about current charter schools in low academic performing areas not doing well academically and the lack of significant differences in this application and that of the schools already in operation.

After discussion, the motion to approve the application for Pee Dee Math, Science & Technology Academy failed with two votes in favor by Mrs. Staley and Mrs. Getty and three votes against the motion by Mrs. Seckinger, Ms. Bounds, and Mr. McLaurin.

Mr. McLaurin encouraged the committee to work with district staff to strengthen the application and present again next year.

X. Authorization Hearing – SC Science Academy

Dr. Karen Stratton Planning Committee Chair, introduced other committee members present, Frank Sarratt, Nathan Yon, and Mike Buckley, and gave the presentation for the SC Science Academy, which was followed by a question and answer period.

Ms. Bounds moved to conditionally approve the application of the SC Science Academy based on clearance by the Charter School Advisory Committee and approval of a facility. The motion was seconded by Mrs. Getty.

Mr. McLaurin and Mrs. Seckinger expressed their concerns regarding the application's lack of a definite model of governance and make-up of the Board. After discussion, the motion carried with a vote of four in favor and one opposing vote by Mrs. Seckinger.

ATTACHMENT 2

Letter from the South Carolina Department of Education

USDA Office

and

Mark Buyck, III

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Mick Zais
Superintendent

1429 Senate Street
Columbia, South Carolina 29201

June 24, 2011

Lake City College Prep
Attn: Ms. Ruby Jackson
P.O. Box 730
Lake City, South Carolina 29560

Dear Ms. Jackson:

This is to notify you that we have reviewed and approved your 2011-2012 renewal to the Policy Statement for Free and Reduced Price Meals and Program Agreements. Since USDA has authorized permanent agreements and policy statements, there is no longer an ending date for these documents. We will request updates or new documents as needed.

Copies of the approved Policy Statement renewal documents and Program Agreements have been enclosed with this letter. Each school must have a copy of its approved Policy statement and copies of the program agreements on file in the school principal's office. Districts are asked to duplicate sufficient copies of their policy statement and agreements for district to individual schools. All Policy Statement attachments provided to schools must be current for the 2011-2012 school year. Although full documents are no longer submitted to and approved by the State Office each year, school food authorities are responsible for ensuring that schools have up-to-date documents on file for their reference and appropriate implementation.

In follow-up to the Section I, Program Identification page of the Policy Statement, we will be contacting those districts specifically indicating interest in Provisions 1, 2, or 3. We will gather specific school information at that time and provide additional information and guidance on participation I the Provision options.

We wish you much success with your school nutrition programs during the coming school year. Our office will assist you in implementing your programs in any way possible. Please feel free to contact us if you need help.

Sincerely,

Todd A. Bedenbaugh
Director
Office of Health and Nutrition Services

faith, Dr. Brown presented the plan to the SCPCSD's board addressing the issue of probation. The plan was approved by the board and as promised, LCCPA met all goals addressed in the plan at the end of the year. However, the direction given to the school by the district never requested that a plan be written to address "financial deficiencies" as a part of the probationary recovery plan. When the probation was extended in October 2012, it was based on the academic performance of the students and not financial concerns.

Lake City College Preparatory Academy operates in a challenging environment and serves the needs of many underprivileged and at-risk students. The administration is working diligently to improve the academic performance of these students and is fully confident that they will demonstrate to the school district their success in addressing these academic concerns. The school does not believe that it has failed to meet its financial obligations and does not believe it is in the school's or the district's best interests to paint the school with the undeserved stigma of poor financial stewardship.

Yours very truly,



Mark W. Buyck, III
Email: mb3@willcoxlaw.com

MWB, III/tph
CC: Deloris Brown, Ed.B.
1009 East Main Street
Lake City, SC 29560

Mark W. Buyck, Jr.
Hugh L. Willcox, Jr.
Wm. Reynolds Williams♦
Mark W. Buyck, III
E. Lloyd Willcox, II
John H. Muench † GA & KY
Tracy W. Fisher
Jennifer Mullins † NC
J. Scott Kozacki
Walker H. Willcox

† Additionally Licensed
♦ Certified Mediator

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1991 Glenn's Bay Road
Surfside Beach, SC 29575
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Reply To: Florence

December 17, 2012

Dr. Wayne Brazell, Superintendent
South Carolina Public Charter School District
3710 Landmark Drive, Suite 201
Columbia, SC 29204

RE: Lake City College Preparatory Academy
Concerns Regarding Characterization of Probation Status
Our File: 15242.14721

Dear Dr. Brazell:

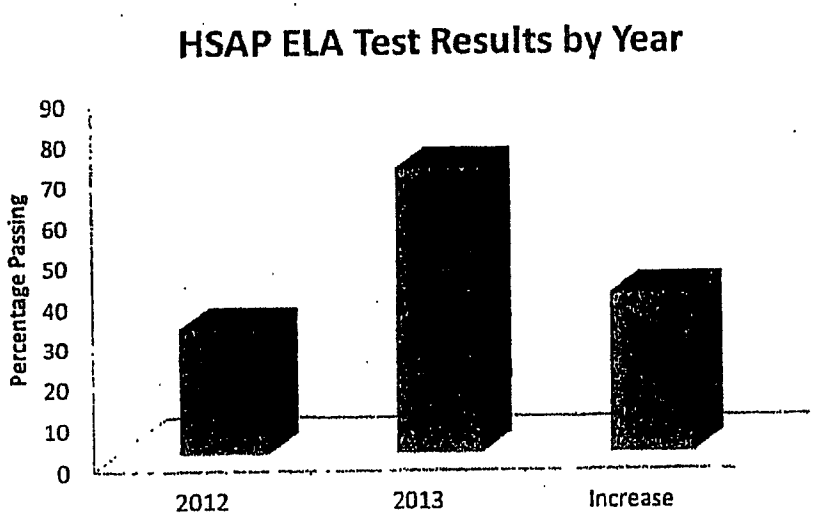
As you know from previous correspondence, this office represents Lake City College Preparatory Academy. Dr. Brown has reviewed the Superintendent's Annual Report for the South Carolina Public Charter School District dated January 2013 and has one specific concern. On page 6 of the report, you indicate that the school is on Charter Probation Status for "deficiencies in the area of school finance." Dr. Brown has had numerous communications with your office with regards to the erroneous information which initially lead to the finding of financial probation. In your letter of July 27, 2011, you indicate that you are concerned that the USDA had disqualified the school from participating in the school lunch program. This was never the case nor was the school ever in jeopardy of any such disqualification. It is my understanding that there have been no findings on any audits of the school that would suggest any wrong doing by the school. In fact, during the first year of operation, LCCPA, like all schools in the district, experienced unforeseen budget cuts and were grossly underfunded. The district was labeled as the lowest funded district in the nation. Even in that financially difficult situation, all financial obligations were met. By all accounts, the school has been a good steward of the limited resources available.

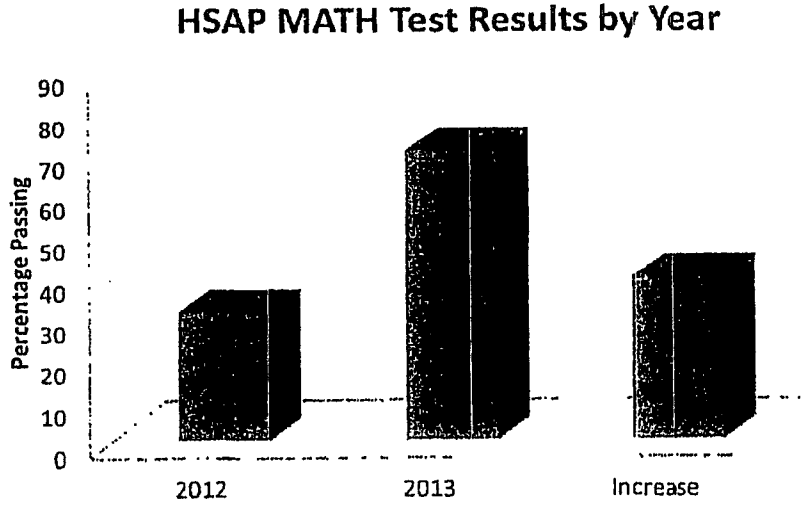
The school was asked to write an accountability plan and have it approved by the district's board of directors. The school was told they must address the issue of probation which was Academic. In good

ATTACHMENT 3

Outline of PASS and HSAP scores

Lake City College Prep Academy HIGH School EXIT EXAM ANALYSIS REFLECTING INCREASE PASSAGE RATE on HSAP TEST RESULTS From 2012-2013



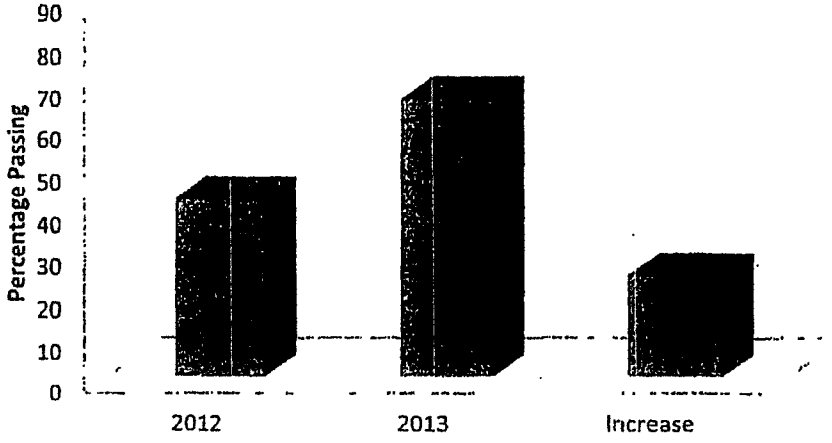


Lake City College Prep Academy MIddle School STUDENT INCREASE on PASS TEST RESULTS From 2012-2013

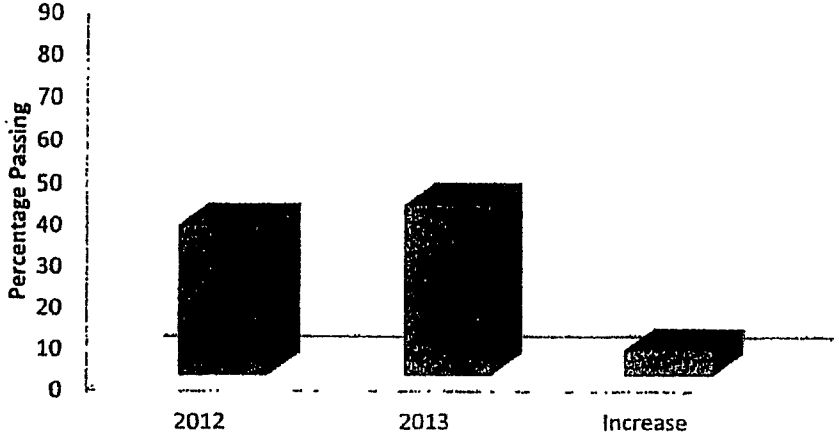
PASS ELA Test Results by Year



PASS Writing Test Results by Year

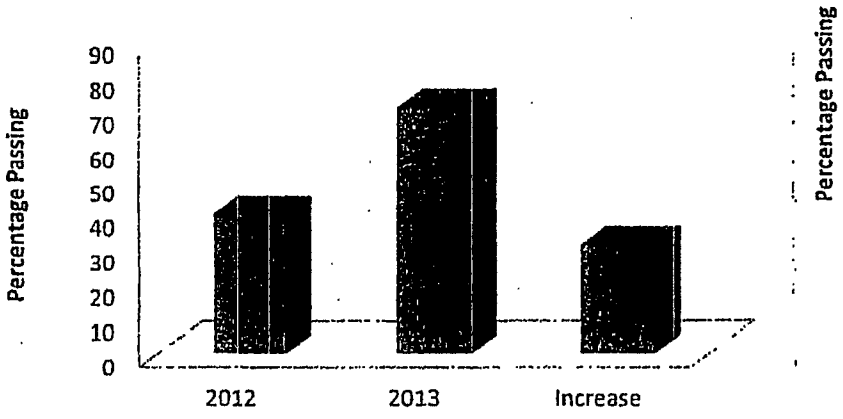


PASS Math Test Results by Year

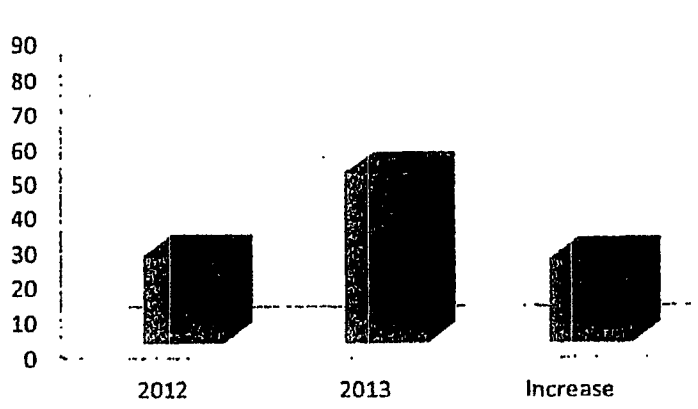


Lake City College Prep Academy Elementary School STUDENT INCREASE on PASS TEST RESULTS From 2012-2013

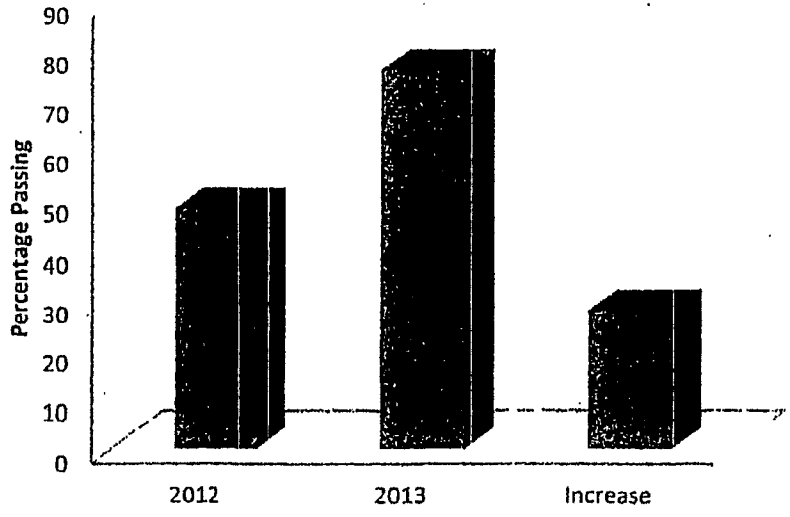
ELA PASS Test Results by Year



Math PASS Test Results by Year



PASS Writing Test Results by Year



DRAFT AGENDA

South Carolina Public Charter School District Board Meeting
3710 Landmark Drive, Suite 201
Columbia, South Carolina 29204

Thursday, January 12, 2012
10:00 AM

I. Call to Order and Introductions

II. Invocation

III. Pledge of Allegiance

IV. Roll Call

V. Consent Agenda

A) Approval of the Agenda for the January 12, 2012, Meeting

B) Approval of Minutes for the November 10, 2011, Meeting

VI. Executive Session

VII. Public Comments

VIII. School Updates

A) Calhoun Falls Public Charter School ..... Deirdre McCullough

B) Lake City College Preparatory Academy ..... Deloris Brown

C) Mary L. Dinkins Academy ..... Benita Dinkins-Robinson

D) Provost Academy South Carolina ..... Judy Sherman

IX. Audit Report – Tim Grow, Elliott Davis, LLC

1/27/2013
6:18:34 PM
Draft # 1

ATTACHMENT 4

Agenda and Minutes (written and audio) of

January 12, 2012

X. Superintendent's Report

A) Legislative Update ..... Brazell

B) Charter Gala Update ..... Brazell

C) Enrollment Report ..... Brazell/James

XI. Finance

A) Budget Report ..... Jackson

XII. For Approval

A) Application Process ..... Staley, Epps, & Getty

B) Board Statement on State Funding ..... Brazell

XIII. Adjournment

Future Meetings:

February 9, 2012	10:00 AM	SCPCSD Board Meeting
March 8, 2012	10:00 AM	SCPCSD Board Meeting

1/27/2013
6:18:34 PM
Draft # 1

South Carolina Public Charter School District
Board of Trustees

Meeting Minutes for January 12, 2012, at 10:00 am

Meeting Attendees

South Carolina Public Charter School District Board Members

Mr. Don McLaurin	Ms. Kathleen Bounds	Mrs. Linzie Staley
Dr. Ron Epps	Mrs. Terrye Seckinger	Mr. Tom Siler

South Carolina Public Charter School District Staff

Dr. Wayne Brazell	Mr. Mike Jackson	Mrs. Traci Bryant-Riches
Mr. Robbie Compton	Mrs. Dana Reed	Dr. Wanda Whatley
Mrs. Paula Gray	Mrs. Courtney Mills	Mr. Clay Eaton
Mrs. Rebecca Davis		

Others in Attendance

Mike Guarino	Les Wicks	Karen Wicks
Frank Sarratt	Tim Grow	Michelle Herman

Various administrators, board members, and guests of Calhoun Falls Public Charter School, Lake City College Preparatory Academy, Mary L. Dinkins Academy, and Provost Academy South Carolina

I. Call to Order and Introductions

The meeting was called to order by Mr. McLaurin.

II. Invocation

Mrs. Staley presented the invocation.

III. Pledge of Allegiance

The Pledge of Allegiance was led by Mr. Siler.

IV. Roll Call

Ms. Bounds took the roll and the attendance is indicated above. A quorum was present.

V. Consent Agenda

A) Approval of the Agenda for the January 12, 2012, Meeting

B) Approval of Minutes for the November 10, 2011, Meeting

Ms. Bounds moved for approval of the consent agenda. The motion was seconded by Mr. Siler and approved by the Board.

VI. Executive Session

Mr. McLaurin declared the Board to be in Executive Session for the purpose of receiving legal information at 10:04 AM. Executive session was concluded at 10:30 AM with no action taken by the Board.

VII. Public Comments

There were no public speakers for this meeting.

VIII. School Updates

A) Calhoun Falls Public Charter School

Mrs. Deirdre McCullough, Principal, reported on the progress of Calhoun Falls Public Charter School. Mrs. McCullough and Mrs. Lori Lindler explained the positive changes the school has undergone during this school year and the programs and professional development that have been added to enhance the academic progress of the school. There was a question and answer period for the Board following the presentation.

B) Lake City College Preparatory Academy

Dr. Deloris Brown, Principal, presented information regarding Lake City College Preparatory Academy's 2011-2012 Academic Achievement Plan. She discussed their strengths and weaknesses and plans for corrective action. Pat Smith has been working as a consultant with the school and has helped to develop programs to increase the academic performance of the students. The presentation was followed by a question and answer period by the Board.

C) Mary Lee Dinkins Higher Learning Academy (MLD)

Dr. Benita Dinkins, Executive Director, and Mr. Vamshi Rudrapati distributed packets of information regarding changes being made at MLD to ensure academic success for their students. Some of the areas they discussed were staff changes and new instructional strategies. Pat Smith has also been working with MLD. Dr. Dinkins and Mr. Rudrapati answered questions from the Board after their presentation.

D) Provost Academy South Carolina

Judy Sherman, Executive Director, reported that Provost Academy South Carolina has undergone many changes this school year to enhance the progress of their students. Included in the changes are new leadership; staff restructure; professional development; improved student contact; advances in curriculum; student progress meetings; and test preparation. She discussed the future plans of the school and answered questions from Board members.

IX. Audit Report – Tim Grow, Elliott Davis, LLC

Tim Grow and Michelle Herman presented the District Audit Report for the school year ending June 30, 2011, including the findings and financial statements and the official Board report. Discussion was held and questions answered by Mr. Grow and Mrs. Herman.

X. Superintendent's Report

A) Legislative Update

Dr. Brazell stated that he has been meeting with legislators and the Charter School bill could be coming up in the very near future in the Senate. There is a decent chance of the bill passing this session. Dr. Brazell reported that he will meet with Dr. Mick Zais, State Superintendent of Education, on January 13, 2012.

Dr. Brazell stated that two schools have requested loans due to the P&I money no longer being given in advance. The schools now have to turn in receipts showing the money was already spent and then get reimbursed. He is working with Mike Jackson to review the budget before bringing the requests to the Board for approval. He stated that the current budget has a line item to help new schools with a start-up grant, but it would be a limited amount and the school would have to qualify to receive this money.

XII. B) Board Statement on State Funding

This item was moved up in the agenda to accommodate the needs of Board members.

Mr. McLaurin moved that the SC Public Charter School District Board of Trustees hereby adopt a resolution officially thanking the SC Legislators for increasing funding for the District to a sustainable level for the 2011-2012 school year. The motion was seconded by Mrs. Seckinger and approved by the Board.

In addition, Mr. McLaurin moved that the Board respectfully request an increase in the District's Legislative Budget from $25 million to $30 million for the 2012-2013 school year. This request for additional funding is not an increase on a per-pupil basis, but rather is based on a conservative estimate of growth in enrollment, which is anticipated to be not less than 2,000 students for the 2012-13 school year. This funding request, if approved, would therefore not increase the current level of per-student funding received by the SC Public Charter School District, but would be required to keep future funding on par with current per-pupil appropriations, based upon the expected increase in student enrollment for the upcoming school year. The motion was seconded by Mrs. Seckinger. After discussion, the motion carried unanimously.

Dr. Epps requested that the Board review the State Superintendent of Education's request of waivers because they may have a huge affect on this district and the Board should understand the ramifications as a district Board..

B) Charter Gala Update

Clay Eaton reported on the Charter Gala dinner and dance being held at the Columbia Marriott on February 3, 2012. Tickets are $50 per person and $30 for teachers. The district awards dinner will be May 18, 2012, also at the Columbia Marriott.

C) Enrollment Report

William James distributed copies of the current enrollment report and explained the report.

XI. Finance

A) Budget Report

Mr. Jackson presented the budget report for information.

XII. For Approval

A) Approval of the Recommendations from the Application Process Committee (First Reading)

Mrs. Staley moved on behalf of the Committee for the adoption of the Charter School Application Process for new schools and that the District's scoring rubric be consolidated with the report from the Committee for first reading. The motion was unanimously approved.

XIII. Adjournment

Dr. Brazell reminded the Board members to complete their State Ethics Report.

Ms. Seckinger moved for adjournment. With unanimous consent, the meeting was adjourned.

ATTACHMENT 5

Action Plan for 2012-13 and 2013-14

HIGH SCHOOL GROWTH

- 80% STUDENTS PASSED ELA FIRST ATTEMPT
- 70% PASSED MATH FIRST ATTEMPT
- 100 PERCENT 9GR GRADUATION RATE EXPECTED 2014

ROA_1764

TEACHERS

END OF YEAR

- Use All available Assessments to make projections

SUMMER

- Use PASS DATA AND COMPARE TO MAP AND TEACER PROJECTIONS
- CONVERT PASS SCORES TO LEVELS (NOT MET 1, 2, MET, EX 1&2)
- IDENTIFY GROWTH BASED UPON PASS RESULTS

TEACHER DRILL DOWN DATA

- Distribute Teacher Reports & Decartes
- Teacher Converts MAP to
- PASS Levels – Not Met 1, 2, Met, Ex1&2
- Teachers Create Tutoring Groups based on results of Teacher Report

  (RIT by Goals)

ROA_1765

CONSULTANT CHART

School

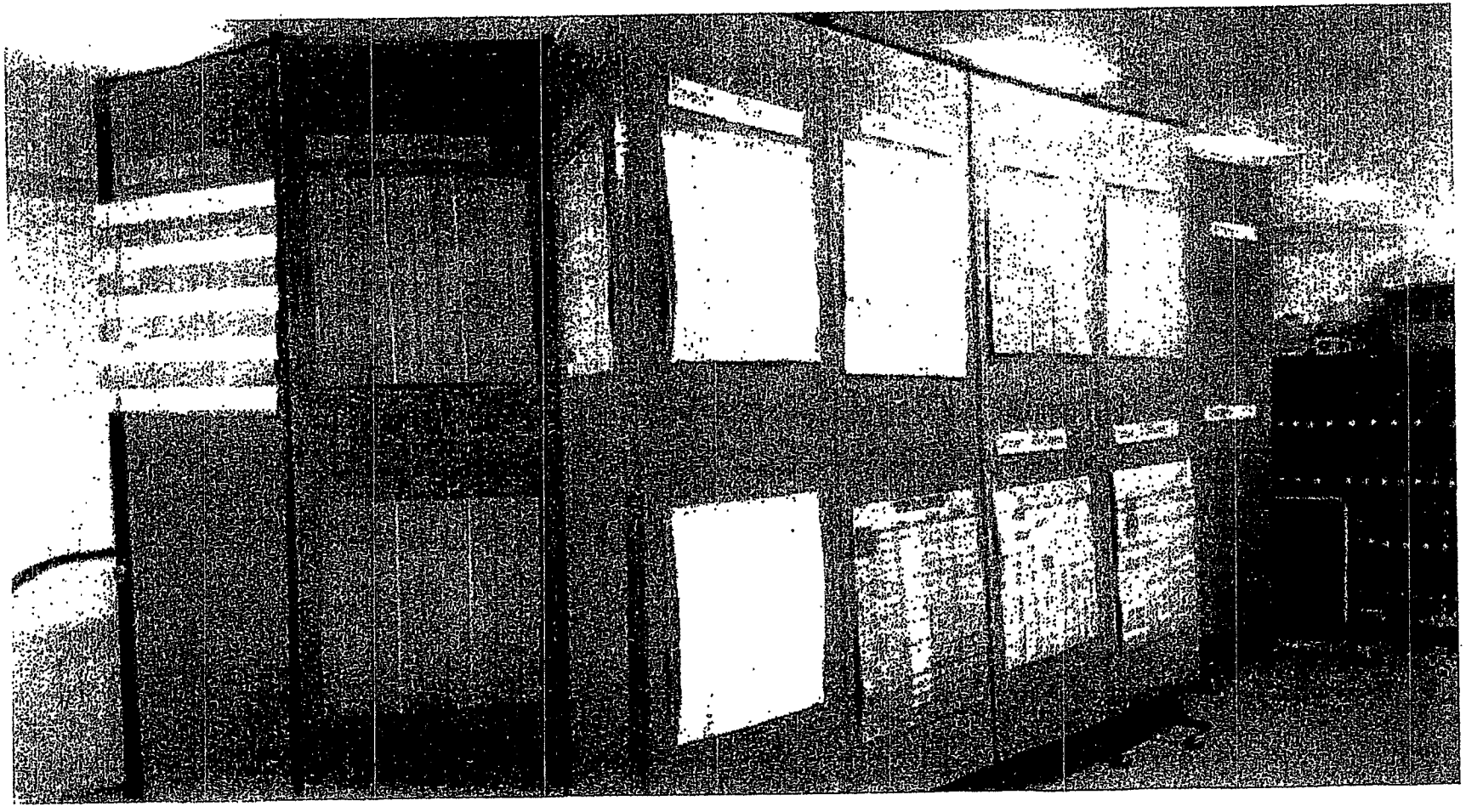
Middle School Projected Report Card Template

	Tested	Met or Exemplary		Exemplary 5		Exemplary 4		Met 3		Not Met 2		Not Met 1		Abs Val
		#	%	#	%	#	%	#	%	#	%	#	%	
6th Grade														
Writing	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	#DIV/0!
ELA	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	#DIV/0!
Math	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	#DIV/0!
Science	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	#DIV/0!
Social Studies	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	#DIV/0!
7th Grade														
Writing	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	#DIV/0!
ELA	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	#DIV/0!
Math	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	#DIV/0!
Science	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	#DIV/0!
Social Studies	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	#DIV/0!
8th Grade														
Writing	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	#DIV/0!
ELA	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	#DIV/0!
Math	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	#DIV/0!
Science	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	#DIV/0!
Social Studies	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	#DIV/0!
English 1	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	#DIV/0!
Algebra 1	0	0	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	#DIV/0!
				A's		B's		C's		D's		F's		
ALL GRADES														
Writing	0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	#DIV/0!
ELA	0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	#DIV/0!
Math	0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	#DIV/0!
Science	0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	#DIV/0!
Social Studies	0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	#DIV/0!

Writing/Reading	#DIV/0!
Math	#DIV/0!
Science	#DIV/0!
Social Studies	#DIV/0!
Final Abs Val	#DIV/0!

ROA 176

DATA WALL
POSTED AT START OF YEAR



2012-2013 MAP DATA UNRELIABLE

May 22, 2013 District request MAP Data

May 22, 2013 School explains that problems occurred during testing data is inaccurate students tests continuously shut off . Only 5th grade was close to accurate

May 29, School provided MAP data for District SES coordinator also explained that data is inaccurate.

June 3, 2013 District requested MAP Data

June 6, School explains data is not accurate due to continuous technology problems

September 30th School explains again in letter final MAP data is inaccurate due to technology issues during testing.

ACTION PLAN FROM "F" TO "B"

Create a Baseline using data

MAPS

USA TEST PREP

CLASSWORKS

Teacher Assessments /Feedback

ROA 1769

Mark W. Buyck, Jr.
Hugh L. Willcox, Jr.
Wm. Reynolds Williams♦
Mark W. Buyck, III
E. Lloyd Willcox, II
John H. Muench † GA & KY
Tracy L. Wright
Jennifer Mullins † NC
J. Scott Kozacki
Walker H. Willcox

† Additionally Licensed
♦ Certified Mediator

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ESTABLISHED 1895
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Fax (843) 662-1342

2050 Corporate Centre Dr
Suite 230
Myrtle Beach, SC 29577
Telephone (843) 650-6777
Fax (843) 650-6767

Reply To: Florence

March 26, 2013

Original Sent Via Electronic Transmission
Copy Sent Via US Mail

Dr. Wayne Brazell, Superintendent
South Carolina Public Charter School District
3710 Landmark Drive, Suite 201
Columbia, SC 29204

RE: Lake City College Prep Academy, Inc.
Our File: 15242.14721

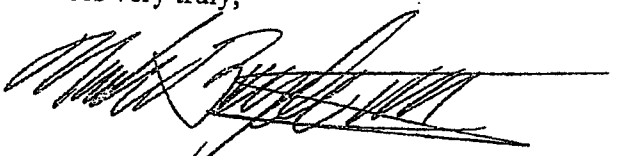
Dear Dr. Brazell:

Please be advised that the school has some serious concerns regarding the District's proposed visit tomorrow and Thursday. Setting aside the timeliness of the notification of the visit, we have concerns regarding the proposed conduct of the visit, particularly with regards to FERPA Regulations.

The school does no object to a visit from the District and recognizes that you are absolutely entitled to do so. We would appreciate an opportunity to plan for the visit as well as coordinate with the students and parents your team proposes to interview. The first notice we had of a team visit was in your email to me on the afternoon of March 20th. This was followed up with the attached email from Clay Eaton on March 25th. The visit as outlined in Mr. Eaton's email raises a number of questions. The FERPA Policy under which the school operates does not allow for interviewing of students without parental consent and without teachers present. As a practical matter, we do not feel your team will get much valuable input from a group of third graders when neither the students nor the adults have met each other. The school is also concerned that the team has not presented any interview protocol or outlined what data it wishes to collect. Another practical consideration is that the lack of notice makes it extremely difficult and potentially embarrassing to line up parent interviews on such short notice. Without knowledge of the interview protocol, we have no way of informing the parents of the nature of your visit. We also have MAP testing scheduled this week and are concerned that your interview team could potentially disrupt the testing procedures.

Dr. Brown and the Board would appreciate the opportunity to meet with you to discuss the concerns outlined above as well as other concerns we have previously directed to your office. We have no objection to a visit; however, we believe it should be conducted following proper protocols and respecting the autonomy of the school given by the South Carolina Charter School Act. I would appreciate it if your office would coordinate a rescheduling of the visit with Dr. Brown.

Yours very truly,



Mark W. Buyck, III
Email: mb3@willcoxlaw.com

MWB, III/tph
Attachments
CC: Deloris Brown, Ed.B. (w/attachments)
Queen Wallace, LCCPA Chair (w/attachments)
Don McLaurin, SCPSD Chair (w/attachments)
Nick Zais, State Supt. (w/attachments)
Senator Yancy McGill (w/attachments)
Rep. Lester Brahnam (w/attachments)

Dr. Deloris Brown, Principal

"A World Class School of the Arts"

Lake City College Preparatory Academy
P.O. Box 730, Lake City, SC 29560
(843) 374-0128
www.lakecitycollegeprepacademy.org

May 17, 2013

Ms. Dana C. Reed, Director of Compliance
3710 Landmark Drive, Suite 201
Columbia, SC 29204

Dear Ms. Reed:

First of all, I would like to thank you for your collegial conversation on May 16 which we both agreed that the 22nd will be the date for the visit. We look forward to it because we are hopeful that all previous inaccurate assumptions about us and what is taking place at our school will end. I'm sure that the team will see for themselves the hard work that our staff and students have been engaged in to move towards a higher level of excellence in all areas.

We have been working all year to improve our academic performance. We have acknowledged the district's repeated statements about our test scores. As a result, we have aimed to improve. As you are aware, the PASS tests took place last week and makes-ups were this week. Thus, everyone at our school worked diligentiy all year long to ensure that our students understand what is required so that they can score well on the state mandated tests.

Our entire school-wide community has been cheering our students on; similar to what happens in the last days before a championship game. ...Sports teams raise the bar and gear up to win the competition while their supporters rally them to lift their spirits. This is what our leadership team of teachers and the student government agreed to do. These efforts have included everything from additional after school tutorials, to longer test-prep classes on Saturdays; parent workshops and creating a test-ready, school- spirited week of activities. Similar strategies are continuing throughout next week to ensure that our high school students are prepared for their EOC exams. Surely, you can understand the extreme psychological boosts that these sessions give our students so that they can "mentally" ace the exams. In short, this has been our priority.

We have done what is necessary to teach our students. Thus, we look forward to your support in the continuation of the growth of our school. As you are aware, many of our students do not come to us on grade-level. Surely, with time, patience and scaffold rigor, we believe that they will eventually get there. This is why we are doing everything possible to minimize the effects of poverty that hold them back, which is not an easy task. These are some of the struggles that make us uniquely different from most schools in our district. However, we believe that all children deserve choice regardless of their ethnic group and economic status or the fact that they may take longer to get on grade level.

In closing, please prepare your team to come to our school with an open mind, and a desire to face the reality that we serve some of the most vulnerable populations in the state. Yet, our staff is charged with the awesome task of never treating them that way.

Thanks for your attention. Also, If you are still missing anything from us, please send me a list and I will get it to you expeditiously. We look forward to your visit to the home of the 2013 South Carolina "State" National History Day Champions!

Very truly yours,

Dr. Deloris Brown, Principal

C:Queen Wallace, LCCPA Board Chair

Wayne Brazell, Ph.D., Superintendent SCPCSD

Don McLaurin, Board Chair

ATTACHMENT 7

Mark W. Buyck, III letter of January 16, 2014

and

Dr. Brown letter of September 30, 2013

Mark W. Buyck, Jr.
Hugh L. Willcox, Jr.
Wm. Reynolds Williams♦
Mark W. Buyck, III
E. Lloyd Willcox, II
John H. Muench † GA & KY
Tracy L. Wright
Jennifer Mullins † NC
J. Scott Kozacki
Walker H. Willcox

† Additionally Licensed
♦ Certified Mediator

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ESTABLISHED 1895
Telephone (843) 662-3258
Fax (843) 662-1342

2050 Corporate Centre Dr
Suite 230
Myrtle Beach, SC 29577
Telephone (843) 650-6777
Fax (843) 650-6767

Reply To: Florence

January 16, 2014

Dana C. Reed
Director of Compliance Specialist
South Carolina Public Charter School District
3710 Landmark Drive, Suite 201
Columbia, SC 29204

RE: Lake City College Prep Academy, Inc.
Our File: 15242.14721

Dear Ms. Reed:

Please allow this letter to serve as Lake City College Preparatory Academy's response to Items Number 6 and 8 in your letter to Dr. Brown of December 4, 2013. It is my understanding that Dr. Brown has previously responded to the other specific items in your request.

Attached as Exhibit A is a copy of the contract between Have Faith Community Development Corporation and Lake City College Preparatory Academy for education intervention services. There does not appear to be anything abnormal about the contract or the services rendered. Background checks were performed and reviewed by LCCPA. In a previous report from the school on September 30, 2013, it was specifically noted that Have Faith Community Development had previously been approved to provide tutorial services and was recommended by the South Carolina Department of Education; due to the success of the tutorial services that were provided for Clarendon District Two. The results were reported as being highly successful; "*having the greatest number of students with positive (academic) change;* and are documented in the *Findings* on p. 48 of the **attached report SDE/21stCCLC Final Evaluation Report.** Additionally, the school had submitted the contract to our accountants as part of our audit.

We are concerned that the District is questioning the actual qualifications and existence of Have Faith Community Development Corporation to provide such services. This is especially troubling when the District's Board of Directors approved the Have Faith Corporation for a charter to operate the proposed Geneva's Stars Preparatory Academy and the superintendent wrote and signed a letter welcoming the group to the district. In fact, the school's administrator and several board members met the vendor at the district's banquet and on several occasions at the district leadership meetings. Hence, the school was just as impressed with the capability of Have Faith as the District was since they approved the Have Faith Corporation Planning group for the Geneva Star Academy Charter School.

Most importantly, the results our students achieved during the year August 1, 2012 through May 10, 2013 showed dramatic improvement in our students' achievement. While we certainly do not attribute all of this improvement to Have Faith, we are sure that their efforts contributed to our students' success.

The most troubling aspect of this request is that the District now purports to claim the school is in "default" for failure to adhere to generally accepted fiscal management practices as required by the Charter and state law. I can find nothing in the Charter or state law that requires the District to approve vendors. Lake City College Preparatory Academy relied in good faith on the Department's report that this vendor "came highly qualified." The District claims it has not been able to verify that Have Faith is a qualified provider of academic intervention services. The District further claims that the school only provided scant and outdated information rings hollow in light of the District approving this same group for a Charter. For the District to represent that it is not familiar with this vendor and attempt to hold the school in default for using this vendor flies in the face of logic. It also creates suspicion as to the District's true motivation.

In Request Number 8 you ask for copies of the school's general ledger, payroll register, quarterly financial reports, bank statements and all supporting documentation including cancelled checks, EFPs, remittance advises, etc. for all bank accounts held by the school. The school objects to providing the District with this information instead of asking for specific information to clarify any concerns. We cannot find anything in the Charter or the law which requires the school to provide the District with this level of financial reporting which incidentally is not being requested of all schools in the District. The school complies with all financial reporting requirements. We have timely provided all audits and any documents requested by the district. You have also been provided with the monthly expenses and revenue data, the most recent audit and the annual report which was due on December 31, 2013. If there is a specific finding in the audit or question you have with regards to the monthly reports, we would be happy to address those; however, we can find no basis in the law for you to request this level of financial reporting.

The school also finds no basis in law for the District to attempt to limit enrollment as a "District sanction." SC Code §59-40-50(7) and (8) specifically requires that the school admit all children eligible to attend public schools. The only exception is for space limitations. The District purports to bar the school from enrolling students "until such time as the school corrected all non-compliance and demonstrated capacity in the area of special education." There is no provision in the Charter School Act for any such sanction. Likewise, if the school were to bar students from enrolling it would be in violation of §59-40-50. Such action to bar admissions to and limit choice for siblings and other students who are children of poverty to the school would set the school up for lawsuits. Additionally, the school received student enrollment information as per its charter enrollment deadline in January 2013 from students which met the school's deadline for admission long before the district's letter was received.

The school, the administration, the Board of Directors and many of the parents believe that the District has been singling out Lake City College Preparatory Academy for unwarranted review, attention, and sanctions. There has been a pattern of unwarranted investigations and sanctions since the opening of the school. The school's ratings are improving. Student achievement is improving. The school will graduate its first senior class this May. As of today, each of the Seniors has successfully completed the exit exam and we anticipate a 100% graduation rate for the 2010 9GR Cohort in June 2014, a great accomplishment for children in poverty coming to the school several grade levels behind.

The school welcomes oversight and constructive criticism. In fact, each year since opening, the school was asked to provide some type of plan which had to be approved by the District. Each year, in good faith, upon receiving District approval to implement the plan, the school not only met all goals of the plan, but exceeded them. The school does not feel that it has a constructive relationship with the District equal to that of the other charter schools at this juncture. The purported findings in the December 4 "Notice of Default" bear out the specious nature of many of these complaints. If the school continues to be singled out and continuously subjected to disparate treatment, it will pursue a formal federal complaint against the District.

Yours very truly,

Mark W. Buyck, III
Email: mb3@willcoxlaw.com

MWB, III/tph
Attachment
CC: Deloris Brown, Ed.D. (w/attachment)

Dr. Deloris Brown, Principal

"A World Class School of the Arts"

Lake City College Preparatory Academy
P.O. Box 730, Lake City, SC 29560
(843) 374-0128
www.lakecitycollegeprepacademy.org

September 30, 2013

Ms. Dana C. Reed, Director of Compliance
South Carolina Public Charter School District
3710 Landmark Drive, Ste 201
Columbia, SC 29204

Dear Ms. Reed:

As a result of the 2011-2012 probation, the sponsor demanded that the school write and present an action plan. The plan was submitted and presented to the SCPCD Board of Directors. The plan was approved and each goal in the plan was met. Specifically, the academic goals were not only met, but exceeded. **Overall, at the end of the first year of probation, LCCPA did what was asked by the sponsor; created an action plan and met each goal that was established.**

The following year, on August 2, 2012 another letter stating that the probation would be extended for the 2012-2013 school year. Again a plan was requested which was submitted and approved. Again, all goals, specifically the academic goals were not only met, but exceeded to the point that the school received an overall letter grade of a "B." **Overall, at the end of the second year of probation, LCCPA did what was asked by the sponsor; created an action plan and met each goal that was established.**

Historically, charter school leaders and authorizers acknowledge that many changes occur after the charter is written. For example, unexpected budget cuts can literally destroy a charter school. This is precisely what occurred during our first year of operation. Since, our district received the lowest funding in the nation, the sponsors requested and ascertained sustainable funding. This change was unforeseen when the district was created. Likewise, LCCPA requests the opportunity to make adjustments by rewriting the accountability section within 60 days of approval so that it is more in line with the current changes in education. Similarly, when our school opened we did not receive students

(2) The registered agent of the aforementioned charitable organization and private company was a paid teacher at the School for the 2012-2013 School year. **Many individuals have the same name. Unfortunately there has been a mistake regarding the employee whose name and city of residence is the same as the registered agent. However, the date of birth is totally different. The employee mentioned would have been only ten or eleven years old at the time Have Faith Community Development was established in 2003. Therefore, the birthdate indicates that the statement above is clearly an inaccurate assumption.**

- *A number of the School's leaders, including the principal, have been paid to provide Saturday School services at a rate exceeding the norm...the principal is paid $195.00 per hour and teachers are paid more than average hourly rates...*
  Again, these are assumptions and not facts. There is no documentation which states these are hourly rates. According to Tracy Moser, the pay stubs state hourly /daily. The rates that are indicated above are based upon daily rates. The principal works 8 hours or more on Saturdays and teachers work 6-7 hours because they receive 1 hour for prep time. When the principal's daily rate of $195.00 is calculated, the hourly wage becomes $24.37. Thus, when the conversions are done to change the daily rate to an hourly rate, the average hourly rate also changes. (See Attached #3 e-mail from Tracy Moser)

Failure to comply with the South Carolina Freedom of Information Act (FOIA)

- *The board canceled one meeting of 2012-2013 calendar year (May 2, 2013) and then held the meeting after members of the public had been advised that the meeting was cancelled and left the meeting room.*
  The meeting was indeed cancelled due to severe weather storms which prevented board members from attending. Several members called and reported adverse weather conditions. The meeting was rescheduled for May 7th and posted on the school's website. The meeting occurred on May 7th. The assistant secretary recorded the Minutes. The district was notified and the meeting took place. The video footage of the school reveals that there was no such meeting taking place on the day it was cancelled (Attachment #4 and #5).

- *Board member was paid to provide printing supplies to the School in the amount of $4000.00 in violation of conflict of interest principles.*
  The board member was paid to purchase supplies, typeset and print 225 yearbooks after taking a temporary leave of absence while the board was not in session.

- *One board member filled a teaching position, but there is no evidence provided showing that the member recused herself from the Board.*
  The member submitted a letter. This was done in February. Thus, prior to substituting for less than a month, the board member requested a temporary leave of absence due to the fact that the school's Dance teacher suddenly requested a Family Leave of Absence.

that were on grade level. However, we worked with those students that applied, who were many grades behind, causing LCCPA to appear to be ineffective. However, with the new accountability system in place, our school is finally getting the recognition that it deserves. To clarify our accountability commitment to academic achievement LCCPA would like the opportunity to re-write the charter's accountability section of its charter so that it is more closely aligned with the new accountability requirements which the state is currently operating under.

The Community also recognizes the effectiveness of the LCCPA program. Enrollment has increased from 211 students in the 2012-2013 year to 243 on the fifth day count. We believe the current enrollment would have been even higher had we not been required to provide the Priority School Parent Choice letter.

As a charter school receiving a grade of "B" in terms of **effectiveness**; as defined by **new accountability ESEA Waiver system; the SCDE Grading Scale defines** LCCPA's ***Performance as; exceeds the state's expectations.***

As for being out of compliance, the school report cards have not yet arrived. It is noted that there are many major concerns about the written accounts which simply are assumptions rather than facts. Below is an example of some of the allegations which are inaccurately represented:

- **MAP scores were emailed to Mr. V on May 29th** as requested and documented in an email.**(see attached)** Also, as previously stated, when students took their final MAP assessments, the computers malfunctioned causing students to have to start over again. Therefore the final MAP tests requested by the district were invalid (Attachment (1).

Failure to adhere to generally accepted fiscal management practices as required by the Charter and state law.

- *Line Items totaling $24,000.00 with no receipts from January2012- April 2013-* **According to Tracy Moser, of Kelley-Moser Consulting, the reason no receipts are on the ledger is because it is a standard software program and there isn't enough space to include receipts; receipts are not stored in / on the software program (in that area).** Kelly-Moser maintains copies of the receipts and they are available for review.

- *(1) The vendor was paid $80,000 to provide education intervention services that is listed as a maintenance and janitorial service company in Manning, SC, the district was unable to verify the vendor's qualifications and background checks.*
  The vendor: Have Faith Community Development came highly qualified. According to The 2008-2009 Evaluation of the South Carolina 21st Century Community Learning Center Program' which was prepared for the South Carolina Department of Education By System Wide Solutions, Inc. March 15, 2010 report, page 48 states:
  "Four sites clustered together with having the greatest number of students with positive changes in academics...Have Faith Community Development ... Please see attachment for further reference. This report is also found on the web.
  (Attachment #2).

and demonstrate its capacity to meet federal and state requirements for the education of students with IEPs....

LCCPA has no documentation that it was ever put on probation for Special Education. When the district visited the school on May 22nd, the team was introduced to Alberta Bannister who had been approved for hiring after the principal spoke with the district's compliance officer. The attached letter dated June 8th was sent to the school's board chair and a copy was mailed to the compliance officer at the district by the consultant. According to the consultant, Ms. Bannister, one letter was written to our board chair, and a copy of that letter was sent to the district and was not returned undeliverable (Attachment #8). The concerns were corrected immediately and confirmed as described in the consultant's letter. After receiving the District's letter dated August 27th, the principal notified the consultant. The consultant notified the principal that she sent another letter to the compliance officer. Additionally, the following was prepared by the School's Director of Spec. Ed. regarding the district's August 27th letter:

- Parents received written notification to attend the IEP meeting. The letters of invitation are in Excent and a hard copy is in each student's folder.
- The possible denial of FAPE was discussed and is documented in the summary on Excent; a hard copy is in each child's folder.
- Present levels of performance contain data from MAPS, PASS, SCOSIS (when appropriate) and the Woodcock Johnson Achievement Test. The goals are linked to the weaknesses indicated in the present levels; the special education coordinator along with the teacher of record, and the special education consultant employed and approved by the district maintain that the goals are indeed measureable.
- LCCPA adopted the Policies and Procedures prepared by the SCCSD and documented our procedures within the document as required.
- The process for records request is written in the policies and procedures and is found on page 43.
- LCCPA utilized a Tier approach to identify and assist struggling learners with academic or behavior issues.
- Teachers maintain a log documenting when accommodations described in the IEP are provided.
- This year, the team has begun working to identify additional supplemental modified curriculum items for new and other students in the self-contained setting.
- The 504 Coordinator is listed on the school's website.

Failure to provide highly qualified instructional staff as required by law.

...Only 57.47% of the School's teachers are highly qualified.

The School only has two teachers who are not certified, but are highly qualified. <u>We also have teachers that are certified</u> but their licenses do not say HQ because of the number of years they have taught. The data which was showing up for our school has always been inaccurate. The first year of operation the School's report card stated that 100% of our teachers were not certified. This is inaccurate information. On Sept 20th, we had our

The board member was only paid for a few weeks of service, not the entire year. The official Dance teacher remained employed until the end of the school year. The Temporary Leave of Absence was voted on and approved by the board and is documented in the April Minutes which were submitted on Epicenter. (See Attachment #6)

- The board's bylaws do not provide for a conflict of interest policy.
  The board adopted a conflict of interest policy the first year of operations which it follows and is used to make disclosures to such interested parties as Auditors/ Accountants and the IRS etc. (See Attachment 7).

- The board does not receive or require regular reports related to the School's performance in the areas of academic achievement, compliance, finance, and organization.
  The Principal and other board sub-committee members make regular reports on the above areas. These reports are documented in the Minutes.

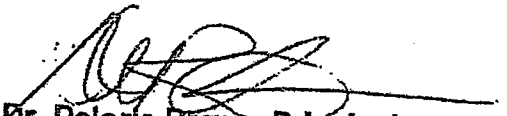
Failure to meet the academic goals and student achievement expectation set forth in the Charter.

As previously mentioned the school received a "B" rating which, according to SCDE reflects the fact that LCCPA's "Performance Exceeds the State's Expectations." Thus, we are requesting an opportunity to rewrite the charter to clarify "how" our charter will meet the states' requirements since the ESEA waiver reflects new language in its accountability system. At LCCPA, our board is very proud of the progress that has been made in such a short time with students of poverty. In our community, our school has been rated more effective than all schools in our local school district. We also outperform all schools in Williamsburg County, from which 45-50% of our students reside, by at least 2 letter grades. Additionally, this year we will have our first graduating class. Presently, all seniors are on track to graduate, with only one student left to pass his Math exit exam. We believe that LCCPA will have a 100% graduation rate our first year. This in and of itself reflects the fact that our model is indeed effectively working since over 90% of the current graduating class started with us in the 9th grade. Additionally, over 80% of the Junior class passed the ELA on the first try and 70% passed Math HSAP exams.

Failure to comply with all federal requirements related to the education of students with disabilities.

- *To date, the School has not provided any documentation to verify that it has complied with the terms of its probation that requires the School to correct all special education noncompliance*

Very truly yours,



Dr. Deloris Brown, Principal

C: Queen Wallace, Board Chair, LCCPA

Don McLaurin, Board Chair, SCPCSD

Wayne Brazell, Superintendent, SCPCSD

Robert Compton, Ph.D., Director of Federal Programs and School Safety, SCPCSD

Tasha Robinson, Director of Finance, SCPCSD

Courtney Mills, Director Accountability, SCPCSD

annual school visit and Wanda Whatley reviewed our data which contained numerous errors. Some of the data discussed with Ms. Whatley revealed inaccurate information; showed teaching assistants as teachers, and substitutes who left the school or only worked a few weeks as teachers in our school. Our school has more than 85% of its teachers meeting the federal government's Highly Qualified teacher definition.

Failure to conduct teacher evaluations as set forth in the Charter.

All teachers were evaluated using the ADEPT system. Last year, four teachers that were no longer employed at our school were showing up in the system as employees who would have needed evaluations. However, after speaking with Ms. Whatley, I believe this matter should be resolved in the district's system. All LCCPA teachers are evaluated by the state's ADEPT system. The team provided ratings in all 10 ADEPT Evaluation Standards as required. Teachers have copies of the results, and a copy was mailed to the district. If the documents haven't been received, we will gladly forward copies.

Failure to provide the District with assessment data as required by the Contract.

This matter has already been addressed. MAP data was submitted to Mr. V via E-mail on May 29th and he acknowledged receipt of the data (see Attachment #1). The final MAP scores were inaccurate due to computer malfunctions during the last test. This data was submitted to the district even though there is no reference in our charter which states that we will definitely utilize MAP and provide copies to the district.

We believe the school is compliant based on the present accountability system and upon the information provided in this letter. The School has met every goal in the probation plans that the district mandated. The School has continuously done what was asked of it. The school has on numerous occasions worked diligently to resolve all matters of concern that have been expressed by the sponsor especially as it pertains to academic achievement. As most charter schools have experienced, there are many unknowns that do not reveal themselves until the charter is in full operation. LCCPA is requesting the opportunity to rewrite within 60 days the accountability statement in its charter so that it is more reflective of the current trends in education; the culture of the school, and the state's new accountability system.

LCCPA cannot control the impact of the level of poverty that exists in the school's population. While there exists in the local vicinity, a small group of high achieving, non-impoverished students on grade level. Yet, only a small portion of those attend LCCPA . With charter school laws as they are, the school cannot and will not close its doors to students that are below grade level. Thus, LCCPA's effectiveness is finally being revealed due to the new accountability model which shows the true growth of students and the positive direction that the school is moving in.

ATTACHMENT 8

SC Palmetto Gold and Silver award from the State Department of Education and Education Oversight Committee

SC EDUCATION
OVERSIGHT COMMITTEE
Reporting facts Measuring change Promoting progress

April 17, 2014

Dr. Deloris Brown
Lake City College Prep Academy
Lake City, SC 29560

Dear Principal Brown,

Please accept my congratulations as your school is a recent recipient of a Palmetto Gold or Silver Award. The teachers, students, staff, and parents at your school should be commended for the high performance and exceptional improvement that these awards are designed to recognize.

The members of the SC Education Oversight Committee join you in celebrating this noteworthy accomplishment. Please contact me if I can be of assistance to you in the future.

Sincerely,

David Whittemore, Chairman

CHAIR
VICE CHAIR
Mick Zais
Melanie D. Barton
EXECUTIVE DIRECTOR

ATTACHMENT 9

Exhibits Regarding Technical

Map Data System

As you would see the template I have to use to enter the information you have provided, I need the dates of pre and post assessment. Thank you so much!

Thank you!

Vamshi Rudrapati (Mr. V)
Coordinator of Student Services
South Carolina Public Charter School District
3710 Landmark Drive, Suite 201
Columbia, SC 29204
803/734-1105 (office)
803/734-8325 (fax)
Web: http://www.sccharter.org/

PostDate

RegistrationID StudentID LastName FirstName Assessment PreAcadGrade PreDate PostAcadGrade

Suite 201
Columbia SC 29204
Phone/ 803-734-4181
Fax/803-734-8325
Email/ dcreed@scharter.org

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Subject: RE: Additonal documentation needed
From: dbrown@lccollegeprep.org
Date: Thu, Jun 06, 2013 3:24 pm
To: "Dana C Reed" <DCReed@sccharter.org>
Cc: "Courtney Mills" <CMills@sccharter.org>

Dana,

That information isn't accurate because we had trouble with our computers which caused the last two tests to be invalid. The system continuously shut the students' out causing the test to restarted over and over again. We did some of them twice but still had the same problems so the growth information is not accurate.

Right now we are have requested more bandwidth, with hopes that this situation won't occur again.

Also, just so you know I'm leaving today for vacation won't be available until the end of June.

Take Care,

DB

> -------- Original Message --------
> Subject: Additonal documentation needed
> From: Dana C Reed <DCReed@sccharter.org>
> Date: Mon, June 03, 2013 3:28 pm
> To: Deloris Brown <dbrown@lccollegeprep.org>
> Cc: Courtney Mills <CMills@sccharter.org>
>
> Hi Deloris:
>
> I will be emailing you from time to time to request additional information to assist with the reporting out of our site visit. Can you please provide the following NWEA report: "Student Growth Summary Fall to Spring" and each student's "Student Progress Report"? Courtney received "student progress reports" for 18 5th graders but not for students in the other participating grades.
>
> Thank you!
>
> Dana
>
> Dana C. Reed
> Director of Compliance
> South Carolina Public Charter School District
> 3710 landmark Drive

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Subject: RE: Request for MAP data
From: Courtney Mills <CMills@sccharter.org>
Date: Tue, Feb 18, 2014 3:50 pm
To: Deloris Brown <dbrown@lccollegeprep.org>
Cc: Dana C Reed <DCReed@sccharter.org>
Attach: Sample Progress Report.pdf

Deloris,

Please see the completed chart below. Also, attached is a sample of what the Student Progress Report should look like. As you can see, this one report should contain ALL of the scores for each student as long as he or she has been enrolled.

Specific format	Season	Specific year
Student Progress Report	Fall, Winter, and Spring	2011, 2012, 2013, and 2014

Today was the day that I had asked for this data, but I understand the recent winter weather has interfered. Please submit this to the district by February 25.

Thank you,

Courtney H. Mills
Director of Accountability
SC Public Charter School District
(803) 734-0525
cmills@sccharter.org

From: dbrown@lccollegeprep.org [mailto:dbrown@lccollegeprep.org]
Sent: Tuesday, February 18, 2014 12:10 PM
To: Courtney Mills
Cc: Dana C Reed
Subject: RE: Request for MAP data

Courtney,

School has been cancelled since February 11th since most families including staff members in the area were without electricity. Today is the first fully operational day. Please clarify the information (below) that you are requesting so that there is no confusion and I can get the data person to pull it for you right away. I also left you a voice mail.

Thanks in advance for clarifying.

Deloris

> -------- Original Message --------
> Subject: RE: Request for MAP data
> From: <dbrown@lccollegeprep.org>
> Date: Tue, February 11, 2014 2:28 pm
> To: "Courtney Mills" <CMills@sccharter.org>
> Cc: "Dana Reed" <DCReed@sccharter.org>
>
> Courtney,
>
> I'm not quite clear what you are requesting. Please clarify what you need and I will get it to you. I have created a chart for you to complete. This will help guide me.
>
> | Specific format | Season | Specific year |
> |---|---|---|
> | Example: Individual Growth report? | Example: Spring? | Example: 2011? |
> | | | |
> | | | |
>
> Thanks!
>
> DB
>
> > -------- Original Message --------
> > Subject: Request for MAP data
> > From: Courtney Mills <CMills@sccharter.org>
> > Date: Tue, February 11, 2014 1:09 pm
> > To: Deloris Brown <dbrown@lccollegeprep.org>
> > Cc: Dana C Reed <DCReed@sccharter.org>
> >
> > Deloris,
> >
> > The NWEA Student Progress Reports that were created on January 16, 2014 and provided to the district contain MAP test results from Fall 2011 and Winter/Spring/Fall 2012. Could you please provide updated reports that include this historical data and also Winter/Spring/Fall 2013 and Winter 2014? You have submitted scores for some of these administrations, but the Student Progress Reports include growth details that allow for better analysis. I am specifically requesting the NWEA "Student Progress Reports", in the

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Subject: [FWD: Individual student progress reports]
From: dbrown@lccollegeprep.org
Date: Fri, Jan 17, 2014 6:58 pm
To: "Dana Reed" <DCReed@sccharter.org>
Cc: "Courtney Mills" <CMills@sccharter.org>
Attach: k-5.pdf
1st grade.pdf
2nd grade.pdf
3rd grade.pdf
4th grade.pdf
5th grade.pdf
6th grade.pdf
7th grade.pdf
8th grade.pdf

Dana,

Here are the electronic version of the Individual Student Progress Reports.

DB

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-------- Original Message --------
Subject: FW: Additional documentation needed
From: Dana C Reed <DCReed@sccharter.org>
Date: Wed, January 15, 2014 2:56 pm
To: Deloris Brown <dbrown@lccollegeprep.org>
Cc: Wayne Brazell <wbrazell@sccharter.org>, Courtney Mills <CMills@sccharter.org>

Hello Deloris:

Courtney has reviewed the MAP data you submitted on December 20, 2013. Please see her comments below and send me the "Student Growth Summary Fall to Spring" and each individual "Student Progress Report " as previously requested. Samples of what these reports should look like are attached. I would appreciate it if you could send this data along with the documentation you will be sending me this Friday. Thank you.

Dana

From: Courtney Mills
Sent: Wednesday, January 15, 2014 2:22 PM
To: Dana C Reed
Subject: RE: Additonal documentation needed

Dana,

The MAP reports that Lake City submitted are still not the ones that we requested. In your email from June 3 (see below), we specifically asked for the "Student Growth Summary Fall to Spring" and each individual "Student Progress Report". Attached are two samples of what these reports should look like.

The reports that were provided (on December 20) do not contain any information regarding the students' growth targets or their progress towards those targets.

Could you please ask the school, again, to provide us with this information?

Thanks,

Courtney H. Mills
Director of Accountability

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Subject: RE: FW: Additional documentation needed
From: dbrown@lccollegeprep.org
Date: Thu, Jan 16, 2014 9:02 am
To: "Dana C Reed" <DCReed@sccharter.org>
Cc: "Wayne Brazell" <wbrazell@sccharter.org>, "Courtney Mills" <CMills@sccharter.org>

Dana,

Please read again below: I never mentioned the company. I explained that some student scores didn't get recorded because the computers kept shutting down during testing. When I said I will ask again, I was referring to speaking with our staff member who is responsible for pulling NWEA data.

DB

> -------- Original Message --------
> Subject: RE: FW: Additional documentation needed
> From: Dana C Reed <DCReed@sccharter.org>
> Date: Thu, January 16, 2014 8:48 am
> To: Deloris Brown <dbrown@lccollegeprep.org>
> Cc: Wayne Brazell <wbrazell@sccharter.org>, Courtney Mills <CMills@sccharter.org>
>
> Hi Deloris:
>
> Please send me documentation that you have requested the "Student Growth Summary Fall to Spring" and each individual "Student Progress Report" from NWEA and any responses you have received from the company as to why such data has not been made available to you.
>
> Thank you,
>
> Dana
>
> ---
> **From:** dbrown@lccollegeprep.org [mailto:dbrown@lccollegeprep.org]
> **Sent:** Wednesday, January 15, 2014 4:50 PM
> **To:** Dana C Reed
> **Cc:** Wayne Brazell; Courtney Mills
> **Subject:** RE: FW: Additional documentation needed
>
> Dana,
>
> I will ask again for the data. Some student scores weren't recorded due to the computer constantly shutting off. But I will gladly try again to get this information.
>
> Deloris

SC Public Charter School District
(803) 734-0525
cmills@sccharter.org

From: Dana C Reed
Sent: Monday, June 03, 2013 3:29 PM
To: Deloris Brown
Cc: Courtney Mills
Subject: Additonal documentation needed

Hi Deloris:

I will be emailing you from time to time to request additional information to assist with the reporting out of our site visit. Can you please provide the following NWEA report: "Student Growth Summary Fall to Spring" and each student's "Student Progress Report"? Courtney received "student progress reports" for 18 5th graders but not for students in the other participating grades.

Thank you!

Dana

Dana C. Reed
Director of Compliance
South Carolina Public Charter School District
3710 landmark Drive
Suite 201
Columbia SC 29204
Phone/ 803-734-4181
Fax/803-734-8325
Email/ dcreed@scharter.org

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NWEA MAP ILPs

Overview

Classworks reads the student's RIT score for each of the reported strands on the MAP data file. Then Classworks prescribes a separate assignment for each strand that is individualized to the student's instructional level based upon the MAP data.

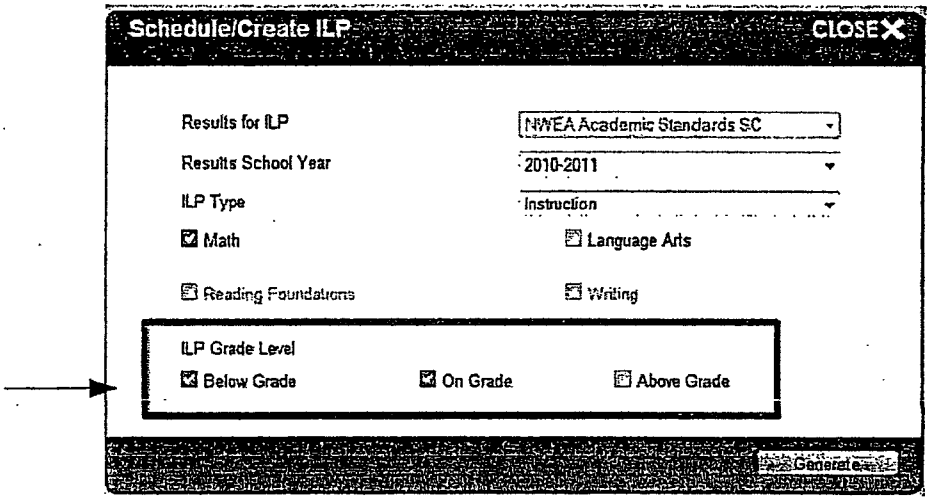
Note: This job aid does **not** apply to the MAP for Primary assessment/ILPs.

Create MAP ILPs - Options

To use your MAP data to drive Classworks instruction in a more focused way:

Option 1:

Create MAP ILPs for only the reporting categories in which the students' RIT scores are below their current grade level, on their current grade level, above their current grade level, or a combination of the three. This allows you to use your MAP data as remediation, on grade level reinforcement, or to introduce above grade level skills, depending upon your specific Classworks implementation goals.



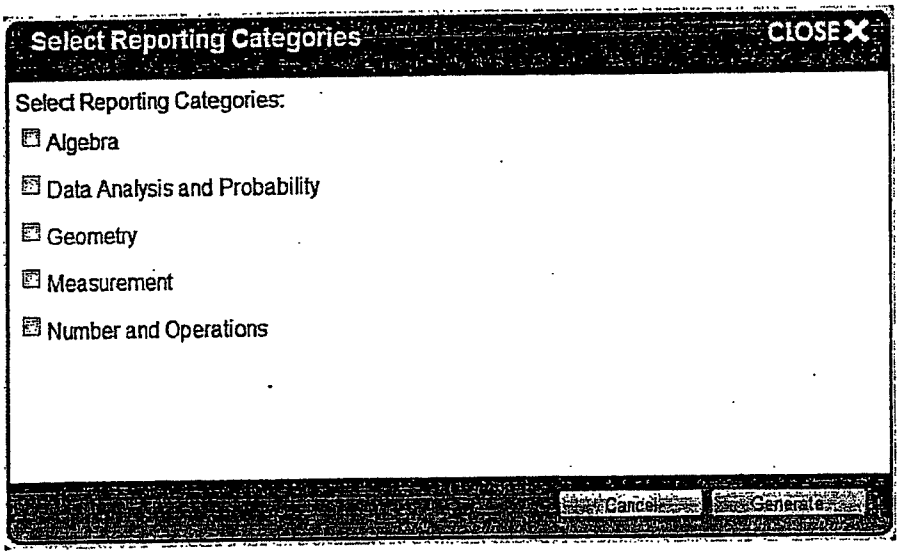
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NWEA MAP ILPs, continued

Create MAP ILPs – Options, *continued*

Option 2:

Create MAP ILPs for only specific reporting categories. This allows you to use your MAP data in conjunction with Classworks to target school, class, or student strand weaknesses, focus on the strands that are weighted the heaviest on your high stakes test, or to help meet your specific Classworks implementation goals.



Reading MAP scores for ILPs

Example student: Howard's RIT Scores

Reading	Phonics, Word Identification	209
	Strategies to Gain Meaning	197
	Purpose and Structure	208
	Validity and Merits of Text	207
Math	Numbers and Operations	228
	Measurement	223
	Geometry	217
	Algebra	229
	Data Analysis and Probability	214
	Process Skills	214

(Reporting category names will vary based upon your state)

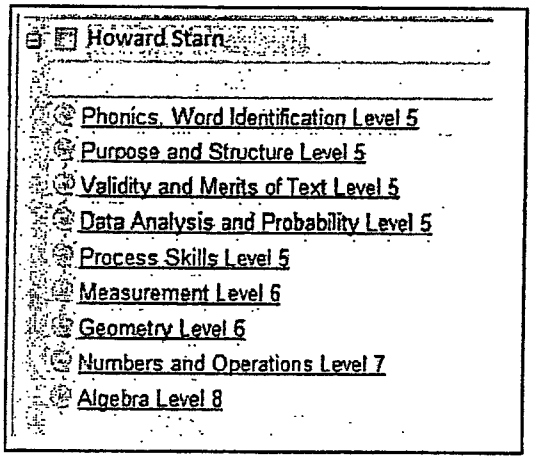
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NWEA MAP ILPs, continued

Reading MAP scores for ILPs, *continued*

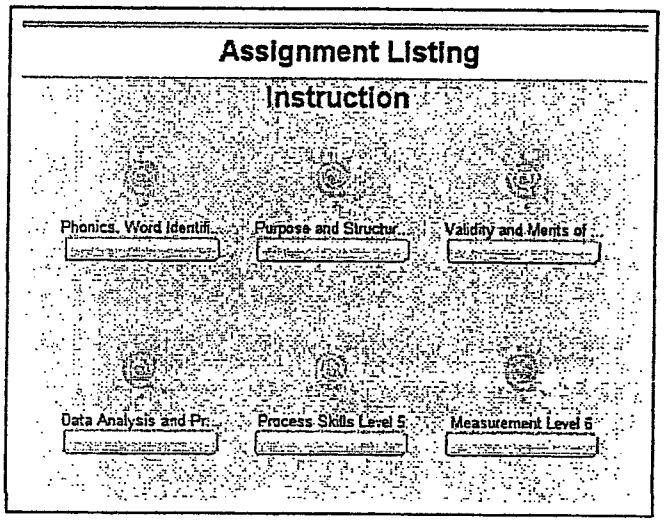
Howard's individualized assignments in Classworks based upon RIT Scores.



Howard is assigned instructional units within each strand based upon his RIT scores.

Student View

When Howard logs into Classworks, he will see all of his assignments listed.



Continued on next page

NWEA MAP ILPs, continued

Suggestions for managing ILPs

Suggestion #1:

Narrow down the student's assignments to just the ones that he/she needs the most.

- This can easily be done by changing the assignments the student does not need from assigned to skipped on the Students Tab.

Suggestion #2:

Narrow down the assignments for the entire class to a particular reporting category/strand.

- This can easily be done by changing the status of particular MAP assignments from current to inactive in the Classes Tab>Instruction Sub Tab.

Suggestion #3:

Change the icon and/or name of the assignment you wish the student(s) to focus on first.

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From: Taronda Jordan <tarondamjordan@gmail.com>
To: brownd14 <brownd14@aol.com>
Subject: Re: Error on MAPs Download
Date: Thu, Sep 27, 2012 11:04 am

Ok. I checked a few of the computers after the download and they were connecting fine. I will call her

Sent from my iPhone

On Sep 27, 2012, at 11:00 AM, brownd14 <brownd14@aol.com> wrote:

> Taronda,
>
> I'm not sure what happened but the download that was done is showing an error. Can you please contact Ms. McNair at 598-4089? She can give you the details.
>
> Deloris

As a charter school receiving a grade of **"B"** in terms of **effectiveness**; as defined by **new accountability ESEA Waiver system; the SCDE Grading Scale defines** LCCPA's ***Performance as; exceeds the state's expectations.***

As for being out of compliance, the school report cards have not yet arrived. It is noted that there are many major concerns about the written accounts which simply are assumptions rather than facts. Below is an example of some of the allegations which are inaccurately represented:

- **MAP scores were emailed to Mr. V on May 29th** as requested and documented in an email.**(see attached)** Also, as previously stated, when students took their final MAP assessments, the computers malfunctioned causing students to have to start over again. Therefore the final MAP tests requested by the district were invalid (Attachment (1).

ATTACHMENT 10

Special Education Resume

Albertha Bannister (Retired)
1124 Pocalla Road
Sumter, SC 29150
Home (803) 775-9747
alizzbannister@aol.com

EDUCATION:

Education Specialist Degree in Administration, 2008
South Carolina State University – Orangeburg, South Carolina

Master of Education Degree- Special Education with Emphasis in Educable Mental Disabilities, 1981
South Carolina State College – Orangeburg, South Carolina

Bachelor of Science Degree – Guidance and Counseling, 1976
South Carolina State College – Orangeburg, South Carolina

PROFESSIONAL EXPERIENCE

Coordinator for Special Services
2011-2012 **Sumter School District**
1992-2011 **Sumter County School District Two**

- Provide one-to-one consultation for teachers and paraprofessionals of students with disabilities.
- Keep informed of legal requirements governing special education.
- Ensure compliance of federal, state and local mandates and regulations.
- Educate and assist, as appropriate, teachers of special education in developing Individualized Education Programs.
- Coordinate related services and extended school year services.
- Develop/Provide inservice training for general education teachers.

Professional Initiatives

Organized district-wide training in reading intervention for regular education elementary and middle school teachers (i.e. Project Read, SRA etc.).

Coordinated district-wide training for school teams; consisting of administrators, guidance counselors and teachers in behavioral support strategies for regular education students.

Led special education teachers in the development of a district-wide Curriculum-Based Assessment instrument for assessing special education students.

Led teachers in the implementation of district-wide use of progressing monitoring for special education students for reporting progress of Individualized Education Program annual goals.

Introduced and trained all district school level curriculum coordinators on progress monitoring procedures to use for monitoring progress of students in child study for possible referred to special education.

Led teachers and administrators in the development of an Occupational curriculum and diploma option for secondary special education students.

2000-2010 **Graduate Professional Development Instructor**
Sumter County School District Two

- Through the Citadel, taught the following graduate level course: "Current Trends in Special Education".
- Assigned and evaluated group projects and research papers.
- Evaluated final examinations.
- Assigned final grades for graduate work according to the grading requirements of the Citadel.

1989-1992 **Guidance Counselor**
Sumter County School District Two

- Assisted students in evaluating their aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data.
- Worked with students individually, in small groups, and in the classroom.
- Supervised the preparation and process of college, scholarship and employment applications.
- Guided in the decision- making process concerning academics, careers, and personal/social development.

1981-1989 **High School Special Education Teacher**
Hillcrest High School
Sumter County School District Two

- Developed and implemented Individualized Education Programs for students requiring special education and related services.
- Employed a variety of instructional techniques to address the unique needs of the students.
- Assessed student progress on a regular basis and provided progress reports as required.
- Maintained accurate, complete and correct records as required by federal and state laws governing special education, district policy, and administrative regulation.
- Served as department head for the special education department.

1976-1981 **Elementary School Special Education Teacher**
Dantzler Elementary School
Holly Hill School District Three

- Developed and implemented Individualized Education Programs for students requiring special education and related services.

- Utilized effective classroom management strategies to create a classroom environment that was conducive to learning and appropriate for the students based on their individual needs.
- Supervised students on the school grounds as designated by administrator.
- Planned and supervised purposeful assignments for teacher assistant.

PRESENTATIONS:

South Carolina State University
Topic: Closing the Achievement Gap
Date: April 2008
Charleston, SC

National Council for Exceptional Children Conference
Topic: Creating and Using a District-Wide Curriculum-Based Assessment System
Date: April 2005
Baltimore, Maryland

South Carolina Council for Exceptional Children
Topic: Developing a District-Wide Curriculum-Based Assessment System
Date: February 2003
Hilton Head, SC

PROFESSIONAL DEVELOPMENT:

Response to Intervention
State Department of Education
Date: September –December 2010
Florence, SC

Strategic Instruction Model (SIM)
Learning Strategies Curriculum
Fundamentals of Paraphrasing and Summarizing
The Inference Strategy
Content Enhancement
Date: June 2008
Myrtle Beach, SC

Assisting, Developing and Evaluating Professional Teaching (ADEPT)
Date: November 2007
Sumter School District Two

Assessment, Evaluation and Programming System (AEPS)
Date: July 2007
Spartanburg, SC

Jensen - Different Brains, Different Learners Program
Date: June 2007
San Antonio, TX

The Infancy and Early Childhood Training Course
Stanley I. Greenspan, M. D.
Date: April 2007
Tysons Corner, VA

Problem Solving and CBA
Date: November 2006, 2007
Lancaster, SC

High Schools That Work Reform Implementation
Date: July 2006
Orlando, FL

Nonviolent Crisis Prevention
Crisis Prevention Institute
Date: January 2006
Charlotte, NC

Direct Instruction Reading
Date: June 2005
Myrtle Beach, SC

New Developments in Special Education
Date: October 2005
Charleston, SC

Best Practices Institute
Date: July 2004, 2005, 2006, & 2007
Myrtle Beach, SC

Ruby Payne's "A Framework for Understanding Poverty "
Date: December 2004
Galveston, TX

Theory into Practice A Balanced Literacy Model
Date: July 2004
Sumter, SC

PROFESSIONAL ORGANIZATIONS:

National Education Association
South Carolina Education Association
Retired Education Association Sumter County

PROFESSIONAL REFERENCES:

Frank Baker
Retired School Superintendent
Sumter School District Two
8670 Black River Road
Rembert, SC 29126
(803) 432-2851

Joan Sagona
Director of Elementary Schools
Sumter School District
1345 Wilson Hall Road
Sumter, SC 29150
(803) 469-6900
joan.sagona@sumterschools.net

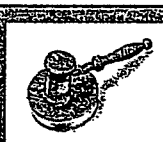
Joye Wilson
Retired District Hearing Officer
Sumter School District
337 Loring Mill Road
Sumter, SC 29154
camwil@ftc-i.net

Short Course in Parliamentary Procedure & Effective School Board Meeting Management

by Dr. David A. Church, Executive Director
South Carolina Coalition for Achievement Now

- Minimum number of meetings
- Meetings open to the public & media
- Boards hold special meetings when necessary
- Location of meetings
- Executive sessions
- Removal of disruptive people





- Open meeting laws apply to all public bodies
- A meeting takes place if a quorum is present
- Quorum is a simple majority
- Some votes may require super majority

- Public vote of the school board must be taken to go into executive session
- Defines what action can be taken in executive session
- Chairs must announce why a board goes into executive session
- Requires advance public notice of meetings

Minutes shall include...



- date, time and place of meeting
- members present & absent
- substance of all matters proposed, discussed or decided
- record of votes taken

- Designate an official secretary
- Minutes are recording of actions of the board and not of an individual
- Minutes are permanent records
- Minutes must be approved



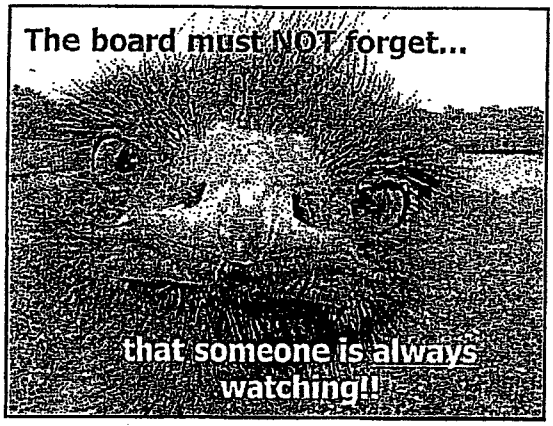
- Handling attachments
- Video and/or audio recordings are not official minutes
- Executive session minutes should be avoided or be very limited unless required by law

The board must AVOID ...

- Discussing more than one issue at a time
- "Over-talking"
- "Cross-talking"
- Personal attacks and/or abusive conduct
- Any surprises



The board must NOT forget...



The agenda is the map the board agrees to follow throughout the meeting

- Developed by the principal & chair
- Not final until the full board agrees to it or until a time certain is reached
- After adoption, can only be changed by a 2/3 vote



- Poor agenda = poor decisions
- Agendas are meant to:
  - Inform members
  - Lock in business
  - Alert the public of issues to be discussed
- Be specific
- Action items should be listed
- Consider a consent agenda
- Public comment



- Have sign-up procedure for public comment period
- Limit scope of comments to items on agenda
- Time limit – stick to it
- Do not allow comments to be directed at individuals (individual staff & board members)
- Don't allow response from board members
- Establish who will follow-up with individuals who comment

At your very next board meeting clarify:

- Who is responsible
- How to add items to agenda
- When is agenda final
- Meeting time limit (what happens if that hour arrives)
- How & when public participation allowed
- How much discussion freedom board chair and principal will have

Making Robert's Fit Your Board Meeting



- Encourage orderly discussion
- Maintain order
- Speaker remarks must be germane
- Right to speak with no interruptions
- Majority rules – usually
- Views of the minority
- Two-thirds vote
- Avoid being overly dedicated to Robert's Rules

- Maker can vote against their motion
- Avoid negatively worded motions if possible
- Never say "so moved"
- Avoid motions containing more than one issue or action
- Motion can only be made by members of the board

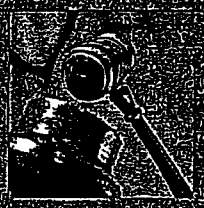
Step 2

- Implies members wishes to hear discussion
- Maker and second are not required to vote for the motion
- If no second - what then?
- Some items do not require a second
- No need for recognition for seconds
- Still not a main motion

Step 3

- Formally places motion before members
- Transfers ownership to the full board
- Chair restates the motion during debate
- Chair reminds board if straying from motion
- Ends the period when a member can withdraw their motion

All actions of the board begin with motions



There are six steps for adopting a motion.

- Step 1 A member makes a motion
- Step 2 A member seconds a motion
- Step 3 The chair states the question
- Step 4 The members debate
- Step 5 The members vote
- Step 6 The chair announces the vote



Step 1

- Helpful to have motions in writing
- Member must be recognized by chair
- When motion poorly worded, chair has the option to assist
- No debating an issue unless motion is pending
- Chairs CAN make motions - cautiously

Step 4

- Maker of motion speaks first
- Debate focus on
- Debate alternated between pros & cons
- Members who have not yet spoken recognized before members given a second chance to speak



Step 4

- Maker of motion cannot speak against own motion; however, can vote against own motion
- Speaker clearly declares comments - favor or opposed
- Chair cannot close debate as long as any member desires to speak except by a 2/3 vote of the board

Step 5

- Repeat motion before calling for vote
- Call for negative votes during voice vote
- Secret ballots - never allowed
- Announce vote totals which are recorded in minutes
- "Without objection" is a vote
- Proxy voting is NOT allowed unless provided in bylaws

Step 5

- Chair should vote on all matters & must vote if the vote is a tie
- Tie vote is a lost vote
- How to handle abstentions

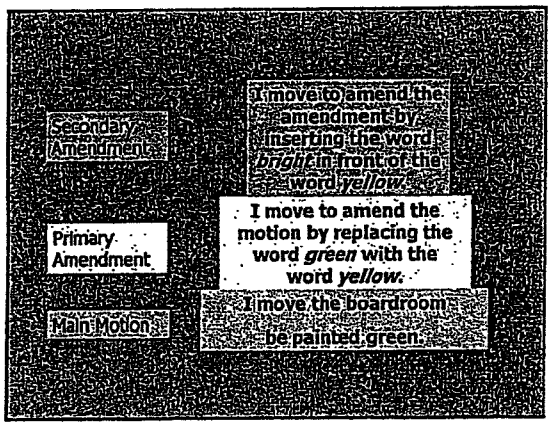


Step 6

- Announce outcome of vote – give number of those in favor and those opposed
- Announce any appropriate "next steps"

- Rescind actions of previous board meetings
  - Requires a majority vote with previous notice given
  - Requires 2/3 vote without previous notice
  - If successful, follow-up motion may be needed
- Reconsideration of action during the same meeting
  - Motion by someone on prevailing side
  - Majority voted needed
  - Takes the board back to the exact place it was in before vote occurred

- A motion to amend modifies main motion, requires second & is subject to debate - primary amendment
- Amendment may be amended - secondary amendment
- Main motion limited to primary & secondary motion

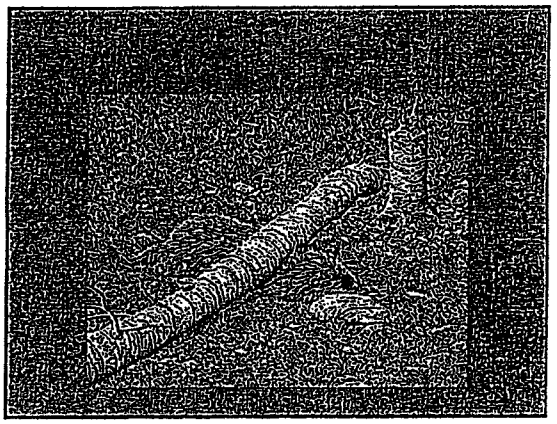


- Chair must contain debate to pending question
- Amendment adopted, chair restates main motion as amended
- All amendments must be germane

Motion	Debatable	Amendable	Vote
Adjournment	no	no	majority
Recess	no	yes	majority
Lay on the table	no	no	majority
Close debate or previous question	no	no	2/3
Postpone definitely	yes	yes	majority
Refer to committee	yes	yes	majority
Amend amendment	yes	no	majority
Amend main motion	yes	yes	majority
Main motion	yes	yes	majority

Motion	Debatable	Amendable	Vote
Point of order	no	no	none
Inquiry	no	no	none
Division of board	no	no	majority
Appeal decision of Chair	yes	no	majority
Withdraw/modify motion	no	no	majority
Divide question	no	yes	majority
Suspend rules	no	no	2/3

- You've carefully thought out all the angles.
- You've done it a thousand times.
- It comes naturally to you.
- You know what you're doing, it's what you've been trained to do your whole life.
- Nothing could possibly go wrong, right?



South Carolina Department of Education
Together, we can

South Carolina Charter School Law

Shelly Bezanson Kelly
Deputy General Counsel

South Carolina Department of Education
Together, we can

Historical Perspective

- Origin of the Law
  - Originally passed in 1996 (Act 447)
  - Significant amendments in 2002 (Act 341)
  - Significant amendments in 2006 (Act 274)

South Carolina Department of Education
Together, we can

- 1996 Act
  - Introduced and created charter schools as an educational option in South Carolina
  - All charter schools were sponsored by local school districts
  - Local school districts reviewed applications first hand
    - No standard application process

South Carolina Department of Education
Together, we can

- 2002 Act
  - Added the Charter School Advisory Committee
  - Required the State Board of Education to establish standards
  - Result
    - Streamlined and standardized the application process

Office of Public School Choice

South Carolina Department of Education
Together, we can

- 2006 Act
  - Created the South Carolina Charter School District as an additional sponsor
  - Opened the door for virtual charter schools
  - Maintained, however, the role of the Advisory Committee and continues to allow for local school district sponsored charters

Office of Public School Choice

South Carolina Department of Education
Together, we can

Current Law

- Overview of legal expectations
  - Public meetings
  - Records
  - Safety
  - Standards
  - Expectations
  - Ethics

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South Carolina Department of Education
Together, we can

Freedom of Information Act

- As public schools, charter schools are subject to the requirements of the FOIA
  - Open meetings
  - Public records

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Open Meetings

- All charter board meetings must be open to the public unless there is a valid legal reason to go into executive session
  - Examples of executive sessions:
    - Discussion of personnel actions and issues
    - Student matters (when dealing with a specific student)
    - Contractual issues
    - Receiving legal advice

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Open Meetings

- Must give notice of board meetings
  - Notice of regular meetings must be given at the beginning of the year
    - Include dates, times, and places
  - Agenda, if any, must be posted on a bulletin board at the office or meeting place at least 24 hours before the meeting
  - Specially called meetings must also be posted no later than 24 hours prior to the meeting

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Minutes of Meetings

- Must keep minutes
- Must be available within a "reasonable time"
- The public has a right to record or video tape the meeting

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Public Records

- Definition is very broad—"all books, papers, maps, photographs, cards, tapes, recordings, or other documentary materials regardless of physical form or characteristics prepared, owned, used, in possession of, or retained by a public body."

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Public Records

- Scholastic records are <u>not</u> considered open to the public under FOIA

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Together, we can

FOIA Information

- The Attorney General has a guide to the FOIA on his website:

www.scattorneygeneral.com/newsroom/pdf/FOIA.pdf

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Family Education Rights and Privacy Act

- What is FERPA?
  - A federal law that governs the privacy of student records. Applies to all schools that receive federal funds.
- FERPA
  - Charter schools are required to follow the requirements of FERPA with regard to student records

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Family Education Rights and Privacy Act

- In general, student records cannot be disclosed to third parties without the consent of the parent (or student if 18 or older), except under limited circumstances.
- FERPA sets out exceptions to this rule
- School must give notice to parents of their rights under FERPA
  - Usually done as part of the student handbook

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FERPA Information

- For more information about FERPA, go to the USDE website at:

www.ed.gov/policy/gen/guid/fpco/ferpa/index.html

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Safety

- Must adhere to the same health, safety, civil rights, and disability rights requirements that are applied to public schools
  - Examples
    - Immunization requirements
    - ADA, IDEA, 504 requirements
    - Building code requirements

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Attendance Requirements

- Must meet the same minimum student attendance requirements
  - 180 days minimum
  - Truancy requirements (need to address truancy issues)

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Financial Audits

- Must adhere to the same financial audits, procedures and requirements as other public schools
  - Funding Manual

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Tort Liability

- Considered a school district for the purposes of tort liability
  - Can be sued
  - Tort Claims Act governs general tort liability

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Non-certified Teachers

- Start up charter schools may hire non-certified teachers, not to exceed 25% of teaching staff
- Conversion charter schools limited to 10% non-certified

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Non-certified Teachers

- However, to comply with No Child Left Behind, teachers of core areas must be
  - Certified in the area OR
  - Have a baccalaureate or graduate degree in the subject
- IDEA requirements—special education teachers MUST be appropriately certified

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Administrative Staff

- At least one administrator must be:
  - Certified as an administrator (SC certification) OR
  - Have experience in the field of school administration

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Admission of Students

- Must admit all children eligible subject to space limitations
  - No testing in of students
  - No special qualifications
  - You may have a targeted population but you cannot deny enrollment of someone who doesn't meet the definition of the target

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Together, we can

Admission of Students

- If you are at capacity
  - You must institute a lottery
  - Cannot have a lottery based on race or gender

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Together, we can

Priority for Admissions

- May give priority to:
  - Siblings
  - Children of charter employees
  - Children of the charter committee (enrollment cannot exceed 20%)
- Conversion schools give priority to students who were enrolled at the time of conversion

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Board of Governors

- Must be elected annually (entire board)
  - Employees and parents may participate in election
  - Parents shall have one vote for each student enrolled
- Cannot be employed by the school
- Convicted felons cannot serve

Office of Public School Choice

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Current Law

- Overview of legal expectations
  - Public meetings
  - Records
  - Safety
  - Standards
  - Expectations
  - Ethics

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Minutes of Meetings

- Must keep minutes
- Must be available within a "reasonable time"
- The public has a right to record or video tape the meeting

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Public Records

- Definition is very broad—"all books, papers, maps, photographs, cards, tapes, recordings, or other documentary materials regardless of physical form or characteristics prepared, owned, used, in possession of, or retained by a public body."

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Public Records

- Scholastic records are not considered open to the public under FOIA

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FOIA Information

- The Attorney General has a guide to the FOIA on his website:

www.scattorneygeneral.com/newsroom/pdf/FOIA.pdf

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Family Education Rights and Privacy Act

- What is FERPA?
  - A federal law that governs the privacy of student records. Applies to all schools that receive federal funds.
- FERPA
  - Charter schools are required to follow the requirements of FERPA with regard to student records

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Family Education Rights and Privacy Act

- In general, student records cannot be disclosed to third parties without the consent of the parent (or student if 18 or older), except under limited circumstances.
- FERPA sets out exceptions to this rule
- School must give notice to parents of their rights under FERPA
  - Usually done as part of the student handbook

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Lake City College Preparatory Academy Charter School

At Lake City College Preparatory Academy we believe that students involved in the Arts will excel academically because the Arts teach additional skills that produce increased levels of intellectual and social capital. According to Business Circle for Arts Education in Oklahoma, ("Arts at the Core of Learning 1999 Initiative"), scientific research suggests the Arts teach discipline, improve self-esteem, inspire creativity and develop literacy skills. http://www.americansforthearts.org/Public_Awareness/artsed_facts/

Research also suggests student participation in the Arts helps decrease and prevent negative behavior exhibited by at-risk youth. Delinquency is serious county-wide concern experienced by at-risk youths from high poverty communities in Florence. Rates in the chart below are nearly doubled for African Americans. Florence county ranks at the bottom of the state's list of counties with low delinquency rates (39 out of 46) because 38 out of 46 counties had lower delinquency rates. Only 7 out of 46 counties had higher delinquency rates than Florence County. See Kids Count http://www.aecf.org/MajorInitiatives/KIDSCOUNT.aspx state -wide Data Center. Also, the findings reported by the U.S. Department of Justice Quote Chart below:

Chart I: Florence County Youth Delinquency Rates

Kids Count *Success by Seventeen reports,* in Florence, delinquency can begin as early as elementary school: *In South Carolina, over 10% of all youth and nearly 20% of males are referred to the Family Courts for delinquency by age 18. Approximately two-fifths of the referrals to the Solicitor for delinquency are elementary and middle grades students ages 14 and under. Over one quarter of delinquents come from families with incomes below $10,000 and over three-fifths below $20,000.*

In 1998 The U.S. Department of Justice, Office of Juvenille Justice Prevention found youth who participate in the Arts had better attitudes and expressed anger appropriately; remained focused longer, staying with tasks until completion; and had better communication skills. The Art Quote Information Chart below:

Art Quote Chart: U.S. Department of Justice, Office of Juvenile Justice and Prevention found participants (from scientific research on the Youth Arts Project) to have better attitudes towards themselves and their role in the world; Fewer new court referrals; An increase in the ability to express anger appropriately and communicate effectively with adults and peers; an increase ability to stick with complex task through its completion (1998)

The following research-based findings explains the critical links between the Arts and academic achievement: *Critical Links: Learning in the Arts and Student Academic and Social development by* Shirley Brice Heath, Stanford University and Carnegie Foundation For the Advancement of Teaching explains the findings. This new compendium of arts education research studies explores critical links between learning in the arts and the nation's ability to successfully meet this goal. Critical Links, for the first time, brings together a group of studies focused on understanding the cognitive capacities (thinking skills) developed in learning; and practicing the arts; the relationship of those capacities to students' academic performance; and social development.

These studies also examine achievement motivations, attitudes, and dispositions toward learning that is fostered through learning and practicing the arts; and the link between these motivations; and academic performance; and social development. The studies suggest, for certain populations—including young children, students from economically disadvantaged circumstances, and students needing remedial instruction—learning in the arts may be uniquely able to advance learning and success in other areas. **The Critical Links**

Studies reviewed in the volume and the interpretive essays point to critical links between learning in the arts and academic and social skills and motivations in the following six major areas:

1. **Reading and Language Development**
    - **Basic Reading Skills** -Certain forms of arts instruction enhance and complement basic reading instruction aimed at helping children "break the phonetic code" that unlocks written language by associating letters, words and phrases with sounds, sentences and meanings. Since we do not "read reading" but rather texts of various kinds in search of meaning, it is important that forms of arts instruction promote reading skills and the achievement motivation that engages young learners in the reading experience.
    - **Literacy**- Young children who engage in dramatic enactments of stories and text improve their reading comprehension, story understanding and ability to read new materials they have not seen before. The effects are even more significant for children from economically disadvantaged circumstances and those with reading difficulties in the early and middle grades.
    - **Writing**-Spatial reasoning skills inherent in learning music are needed for planning and producing writing. Dramatic enactments by young children also are shown to produce more effective writing. Other arts learning experiences—in dance and drama, for instance—develop expressive and reflective skills that enhance writing proficiency.
2. **Mathematics** - Certain music instruction, including comprehensive instruction that includes training in keyboard skills, develops spatial reasoning and spatial-temporal reasoning skills, which are fundamental to understanding and using mathematical ideas and concepts.

Lake City College Preparatory Academy Charter School

The following letter was retrieved from:
http://www.florence3.k12.sc.us/Accountability/Accountability%20Documents/School%20Choice%20Letters/JPT%20Parent%20Letter%2008-09.pdf

Florence County School District Three

Post Office Drawer 1389 · 125 South Blanding Street
Lake City, South Carolina 29560
Telephone: (843) 374-8652 · FAX: (843) 374-2946

July 17, 2008

Notice to Parents of Students Enrolled at J. Paul Truluck Middle School

Public School Choice

According to the federal No Child Left Behind Act of 2001 (NCLB), students must be provided an opportunity to attend another school within the school district if the students are enrolled in a Title I served school identified as a school in need of improvement. A school is identified as in need of improvement based upon a school not meeting the state's definition of adequate yearly progress (AYP) for two consecutive years.

According to NCLB, schools in need of improvement are required to make choice available for students not later than the first day of the school year. In South Carolina, test results do not come back prior to the start of school. The United States Department of Education has allowed our state to make an early determination of schools that may be identified for school improvement so parents may be allowed the choice option before the final school improvement determinations are being made.

According to the preliminary school improvement list, **J. Paul Truluck Middle School** has been identified as a school that is required to offer public school choice with transportation provided by the district.

Unfortunately, the other middle school in the district that contains the grade in which your child is enrolled is also identified for improvement according to the preliminary school improvement list. Therefore, we are required by law to notify you that school choice is not an option for your child. The law only allows transfers to schools that have not been identified for school improvement, including identification based on the preliminary list.

If the final school improvement list indicates that all schools in the district were not identified for school improvement, **we may be able to offer you a choice option at that time. Should this be the case**, we will notify you by mail. It is anticipated that the final list will be available in early October.

The law does allow for transfers to neighboring districts to the extent practicable; however, this is not mandated by law. Often transportation and limited classroom space make it difficult for other districts to accept students from outside the district.

We hope that you will be willing to continue to work with us toward achieving the best education possible for your child. Toward this end, we would like to share with you information regarding the school your child is presently attending, the good things that are already in place, and the many efforts that are underway to make a positive difference. We would also like to invite you to be involved with your child's education. We have enclosed a summary of information about the school and how you can be an active partner in helping us to succeed. We look forward to working with you.

If you have questions about the school choice option, please call Laura Hickson at 374-8652, Extension 1115.

Sincerely,

Mrs. Beth M. Wright Ms. Laura Hickson

Superintendent Senior Director of Accountability

Enclosure: School Summary Sheet

Lake City College Preparatory Academy Charter School

While the overall district-wide academic performance of students attending Florence Three is notably well below average, it is important to consider the economic and social conditions that also exist. The school district is located in an area where the U.S. census reports $22,534.00 as the median income for a family of 3. and the per capita income as $14, 452.00 The total population within the city limits (Lake City) is 6,478 with 1,761 whites and 4, 627 blacks, 22 Asians, 5 American Indian and Alaska Native , 71 Hispanics. Regardless of the social and economic conditions, families attending our focus group discussions and meetings are concerned that their son(s) /daughter(s) have been left behind and, or trapped in a vicious cycle of poverty and crime.

As previously stated, issues of juvenile delinquency is a big problem in Florence that LCCPA believes can be decreased through an Arts based Charter School. In 2005, Lake City reported 671 property crimes, 480 Larceny thefts and 151 burglaries. Unfortunately, some of these crimes were committed by and or involved students attending Florence District 3. Additionally, parents are aware of the present condition of easy access to illegal drugs, and other socially unacceptable vices in their community. Therefore, an Arts-based college preparatory program that utilizes the Artful learning hieratical approach similar to the one employed by the Boys Choir of Harlem can be a powerful deterrent to juvenile delinquency (Brown, 2006).

According to Brown, in a case study entitled *The Founding and Evolution o School For the Boys Choir of Harlem,* high daily (90%) attendance rate, high graduation rate (more than 80% annually) and (90%) high college acceptance rates are correlated to the participation in an Arts-based academy. In Brown's scientific case study, one parent explains in her own words why the school had such high attendance rate unlike many other similar schools in New York City's high poverty neighborhoods. "... attending (Arts-based) school isn't a

chore; it is a privilege because kids get to do many of the things that they want to do." Overall, Brown's research recommends that education practitioners utilize Arts-focus schools to motivate at-risk students interested in the Arts because students learn differently. Brown further explains; those interested in pursing the Arts during the school day show a higher rate of attendance and achievement because they are motivated by their passion.

With many students coming from Scranton, Cowards, Olanta, and other county-wide unincorporated rural townships, most residents agree that there's not much for young people to do socially. There are few constructive extra-curricular activities that engage young people outside of sports programs like foot[illegible] and basketball. Therefore, we believe the mission of Lake City College Prep A[illegible] will not only help the state to meet the standards, but it will also [illegible] an [illegible]unity for [illegible]ivil[illegible]ed students to exp[illegible]ipate in the Arts. We [illegible]ve that an [illegible]ased Academy [illegible]elp [illegible]nts in the at-risk sc. ool district of F[illegible]e School District Three to s[illegible]nd excel academically b[illegible] motivated first a[illegible] [illegible]on for and p[illegible]rts. The proposed model Arts c[illegible]ulum will primarily get their attention, and change their perception about what school has to offer.

Lake City College Preparatory Academy Charter School

A. Charter School Mission Statement

Lake City College Prep Academy (LCCPA) is committed to creating a high quality college preparatory instructional environment where a strong commitment to the creative arts is manifested which will lead to high levels of academic achievement. At LCCPA the inclusion of an exemplary creative arts-based curriculum is utilized to maximize parental, community and student involvement as we seek to address the needs of the whole child by providing high quality intellectual, social and emotional development that is essential for college admission and success.

LCCPA will work diligently to create a learning environment that will yield high levels of social capital for students and their families. Whereas physical capital refers to objects, social capital refers to the connections among individuals; social networks and the norms of reciprocity and trustworthiness that arise from them, Putnam (2000). Coleman (1987) suggests (unacceptable) public school success rates are due to the lack of social capital existing in our communities and the dysfunctionalism that is prevalent in many families. LCCPA hopes to alter the low success rate of the students attending Florence School District Three by carefully crafting an environment that will provide students with the social capital they would not get in a larger regular public school setting. The elements of social capital will include providing a caring, nurturing environment where students will experience and feel a sense of belonging in all aspects of school life. Overall, LCCPA believes students who participate in various Arts-based activities including the mandatory extravaganzas, will undoubtedly become the recipients of social capital.

At LCCPA we agree with research which confirms:

suggests that the musical arts are central tote cognitive process and dramatically impact the functions and systems for all learning

Learning through music touches three of the four modalities through which the brain processes information. Music is auditory, kinesthetic/tactile (movement), and tactual (elicits emotion). When song lyrics are in printed form, music also includes the visual modality. Music provides meaning and relevance to the learning process through it emotion and patterning. Songs, poems, rhymes, and raps become effective conduits for long and cumulative learning

LCCPA will utilize the Anderson Five Curriculum for general instructional purposes. The curriculum is aligned with South Carolina State Standards and can be viewed at www.anderson5.net. More specifics regarding Anderson Five Curriculum will be explored in greater detail in the **Educational and Curricular Program** section of this application. Thus a description of the specific arts based model will follow to explain how the Leonard Berstein's Artful Learning methodology provide frameworks for student motivation and pre-planned instructional delivery.

The fundamental arts-based curriculum plan is adapted from The Artful Learning. This model demonstrates that students become lifelong learners' when they are provided opportunities to experience, inquire, create and reflect. The framework includes: (1) organizing curriculum through interdisciplinary/integrated units of study (2) using "best practices" emphasizing strong teacher guidance in designing, evaluating and monitoring program initiatives;(3) balancing both content and process, addressing a wide range of learning modalities by creating individual and group projects, putting into practice cooperative activities, experiential learning and process thinking skills and (4) assessing student performance incorporating mandated content standards and performance standards.

Lake City College Preparatory Academy Charter School

The purpose of curriculum is to guide the instruction of skills, knowledge, understandings, and attitudes necessary for students to realize success in educational settings as well as the workplace in twenty-first century society. While the curriculum model maps a plan of development for all students, it also recognizes the characteristics unique to each individual and provides a process for development and expression of each student's potential and talents. Thematic teaching and curriculum integration bring meaningful associations into the broad area of study and includes: (1) a combination of subjects (2) an emphasis on projects (3) sources that go beyond textbooks (4) relationships among concepts (5) thematic units based as organizing principles (6) flexible schedules and (7) flexible student groupings. As a result of this educational approach: (1) students: see relationships among ideas and concepts as they plan and experience a theme-based inquiry; (2) students see relationships between and in and out of school; (3) students become more responsible for, and engaged in their own learning; (4) teachers serve as facilitators rather than information givers;(5) a sense of community respect and cooperation are engendered and (6) assessment is authentic, continuous and related to learning endeavors.

Planning

An interdisciplinary team of teachers at each grade level meets weekly to coordinate student assignments, assessments, and feedback, parent contact and involvement, and contact with other building resource staff. Guided by content standards, teachers select an important concept question and collaboratively design an interdisciplinary unit.

Academic Curriculum

LCCPA will utilize the Anderson Five Curriculum for general instructional purposes. The curriculum is aligned with South Carolina State Standards and can be viewed at

- the importance of the need for schools to provide elements of social capital that may be lacking in the lives of our students.
- The inclusion of the performing and visual arts in a broad-based curriculum improves the quality of a child's educational experience
- Well designed arts-based programs lessens the risk for at-risk students
- the fact that the arts teach discipline, improve self-esteem, inspire creativity, and help young people set and reach goals; skills that are essential for college preparation and success.
- The arts help children develop literacy skills such as reading, writing, speaking, and listening. The arts encourage divergent thinking and problem-solving skills, enabling students to think creatively.
- successful arts-based programs have demonstrated that access to and participation in the arts helps decrease and prevents negative behavior by at-risk youth; leading to appropriate social skill development that increases college success.

B. Educational Program

Arts (Model adapted from the Boys (Girls) Choir of Harlem) Curriculum

The arts are used as vehicles for learning across the curriculum, because they engage students I a powerfully unique way; exercise multiple learning styles; and provide many opportunities for authentic applications. The curriculum is built around a focused theme of music. Music is a universal language central to every culture of the world. It has been used to entertain, communicate, educate, inspire and instill a sense of social and communal understanding. Rhyme, rhythm, song and movement have historically been used as powerful teaching tools that have infused the values, mores and customs of cultures and societies. Research evidence now

www.anderson5.net. More specifics regarding Anderson Five Curriculum will be explored in greater detail in the **Educational and Curricular Program** section of this application. Thus a description of the specific arts based model will follow to explain how the Leonard Berstein's Artful Learning methodology provide frameworks for student motivation and pre-planned instructional delivery.

Academic standards and benchmarks are the focus for classroom teaching and learning because they are the core learning expectations for a student. The curriculum is based on the South Carolina Learning Standards, national standards documents as well as the recommendations of professional groups, such as the Grammy Foundation's Leonard Bernstein Center for Learning, and the National Association for Music Education. In addition to the traditional ways of assessing students, there is a real emphasis on performance-based measurements of student achievement.

Music Program Goals:

Goal 1: To develop an appreciation for the arts.

Objective 1.1 85% of all students will attend after school rehearsals, and participate in arts-based performances.

Goal 2: To develop student understanding of the fundamentals of music (i.e., melody, rhythm, harmony, form, tone color, expressive qualities)

Objective 2.1 80% of all students will receive a passing grade in their music class.

Goal 3: To develop student ability to perform, describe or duplicate what is heard, and create music

Objective 3.1 80% of all students will participate in a minimum of two performances that will

measure their ability to describe or duplicate what is heard (in class and at rehearsals) through creative musicianship.

Goal 4: To develop student vocal music skills to a high level of performance capability

Objection 4.1 85% of all students will participate in at least two musical performances.

Goal 5: To develop student rehearsal and performance practices which are essential for participation in excellent musical ensembles or productions.

Objective 5.1 100% of all students selecting choral music as a major area of concentration will receive a rehearsal schedule not later than the 10 days after making the choice.

LCCPA will offer a program of vocal and choral development for students at all stages of accomplishment. The program will offer sequential levels in vocal technique, fundamentals of music, basic keyboard, sight-singing, and ear-training, choral repertoire, ensemble repertoire and music literature and history. .

Performance techniques and the development of music knowledge are central All the discipline and choral experience provided in grades 4-8 come together as the performance group is challenged to strive for excellence. Rehearsals are demanding, theory is challenging and performance opportunities more frequent. Opportunities are provided for enhancing musicianship through individual and group instruction, and special concerts, assemblies and community performances with focus on vocal sound, stage presence and the quality of performance.

The music program will include, but not be limited to, the following:

- technical skills
- ensemble/choral techniques
- music literacy

- elements and characteristics of music
- performance analysis
- role and influence of instrumental and choral music and musicians in history, culture, society , and one's own life
- connections between music and other subjects areas
- demonstrate care and preventive maintenance of one's instrument (voice)
- responsible participation in music activities

Music Application: Because one's own singing voice is a very personal possession, the most important goal of the program is to enable every student to feel comfortable in his/her singing. Students will learn the beginning techniques of singing, with careful emphasis on singing naturally and with attention to accurate pitches, articulation of words and breathing as facilitator of both good tone and musical line. Ear training and concepts of reading notation are an integral part of the class period. By listening carefully to oneself and one another, every student can sing beautifully within a group.

Music Appreciation The discovery of various music styles from opera, jazz, country, pop, musicals and rap are introduced. The purpose is to give the students a deeper understanding and respect for different types of music and to link that knowledge to historical time periods, target audiences or universal themes.

Performance Workshop Students will learn all aspects of performing a musical selection in front of any type of audience. Movement and the expression of emotion portrayed through a song will be the basis of this class. The elements affecting performance, including nervousness and technical tools will be addressed.

Voice Class Voice class is held on a regularly-scheduled basis, wherein the students perform and critique each other, as well as listen to evaluation from the teacher. Other class periods will be spent in lecture/demonstration/practice or experiences such as guest performers and lectures and the completion of various projects assigned during the year. Students will also be given opportunities for independent study and practice. Juries will be given at the end of each semester.

Choral Lab I Students will be able to read basic sight-reading examples, as well as voice and choral repertoire at a medium level of difficulty. The vocal student will become familiar with the fundamentals of music notation and the keyboard. The student will have participated in a large group, as well as an ensemble.

Choral Lab II Students will be able to read voice and choral repertoire at a more advanced level of difficulty, to play a melody line on the keyboard, to discern major or minor keys, key signatures, and understand basic chord structure. Students will be able to demonstrate proper vocal technique through proper breathing, posture and healthy tone production for that level of vocal development. The student will have performed literature in both English and Italian. Students will have participated in a large group, as well as an ensemble and prepared for required performances.

Choral Lab III Students will study more advanced repertoire, including at least one other language besides English and Italian. The student will have attained some familiarity with the pronunciation of all music languages. The student should be able to recognize different styles and periods of music literature and be proficient in melodic and rhythmic dictation. Students will have participated in a large group, as well as an ensemble and prepared for required performances.

Choral Lab IV Students will understand transposition, four-part harmony, and will be able to read a part at sight at an advanced level of difficulty. Performances will have been given in both solo and group experiences. Students will demonstrate a general development of good vocal technique, as well as an expanded repertoire in both solo and ensemble material. Students will have sung in Italian, English, German and French and performed in required performances.

Assessment and Evaluation of Academic Program Formal and informal assessments for discipline specific learning will be used that allow students to demonstrate the new understandings and skills they have gained throughout the units of study. A range of options will be provided for and may be determined by the teacher or team of teachers. Various techniques are used to gather information about student progress Assessment serves as a continuous phase within the evaluation process. Teachers shall use a variety of assessment tools such as: observations, curriculum-embedded questions, oral questioning, rubrics, benchmarks or reference sets, peer and self assessments, standardized criterion, performance assessments, writing samples, exhibitions portfolio assessments (Documentation, Process, Showcase), project and product assessments. Formative and summative evaluation will be conducted during the course of the semester and school year.

- Formative: evaluation will be an ongoing process whose main purpose will be to (1) keep students and teachers informed about students' progress towards meeting learning objectives; (2) improve teacher instruction and student learning; and (3) allow students to keep track of their progress while at the same time allowing teachers the opportunity to make program modifications based on students' progress.

- Summative evaluation will be used to determine what students have learned over a period of time in relation to learning objectives. This progress is reported to students, parents and appropriate school personnel.

Advisory Program- Advisory is based on the belief that students need the opportunity to develop trusting relationships with teachers, and that doing so benefits students in a variety of ways. The advisory fosters a sense of family, collaboration, connection and caring among students and staff. Through these groups, students receive personalized guidance and support in academic skills, social skills and career education.

The Advisory:

- offers emotional support for students
- establishes a peer group network
- provides peer recognition in an accepting environment, offsetting peer pressure and negative responses from peers in other areas
- provides students with adult advocates whom they can trust
- promotes student self-esteem
- provides an improved relationship with families and teachers; parents are more informed about their child's academic needs and successes and can better support them
- increases the level of accountability in the program; each teacher is responsible for a team of students, and each student is directly responsible to a particular teacher

The Advisory is scheduled every day for 30 minutes. Advisory classes should have not more than twenty (25) students. Students can be assigned randomly or deliberately or, by grade level or across grades. The goal of the advisory is to establish meaningful relationships between student and advisors. In addition the advisory:

- gives students an opportunity to discuss academic or behavior problems they may be having
- provides a forum in which to discuss issue they face in their daily lives or various topics such as current events, school/community events, social issues, or more controversial subjects, and
- reinforces academic skills in a more relaxed environment.

Each teacher serves as an advisor and:

- facilitates group(s) and asks thought-provoking questions and challenge students' assumptions
- serves as advocates to provide support, develop strategies to address problems or seek or identify additional services that students need to succeed, and
- provides a nonjudgmental venue to discuss issues

Parent Involvement LCCPA encourages and recognizes parental involvement as essential for creating nurturing, family-like school environment. Teachers and parents collaborate to support children's growth and development in all areas. The Choral Parents' Organization is involved on many levels. They assist in fund raising, publicity, project organization, chaperone, serve as classroom resource speakers, and act as a vocal and supportive audience for all the choral programs.

Each student attending LCCPA will be placed in the appropriate academic environment that provides such motivation. Therefore LCCPA seek to make a difference in public education and support the intent of the South Carolina Charter School Act of 1996. In doing so, we will create an Arts-based college preparatory charter school that will improve student learning; increase learning opportunities for students; parents; teachers and the community through our overall goal of academic excellence as indicated in our mission statement below:

i. Student Population

In the first year of operation, LCCPA will enroll 250 students in grades K-9. Each year an additional grade will be added until the 12th grade. The chart below describes the grade span:

GRADE	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
K	25	25	25	25	25
1	25	25	25	25	25
2	25	25	25	25	25
3	25	25	25	25	25
4	25	25	25	25	25
5	25	25	25	25	25
6	25	25	25	25	25
7	25	25	25	25	25
8	25	25	25	25	22
9	25	25	25	25	25
10		25	25	25	25
11			25	25	25
12				25	25
Total	**250**	**275**	**300**	**325**	**325**

ii. Goals and Objectives

Lake City College Preparatory Academy is committed to complying with the SC Charter School Act. Therefore the educational goals of the school will align with our school's mission statement. Each objective has been carefully constructed to describe specific student-centered outcomes. Strategies are also indicated to ensure that each educational goal is accomplished. The implementation of the purposed goals and objectives for Lake City College Preparatory Academy will make the mission statement a reality.

Goal 1: 100 % of LCCPA students will receive research-based, innovative, student-centered learning opportunities that will help them to meet and or exceed South Carolina State Standards.

Objective 1.1 LCCPA will provide 100% of all students that are not meeting the South Carolina Academic Standards with research-based extended day/year academic intervention services such as; before, and after school tutoring; subject specific Summer / Spring Break Academies, i.e.; Literacy, Math, Science, Social Studies etc.,

Objective 1.2 Students in need of additional academic supports will have an 85% or above attendance rate during extended day / year sessions to ensure that they receive these intervention services until they are able to demonstrate improvement sufficient to meet or exceed SC Academic Standards.

Objective 1.3 A minimum of 90% of LCCPA students will show an increase in the use of individual academic strategies including reading for information and understanding that supports academic excellence, thereby narrowing the achievement gap.

Goal 2: Lake City College Preparatory Academy will utilize research-based best practices as it pertains to Arts-based educational models which will result in opportunities for all students to realize, improve, and display their artistic skills.

Objective 2.1 100% of LCCPA students will receive artistic instruction that meet or exceed the South Carolina State Standards during the school day.

Objective 2.2 100% of LCCPA students will receive artistic instruction that meet or exceeds South Carolina State Standards beyond the initial school day.

Objective 2.4 LCCPA will engage and involve at least 75% of families by providing multiple opportunities to support artistic / academic programs that result in showcasing of their son or daughter's artistic expressions

Objective 2.5 LCCPA will engage and involve 75% of families by providing multiple opportunities to support arts-based academic programs that result in showcasing of their son or daughter academic ability.

Goal 3: Students at Lake City College Preparatory Academy will have expanded opportunities to participate in a minimum of two major Arts-based Extravaganzas to include one that has a global theme.

Objective 3.1 100% of LCCPA students will collaborate with staff to design a minimum of two major Artistic Events including one with a global theme that will showcase newly acquired Artistic skill for parents and the community at large at each event.

Goal 4 Lake City College Preparatory Academy will assist South Carolina in achieving academic excellence and promoting life-long learning which will be revealed in the rating on the South Carolina Education Oversight Committee School Report Card.

Objective 4.1 In the first five years of operation, LCCPA will receive an Improvement Rating of "Average" or higher on the Education Oversight Committee School Report Cards.

Objective 4.2 In the first five years of operation 100% of all students in grades K-12 will participate in age appropriate college exposure and or preparation activities.

Objective 4.3 In the 3rd through 5th year of operation 80% of all students graduating from high school will be admitted to college.

Strategies to Achieve Goals 1 and 4:

- Measures of Academic Progress (MAP): LCCPA will utilize MAP to identify student academic growth and to monitor gains in reading, math and writing. MAP results will also be used to help teachers know where their students are academically, what to teach them, and how to design college exposure and preparatory lessons and activities.
- Response to Intervention (RTI): Students that test below grade level or fail to meet curricular benchmarks will receive academic intervention services through additional educational supports and resources. These educational supplements will focus on improving math and reading achievement. Overall, RTI will be used to identify academically at-risk students early and provide them with effective interventions services needed.
- Extended Day / Year Instructional Programs: Students not achieving academically as evidenced in their standardized test results, or overall school- based assessments will received additional academic instruction through one or more extended day/year programs: *Saturday academies; content-based academies, summer academies, before or after school small group tutoring etc.*
- The Board will actively seek Out of School Time funds and participate in fundraising to ensure the design of a quality Extended Day / Year Instructional Programs
- All teachers will provide at least 1.5 hours of tutoring services each day before or after school as a part of their contract.

- Writing Across the Curriculum: Students in grades 4-12 will improve their literacy skills by producing a minimum of two writing samples that are specific to each area of study including: English Language Arts, math, science, social studies, Art, and Physical Education.
- LCCPA Board of Directors will actively seek additional funding to enrich the Arts-based program and provide college preparatory activities.
- All teachers will be trained to utilize techniques associated with Leonard Bernstein's *Artful Learning* adaptive curriculum
- LCCPA will convene a focus group consisting of representatives from stakeholders in each of the following categories: board of directors; staff; parents; students and the community who will critique each Arts-based Extravaganza and provide feedback to the students, staff members, and the School Leadership Team
- Problem-Based Learning: Teachers will actively utilize a Problem-based approach to learning to peak student curiosity and challenge them to learn new Problem-based learning (PBL) is an educational approach that challenges students to "learn to learn". Students work cooperatively in groups to seek solutions to real-world problems and more importantly, to develop skills to become self-directed learners. Here, the goal of problem-based learning is viewed as learning for capability rather than learning for the sake of acquiring knowledge. PBL is unique in its integral emphasis on core content along with problem solving (Gallagher, 1997). Within the context of reading in the PBL classroom, learning thus becomes much more than the process of mere knowledge seeking. Students develop critical thinking abilities by constantly relating what they read to what they want to do with the information. They question the writer's assumptions and analyze

information presented, all within the context of finding answers to "What can I do with this information?" and "What does understanding this mean to me?

- Experiential Learning Opportunities: Students at LCCPA will participate in a variety of experiences inside and outside of school. Therefore LCCPA will value and encourage students to connect their experiences inside of the classroom with real world experiences that they encounter on their own or realize as they interact with their world outside of school. In doing so, this process confirms the fact that learning is not an isolated event that takes place in a classroom or during homework time. In short, student experiential learning theory defines learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience"
- Technological Resources: Students and instructional staff members will have access to technology that will be used to support academic achievement and improve student learning opportunities.
- Quality Instructors – LCCPA will recruit highly qualified administrative, instructional and support staff.
- Professional Development: LCCPA will provide position appropriate learning opportunities for all staff members including instructional staff. Each staff member will participate in professional development that is designed to unearth each individual's relationship to helping to shape an effective student-centered educational community. Teaching staff will receive training on research best practices that will have a direct impact on their ability to engage our students positioning them for academic success in every class.
- Small Learning Community /Small Class Size: LCCPA will provide students with an opportunity to be a part of a small learning community with small class sizes. In doing

so, research suggests and we embrace the fact that students become accountable and responsible for their own learning; they have better attendance; experience a safer school environment because strangers are easily recognized; students have more opportunities to develop academically and socially; they experience less behavior and discipline problems; and higher teacher satisfaction.

- Physical Education and Wellness- LCCPA is committed to providing students with 150 minutes of physical education (PE) and physical activity (PA) per week as indicated in SC Student Health and Fitness Act of 2005, or, the most recent requirements set forth by SCDE.

Strategies to achieve Goals 2 and 3.

- All teachers will be trained to utilize techniques associated with Leonard Bernstein's *Artful Learning* adaptive curriculum
- Cooperative Learning – LCCPA is committed to providing students with opportunities for learning to work in groups. These skills and strategies essential for college, career and post graduation survival are important elements that are necessary for solid social and emotional development. In cooperative learning groups students will design, plan and implement a variety of artistic / academic/ college preparation projects, and programs including a minimum of two Artistic Extravaganzas.
- Project Based Learning: LCCPA students will work diligently on artistic/ academic/ college exploration projects for a variety of reasons including personal achievement and assessment; performance-based production designing
- Arts-Based Learning: LCCPA is committed to providing students with Arts-Based learning. Students will be provided with opportunities to participate in one or more Arts-

based learning programs such as the performing or visual Arts. Because research suggests the Arts teach discipline and improves critical, LCCPA will seek to incorporate the Arts in other content areas whenever it is applicable.

- Quality Arts-based Instructors – LCCPA will identify and hire multi-talented, highly qualified staff.
- LCCPA will convene a focus group consisting of representatives from stakeholders in each of the following categories: board of directors; staff; parents; students and the community who will critique each Arts-based Extravaganza and provide feedback to the students, staff members, and the School Leadership Team
- Out of School Time (OST) – Students will participate in artistically designed OST programs that will build discipline and improve critical thinking skills. During OST students will rehearse, improve, and refine their Artistic skills. They will also use these time frames as opportunities to collaborate with others to develop or design Artistic programs at various levels; class, grade, or school-wide events.
- Artistic (Performance) Etiquette – All students will receive arts-based performance and non-performance etiquette training. LCCPA students will learn and display etiquette appropriate for performers and also adequate audience behavior training.
- Data Analysis – Instructional staff will be trained how to use data to get results. They will learn to analyze data to help cultivate a more efficient learning environment.
- Parent Involvement: LCCPA is committed to ensuring that parents are involved. Parents will be actively recruited to participate on school planning and leadership teams, steering committees, and focus groups. They will have access to a parent resource room. A parent association will be designed to help give parents input and to increase

communication and dissemination of information. Parents will actively be recruited to participate on discussion panels, and the schools speakers' bureau.

- Open School Parent Teacher Conferences- LCCPA will employ an open door policy for parents and guardians. Because we seek to partner with our parents, we will ensure that parents will have ample opportunities to dialogue about their child's progress at any time during the school year including Parent Teacher Conference day.
- Speakers Bureau Series: LCCPA is committed to exposing students to concepts and experiences that can motivate and unleash the potential within. Inspirational, Professional, Career, and Cultural speakers will be brought in to speak to students about a variety of subjects that will motivate and educate on a specific topic.
- Boys (Girls) Choir of Harlem Artistic Model: Students will be exposed to a variety of artistic / musical genres including classical, jazz, pop, and R&B. All students will experience and learn many musical skills that are imbedded in the Boys (Girls) Choir of Harlem Artistic Model.
- Student Portfolios- Students and teachers will collect diagnostic formative and summative data to conclude student achievement through portfolio assessment.

Additionally, the following is an overview of five additional Music Program Goals. Many of the strategies to achieve these goals were already addressed.

Music Program Goals:

Goal 1: To develop an appreciation for the arts.

Objective 1.1 85% of all students will attend after school rehearsals, and participate in arts-based performances.

Goal 2: To develop student understanding of the fundamentals of music (i.e., melody, rhythm, harmony, form, tone color, expressive qualities)

Objective 2.1 80% of all students will receive a passing grade in their music class.

Goal 3: To develop student ability to perform, describe or duplicate what is heard, and create music

Objective 3.1 80% of all students will participate in a minimum of two performances that will measure their ability to describe or duplicate what is heard through creative musicianship.

Goal 4: To develop student vocal music skills to a high level of performance capability

Objection 4.1 85% of all students will participate in at least two musical performances.

Goal 5: To develop student rehearsal and performance practices which are essential for participation in excellent musical ensembles or productions.

Objective 5.1 100% of all students selecting choral music as a major area of concentration will receive a rehearsal schedule not later than the 10 days after making the choice.

iii. Academic Standards

1. Identify what students will achieve in each subject area at each grade level.

Student attending Lake City College Preparatory Academy will achieve in each subject at each grade level all standards identified by the State Board of Education as the most important academic elements that proves student proficiency in each discipline at each specific level. Student achievement will meet or exceed the goals identified in the South Carolina Board of Education State Standards. Therefore, in accordance with the 1998 South Carolina Accountability Act, the South Carolina Academic Standards will provide the basis for curriculum design decisions and statewide assessment of which, LCCPA intends to adopt and or adhere to.

Lake City College Preparatory Academy is aware that the State Academic Standards are subject to future revisions that reflect any changes adopted by the South Carolina Board of Education. Consequently, LCCPA will utilize the Anderson Five School District Curriculum which is aligned to the state standards and is constantly updated to include any revisions to the standards. After careful consideration, LCCPA chose Anderson Five Curriculum to ensure a seamless alignment between the SC State Standards and our curriculum. For additional information regarding the curriculum and SCDE Standards Alignment please visit http://www.anderson5.net/

As previously mentioned, LCCPA is aware of and will ensure that each student meet or exceed the state standards as described at the state website; http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/

However, for purposes of this proposal, a sample of the English and Math Standards are included; the remaining standards (of which LCCPA fully intends to meet or exceed) can be

viewed at the state website below for a fuller understanding of the school's awareness of, and commitment to employing SCDE State **Standards:** **http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/.** The following is an example some of the content specific South Carolina State Standards that LCCPA will meet and or exceed for each and every sp ...nter ...rea:

Kinderg: English Language Arts

Standard K-1 The student will begin to read and comprehend a variety of literary texts in print and non-print formats.

Standard K-2 The student will begin to read and comprehend a variety of informational texts in ... formats.

Standard K-3 ... will learn to read by applying appropriate skills and strategies.

Standard K ... student will begin to create written work that has a clear focus, sufficient de... coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Standard K-5 The student will begin to write for a variety of purposes and audiences.

Standard K-6 The student will begin to access and use information from a variety of sources

First Grade English Language Arts

Standard 1-1 The student will read and comprehend a variety of literary texts in print and non-print formats.

Standard 1-2 The student will read and comprehend a variety of informational texts in print and non-print formats.

Standard 1-3

The student will learn to read by applying appropriate skills and strategies.

Standard 1-4

The student will create written work that has a clear focus, sufficient detail, coherent organization; effective use of voice, and correct use of the conventions of written Standard American English.

Standard 1-5 The student will write for a variety of purposes and audiences.

Standard 1-6 The student will access and use information from a variety of sources.

Second Grade English Language Arts

Standard 2-1 The student will read and comprehend a variety of literary texts in print and non-print formats.

Standard 2-2 The student will read and comprehend a variety of informational texts in print and non-print formats.

Standard 2-3 The student will use word analysis and vocabulary strategies to read fluently.

Standard 2-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Standard 2-5 The student will write for a variety of purposes and audiences.

Standard 2-6 The student will access and use information from a variety of sources.

Third Grade English Language Arts Standard 3-1

The student will read and comprehend a variety of literary texts in print and non-print formats.

Standard 3-2 The student will read and comprehend a variety of informational texts in print and non-print formats.

Standard 3-3 The student will use word analysis and vocabulary strategies to read fluently.

ROA_1916

Standard 3-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Standard 3-5 The student will write for a variety of purposes and audiences

Standard 3-6 The student will access and use information from a variety of sources.

Fourth Grade English Language Arts

Standard 4-1 The student will read and comprehend a variety of literary texts in print and non-print formats.

Standard 4-2 The student will read and comprehend a variety of informational texts in print and non-print formats.

Standard 4-3 The student will use word analysis and vocabulary strategies to read fluently.

Standard 4-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Standard 4-5 The student will write for a variety of purposes and audiences.

Standard 4-6 The student will access and use information from a variety of sources.

Fifth Grade English Language Arts

Standard 5-1 The student will read and comprehend a variety of literary texts in print and non-print formats.

Standard 5-2 The student will read and comprehend a variety of informational texts in print and non-print formats.

Standard 5-3 The student will use word analysis and vocabulary strategies to read fluently.

ROA_1917

Standard 5-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Standard 5-5 The student will write for a variety of purposes and audiences.

Standard 5-6 The student will access and use information from a variety of sources.

Sixth Grade English Language Arts

Standard 6-1 The student will read and comprehend a variety of literary texts in print and non-print formats.

Standard 6-2 The student will read and comprehend a variety of informational texts in print and non-print formats.

Standard 6-3 The student will use word analysis and vocabulary strategies to read fluently.

Standard 6-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Standard 6-5 The student will write for a variety of purposes and audiences.

Standard 6-6 The student will access and use information from a variety of sources.

Seventh Grade English Language Arts

Standard 7-1 The student will read and comprehend a variety of literary texts in print and non-print formats.

Standard 7-2 The student will read and comprehend a variety of informational texts in print and non-print formats.

Standard 7-3

The student will use word analysis and vocabulary strategies to read fluently.

ROA_1918

Standard 7-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Standard 7-5 The student will write for a variety of purposes and audiences.

Standard 7-6 The student will access and use information from a variety of sources.

Eighth Grade English Language Arts

Standard 8-1 The student will read and comprehend a variety of literary texts in print and non-print formats.

Standard 8-2 The student will read and comprehend a variety of informational texts in print and non-print formats.

Standard 8-3 The student will use word analysis and vocabulary strategies to read fluently.

Standard 8-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Standard 8-5 The student will write for a variety of purposes and audiences.

Standard 8-6 The student will access and use information from a variety of sources.

Kindergarten Mathematics Standard

K-1: Mathematical Processes The student will have a basic understanding of the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Standard K-2: Number and Operations The student will demonstrate through the mathematical processes an emerging sense of quantity and numeral relationships, sets, and place values.

Standard K-3: Algebra The student will demonstrate through the mathematical processes an emerging sense of repeating and growing patterns and classification based on attributes.

Standard K-4: Geometry The student will demonstrate through the mathematical processes an emerging sense of two- and three-dimensional geometric shapes and relative positions in space.

Standard K-5: Measurement The student will demonstrate through the mathematical processes an emerging sense of coin values and the measurement concepts of length, weight, time, and temperature.

Standard K-6: Data Analysis and Probability The student will demonstrate through the mathematical processes an emerging sense of organizing and interpret data

First Grade Mathematics

Standard 1-1: Mathematical Processes The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Standard 1-2: Number and Operations The student will demonstrate through the mathematical processes a sense of quantity and numeral relationships; the relationships among addition, subtraction, and related basic facts; and the connections among numeric, oral, and written word forms of whole numbers.

Standard 1-3: Algebra The student will demonstrate through the mathematical processes a sense of numeric patterns, the relationship between addition and subtraction, and change over time.

Standard 1-4: Geometry The student will demonstrate through the mathematical processes a sense of two- and three-dimensional geometric shapes, symmetry, and relative positions and directions in space.

Standard 1-5: Measurement The student will demonstrate through the mathematical processes a sense of the value of combinations of coins and the measurement of length, weight, time, and temperature.

Standard K-6: Data Analysis and Probability The student will demonstrate through the mathematical processes a sense of organizing and interpret data and of making predictions on the basis of data.

Second Grade Mathematics

Standard 2-1: Mathematical Processes The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Standard 2-2: Number and Operations

The student will demonstrate through the mathematical processes an understanding of the base-ten numeration system; place values; and accurate, efficient, and generalizable methods of adding and subtracting whole numbers.

Standard 2-3: Algebra The student will demonstrate through the mathematical processes an understanding of numeric patterns and quantitative and qualitative change.

Standard 2-4: Geometry The student will demonstrate through the mathematical processes an understanding of basic spatial reasoning and the connection between the identification of basic attributes and the classification of three-dimensional shapes.

Standard 2-5: Measurement The student will demonstrate through the mathematical processes an understanding of the value of combinations of coins and bills and the measurement of length, weight, time, and temperature.

Standard 2-6: Data Analysis and Probability The student will demonstrate through the mathematical processes an understanding of creating questions to collect data, organizing data, describing trends of a data set, and making predictions based on data.

Third Grade Mathematics Standard 3-1: Mathematical Processes

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Standard 3-2: Number and Operations The student will demonstrate through the mathematical processes an understanding of the representation of whole numbers and fractional parts; the addition and subtraction of whole numbers; accurate, efficient, and generalizable methods of multiplying whole numbers; and the relationships among multiplication, division, and related basic facts.

Standard 3-3: Algebra The student will demonstrate through the mathematical processes an understanding of numeric patterns, symbols as representations of unknown quantity, and situations showing increase over time.

Standard 3-4: Geometry The student will demonstrate through the mathematical processes an understanding of the connection between the identification of basic attributes and the classification of two dimensional shapes.

Standard 3-5: Measurement The student will demonstrate through the mathematical processes an understanding of length, time, weight, and liquid volume measurements; the relationships between systems of measure; accurate, efficient, and generalizable methods of determining the perimeters of polygons; and the values and combinations of coins required to make change.

Standard 3-6: Data Analysis and Probability The student will demonstrate through the mathematical processes an understanding of organizing, interpreting, analyzing and making

predictions about data, the benefits of multiple representations of a data set, and the basic concepts of probability.

Fourth Grade Mathematics Standard 4-1: Mathematical Processes

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Standard 4-2: Number and Operations The student will demonstrate through the mathematical processes an understanding of decimal notation as an extension of the place-value system; the relationship between fractions and decimals; the multiplication of whole numbers; and accurate, efficient, and generalizable methods of dividing whole numbers, adding decimals, and subtracting decimals.

Standard 4-3: Algebra The student will demonstrate through the mathematical processes an understanding of numeric and nonnumeric patterns, the representation of simple mathematical relationships and the application of procedures to find the value of an unknown.

Standard 4-4: Geometry The student will demonstrate through the mathematical processes an understanding of the relationship between two and three-dimensional shapes, the use of transformations to determine congruency, and the representation of location and movement within the first quadrant of a coordinate system.

Standard 4-5: Measurement The student will demonstrate through the mathematical processes an understanding of elapsed time; conversions within the U.S. Customary System; and accurate, efficient, and generalizable methods of determining area.

Standard 4-6: Data Analysis and Probability The student will demonstrate through the mathematical processes an understanding of the impact of data-collection methods, the

appropriate graph for categorical or numerical data, and the analysis of possible outcomes for a simple event.

Fifth Grade Mathematics

Standard 5-1: Mathematical Processes The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Standard 5-2: Numbers and Operations The student will demonstrate through the mathematical processes an understanding of the place value system; the division of whole numbers; the addition and subtraction of decimals; the relationships among whole numbers, fractions, and decimals; and accurate, efficient, and generalizable methods of adding and subtracting fractions.

Standard 5-3: Algebra The student will demonstrate through the mathematical processes an understanding of the use of patterns, relations, functions, models, structures, and algebraic symbols to represent quantitative relationships and will analyze change in various contexts.

Standard 5-4: Geometry The student will demonstrate through the mathematical processes an understanding of congruency, spatial relationships, and relationships among the properties of quadrilaterals.

Standard 5-5: Measurement The student will demonstrate through the mathematical processes an understanding of the units and systems of measurement and the application of tools and formulas to determine measurements.

Standard 5-6: Data Analysis and Probability The student will demonstrate through the mathematical processes an understanding of investigation design, the effect of data-collection

methods on a data set, the interpretation and application of the measures of central tendency, and the application of basic concepts of probability.

Sixth Grade Mathematics

Standard 6-1: Mathematical Processes The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Standard 6-2: Numbers and Operations The student will demonstrate through the mathematical processes an understanding of the concepts of whole number percentages, integers, and ratio and rate; the addition and subtraction of fractions; accurate, efficient, and generalizable methods of multiplying and dividing fractions and decimals; and the use of exponential notation to represent whole numbers.

Standard 6-3: Algebra The student will demonstrate through the mathematical processes an understanding of writing, interpreting, and using mathematical expressions, equations, and inequalities.

Standard 6-4: Geometry The student will demonstrate through the mathematical processes an understanding of shape, location, and movement within a coordinate system; similarity, complementary, and supplementary angles; and the relationship between line and rotational symmetry.

Standard 6-5: Measurement The student will demonstrate through the mathematical processes an understanding of surface area; the perimeter and area of irregular shapes; the relationships among the circumference, diameter, and radius of a circle; the use of proportions to determine unit rates; and the use of scale to determine distance.

Standard 6-6: Data Analysis and Probability The student will demonstrate through the mathematical processes an understanding of the relationships within one population or sample.

Seventh Grade Mathematics

Standard 7-1: Mathematical Processes The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Standard 7-2: Number and Operations The student will demonstrate through the mathematical processes an understanding of the representation of rational numbers, percentages, and square roots of perfect squares; the application of ratios, rates, and proportions to solve problems; accurate, efficient, and generalizable methods for operations with integers; the multiplication and division of fractions and decimals; and the inverse relationship between squaring and finding the square roots of perfect squares.

Standard 7-3: Algebra The student will demonstrate through the mathematical processes an understanding of proportional relationships.

Standard 7-4: Geometry The student will demonstrate through the mathematical processes an understanding of proportional reasoning, tessellations, and the use of geometric properties to make

deductive arguments, the results of the intersection of geometric shapes in a plane, and the relationships among angles formed when a transversal intersects two parallel lines.

Standard 7-5: Measurement The student will demonstrate through the mathematical processes an understanding of how to use ratio and proportion to solve problems involving scale factors and rates and how to use one-step unit analysis to convert between and within the U.S. Customary System and the metric system.

Standard 7-6: Data Analysis and Probability The student will demonstrate through the mathematical processes an understanding of the relationships between two populations or samples.

Eighth Grade Mathematics

Standard 8-1: Mathematical Performance The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Standard 8-2: Number and Operations The student will demonstrate through the mathematical processes an understanding of operations with integers, the effects of multiplying and dividing with rational numbers, the comparative magnitude of rational and irrational numbers, the approximation of cube and square roots, and the application of proportional reasoning.

Standard 8-3: Algebra

The student will demonstrate through the mathematical processes an understanding of equations, inequalities, and linear functions.

Standard 8-4: Geometry The student will demonstrate through the mathematical processes an understanding of the Pythagorean theorem; the use of ordered pairs, equations, intercepts, and intersections to locate points and lines in a coordinate plane; and the effect of a dilation in a coordinate plane.

Standard 8-5: Measurement The student will demonstrate through the mathematical processes an understanding of the proportionality of similar figures; the necessary levels of accuracy and precision in measurement; the use of formulas to determine circumference, perimeter, area, and volume; and the use of conversions within and between the U.S. Customary System and the metric system.

Standard 8-6: Data Analysis and Probability The student will demonstrate through the mathematical processes an understanding of the relationships between two variables within one population or sample. High school math standards which LCCPA intends to meet or exceed can be found at SCDE website http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/ers/

Kindergarten Science

Standard K-1 The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.

Standard K-2 The student will demonstrate an understanding of the characteristics of organisms. (Life Science)

Standard K-3 The student will demonstrate an understanding of the distinct structures of human body and the different functions they serve. (Life Science)

Standard K-4 The student will demonstrate an understanding of seasonal weather changes. (Earth Science)

Standard K-5

The student will demonstrate the understanding that objects can be described by their observable properties. (Physical Science)

First Grade Science

Standard 1-1 The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.

Standard 1-2 The student will demonstrate an understanding of the special characteristics and needs of plants that allow them to survive in their own distinct environments. (Life Science)

Standard 1-3 The student will demonstrate an understanding of the features of the sky and the patterns of the Sun and the Moon. (Earth Science)

Standard 1-4 The student will demonstrate an understanding of the properties of Earth materials. (Earth Science)

Standard 1-5 The student will demonstrate an understanding of the position and motion of objects. (Physical Science)

Second Grade Science

Standard 2-1 The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.

Standard 2-2 The student will demonstrate an understanding of the needs and characteristics of animals as they interact in their own distinct environments. (Life Science)

Standard 2-3

The student will demonstrate an understanding of daily and seasonal weather conditions. (Earth Science)

Standard 2-4

The student will demonstrate an understanding of the properties of water and the changes that matter undergoes. (Physical Science)

Standard 2-5 The student will demonstrate an understanding of forces and motion by applying the properties of magnetism. (Physical Science)

Third Grade Science

Standard 3-1 The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation."

Standard 3-2 The student will demonstrate an understanding of the structures, characteristics, and adaptations of organisms that allow them to function and survive within their habitats. (Life Science)

Standard 3-3 The student will demonstrate an understanding of Earth's composition and the changes that occur in the features of Earth's surface. (Earth Science)

Standard 3-4 The student will demonstrate an understanding of the changes in matter that are caused by heat.

Standard 3-5 The student will demonstrate an understanding of how motion and sound are affected by a push or pull on an object and the vibration of an object. (Physical Science)

Fourth Grade

Science Standard 4-1 The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.

Standard 4-2 The student will demonstrate an understanding of the characteristics and patterns of behavior that allow organisms to survive in their own distinct environments. (Life Science)

Standard 4-3 The student will demonstrate an understanding of the properties, movements, and locations of objects in the solar system. (Earth Science)

Standard 4-4 The student will demonstrate an understanding of weather patterns and phenomena. (Earth Science)

Standard 4-5 The student will demonstrate an understanding of the properties of light and electricity. (Physical Science)

Fifth Grade Science

Standard 5-1 The student will demonstrate an understanding of scientific inquiry, including the foundations of technological design and the processes, skills, and mathematical thinking necessary to conduct a controlled scientific investigation.

Standard 5-5 The student will demonstrate an understanding of relationships among biotic and abiotic factors within terrestrial and aquatic ecosystems. (Life Science)

Standard 5-9 The student will demonstrate an understanding of features, processes, and changes in Earth's land and oceans. (Earth Science)

Standard 8-4 The student will demonstrate an understanding of properties of matter. (Physical Science)

Standard 8-5 The student will demonstrate an understanding of the nature of force and motion. (Physical Science)

Sixth Grade Science

Standard 1-1 The student will demonstrate an understanding of technological design and scientific inquiry, including process skills, mathematical thinking, controlled investigative design and analysis and problem solving.

Standard 6-2 The student will demonstrate an understanding of structures, processes, and responses of plants that allow them to survive and reproduce. (Life Science)

Standard 6-3 The student will demonstrate an understanding of structures, processes, and responses of animals that allow them to survive and reproduce. (Life Science)

Standard 6-4 The student will demonstrate an understanding of the relationship between Earth's atmospheric properties and processes and its weather and climate. (Earth Science)

Standard 6-5 The student will demonstrate an understanding of the law of conservation of energy and the properties of energy and work. (Physical Science)

Seventh Grade Science

Standard 7-1 The student will demonstrate an understanding of technological design and scientific inquiry, including process skills, mathematical thinking, controlled investigative design and analysis, and problem solving

Standard 7-2 The student will demonstrate an understanding of the structure and function of cells, cellular reproduction, and heredity. (Life Science)

Standard 7-3 The student will demonstrate an understanding of the functions and interconnections of the major human body systems, including the breakdown in structure or function that disease causes. (Life Science)

Standard 7-4 The student will demonstrate an understanding of how organisms interact with and respond to the biotic and abiotic components of their environment. (Earth Science, Life Science Standard 7-5 The student will demonstrate an understanding of the classifications and properties of matter and the changes that matter undergoes. (Physical Science)

Eighth Grade Science

Standard 8-1 The student will demonstrate an understanding of technological design and scientific inquiry, including process skills, mathematical thinking, controlled investigative design and analysis and problem solving.

Standard 8-2 The student will demonstrate an understanding of Earth's biological diversity over time. (Life Science, Earth Science)

Standard 8-3 The student will demonstrate an understanding of materials that determine the structure of Earth and the processes that have altered this structure. (Earth Science)

Standard 8-4 The student will demonstrate an understanding of the characteristics, structure, and predictable motions of celestial bodies. (Earth Science)

Standard 8-5 The student will demonstrate an understanding of the effects of forces on the motion of an object. (Physical Science)

Standard 8-6 The student will demonstrate an understanding of the properties and behaviors of waves. (Physical Science). High school Science Standards which LCPA intends to meet or exceed can be found at CCSD website http://ccsd.net/parents-new/files/standards-and-learning/standards-standards/children/

Standard 8th Social Studies

Standard K-1 The student will demonstrate an understanding of the way families live and work together now and the way they lived and worked together in the past.

Standard K-2 The student will demonstrate an understanding of rules and authority in a child's life.

Standard K-3 The student will demonstrate an understanding of how American figures and symbols.

Standard K-4 The student will demonstrate an understanding of good citizenship.

Standard K-5 The student will demonstrate an understanding of his or her surroundings.

Standard K-6 The student will demonstrate an understanding of different businesses in the community and the idea of work.

First Grade Social Studies

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Lake City College Preparatory Academy Charter School

Standard 1-1 The student will demonstrate an understanding of how individuals, families, and communities live and work together here and across the world.

Standard 1-2 The student will demonstrate an understanding of home, school and other settings across the world.

Standard 1-3 The student will demonstrate an understanding of how government functions and how government affects families.

Standard 1-4 The student will demonstrate an understanding of the foundations and principles of American democracy.

Standard 1-5 The student will demonstrate an understanding of the role of government

Standard 1-6 The student will demonstrate an understanding of how and why people make economic choices and the importance of these choices for families.

Second Grade Social Studies

Standard 2-1 The student will demonstrate an understanding of cultural contributions made by people from the various regions of the United States.

Standard 2-2 The student will demonstrate an understanding of the local community and the way it compares with other communities in the world.

Standard 2-3 The student will demonstrate an understanding of origins, structure, and functions of local government.

Standard 2-4 The student will demonstrate an understanding of the division of the world geographically into continents and politically into nation-states.

Standard 2-5

The student will demonstrate an understanding of trade and markets and the role of supply and demand in determining the price and allocation of goods within the community.

Third Grade Social Studies

Standard 3-1: The student will demonstrate an understanding of places and regions and the role of human systems in South Carolina.

Standard 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina and the United States.

Standard 3-3: The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation.

Standard 3-4: The student will demonstrate an understanding of the events that led to the Civil War, the course of the War and Reconstruction, and South Carolina's role in these events.

Standard 3-5: The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth century and the twentieth century.

Fourth Grade Social Studies

Standard 4-1: The student will demonstrate an understanding of the exploration of the New World.

Standard 4-2: The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interchange among these peoples.

Standard 4-3: The student will demonstrate an understanding of the conflict between the American colonies and England.

Standard 4-4: The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.

Standard 4-5: The student will demonstrate an understanding of the westward movement and its impact on the institution of slavery.

Standard 4-6: The student will demonstrate an understanding of the Civil War and its impact on America.

Fifth Grade Social Studies

Standard 5-2: The student will demonstrate an understanding of Reconstruction and its impact on racial relations in the United States.

Standard 5-3: The student will demonstrate an understanding of the continued westward expansion of the United States.

Standard 5-5: The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States' becoming a world power.

Standard 5-6: The student will demonstrate an understanding of the economic boom-and-bust in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.

Standard 5-8: The student will demonstrate an understanding of the social, economic, and political events that influenced the United States during the Cold War era.

Standard 5-9: The student will demonstrate an understanding of developments in the United States since the fall of the Soviet Union and its satellite states in 1992.

Sixth Grade Social Studies

Standard 6-1: The student will demonstrate an understanding of the transition of humans from nomadic to settled life in the cradles of civilization.

Standard 6-2: The student will demonstrate an understanding of life in ancient classical civilizations and their contributions to the modern world.

Standard 6-3: The student will demonstrate an understanding of the Middle Ages and the emergence of the nation-states.

Standard 6-4: The student will demonstrate an understanding of changing political, social, and economic cultures in Europe, Asia, Africa, and the Americas.

Standard 6-5: The student will demonstrate an understanding of the development and the impact of the Renaissance and the Reformation on Europe and rest of the world.

Standard 6-6: The student will demonstrate an understanding of the age European exploration and settlement in the New World.

Seventh Grade Social Studies

Standard 7-1: The student will demonstrate an understanding of the colonial expansion of European powers and their impact on world government in the seventeenth and eighteenth centuries.

Standard 7-2: The student will demonstrate an understanding of the concept of absolute and constitutional government in the seventeenth and eighteenth centuries.

Standard 7-3: The student will demonstrate an understanding of political, social, and economic upheavals that occurred throughout the world during the age of revolution, from 1750 through 1900.

Standard 7-4: The student will demonstrate an understanding of the impact of imperialism throughout the world in the late nineteenth and early twentieth centuries.

Standard 7-5: The student will demonstrate an understanding of the causes and effects of world conflicts in the early twentieth century.

Standard 7-6: The student will demonstrate an understanding of international development in the post-World War II world, including the impact of the Cold War on the world.

Standard 7-7: The student will demonstrate an understanding of the significant political, economic, geographic, scientific, technological, and cultural changes and advancements that

took place throughout the world from the beginning of the twentieth century to the present day.

Eighth Grade Social Studies

Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

Standard 8-2: The student will demonstrate an understanding of the American Revolution—the beginnings of the new American nation and South Carolina's part in the development of that nation.

Standard 8-3: The student will demonstrate an understanding of the American Civil War—its causes and effects and the major events that occurred during that time.

Standard 8-4: The student will demonstrate an understanding of the impact of Reconstruction on the people and government of South Carolina.

Standard 8-5: The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

Standard 8-6: The student will demonstrate an understanding of South Carolina's development during the early twentieth century.

Standard 8-7: The student will demonstrate an understanding of South Carolina's economic revitalization during World War II and the latter twentieth century.

High school science standards which LCCPA intends to meet or exceed can be found at SCDE website http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/

9 – ENGLISH 1

READING - Understanding and Using Literary Texts
Standard EI-1 The student will read and comprehend a variety of literary texts in print and non-print formats.

READING - Understanding and Using Informational Texts
Standard EI-2 The student will read and comprehend a variety of informational texts in print and non-print formats.

READING - Building Vocabulary
Standard EI-3 The student will use word analysis and vocabulary strategies to read fluently.

WRITING - Developing Written Communications
Standard EI-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

WRITING - Producing Written Communications in a Variety of Forms
Standard EI-5 The student will write for a variety of purposes and audiences. The teacher should continue to address earlier indicators as they apply to more difficult texts.

ROA_1940

GRADES 10 – [illegible] 12

READING – Understanding and Using Literary Texts
Standard: The student will read and comprehend a variety of literary texts in print and non-print formats.

READING – Understanding and Using Informational Texts
Standard: The student will read and comprehend a variety of informational texts in print and non-print formats.

READING – Building Vocabulary
Standard: The student will use word analysis and vocabulary strategies to read fluently.

WRITING – Developing Written Communications
Standard: The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

WRITING – Developing Written Communications in a Variety of Forms
Standard: The student will write for a variety of purposes and audiences. The teacher should continue to address earlier indicators as they apply to more difficult texts.

GRADE 11 – ENGLISH 3

READING - Understanding and Using Literary Texts
Standard E3-1 The student will read and comprehend a variety of literary texts in print and non-print formats.

READING - Understanding and Using Informational Texts
Standard E3-2 The student will read and comprehend a variety of informational texts in print and non-print formats.

READING - Building Vocabulary
Standard E3-3 The student will use word analysis and vocabulary strategies to read fluently.

WRITING - Developing Written Communications
Standard E3-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, correct use of the conventions of written Standard American English.

WRITING - Producing Written Communications in a Variety of Forms
Standard E3-5 The student will write for a variety of purposes and audiences.

ROA_1942

GRADE 10 - ENGLISH 4

READING - Understanding and Using Literary Texts
Standard RL-4: The student will read and comprehend a variety of literary texts in print and non-print formats.

READING - Understanding and Using Informational Texts
Standard RI-4: The student will read and comprehend a variety of informational texts in print and non-print formats.

READING - Building Vocabulary
Standard RV-4: The student will use word analysis and vocabulary strategies to word fluently.

WRITING - Developing Written Communications
Standard WC-4: The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

WRITING - Producing Written Communications in a Variety of Forms
Standard WP-4: The student will write for a variety of purposes and audiences.

RESEARCHING - Applying the Skills of Inquiry and Oral Communication
Standard IN-4: The student will access and use information from a variety of sources.

iv. Educational and Curriculum Program.

Multi-grade classrooms. LCCPA students in grades kindergarten through 7 will be educated in multi-grade classrooms. The specific configuration will be determined when the needs of the LCCPA student population are identified. For example, a proposed multi-grade configuration for year one is as follows:

Instructional Levels	Maximum
K-1st Multigrade Group A	25
K-1st Multigrade Group B	25
2nd – 3rd Multigrade Group A	25
2nd – 3rd Multigrade Group B	25
4th – 5th Multigrade Group A	25
4th – 5th Multigrade Group B	25
6th – 7th Multigrade Group A	25
6th – 7th Multigrade Group B	25
8th – 9th Multigrade Group A	25
8th – 9th Multigrade Group B	25
10th Grade	25
11th Grade	25
12th Grade	25

The primary purpose of the multi-grade grouping at LCCPA is to allow children to develop at their own pace and to do so in a nurturing, developmentally appropriate environment. Research findings support the positive effects of multi-grade classrooms (see for example, Grant et al., 1996; Hanson, 1995; Checkley, 1995c, Eshcoli and Dichiaro, 1994).

Lake City College Preparatory Academy Charter School

We will begin in year one (2010-2011) with one class of students at each grade level in Kindergarten through nine, adding one grade from 10th - 12th until . (see Table 1 below and in).

Table 1. Student Enrollment Projections

GRADE	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
K	25	25	25	25	25
1	25	25	25	25	25
2	25	25	25	25	25
3	25	25	25	25	25
4	25	25	25	25	25
5	25	25	25	25	25
6	25	25	25	25	25
7	25	25	25	25	25
8	25	25	25	25	25
9	25	25	25	25	25
10		25	25	25	25
11			25	25	25
12				25	25
Total	250	275	300	325	325

Provisions for Determining Student Achievement.

LCCPA will regularly assess whether all students are mastering or attaining standards and will use a variety of methods to gather and monitor student performance information. The LCCPA Planning Committee believes that students respond positively when provided with opportunities to achieve. The school seeks, therefore, through learner objectives and its instructional program, to make achievement both recognizable and possible for students. The school will emphasize teacher's expectations for achievement over failure, in its process of evaluating student performance to determine whether they are achieving or meeting / exceeding the state standards. Regularly issued report cards, combined with parent-teacher-student conferences, will serve to promote a process of continuous evaluation of student performance.

ROA 1945

This process informs students and their parents/legal guardians and provides a basis for bringing about change in student performance if such change is necessary.

Tests and Examinations.

Student evaluation is an integral part of the teaching-learning process. Teacher communication with student and his/her parent/legal guardian regarding individual student achievement on tests and examinations is a central part of the evaluative process. Each year, state level assessment data and other school based assessments will be shared at a school family night explaining the school's test results. Additionally, information will be sent home, and individual meetings will be held with families that request it; and will be required for families of children scoring below proficient. The classroom teacher is responsible for student evaluation, subject to the supervision of the Principal / Director of School. The school administration will ensure that all current applicable state laws and regulations will be implemented.

Report Cards and Progress Reports

The school recognizes that regularly issued report cards, combined with parent-teacher-student conferences, serve to promote a process of continuous evaluation of student performance. At all grade levels, the information provided on report cards will give the student and the parent/legal guardian insight into the student's strengths and weaknesses. The school will send progress reports regularly to parents/legal guardians based upon data from the student's grade level curriculum standards. Parent Conferences. Close communication between home and school is an important factor in establishing a highly effective school program.

Planned conferences among students, parents/legal guardians, and teachers are an important way to bring about understanding and close cooperation between the home and school. Teachers will maintain close communication with all students and their parents/legal guardians,

not just with those for whom academic or other problems suggest the need for closer communication. Personal conferences among students, parents/legal guardians, and teachers supplement the formal reporting system. These conferences are one way of creating better understanding between the home and school. They also provide an opportunity for open communication regarding administrative procedures, instructional programs, goals and objectives and pertinent information regarding student progress. LCCPA will encourage parent conferences involving teacher, student, and the Principal / Director of School as needed.

ROA 1947

INSTRUCTIONAL PROGRAM

School Calendar.

The school year will consist of 190 days. The school will use 180 days for student instruction. The school will use the 10 remaining days for professional development based on academic achievement standards and for teacher preparation and planning, development of academic plans, and parent conferences. The Principal/Director of School and/or a designee, in consultation with the staff, will propose the school calendar. The calendar will set forth days of attendance for students, days of in-service and organizational meetings for teachers, holidays and vacation periods, days of reports to parents, and other schedules of importance to the staff and public. The calendar will be aligned with the Florence School District Three Calendar to help families minimize scheduling conflicts due to other children or relatives still enrolled in the local school district (Appendix A). The Principal / Director of School will present the proposed calendar to the Board for adoption each year.

Daily Schedule

State laws and regulations require that the length of the school day for elementary and middle school students must be six hours, or its weekly equivalent, *including* lunch. The length of the instructional day for secondary students must be at least six hours, or its weekly equivalent, *excluding* lunch. Schools may reduce the length of the school day to not less than three hours on not more than three days each school year for staff development or for the purpose of administering end-of-semester and end-of-year examinations. The school will consult with parents and faculty and obtain Board approval before varying the length of the school day. LCCPA will give priority to teaching and learning tasks and may interrupt classes only for emergencies.

Instructional Strategies

LCCPA teaching strategies will be informed by the work of educational researchers and theorists as well as the experiences of exemplary classroom teachers. The following principles will guide LCCPA methods. These are the guiding principles behind the Responsive Classroom approach (www.responsiveclassroom.org). This educational approach creates learning environments where children thrive academically, socially, and emotionally. In urban, rural, and suburban settings nationwide, educators who use these strategies report increases in student investment, responsibility, and learning, and decreases in problem behavior in the classroom.

The social curriculum is as important as the academic curriculum. How children learn is as important as what they learn: Process and content go hand in hand. The greatest cognitive growth occurs through social interaction. To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.

Knowing the children we teach–individually, culturally, and developmentally–is as important as knowing the content we teach. Knowing the families of the children we teach and working with them as partners is essential to children's education.

LCCPA curriculum will provide —best practices in classroom instruction by offering a blend of the Anderson Five Curriculum and the Leonard Berstein's Artful learning techniques to help engage students in each classroom lesson. The Bernstein model utilizes Art as a tool to get students' attention. Once this happens, students are filled with excitement and enthusiasm. Thus, students easily remember concepts/ skills taught because they have become passionately connected to it through a song, dance, artwork, poetry, or drama etc. For additional information regarding Artful Learning please view:

http://livingresearch.vsarts.org/attach/VSAarts_Lit_Rev5-28.pdf

LCCPA will use the Anderson Five School District Curriculum which has already been aligned with the South Carolina State Standards. The instructional delivery will insure standards are met using standards indicators and pacing calendars that give detailed suggestions for ensuring that each teacher presents standardized lessons that will prepare students to meet or exceed the standards. In addition, a variety of best practices previously mentioned such as project based learning, writing across the curriculum, utilization of multiple intelligences to present material. More information regarding high school curriculum overview and other pacing calendars is attached in APPENDIX A. Below are some examples of components from the Anderson Five Curriculum (www.anderson5.net):

ROA_195(

Anderson School District Five 1 Copyright © July 1, 2007 FIRST GRADE MATHEMATICS PACING GUIDE

First Nine Weeks

Covered	Number	Standard
NUMBER AND OPERATIONS		
1-2 The student will demonstrate through the mathematical processes a sense of quantity and numeral relationships; the relationships among addition, subtraction, and related basic facts; and the connections among numeric, oral, and written-word forms of whole numbers.		
1-2.1		Translate between numeral and quantity through 100. (B2)
1-2.3		Represent quantities in word from through ten. (B2)
1-2.4		Recognize whole number words that correspond to numerals through twenty. (A1)
1-2.6		Recall basic addition facts through 9 + 9 and corresponding subtraction facts. (A1)
ALGEBRA		
1-3 The student will demonstrate through the mathematical processes a sense of numeric patterns, the relationship between addition and subtraction, and change over time.		
1-3.1		Analyze numeric patterns in addition and subtraction to develop strategies for acquiring basic facts. (B4)
1-3.2		Translate patterns into rules for simple addition and subtraction. (B2)
1-3.3		Illustrate the commutative property based on basic facts. (B2)
1-3.4		Analyze numeric relationships to complete and extend simple patterns. (B4)
1-3.5		Classify a number as odd or even. (B2)
1-3.6		Classify change over time as quantitative and qualitative. (B2)
MEASUREMENT		
1-5 The student will demonstrate through the mathematical processes a sense of the value of combinations of coins and the measurement of length, weight, time, and temperature.		
1-5.9		Illustrate past and future dates on a calendar. (A2)
1-5.10		Represent dates in standard form (June 1, 2007, for example) and numeric form (6-1-2007, for example). (B2)

ROA 1951

UNIT: Plenty of Patterns (Algebra)

Indicators: 1-3.1, 1-3.2, 1-3.3, 1-3.4

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FIRST GRADE MATHEMATICS PACING GUIDE

Second Nine Weeks

Covered	Number	Standard
NUMBER AND OPERATIONS **1-2 The student will demonstrate through the mathematical processes a sense of quantity and numeral relationships; the relationships among addition, subtraction, and related basic facts; and the connections among numeric, oral, and written-word forms of whole numbers.**		
	1-2.2	Use estimation to determine the approximate number of objects in a set of 20 to 100 objects. (B3)
	1-2.5	Compare whole number quantities through 100 by using the terms is greater than, is less than, and is equal to. (B2)
	1-2.7	Summarize the inverse relationship between addition and subtraction. (B2)
	1-2.8	Generate strategies to add and subtract without regrouping through two-digit numbers. (B3)

Standards to Revisit:

Numbers and Operations: 1-2.1, 1-2.6

Algebra: 1-3.1, 1-3.2, 1-3.3, 1-3.4, 1-3.5

Measurement: 1-5.9, 1-5.10

UNIT: The "Big" Connection (Number & Operations)

Indicators: 1-2.5, 1-2.7, 1-2.8

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ROA_1952

FIRST GRADE MATHEMATICS PACING GUIDE.

Third Nine Weeks

Covered	Number	Standard
NUMBER AND OPERATIONS		
1-2 The student will demonstrate through the mathematical processes a sense of quantity and numeral relationships; the relationships among addition, subtraction, and related basic facts; and the connections among numeric, oral, and written-word forms of whole numbers.		
1-2.9		Analyze the magnitude of digits through 999 on the basis of their place values. (B4)
GEOMETRY		
1-4 The student will demonstrate through the mathematical processes a sense of two- and three-dimensional geometric shapes, symmetry, and relative positions and directions in space.		
1-4.1		Identify three-dimensional geometric shapes prism, pyramid, and cone. (A1)
1-4.2		Analyze the two-dimensional shapes circle, square, triangle, and rectangle. (B4)
1-4.3		Classify two-dimensional shapes as polygons or non-polygons. (B2)
1-4.4		Identify a line of symmetry. (B1)
1-4.5		Use the positional and directional terms north, south, east, and west to describe location and movement. (B3)
DATA ANALYSIS AND PROBABILITY		
1-6 The student will demonstrate through the mathematical processes a sense of collecting, organizing, and interpreting data and of making predictions on the basis of data.		
1-6.1		Use survey questions to collect data. (C3)
1-6.2		Organize data in picture graphs, object graphs, bar graphs, and tables. (C4)
1-6.3		Interpret data in picture graphs, object graphs, bar graphs, and tables by using comparative terms more, less, greater, fewer, greater than, and less than. (B2)
1-6.4		Predict on the basis of data whether events are likely or unlikely to occur. (B2)

ROA 1953

Standards to Revisit:

Numbers and Operations: 1-2.1, 1-2.2, 1-2.5, 1-2.7, 1-2.8
Algebra: 1-3.4, 1-3.5
Measurement: 1-5.9, 1-5.10

UNIT: Grasping Graphs (Data Analysis & Probability)

Indicators: 1-6.1, 1-6.2, 1-6.3, 1-6.4

ROA_1954

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FIRST GRADE MATHEMATICS PACING GUIDE

Fourth Nine Weeks

Covered	Number	Standard
MEASUREMENT		
1-5 The student will demonstrate through the mathematical processes a sense of the value of combinations of coins and the measurement of length, weight, time, and temperature.		
1-5.1		Use a counting procedure to determine the value of a collection of pennies, nickels, dimes, and quarters totaling less than a dollar. (C3)
1-5.2		Represent a nickel, a dime, a quarter, a half-dollar, and a dollar by combinations of coins. (B2)
1-5.3		Represent money by using the cent and dollar notations. (B2)
1-5.4		Use whole inch units to measure the length of an object. (C3)
1-5.5		Generate common referents for whole inches. (B6)
1-5.6		Use common referents to make estimates whole inches. (C3)
1-5.7		Use nonstandard units to measure the weight of objects. (C3)
1-5.8		Use analog and digital clocks to tell and record time to the half-hour. (C3)
1-5.11		Use Celsius and Fahrenheit thermometers to measure temperature. (B3)

Standards to Revisit:

Numbers and Operations: 1-2.8, 1-2.9

Algebra: 1-3.4, 1-3.5

Measurement: 1-5.9, 1-5.10

UNIT: Inch by Inch (Measurement)

Indicators: 1-5.4, 1-5.5, 1-5.6

ROA 1955

Anderson School District Five Pacing Guide and Verification Form – Grade 1 – Science

Scientific Inquiry Indicators Anderson School District Five Page 1 Revised July 1, 2007 K-1 The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.

_____ **K-1.1** Identify observed objects or events by using the senses.
_____ **K-1.2** Use tools (including magnifiers and eyedroppers) safely, accurately, and appropriately when gathering specific data.
_____ **K-1.3** Predict and explain information or events based on observation or previous experience.
_____ **K-1.4** Compare objects by using nonstandard units of measurement.
_____ **K-1.5** Use appropriate safety procedures when conducting investigations.

1-1 The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.

_____ **1-1.1** Compare, classify, and sequence objects by number, shape, texture, size, color, and motion, using standard English units of measurement where appropriate.
_____ **1-1.2** Use tools (including rulers) safely, accurately, and appropriately when gathering specific data.
_____ **1-1.3** Carry out simple scientific investigations when given clear directions.
_____ **1-1.4** Use appropriate safety procedures when conducting investigations.

Anderson School District Five Pacing Guide and Verification Form – Grade 1 – Science Scientific Inquiry Indicators Anderson School District Five Page 2 Revised July 1, 2007

Anderson School District Five Pacing Guide and Verification Form – Grade 1 – Science First Nine Weeks

Anderson School District Five Page 3 Revised July 1, 2007 *Indicators introduced but not tested

1-1 The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.

_____ **1-1.1** Compare, classify, and sequence objects by number, shape, texture, size, color, and motion, using standard English units of measurement where appropriate.
_____ **1-1.2** Use tools (including rulers) safely, accurately, and appropriately when gathering specific data.
_____ **1-1.3** Carry out simple scientific investigations when given clear directions.
_____ **1-1.4** Use appropriate safety procedures when conducting investigations.

1-2 The student will demonstrate an understanding of the special characteristics and needs of plants that allow them to survive in their own distinct environments. (Life Science)

_____ **1-2.5*** Explain how distinct environments throughout the world support the life of different types of plants.
_____ **1-2.6*** Identify characteristics of plants (including types of stems, roots, leaves, flowers, and seeds) that help them survive in their own distinct environments.

1-5 The student will demonstrate an understanding of the positions and motions of objects. (Physical Science)
_____ **1-5.1** Identify the location of an object relative to another object.
_____ **1-5.2** Explain the importance of pushing and pulling to the motion of an object.
_____ **1-5.3** Illustrate the fact that sound is produced by vibrating objects.
_____ **1-5.4** Illustrate ways in which objects can move in terms of direction and speed (including straight forward, back and forth, fast or slow, zigzag, and circular).

Anderson School District Five Pacing Guides and Verification Form – Grade 1 – Science Second Nine Weeks Anderson School District Five Page 4 Revised July 1, 2007

1-4 The student will demonstrate an understanding of the properties of Earth materials. (Earth Science)
_____ **1-4.1** Recognize the composition of Earth (including rocks, sand, soil, and water).
_____ **1-4.2** Classify rocks and sand by their physical appearance.
_____ **1-4.3** Compare soil samples by sorting them according to properties (including color, texture, and the capacity to nourish growing plants).
_____ **1-4.4** Recognize the observable properties of water (including the fact that it takes the shape of its container, flows downhill, and feels wet).
_____ **1-4.5** Illustrate the locations of water on Earth by using drawings, maps, or models.
_____ **1-4.6** Exemplify Earth materials that are used for building structures or for growing plants.

Anderson School District Five Pacing Guides and Verification Form – Grade 1 – Science Third Nine Weeks Anderson School District Five Page 5 Revised July 1, 2007

1-3 The student will demonstrate an understanding of the features of the sky and the patterns of the Sun and the Moon. (Earth Science)
_____ **1-3.1** Compare the features of the day and night sky.
_____ **1-3.2** Recall that the Sun is a source of heat and light for Earth.
_____ **1-3.3** Recognize that the Sun and the Moon appear to rise and set.
_____ **1-3.4** Illustrate changes in the Moon's appearance (including patterns over time).

ROA 1957

ROA_1955

Anderson School District Five Pacing Guide and Verification Form – Grade 1 – Science Fourth Nine Weeks
Anderson School District Five Page 6 Revised July 1, 2007

1-2 The student will demonstrate an understanding of the special characteristics and needs of plants that allow them to survive in their own distinct environments. (Life Science)

_____ **1-2.1** Recall the basic needs of plants (including air, water, nutrients, space, and light) for energy and growth.
_____ **1-2.2** Illustrate the major structures of plants (including stems, roots, leaves, flowers, fruits, and seeds).
_____ **1-2.3** Classify plants according to their characteristics (including what specific type of environment they live in, whether they have edible parts, and what particular kinds of physical traits they have).
_____ **1-2.4** Summarize the life cycle of plants (including germination, growth, and the production of flowers and seeds).
_____ **1-2.5** Explain how distinct environments throughout the world support the life of different types of plants.
_____ **1-2.6** Identify characteristics of plants (including types of stems, roots, leaves, flowers, and seeds) that help them survive in their own distinct environments.

Anderson School District Five Pacing Guide and Verification Form – Grade 1 – Science

Scientific Inquiry Indicators Anderson School District Five Page 1 Revised July 1, 2007 **K-1** The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.

_____ **K-1.1** Identify observed objects or events by using the senses.
_____ **K-1.2** Use tools (including magnifiers and eyedroppers) safely, accurately, and appropriately when gathering specific data.
_____ **K-1.3** Predict and explain information or events based on observation or previous experience.
_____ **K-1.4** Compare objects by using nonstandard units of measurement.
_____ **K-1.5** Use appropriate safety procedures when conducting investigations.

1-1 The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.

_____ **1-1.1** Compare, classify, and sequence objects by number, shape, texture, size, color, and motion, using standard English units of measurement where appropriate.
_____ **1-1.2** Use tools (including rulers) safely, accurately, and appropriately when gathering specific data.
_____ **1-1.3** Carry out simple scientific investigations when given clear directions.
_____ **1-1.4** Use appropriate safety procedures when conducting investigations.

Anderson School District Five Pacing Guide and Verification Form – Grade 1 – Science Scientific Inquiry Indicators Anderson School District Five Page 2 Revised July 1, 2007

Anderson School District Five Pacing Guide and Verification Form – Grade 1 – Science First Nine Weeks

Anderson School District Five Page 3 Revised July 1, 2007 *Indicators introduced but not tested

1-1 The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.

_____ **1-1.1** Compare, classify, and sequence objects by number, shape, texture, size, color, and motion, using standard English units of measurement where appropriate.
_____ **1-1.2** Use tools (including rulers) safely, accurately, and appropriately when gathering specific data.
_____ **1-1.3** Carry out simple scientific investigations when given clear directions.
_____ **1-1.4** Use appropriate safety procedures when conducting investigations.

1-2 The student will demonstrate an understanding of the special characteristics and needs of plants that allow them to survive in their own distinct environments. (Life Science)

_____ **1-2.5*** Explain how distinct environments throughout the world support the life of different types of plants.
_____ **1-2.6*** Identify characteristics of plants (including types of stems, roots, leaves, flowers, and seeds) that help them survive in their own distinct environments.

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1-5 The student will demonstrate an understanding of the positions and motions of objects. (Physical Science)

_____ **1-5.1** Identify the location of an object relative to another object.
_____ **1-5.2** Explain the importance of pushing and pulling to the motion of an object.
_____ **1-5.3** Illustrate the fact that sound is produced by vibrating objects.
_____ **1-5.4** Illustrate ways in which objects can move in terms of direction and speed (including straight forward, back and forth, fast or slow, zigzag, and circular).

Anderson School District Five Pacing Guide and Verification Form – Grade 1 – Science Second Nine Weeks Anderson School District Five Page 4 Revised July 1, 2007

1-4 The student will demonstrate an understanding of the properties of Earth materials. (Earth Science)

_____ **1-4.1** Recognize the composition of Earth (including rocks, sand, soil, and water).
_____ **1-4.2** Classify rocks and sand by their physical appearance.
_____ **1-4.3** Compare soil samples by sorting them according to properties (including color, texture, and the capacity to nourish growing plants).
_____ **1-4.4** Recognize the observable properties of water (including the fact that it takes the shape of its container, flows downhill, and feels wet).
_____ **1-4.5** Illustrate the locations of water on Earth by using drawings, maps, or models.
_____ **1-4.6** Exemplify Earth materials that are used for building structures or for growing plants.

Anderson School District Five Pacing Guide and Verification Form – Grade 1 – Science Third Nine Weeks Anderson School District Five Page 5 Revised July 1, 2007

1-3 The student will demonstrate an understanding of the features of the sky and the patterns of the Sun and the Moon. (Earth Science)

_____ **1-3.1** Compare the features of the day and night sky.
_____ **1-3.2** Recall that the Sun is a source of heat and light for Earth.
_____ **1-3.3** Recognize that the Sun and the Moon appear to rise and set.
_____ **1-3.4** Illustrate changes in the Moon's appearance (including patterns over time).

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Anderson School District Five Pacing Guide and Verification Form – Grade 1 – Science Fourth Nine Weeks
Anderson School District Five Page 6 Revised July 1, 2007

1-2 The student will demonstrate an understanding of the special characteristics and needs of plants that allow them to survive in their own distinct environments. (Life Science)

_____ **1-2.1** Recall the basic needs of plants (including air, water, nutrients, space, and light) for energy and growth.
_____ **1-2.2** Illustrate the major structures of plants (including stems, roots, leaves, flowers, fruits, and seeds).
_____ **1-2.3** Classify plants according to their characteristics (including what specific type of environment they live in, whether they have edible parts, and what particular kinds of physical traits they have).
_____ **1-2.4** Summarize the life cycle of plants (including germination, growth, and the production of flowers and seeds).
_____ **1-2.5** Explain how distinct environments throughout the world support the life of different types of plants.
_____ **1-2.6** Identify characteristics of plants (including types of stems, roots, leaves, flowers, and seeds) that help them survive in their own distinct environments.

PHYSICAL SCIENCE PACING CALENDAR

Content Areas	Unit 1 Inquiry & Nature of Science	Unit 2 Composition & Classification of Matter	Unit 3 Solutions, Composition & Classification of Matter		Unit 4 Atomic Structure & Periodic Table
Pacing	18 days	12 days	10 days		19 days
SC Standards/ Indicators	**Standard PS-1** The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **Indicators PS-1.1 through PS-1.9** These are reinforced throughout all of the subsequent units.	**Standard PS-3** The student will demonstrate an understanding of various properties and classifications of matter. **Indicators PS-3.1, PS-3.4, PS-3.6, PS-3.7** **Standard PS-4** The student will demonstrate an understanding of chemical reactions and the classifications, structures, and properties of chemical compounds. **Indicator PS-4.6**	**Standard PS-3** The student will demonstrate an understanding of various properties and classifications of matter. **Indicators PS-3.1, PS-3.2, PS-3.5**	**First Nine Weeks Test**	**Standard PS-2** The student will demonstrate an understanding of the structure and properties of atoms. **Indicators PS-2.1 through PS-2.7** **Standard PS-3** The student will demonstrate an understanding of various properties and classifications of matter. **Indicator PS-3.3**
Content Focus	• Lab Safety • Scientific Method • Scientific Models • SI Measurement	• Substance Differentiation • Atoms and Molecules • Mixtures • Physical Properties • Physical Changes	• Solute • Solvent • Solubility		• Subatomic Particles • Periodic Table • Isotopes • Chemical and Nuclear Reactions

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Content Areas	Unit 1 Inquiry & Nature of Science	Unit 2 Composition & Classification of Matter	Unit 3 Solutions, Composition & Classification of Matter		Unit 4 Atomic Structure & Periodic Table
Suggested Activities	• Absorbency Lab • Wet Strength Lab • Metric Madness • Mass and Weight • Metric Mass and Volume Lab • Volume, Time, and Temperature • No Need to Count Your Pennies • SI Unit Quiz • The Triple and Four Beam Balances • Graphing Practice Worksheets 1 & 2 • Graphing Summits Worksheet • King Henry Metrics • Metric Puzzles • Controlled Experiments with Variables • Scientific Method Worksheet • Simpson's Scientific Method	• Elements, Compounds, and Mixtures • Chemical Changes vs. Physical Changes Lab • Observing a Chemical Reaction. • How can Compounds be Classified? • Density Labs (Density of Sand, How Dense Is It?, Determining Density, Using Density to Identify Glass) • Evaporation Lab • Does Mass Change When the Form of a Substance Changes?	• Rates of Reaction Lab • Density Bottles • Polar and Nonpolar Solutes and Solvents • How Does Temperature Affect Solubility?		• Periodic Chart of the Elements (students color specific areas) • Skill sheet 2-2- Electron Cloud Models of Atoms • What does an Atom Look Like? • Predicting an Element's Group and Period • Easter Egg Isotopes Lab • Half-life simulation Lab • Flame Test Lab (Metals) • Candy Covered Isotopes and Average Atomic Mass • Groups of Elements Research Project • The Importance of Metals • Metals, Nonmetals and Metalloids • Atomic Math Challenge 1, 2, 3, and 4 • Isotope Practice Worksheet • Periodic Table Crossword

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Content Areas	Unit 1 Inquiry & Nature of Science	Unit 2 Composition & Classification of Matter	Unit 3 Solutions, Composition & Classification of Matter		Unit 4 Atomic Structure & Periodic Table
	• Sponge Bob Bikini Bottom Scientific Methods • Dimensional Analysis Game • Dimensional Analysis Practice • Just a Walk in the Park • M&M Graphing Lab				
Textbook Correlations	Prentice Hall Physical Science: Concepts in Action Science Skills Appendix pp. 656-661	Prentice Hall Physical Science: Concepts in Action Chapters 2 and 3	Prentice Hall Physical Science: Concepts in Action Chapter 8: 8-1 and 8.2		Prentice Hall Physical Science: Concepts in Action Chapters 4, 5, and 10

ROA_1964

Content Areas	Unit 5 Chemical Bonding	Unit 6 Chemical Reactions		Unit 7 Acids & Bases/Organic & Inorganic Substances	Unit 8 Motion & Forces
Pacing	14 days	10 days		7 days	15 days
SC Standards/ Indicators	**Standard PS-4** The student will demonstrate an understanding of chemical reactions and the classifications, structures, and properties of chemical compounds. **Indicator PS-4.1 through PS-4.5** **Standard PS-2** The student will demonstrate an understanding of the structure and properties of atoms. **Indicator PS-2.5**	**Standard PS-4** The student will demonstrate an understanding of chemical reactions and the classifications, structures, and properties of chemical compounds. **Indicator PS-4.7 through PS-4.11**	**Second Nine Weeks Test**	**Standard PS-3** The student will demonstrate an understanding of various properties and classifications of matter. **Indicators PS-3.2, PS-3.8**	**Standard PS-5** The student will demonstrate an understanding of the nature of forces and motion. **Indicators PS-5.1 through PS-5.10**
Content Focus	• Covalent Bonding • Ionic Bonding • Binary Compounds	• Chemical Reactions • Catalysts • Balance Equations		• Organic • Inorganic • Acids • Bases	• Speed • Velocity • Acceleration • Force • Weight • Gravity

ROA 1965

Content Areas	Unit 5 Chemical Bonding	Unit 6 Chemical Reactions		Unit 7 Acids & Bases/Organic & Inorganic Substances	Unit 8 Motion & Forces
Suggested Activities	• Covalent and Ionic Bonds Practice or Quiz • Chemical Compounds worksheet • Writing Formulas worksheet • Spot the Bond • Covalent Bonding Worksheet • Ionic Bonding Worksheet • Ionic Bonding PowerPoint • Ionic Bonding Puzzles • Bond Breakers Lab • Oxidation Number sheets • Naming Compounds • Some Common Ions Word Find	• Conservation of Mass Lab • Alka Seltzer Lab • Chemical Reactions Lab • Balancing Worksheets • Endothermic and Exothermic Reactions Lab • Reactions Card Game • Balancing Act		• Lab – Acids & Bases • How Are Common Acids and Bases Identified?	• Airplane Lab • Speed and Acceleration Problems • Speed and Acceleration Lab • What Gives Bones Their Strength (Force Lab) • Inertia Activities • Newton's Second Law of Motion Calculations • Roller Coaster Lab • The Jet Car • Finding the Acceleration Due to Gravity and Determining Percent Error
Textbook Correlations	Prentice Hall Physical Science: Concepts in Action Chapter 6	Prentice Hall Physical Science: Concepts in Action Chapter 7		Prentice Hall Physical Science: Concepts in Action Chapter 9, 8.3, 8.4	Prentice Hall Physical Science: Concepts in Action Chapters 11 and 12

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Content Areas	Unit 9 Energy A: Transformation/Work/ Thermal	Unit 10 Electricity		Unit 11 Magnetism	Unit 12 Wave Characteristics & Behavior
Pacing	10 days	10 days	**Third Nine Weeks Test**	3 days	14 days
SC Standards/ Indicators	**Standard PS-6** The student will demonstrate an understanding of the nature, conservation, and transformation of energy. **Indicators PS-6.1 through PS-6.4**	**Standard PS-6** The student will demonstrate an understanding of the nature, conservation, and transformation of energy. **Indicators PS-6.5 through PS-6.9**		**Standard PS-6** The student will demonstrate an understanding of the nature, conservation, and transformation of energy. **Indicators PS-6.10 through PS-6.11**	**Standard PS-7** The student will demonstrate an understanding of the nature and properties of mechanical and electromagnetic waves. **Indicators PS-7.1 through PS-7.7**
Content Focus	• Energy Conservation • Potential Energy • Kinetic Energy • Work	• Electric Current • Electric Charge • Electric Circuits • Ohm's Law		• Alternating and Direct Current • Magnetism	• Mechanical Wave • Electromagnetic Wave • Wave Behavior • Doppler Effect
Suggested Activities	• How High Does the Ball Bounce? • The Energy of a Pendulum • Work Practice Problems • Work Problems • All Energy is NOT Equal • Human Horsepower Lab • How Powerful Am I Lab • Mechanical Advantage Problems • Machine Lab • Calculating Power	• Ohm's Law Practice Set • Your Admirer is a Balloon • What Will a Charged Balloon Attract? • Dancing Paper Bunnies • Simple Electroscope • Runaway Cola Can • Electricity Cut and Paste Circuits • Electricity Problems • Electricity PowerPoint • Electricity Lab		• Circles of Magnetism I • Circles of Magnetism IV • Uses of Magnetism Project	• Behavior of Light Waves • Name That Sound • How Can the Characteristics of Waves Be Measured? • Slinky Demo for Waves • Wave Problems • Sounds Amazing Weblab • Sound Activities Lab

Content Areas	Unit 9 Energy A: Transformation/Work/ Thermal	Unit 10 Electricity		Unit 11 Magnetism	Unit 12 Wave Characteristics & Behavior
	• Insulators and Conductors Lab (Honors)	(Conductivity Tester) • Electric Power Practice Set • Electrical Energy Practice Set			
Textbook Correlations	Prentice Hall Physical Science: Concepts in Action Chapters 14.1 and 15	Prentice Hall Physical Science: Concepts in Action Chapter 20		Prentice Hall Physical Science: Concepts in Action Chapter 21	Prentice Hall Physical Science: Concepts in Action Chapters 17, 18.1, 18.2, 18.3

ROA 1968

Lake City College Preparatory Academy Charter School

Approved Curriculum Overview - Grade 1 Mathematics

The first grade mathematics curriculum is organized into four nine-week marking periods. A pacing guide is included which identifies the indicators taught in each nine-week period. The emphasis for instruction is as follows:

- First nine weeks: basic addition and subtraction; number quantity; odd and even numbers; number words; number patterns; commutative property; using a calendar; and change over time.
- Second nine weeks: comparing whole number quantities; inverse relationship of addition and subtraction; and determining the magnitude of a digit through 999.
- Third nine weeks: addition and subtraction through two-digit numbers; counting coins up to one dollar; using an analog and a digital clock; and probability.
- Fourth nine weeks: estimation; two and three-dimensional shapes; polygons and nonpolygons; symmetry; positional and directional words; measuring by inches; common referents and estimation of inches; weighing objects; data analysis; and using thermometers.

Units designed to support specific topics during each nine week period are included. Topics covered in the units are: Numeric Patterns for Addition and Subtraction; Comparing Whole Number Quantities; Adding and Subtracting two-digit Numbers; Collecting, Organizing, and Interpreting Data; and Measuring in Inches. Sample assessments are provided. Writing is integrated within the units through journal writing. Differentiated learning is apparent throughout each unit in the hands-on activities and the Accelerated Extensions. Other strategies for re-teaching can be found in the Individual Indicator Pages of Approved Curriculum. Additional units will be developed in the future.

Lake City College Preparatory Academy Charter School

An overview of the Anderson Five math curriculum (guiding principles, beliefs, K-12 Balanced Literacy Reading and Writing Component, and examples of pacing calendars) which has already been aligned with the SDE State Standards is presented below:

Guiding Principles

The following guiding principles are philosophical statements that create the foundation of the *South Carolina English Language Arts Academic Standards 2007*. They guide the construction and evaluation of English language arts curricula in our state.

Guiding Principle 1

An effective English language arts curriculum is framed within the context of creating a community of learners.

Classrooms are places of joyful learning where students have the opportunity to read, write, and converse in a nurturing environment that supports independent and collaborative learning. Teachers create spaces where learners come together in a community—a community where young people interact, explore, take risks, and inquire about the world around them. Students are able to let teachers know who they are, how they think, and what unique perspectives they bring. Every student has a voice that is an expression of self. Students' voices develop when teachers provide opportunities for interaction, exploration, and communication. Students also learn about their classmates as unique individuals, contributing distinct ideas and talents to the class. Learning communities have time to wonder, question, celebrate, and enjoy literacy together.

Guiding Principle 2

Learning in English language arts is recursive.

Students at every grade level apply similar language skills, strategies, and concepts as they use

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Guiding Principle 8

An effective English language arts curriculum provides for literacy in all forms of media.

Students are prepared to live in an information-rich and changing society. Like literary genres, media has its unique characteristics. Proficient students apply critical techniques in order to evaluate the validity and accuracy of information. In a culture where media is pervasive and invasive, students need to think critically about what they see, hear, and read. The challenge is for students to respond to these media personally, critically, and creatively. The inclusion of media literacy and viewing in South Carolina's academic standards recognizes the powerful force of visual media in the 21st century.

The skills needed by students to navigate their visual culture are similar to those of traditional print literacy and just as important as reading and writing. One key element is "critical inquiry" or the ability to analyze and question visual messages. Another key element is student production of visual media, thus demonstrating their understanding of advertising, aesthetic techniques, audience, bias, propaganda, and purpose, to name a few.

Today's emerging technologies include many multi-media devices and programs which depend on the appropriate application of technology and media literacy skills. Technology includes digital photography, Digital Video Discs (DVDs), CD-ROMs, HDTV (digital TV), Internet streaming, MP3 players, non-linear (computer/video) editing, Personal Digital Assistants (PDAs), PowerPoint presentations, Web logs (blogs), and more. Integrating strategies through various media into instruction extends students' vocabulary and experiences and helps them develop lifelong critical thinking and viewing skills. Though standards including indicators which refer to viewing and media literacy are not tested on state assessments, these skills are crucial to the quality of life in a society permeated by media and technology.

Guiding Principle 9

An effective English language arts curriculum emphasizes informational text, which is relevant to our increasingly complex and technological world.

Today's students are confronted with unprecedented amounts of information in a wide variety of print and non-print presentations. Information literacy—the ability to recognize when information is needed and to locate, evaluate, and effectively use the needed information—is a basic skill essential in today's world. In many instances, information comes in unfiltered formats, raising questions about its authenticity, validity, and reliability. More than ever, students need to be prepared to absorb, comprehend, analyze, reflect upon, and challenge what they read and hear from the real world before making assumptions. Real-world text is an integral part of the curriculum and relevant to students' lives.

Guiding Principle 10

An effective English language arts curriculum teaches the strategies necessary for independent learning.

Students need a repertoire of learning strategies that they consciously practice and apply in increasingly challenging contexts. When students are able to articulate their own learning strategies, evaluate their effectiveness, and use those that work best for them, they have become independent learners. For example, students independently determine unfamiliar words through context clues, automatically make predictions while reading, and monitor their own writing by spontaneously asking, "Does this organization work?" or "Is my tone appropriate for my audience?" As students become independent thinkers, they are free to pursue life-long learning.

Guiding principles 6 and 10 were adapted from the 2001 Massachusetts English Language Arts Curriculum Frameworks.

Beliefs about Mathematics Instruction

- Teachers should approach instruction knowing all students learn in different ways and at different rates.
- Teachers should provide instruction that enables students to learn basic mathematics facts and practice computation through problem- solving, reasoning, and communication.
- Teachers should plan instruction based on the standards making connections between the strands while the standards are being taught.
- Teachers should integrate math to other content areas and apply the concepts to real world situations.
- Teachers should accelerate the students' mathematical development by providing sequential activities that move from concrete to pictorial to abstract to application.
- Teachers should evaluate students' progress using a variety of developmentally appropriate practices.
- Teachers should use technology to enhance instruction.
- Teachers, administrators, and parents should work as a team supporting the goals of the mathematics standards in order for students to reach their full potential.

increasingly more complex text. It is a spiraling curriculum in the sense that many of the same skills and strategies develop over time. For example, students make predictions and draw conclusions in kindergarten through English 4. Many of the reading and writing strategies do not change, but the difficulty and complexity of the text provide the differentiation. As a result, students refine their knowledge, gaining sophistication and independence, as they grow as readers, writers, and learners.

Guiding Principle 3

Reading, writing, communication, and inquiry are interdependent.

Reading, writing, speaking, listening, viewing, and inquiry are not discrete skills. Each literacy strand intertwines with and supports the others, creating a tapestry of language. Effective language requires and extends thinking. As learners listen, view, discuss, or write, they engage in thinking. Successful literacy instruction also rests upon the integration of the language arts with other content areas, weaving together skills and concepts from several strands to support student learning. When students undertake increasingly challenging assignments that require them to write or speak in response to what they are learning in English language arts and all other disciplines, they deepen their thinking about that topic.

Guiding Principle 4

An effective English language arts curriculum provides strategic and purposeful instruction in reading and writing.

Effective literacy instruction is explicit and systematic. It is intentional, based on assessed student needs, carried out in an organized manner, and clearly communicated to students. Quality instruction is responsive and authentic, connecting to student needs and relating to real-world purposes. Students at all levels (elementary, middle, and high school) need varied opportunities for reading and writing, listening and speaking, including read aloud, shared reading, and independent reading/writing experiences as well as reading/writing conferences, literature discussion groups, and strategy-based mini-lessons.

Guiding Principle 5

An effective English language arts curriculum develops students' oral language and literacy through appropriately challenging learning.

Language acquisition and expression is foundational to literacy learning and development, therefore students need many opportunities to speak and listen. As they grow in vocabulary and concept development, the use of language as a tool to convey meaning increases. In recognition that written and spoken language develops together, students need to be exposed to a language and print-rich environment.

Students need opportunities for collaboration and discussion that is fostered through meaningful contexts and concrete experiences. They develop their understanding of graphic, textual, and structural features of print language through exposure to fiction, nonfiction, poetry, and drama. In the primary grades, students progress from oral to written language through an understanding

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of phonics, phonemic awareness, and vocabulary. As they listen to stories read aloud, they develop comprehension and fluency. Beyond the primary grades, students continue to refine oral language and literacy through speaking, listening, and viewing.

Guiding Principle 6

An effective English language arts curriculum uses literature from a variety of genres, time periods, and cultures, featuring works that reflect our literary heritage.

Students have broad exposure to classic and contemporary literary works representing communities and cultures in the United States and throughout the world. Reading allows students to experience the world and also provides a bridge to other times and places. Through literature, students experience the unique history of our nation, encounter other cultures that exist beyond our country's borders, and imagine the world of tomorrow. In order to foster a love of reading, teachers encourage independent reading within and outside of class. School media specialists and local librarians, in addition to classroom teachers, play a critical role in matching books to students' interests.

Guiding Principle 7

An effective English language arts curriculum emphasizes writing as an essential way to develop, clarify, and communicate ideas.

Writing is thinking. In order to learn to write, students must write. They need opportunities to study the craft of writing, ranging from the poetic to the technical. Teachers in all content areas provide experiences for students to write every day in and out of school. Common expectations about writing are developed across the curriculum. As students attempt to write cohesively about increasingly complex ideas, their writing serves to enhance academic achievement and intellectual growth.

Grade-appropriate manipulative and literature links are provided by the Anderson Five school district; listed on website when possible. A list of math-related links is available on the district website.

Throughout the year, the South Carolina Mathematics Standards/Indicators are addressed through the ***Every Day Counts Calendar Math*** activities. ***Every Day Counts Calendar Math*** activities training is available through workshop participation, and is used to introduce, reinforce, and review standards/indicators. A list of South Carolina indicators that are reinforced by the use of ***Every Day Counts Calendar Math*** activities is provided with the pacing guide.

The Approved Curriculum includes: Individual Indicator pages that list vocabulary, instructional strategies and student activities; textbook correlation; resources; and sample assessments. Clarifications from the South Carolina Math Support Document are included on the individual indicator pages. Thinking Algebraically with Numbers and Shapes, Navigating Through Algebra and Navigating Through Geometry, Navigating Through Measurement and Navigating Through Data and Probability have been provided for each grade level. Use of Individual Indicator pages and these materials provides strong instruction for both the process and content standards and excellent preparation for state mandated assessments. ***LCCPA Charter School Content Specific*** mandated testing will be administered at regular intervals throughout the year to assess the concepts and skills taught in a given period of time.

Approved Curriculum Overview – Grade 2 Mathematics

The second grade mathematics curriculum is organized into four nine-week marking periods. A pacing guide is included which identifies the indicators taught in each nine-week period. The emphasis for instruction is as follows:

- First nine weeks: number words, comparing whole numbers through 999, missing

- . addends and subtrahends, rounding to the nearest ten, magnitude of a digit through 9,999, and telling time.
- Second nine-weeks: estimation, addition and subtraction with regrouping, numeric patterns, data analysis, and probability.
- Third nine weeks: symmetry, geometry with three- dimensional shapes, combining and subdividing polygons and circles, counting collections of coins and bills, and making change up to one dollar.
- Fourth nine weeks: equal grouping and sharing equally, quantitative and qualitative change, linear, time and weight measurement.

Units designed to support specific topics during each nine week period are included. Topics covered in the units are: Number Sense, Data and Graphing, Money, Units of Measurement and Tools. Sample assessments are provided. Writing is integrated within the units through journal writing. Differentiated learning is apparent throughout each unit in the hands-on activities and the Accelerated Extensions. Other strategies for re-teaching can be found in the Individual Indicator Pages of the Approved Curriculum. Additional units will be developed in the future. Grade-appropriate manipulative and literature links are provided by the Anderson Five School district. A list of math-related links is available on the Anderson Five district website. Throughout the year, the South Carolina Mathematics Standards/Indicators are addressed through the ***Every Day Counts Calendar Math*** activities. ***Every Day Counts Calendar Math*** activities training is available through workshop participation, and is used to introduce, reinforce, and review standards/indicators. A list of South Carolina indicators that are reinforced by the use of ***Every Day Counts Calendar Math*** activities is provided with the pacing guide.

referents for length, liquid volume, mass, and weight; perimeter of polygons; time to the nearest minute; making change with fewest amount of coins.

- Fourth nine weeks: data analysis; probability; and understanding and representing fractions.

Units designed to support specific topics during each nine week period are included. However, not all indicators in the Pacing Guide are covered in each unit. Topics covered in the units are: Place Value, Multiplication Strategies, Triangles and Angles, Dot Plots. Sample assessments are provided. Writing is integrated within the units through journal writing. Differentiated learning is apparent throughout each unit in the hands-on activities and the Accelerated Extensions. Other strategies for re-teaching can be found in the Individual Indicator Pages of Approved Curriculum. Additional units will be developed in the future.

Grade-appropriate manipulative and literature links are provided by the Anderson Five School district. A list of math-related links is available on the district website.

Throughout the year, the South Carolina Mathematics Standards/Indicators are addressed through the ***Every Day Counts Calendar Math*** activities. ***Every Day Counts Calendar Math*** activities training is available through workshop participation, and is used to introduce, reinforce, and review standards/indicators. A list of South Carolina indicators that are reinforced by the use of ***Every Day Counts Calendar Math*** activities is provided with the pacing guide.

The Approved Curriculum includes: Individual Indicator pages that list vocabulary, instructional strategies and student activities; textbook correlation; resources; and sample assessments. Clarifications from the South Carolina Math Support Document are included on the individual indicator pages. Thinking Algebraically with Numbers and Shapes, Navigating Through Algebra and Navigating Through Geometry, Navigating Through Measurement and Navigating Through Data and Probability have been provided for each grade level. Use of Individual Indicator pages

The Approved Curriculum includes: Individual Indicator pages that list vocabulary, instructional strategies and student activities; textbook correlation; resources; and sample assessments. Clarifications from the South Carolina Math Support Document are included on the individual indicator pages. Thinking Algebraically with Numbers and Shapes, Navigating Through Algebra and Navigating Through Geometry, Navigating Through Measurement and Navigating Through Data and Probability have been provided for each grade level. Use of Individual Indicator pages and these materials provides strong instruction for both the process and content standards and excellent preparation for state mandated assessments. ***LCCPA Charter School Content Specific*** mandated testing will be administered at regular intervals throughout the year to assess the concepts and skills taught in a given period of time.

Approved Curriculum Overview - Grade 3 Mathematics

The third grade mathematics curriculum is organized into four nine-week marking periods. A pacing guide is included which identifies the indicators taught in each nine-week period. The emphasis for instruction is as follows:

- First nine weeks: place value of whole numbers through 999,999; addition and subtraction; rounding of whole numbers to thousands; magnitude of a digit through hundred thousands; compare whole number quantities through 999,999.
- Second nine weeks: multiplication and division facts and their inverse relationship; multiplication strategies; multiplying odd and even numbers; unknown quantities in simple equations, and change over time.
- Third nine weeks: specific attributes of circles; lines and line segments; angles; combining and subdividing shapes; transformations; customary and metric measurements; common

Individual Indicator Pages of Approved Curriculum. Additional units will be developed in the future. Grade-appropriate manipulatives and literature links have been provided by the district. See your Instructional Facilitator for a list of your grade-level manipulatives and literature links. A list of math-related links is available on the district website.

Throughout the year, the South Carolina Mathematics Standards/Indicators are addressed through the ***Every Day Counts Calendar Math*** activities. ***Every Day Counts Calendar Math*** activities training is available through workshop participation, and is used to introduce, reinforce, and review standards/indicators. A list of South Carolina indicators that are reinforced by the use of ***Every Day Counts Calendar Math*** activities is provided with the pacing guide.

The Approved Curriculum includes: Individual Indicator pages that list vocabulary, instructional strategies and student activities; textbook correlation; resources; and sample assessments. Clarifications from the South Carolina Math Support Document are included on the individual indicator pages. Thinking Algebraically with Numbers and Shapes, Navigating Through Algebra, and Navigating Through Geometry, Navigating Through Measurement, and Navigating Through Data and Probability have been provided for each grade level in your building. Use of Individual Indicator pages and these materials provides strong instruction for both the process and content standards and excellent preparation for state mandated assessments. ***LCCPA Charter School Content Specific*** mandated testing will be administered at regular intervals throughout the year to assess the concepts and skills taught in a given period of time.

Approved Curriculum Overview - Grade 5 Mathematics

The fifth grade mathematics curriculum is organized into four nine-week marking periods. A pacing guide is included which indicates the standards taught in each nine-week period. The instructional emphasis for each nine-week period is as follows:

and these materials provides strong instruction for both the process and content standards and excellent preparation for state mandated assessments. ***LCCPA Charter School Content Specific*** mandated testing will be administered at regular intervals throughout the year to assess the concepts and skills taught in a given period of time.

Approved Curriculum Overview - Grade 4 Mathematics

The fourth grade mathematics curriculum is organized into four nine-week marking periods. The emphasis for instruction for each nine-week period is as follows:

- First nine weeks: place value of whole numbers to the billions; add/subtract and compare decimals through hundredths; analyze numeric/non-numeric patterns and pattern rules; find the value of an unknown variable; locate points on a coordinate grid; and determine the magnitude of digits through hundredths.
- Second nine weeks: multiplication and division of two digits by one digit; data analysis; probability; divisibility rules; and the effect on the product when the factors change.
- Third nine weeks: fraction/decimal concepts; measurement of perimeter/area; elapsed time; temperature change intervals; customary conversions; metric/standard measurements.
- Fourth nine weeks: geometry with two and three-dimensional shapes; transformations; congruency; and angles.

Units designed to support specific topics during each nine week period are included. However, not all indicators in the Pacing Guide are covered in each unit. Topics covered in the units are: Hands-On Equations (Level 1), Data Display and Organization, Perimeter and Area, and Transformations. Sample assessments are provided. Writing is integrated within the units through journal writing. Differentiated learning is apparent throughout each unit in the hands-on activities and the Accelerated Extensions. Other strategies for re-teaching can be found in the

Individual Indicator Pages of Approved Curriculum. Additional units will be developed in the future.

Grade-appropriate manipulatives and literature links have been provided by the district. A list of math-related links is available on the Anderson Five district website.

Throughout the year, the South Carolina Mathematics Standards/Indicators are addressed through the ***Every Day Counts Calendar Math*** activities. ***Every Day Counts Calendar Math*** activities training is available through workshop participation, and is used to introduce, reinforce, and review standards/indicators. A list of South Carolina indicators that are reinforced by the use of ***Every Day Counts Calendar Math*** activities is provided with the pacing guide.

The Approved Curriculum includes: Individual Indicator pages that list vocabulary, instructional strategies and student activities; textbook correlation; resources; and sample assessments. Clarifications from the South Carolina Math Support Document are included on the individual indicator pages. Thinking Algebraically with Numbers and Shapes, Navigating Through Algebra, Navigating Through Geometry, Navigating Through Measurement and Navigating Through Data and Probability have been provided for each grade level in your building. Use of Individual Indicator pages and these materials provides strong instruction for both the process and content standards and excellent preparation for state mandated assessments. ***LCCPA Charter School Content Specific*** mandated testing will be administered at regular intervals throughout the year to assess the concepts and skills taught in a given period of time.

Approved Curriculum Overview - Grade 6 Mathematics

The middle school math curriculum is organized by grade level into four nine weeks grading periods. The 6th grade mathematics instructional emphasis for each nine weeks is as follows:

- First nine weeks: analyze the magnitude of a digit using whole numbers and decimals through thousandths; division of whole numbers; adding and subtracting of decimals; adding and subtracting fractions; divisibility rules; and prime and composite numbers.
- Second nine weeks: represent numeric, algebraic, and geometric patterns in words symbols, expressions, and equations; analyze patterns and functions with words, tables, and graphs; commutative, associative, and distributive properties; analyze situations that show change over time; properties of quadrilaterals; angles, side lengths, and perimeter of congruent shapes; congruency; 2-D and 3-D objects; translations, rotations, and reflections, and line and rotational symmetry.
- Third nine weeks: use appropriate tools to measure objects (one eighth inch and angles); convert units of measure within the metric system and recall equivalencies (meters, liters, and grams); apply perimeter and area formulas (triangles, rectangles, and parallelograms); determine volume of rectangular prisms; elapsed time (hours, minutes, and seconds); Celsius and Fahrenheit temperature relationships.
- Fourth nine weeks: design a mathematical investigation; analyze the affect of data collection methods on a data set; interpret the meaning and application of the measures of central tendency; and probability outcomes.

Units designed to support specific topics during each nine week period are included. Topics covered in the units are: An Introduction to Fractions, Geometric Shapes, Measurement, and Data Analysis. Sample assessments are provided. Writing is integrated within the units through journal writing. Differentiated learning is apparent throughout each unit in the hands-on activities and the Accelerated Extensions. Other strategies for re-teaching can be found in the

the indicators. If a statement from the Support Document is applicable, it will be listed as the first strategy on the indicator page. A works cited page includes supplemental material, such as the Navigating Series containing Algebra, Geometry, Probability, and Data Analysis activities and the Math'scool correlation. The Units, Unit Assessments, Indicator pages, and other resource materials provide strong preparation for teaching the process and content standards and to prepare students for the administration of the South Carolina State Assessment.

LCCPA Charter School Content Specific mandated testing will be administered at the end of each nine week marking period to assess the concepts and skills taught during that period of time. The items in this assessment will be based on both the Crosswalk document and the indicators noted in the General Overview provided by the SDE where fluency is expected at this grade level. The test will be counted as a percentage of the students' grade. The state testing program, administered in the spring, will assess all concepts and skills taught during the year.

Approved Curriculum Overview - Grade 6

Accelerated Mathematics

The middle school math curriculum is organized by grade level into four nine weeks grading periods. The 6th grade accelerated mathematics instructional emphasis for each nine weeks is as follows:

First Nine Weeks: Multiplication and division of decimals; all operations with fractions; powers of ten; standard and exponential form; prime factorization; patterns, order of operations

Second Nine Weeks: Operations with integers; absolute value; percents; comparing rational numbers; proportional reasoning; unit rate; rates and ratios; scale; properties; algebraic expressions; writing/solving equations and inequalities; coordinate system

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First Nine Weeks: Addition and subtraction of fractions/decimals by modeling; multiplication, division of fractions/decimals by modeling; powers of ten; exponential form; prime factorization; patterns, order of operations

Second Nine Weeks: Integers; percents; comparing rational numbers; unit rate; rates, ratios and proportions; scale; properties; algebraic expressions; writing/solving equations and inequalities; coordinate system

Third Nine Weeks: Line and rotational symmetry; transformations; similar shapes; complementary/supplementary angles; circumference/area of a circle; surface area of rectangular prisms and cylinders; area/perimeter of irregular shapes

Fourth Nine Weeks: Measures of central tendency (mean, median, mode); theoretical probability; complementary events; frequency tables; histograms; stem and leaf plots

The Approved Curriculum includes various resources for teachers. A Pacing Guide is included which indicates the Standards/Indicators taught in each nine-week period. Also included on the pacing guide page is a suggested order of teaching. Units, which are designed to support specific topics during each nine week period, are included and are listed on the pacing guide page. The units include Teacher Background information, sample assessment questions, activities and organization for instruction, and Unit Tests. Writing is integrated within the units through daily journal writing. Differentiated learning is apparent throughout each unit in the hands-on activities and the Accelerated Extensions. Other strategies for re-teaching can be found in the Individual Indicator Pages of the Approved Curriculum.

Also included are Individual standard/indicator pages which offer vocabulary, teaching strategies, student activities, textbook correlations, resources, and sample assessments. Clarifications from the South Carolina Mathematics Support Document assist in the teaching of

resource materials provide strong preparation for teaching the process and content standards and to prepare students for the administration of the South Carolina State Assessment.

LCCPA Charter School Content Specific mandated testing will be administered at the end of each nine week marking period to assess the concepts and skills taught during that period of time. The items in this assessment will be based on both the Crosswalk document and the indicators noted in the General Overview provided by the SDE where fluency is expected at this grade level. The test will be counted as a percentage of the students' grade. The state testing program, administered in the spring, will assess all concepts and skills taught during the year.

Approved Curriculum Overview - Grade 7 Mathematics

The middle school math curriculum is organized by grade level into four nine weeks grading periods. The 7th grade mathematics instructional emphasis for each nine weeks is as follows:

First Nine Weeks: Percents, Rational Numbers, Square Roots/Perfect Squares, Absolute Value, Integer Operations, Fractions, Ratios/Rates/Proportions, Solving Equations and Inequalities, Proportional Relationships

Second Nine Weeks: Geometric Properties, Similar and Congruent Shapes, Tessellations and Transformations, Perimeter/Area/Volume/Surface Area of Three-dimensional shapes, Proportional Reasoning, Congruent and Supplementary Angle Relationships, Metric System, Conversions between U.S. and Metric Systems

Third Nine Weeks: Discount/Tax/Tip/Interest/Unit Cost, Standard Form, Exponential Form, Scientific Notation, Geometric Patterns and Pattern Relationships, Slope, Proportional Relationships and Graphing Equations

Third Nine Weeks: Line and rotational symmetry; transformations; similar shapes; complementary/supplementary angles; circumference/area of a circle; surface area of rectangular prisms and cylinders; area/perimeter of irregular shapes

Fourth Nine Weeks: Proportional relationships; measures of central tendency (mean, median, mode); theoretical probability, complementary events, frequency tables, histograms, stem and leaf plots

The Approved Curriculum includes various resources for teachers. A Pacing Guide is included which indicates the Standards/Indicators taught in each nine-week period. Also included on the pacing guide page is a suggested order of teaching. Units, which are designed to support specific topics during each nine week period, are included and are listed on the pacing guide page. The units include Teacher Background information, sample assessment questions, activities and organization for instruction, and Unit Tests. Writing is integrated within the units through daily journal writing. Differentiated learning is apparent throughout each unit in the hands-on activities and the Accelerated Extensions. Other strategies for re-teaching can be found in the Individual Indicator Pages of the Approved Curriculum.

Also included are Individual standard/indicator pages which offer vocabulary, teaching strategies, student activities, textbook correlations, resources, and sample assessments. Clarifications from the South Carolina Mathematics Support Document assist in the teaching of the indicators. If a statement from the Support Document is applicable, it will be listed as the first strategy on the indicator page. A works cited page includes supplemental material, such as the Navigating Series containing Algebra, Geometry, Probability, and Data Analysis activities and the Math'scool correlation. The Units, Unit Assessments, Indicator pages, and other

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LCCPA Charter School Content Specific mandated testing will be administered at the end of each nine week marking period to assess the concepts and skills taught during that period of time. The items in this assessment will be based on both the Crosswalk document and the indicators noted in the General Overview provided by the SDE where fluency is expected at this grade level. The test will be counted as a percentage of the students' grade. The state testing program, administered in the spring, will assess all concepts and skills taught during the year.

Approved Curriculum Overview - Grade 7

Pre-Algebra Mathematics

The middle school math curriculum is organized by grade level into four nine weeks grading periods. The Pre-Algebra 7thgrade mathematics instructional emphasis for each nine weeks is as follows:

First Nine Weeks: Percents; Rational Numbers; Irrational Numbers; Fractions; Integer Operations; Perfect Squares, Square roots, and Cube roots; Absolute Value; Ratio, Rates, Proportions; Solving Equations and Inequalities

Second Nine Weeks: Geometric Properties, Similar and Congruent Shapes; Tessellations and Transformations; Perimeter and Area; Proportional Reasoning; Congruent and Supplementary Angle Relationships; Surface Area and Volume of three-dimensional shapes; Metric System, Conversions between U.S. and Metric System (Two-step unit analysis)

Third Nine Weeks: Discount, Tax, Tips, Interest, Unit Cost; Standard and Exponential Form, Scientific Notation; Geometric Patterns and Pattern Relationships, Algebraic Properties and Relationships; Proportional Reasoning and Similar Shapes; Intercepts and Intersections, Graphing Equations, Slope; Linear Functions

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Fourth Nine Weeks: Data Analysis, Theoretical/Experimental Probability, Probability of Simple and Compound Events, Box Plots, Circle Graphs

The Approved Curriculum includes various resources for teachers. A Pacing Guide is included which indicates the Standards/Indicators taught in each nine-week period. Also included on the pacing guide page is a suggested order of teaching. Units, which are designed to support specific topics during each nine week period, are included and are listed on the pacing guide page. Not all indicators in the Pacing Guide are covered in the unit. These indicators will be used to create additional units in the future. The units include Teacher Background information, sample assessment questions, activities and organization for instruction, and Unit Tests. Writing is integrated within the units through daily journal writing. Differentiated learning is apparent throughout each unit in the hands-on activities and the Accelerated Extensions. Other strategies for re-teaching can be found in the Individual Indicator Pages of the Approved Curriculum.

Also included are Individual standard/indicator pages which offer vocabulary, teaching strategies, student activities, textbook correlations, resources, and sample assessments. Clarifications from the South Carolina Mathematics Support Document assist in the teaching of the indicators. If a statement from the Support Document is applicable, it will be listed as the first strategy on the indicator page. A works cited page includes supplemental material, such as the Navigating Series containing Algebra, Geometry, Probability, and Data Analysis activities and the Math'scool correlation. The Units, Unit Assessments, Indicator pages, and other resource materials provide strong preparation for teaching the process and content standards and to prepare students for the administration of the South Carolina State Assessment.

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LCCPA Charter School Content Specific mandated testing will be administered at the end of each nine week marking period to assess the concepts and skills taught during that period of time. The items in this assessment will be based on both the Crosswalk document and the indicators noted in the General Overview provided by the SDE where fluency is expected at this grade level. The test will be counted as a percentage of the students' grade. The state testing program, administered in the spring, will assess all concepts and skills taught during the year.

Approved Curriculum Overview - Grade 8 Mathematics

The middle school math curriculum is organized by grade level into four nine weeks grading periods. The 8th grade mathematics instructional emphasis for each nine weeks is as follows:

First Nine Weeks: Demonstrate an understanding of rational numbers and a beginning understanding of irrational numbers. Demonstrate an understanding of the properties and attributes of two dimensional shapes through coordinate, spatial, analytical, and transformational geometry.

Second Nine Weeks: Demonstrate an understanding of proportionality of similar figures, pi, applying formulas to determine volume, levels of accuracy and precision, and relationship between the U.S. Customary and Metric Systems. Demonstrate an understanding of relationships between two variables within one population or sample through data analysis and probability.

Third Nine Weeks: Demonstrate an understanding of equations, inequalities, and linear functions.

Fourth Nine Weeks: Demonstrate an understanding of relationships between two variables within one population or sample through data analysis and probability.

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Fourth Nine Weeks: Data Analysis; Theoretical/Experimental Probability, Probability of Simple and Compound Events, Odds; Scatter Plots; Matrices; Box Plots; Circle Graphs; Measures of Central Tendency

The Approved Curriculum includes various resources for teachers. A Pacing Guide is included which indicates the Standards/Indicators taught in each nine-week period. Also included on the pacing guide page is a suggested order of teaching. Units, which are designed to support specific topics during each nine week period, are included and are listed on the pacing guide page. Not all indicators in the Pacing Guide are covered in the unit. These indicators will be used to create additional units in the future. The units include Teacher Background information, sample PACT-like questions, activities and organization for instruction, and Unit Tests. Writing is integrated within the units through daily journal writing. Differentiated learning is apparent throughout each unit in the hands-on activities and the Accelerated Extensions. Other strategies for re-teaching can be found in the Individual Indicator Pages of the Approved Curriculum.

Also included are Individual standard/indicator pages which offer vocabulary, teaching strategies, student activities, textbook correlations, resources, and sample assessments. Clarifications from the South Carolina Mathematics Support Document assist in the teaching of the indicators. If a statement from the Support Document is applicable, it will be listed as the first strategy on the indicator page. A works cited page includes supplemental material, such as the Navigating Series containing Algebra, Geometry, Probability, and Data Analysis activities and the Math'scool correlation. The Units, Unit Assessments, Indicator pages, and other resource materials provide strong preparation for teaching the process and content standards and to prepare students for the administration of the South Carolina State Assessment.

indicators noted in the General Overview provided by the SDE where fluency is expected at this grade level. The test will be counted as a percentage of the students' grade. The state testing program, administered in the spring, will assess all concepts and skills taught during the year.

Approved Curriculum Overview - Grade 8

Accelerated Mathematics

The middle school math curriculum is organized by grade level into four nine weeks grading periods. The 8th grade accelerated mathematics curriculum includes all the 8th grade standards/indicators and a selection of key Algebra indicators from the Elementary Algebra Curriculum (*). The instructional emphasis for each nine weeks is as follows:

First Nine Weeks: Demonstrate an understanding of rational numbers and a beginning understanding of irrational numbers. Demonstrate an understanding of the properties and attributes of two dimensional shapes through coordinate, spatial, analytical, and transformational geometry. * Evaluate expressions by substitution. Apply laws of exponents and roots including the use of scientific notation.

Second Nine Weeks: Demonstrate an understanding of proportionality of similar figures, pi, applying formulas to determine volume, levels of accuracy and precision, and relationship between the U.S. Customary and Metric Systems. Demonstrate an understanding of relationships between two variables within one population or sample through data analysis and probability. * Convert within a system using dimensional analysis. Perform operations with matrices.

Third Nine Weeks: Demonstrate an understanding of equations, inequalities, and linear functions. * Simplify polynomials. Solve and graph linear inequalities.

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The Approved Curriculum includes various resources for teachers. A Pacing Guide is included which indicates the Standards/Indicators taught in each nine-week period. Also included on the pacing guide page is a suggested order of teaching. Units, which are designed to support specific topics during each nine week period, are included and are listed on the pacing guide page. Not all indicators in the Pacing Guide are covered in the unit. These indicators will be used to create additional units in the future. The units include Teacher Background information, sample assessment questions, activities and organization for instruction, and Unit Tests. Writing is integrated within the units through daily journal writing. Differentiated learning is apparent throughout each unit in the hands-on activities and the Accelerated Extensions. Other strategies for re-teaching can be found in the Individual Indicator Pages of the Approved Curriculum.

Also included are Individual standard/indicator pages which offer vocabulary, teaching strategies, student activities, textbook correlations, resources, and sample assessments. Clarifications from the South Carolina Mathematics Support Document assist in the teaching of the indicators. If a statement from the Support Document is applicable, it will be listed as the first strategy on the indicator page. A works cited page includes supplemental material, such as the Navigating Series containing Algebra, Geometry, Probability, and Data Analysis activities and the Math'scool correlation. The Units, Unit Assessments, Indicator pages, and other resource materials provide strong preparation for teaching the process and content standards and to prepare students for the administration of the South Carolina State Assessment.

LCCPA Charter School Content Specific mandated testing will be administered at the end of each nine week marking period to assess the concepts and skills taught during that period of time. The items in this assessment will be based on both the Crosswalk document and the

resource materials provide strong preparation for teaching the process and content standards and to prepare students for the administration of the South Carolina State Assessment.

LCCPA Charter School mandated testing will be at the end of each nine week marking period to assess the concepts and skills taught during that period of time. The items in this assessment will be based on both the Crosswalk document and the indicators noted in the General Overview provided by the SDE where fluency is expected at this grade level. The test will be counted as a percentage of the students' grade. The state testing program, administered in the spring, will assess all concepts and skills taught during the year. The table below provides an example of Anderson District Five First Grade English Language Arts Pacing Calendar:

Fourth Nine Weeks: Demonstrate an understanding of relationships between two variables within one population or sample through data analysis and probability.

* Differentiate between direct and inverse. Classify relationship as function and not a function. Write the equation of a line given slope and y-intercept.

The Approved Curriculum includes various resources for teachers. A Pacing Guide is included which indicates the Standards/Indicators taught in each nine-week period. Also included on the pacing guide page is a suggested order of teaching. Units, which are designed to support specific topics during each nine week period, are included and are listed on the pacing guide page. Not all indicators in the Pacing Guide are covered in the unit. These indicators will be used to create additional units in the future. The units include Teacher Background information, sample assessment questions, activities and organization for instruction, and Unit Tests. Writing is integrated within the units through daily journal writing. Differentiated learning is apparent throughout each unit in the hands-on activities and the Accelerated Extensions. Other strategies for re-teaching can be found in the Individual Indicator Pages of the Approved Curriculum.

Also included are Individual standard/indicator pages which offer vocabulary, teaching strategies, student activities, textbook correlations, resources, and sample assessments. Clarifications from the South Carolina Mathematics Support Document assist in the teaching of the indicators. If a statement from the Support Document is applicable, it will be listed as the first strategy on the indicator page. A works cited page includes supplemental material, such as the Navigating Series containing Algebra, Geometry, Probability, and Data Analysis activities and the Math'scool correlation. The Units, Unit Assessments, Indicator pages, and other

* 1-3.14	Create words by orally adding, deleting, or changing sounds.
1-3.15	Understand the relationship between two or more words (including **synonyms**, **antonyms**, and homonyms).
* 1-3.16	Use pictures and words to construct meaning.
* 1-3.17	Understand environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.
* 1-3.18	Understand the parts of a book (including the front and back covers, the title, and the names of the author and the illustrator).
* 1-3.19	Carry out left-to-right, top-to-bottom, and return-sweep directionality on the printed page.
* 1-3.20	Distinguish among letters, words, and sentences.

***Essential Standards English Language Arts Pacing Guide: Grade 1 July 2007**

GRADE ONE PACING GUIDE 2007-2008 TARGETED STANDARDS FIRST NINE WEEKS	
Reading	
Understanding and Using Literary Texts	
1-1 The students will read and comprehend a variety of literary texts in print and nonprint formats.	
* 1-1.1	Use pictures and words to make and revise predictions about a given literary text.
1-1.2	Analyze a narrative text to determine who the narrator is.
1-1.3	Exemplify sound devices (including onomatopoeia and alliteration) in texts read aloud.
* 1-1.4	Generate a retelling that identifies the characters and the setting in a story and relates the important Events in sequential order.
* 1-1.6	Use relevant details in summarizing stories read aloud.
1-1.9	Classify a text as either fiction or nonfiction.
Understanding and Using Informational Texts	
1-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.	
* 1-2.1	Summarize the central idea and supporting evidence during classroom discussion of an informational text.
* 1-2.2	Analyze informational texts to draw conclusions and make inferences during classroom discussions.
* 1-2.8	Understand functional text features (including tables of contents).
Learning to Read	
1-3 The student will learn to read by applying appropriate skills and strategies.	
* 1-3.1	Use pictures, context, and letter-sound relationships to read unfamiliar words.
1-3.2	Identify base words and their inflectional endings (including -s, -es, -ing, -ed, -er, and -est).
* 1-3.4	Recognize high-frequency words encountered in texts.
* 1-3.7	Use onsets and rimes to decode and generate words.
1-3.8	Use knowledge of letter names and their corresponding sounds to spell words independently.
1-3.9	Use structural analysis to determine the meaning of compound words and contractions.
1-3.11	Create rhyming words in response to an oral prompt.
* 1-3.12	Classify words by categories such as beginning and ending sounds.
* 1-3.13	Identify beginning, middle, and ending sounds in single-syllable words.

ROA_1997

* 1-6.5	Use complete sentences when orally presenting information.

***Essential Standards English Language Arts Pacing Guide: Grade 1 July 2007**

GRADE ONE PACING GUIDE 2007-2008 TARGETED STANDARDS FIRST NINE WEEKS	
WRITING	
Developing Written Communications	
1-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
* 1-4.1	Generate ideas for writing by using techniques such as participating in conversations and looking at pictures.
* 1-4.2	Use simple sentences in writing.
1-4.3	Use pictures, letters, or words to tell a story from beginning to end.
* 1-4.4	Use the conventions of written Standard American English (including those regarding personal pronouns and the distinction between common and proper nouns and singular and plural noun forms).
* 1-4.5	Use proofreading skills to edit for the correct use of written Standard American English: • capitalization (including the first word of a sentence, the names of people, and the pronoun "I"); • the use of periods, exclamation points, and question marks at the end of sentences; and • the correct spelling of high-frequency words.
* 1-4.6	Use revision strategies to improve word choice in written work.
* 1-4.7	Use appropriate spacing between words.
* 1-4.8	Use appropriate word formation by writing from left to right the letters that spell a word.
Producing Written Communications in a Variety of Forms	
1-5 The student will write for a variety of purposes and audiences.	
1-5.3	Create written pieces that describe personal experiences, people, places, or things and that use words that appeal to the senses.
RESEARCHING	
Applying the Skills of Inquiry and Oral Communication	
1-6 The student will access and use information from a variety of sources.	
1-6.1	Generate how and why questions about a topic of interest.
* 1-6.2	Use print sources of information such as books, newspapers, pictures, charts, and graphs and nonprint media to access information.

ROA_1999

* 1-3.7	Use onsets and rimes to decode and generate words.
1-3.8	Use knowledge of letter names and their corresponding sounds to spell words independently.
1-3.9	Use structural analysis to determine the meaning of compound words and contractions.
1-3.11	Create rhyming words in response to an oral prompt.
* 1-3.12	Classify words by categories such as beginning and ending sounds.
* 1-3.13	Identify beginning, middle, and ending sounds in single-syllable words.
* 1-3.14	Create words by orally adding, deleting, or changing sounds.
1-3.15	Understand the relationship between two or more words (including synonyms, antonyms, and **homonyms**).
* 1-3.16	Use pictures and words to construct meaning.
* 1-3.17	Understand environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.
* 1-3.18	Understand the parts of a book (including the front and back covers, the title, and the names of the author and the illustrator).
* 1-3.19	Carry out left-to-right, top-to-bottom, and return-sweep directionality on the printed page.
* 1-3.20	Distinguish among letters, words, and sentences.

ROA 2002

***Essential Standards English Language Arts Pacing Guide: Grade 1 July 2007**

GRADE ONE PACING GUIDE 2007-2008 TARGETED STANDARDS SECOND NINE WEEKS	
Reading	
Understanding and Using Literary Texts	
1-1 The students will read and comprehend a variety of literary texts in print and nonprint formats.	
* 1-1.1	Use pictures and words to make and revise predictions about a given literary text.
1-1.2	Analyze a narrative text to determine who the narrator is.
1-1.3	Exemplify sound devices (including onomatopoeia and alliteration) in texts read aloud.
* 1-1.4	Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.
1-1.5	Understand how elements of the author's craft such as word choice affect the meaning of a given literary text.
* 1-1.6	Use relevant details in summarizing stories read aloud.
1-1.9	Classify a text as either fiction or nonfiction.
Understanding and Using Informational Texts	
1-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.	
* 1-2.1	Summarize the central idea and supporting evidence during classroom discussion of an informational text.
* 1-2.2	Analyze informational texts to draw conclusions and make inferences during classroom discussions.
* 1-2.3	Understand the difference between facts and opinions.
* 1-2.8	Understand functional text features (including tables of contents).
* 1-2.9	Understand cause-and-effect relationships presented in informational texts.
Learning to Read	
1-3 The student will learn to read by applying appropriate skills and strategies.	
* 1-3.1	Use pictures, context, and letter-sound relationships to read unfamiliar words.
1-3.2	Identify base words and their inflectional endings (including -s, -es, -ing, -ed, -er, and -est).
* 1-3.4	1. Recognize high-frequency words encountered in texts.

ROA_2001

RESEARCHING	
Applying the Skills of Inquiry and Oral Communication	
1-6 The student will access and use information from a variety of sources.	
1-6.1	Generate how and why questions about a topic of interest.
* 1-6.2	Use print sources of information such as books, newspapers, pictures, charts, and graphs and nonprint media to access information.
* 1-6.5	Use complete sentences when orally presenting information.
1-6.6	Generate one- and two-step oral directions.

PCA 2004

***Essential Standards English Language Arts Pacing Guide: Grade 1 July 2007**

GRADE ONE PACING GUIDE 2007-2008 TARGETED STANDARDS SECOND NINE WEEKS	
WRITING	
Developing Written Communications	
1-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
* 1-4.1	Generate ideas for writing by using techniques such as participating in conversations and looking at Pictures.
* 1-4.2	2. Use simple sentences in writing.
1-4.3	Use pictures, letters, or words to tell a story from beginning to end.
* 1-4.4	Use the conventions of written Standard American English (including those regarding personal pronouns and the distinction between common and proper nouns and singular and plural noun forms).
* 1-4.5	Use proofreading skills to edit for the correct use of written Standard American English: • capitalization (including the first word of a sentence, the names of people, and the pronoun "I"); • the use of periods, exclamation points, and question marks at the end of sentences; and • the correct spelling of high-frequency words.
* 1-4.6	Use revision strategies to improve word choice in written work.
* 1-4.7	Use appropriate spacing between words.
* 1-4.8	Use appropriate word formation by writing from left to right the letters that spell a word.
Producing Written Communications in a Variety of Forms	
1-5 The student will write for a variety of purposes and audiences.	
1-5.1	Create written communications such as thank you notes for a specific audience.
1-5.2	Create narratives such as stories and journal entries about people, places, actions, or things.
1-5.3	Create written pieces that describe personal experiences, people, places, or things and that use Words that appeal to the senses.

ROA 2003

1-3.8	Use knowledge of letter names and their corresponding sounds to spell words independently.
1-3.9	Use structural analysis to determine the meaning of compound words and contractions.
1-3.10	Organize a series of words by alphabetizing to the first letter.
1-3.11	Create rhyming words in response to an oral prompt.
* 1-3.12	Classify words by categories such as beginning and ending sounds.
* 1-3.13	Identify beginning, middle, and ending sounds in single-syllable words.
* 1-3.14	Create words by orally adding, deleting, or changing sounds.
* 1-3.15	Understand the relationship between two or more words (including **synonyms**, **antonyms**, and **homonyms**).
* 1-3.16	Use pictures and words to construct meaning.
* 1-3.17	Understand environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.
* 1-3.20	Distinguish among letters, words, and sentences.

***Essential Standards English Language Arts Pacing Guide: Grade 1 July 2007**

GRADE ONE PACING GUIDE 2007-2008 TARGETED STANDARDS THIRD NINE WEEKS	
Reading	
Understanding and Using Literary Texts	
1-1 The students will read and comprehend a variety of literary texts in print and nonprint formats.	
* 1-1.1	Use pictures and words to make and revise predictions about a given literary text.
1-1.2	Analyze a narrative text to determine who the narrator is.
1-1.3	Exemplify sound devices (including onomatopoeia and alliteration) in texts read aloud.
* 1-1.4	Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.
1-1.5	Understand how elements of the author's craft such as word choice affect the meaning of a given literary text.
* 1-1.6	Use relevant details in summarizing stories read aloud.
1-1.9	Classify a text as either fiction or nonfiction.
Understanding and Using Informational Texts	
1-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.	
* 1-2.1	Summarize the central idea and supporting evidence during classroom discussion of an informational text.
* 1-2.2	Analyze informational texts to draw conclusions and make inferences during classroom discussions.
* 1-2.3	Understand the difference between facts and opinions.
* 1-2.8	Understand functional text features (including tables of contents).
* 1-2.9	Understand cause-and-effect relationships presented in informational texts.
Learning to Read	
1-3 The student will learn to read by applying appropriate skills and strategies.	
* 1-3.1	Use pictures, context, and letter-sound relationships to read unfamiliar words.
1-3.2	Identify base words and their inflectional endings (including -s, -es, -ing, -ed, -er, and -est).
* 1-3.4	Recognize high-frequency words encountered in texts.
* 1-3.7	Use onsets and rimes to decode and generate words.

Applying the Skills of Inquiry and Oral Communication	
1-6 The student will access and use information from a variety of sources.	
1-6.1	Generate how and why questions about a topic of interest.
* 1-6.2	Use print sources of information such as books, newspapers, pictures, charts, and graphs and nonprint media to access information.
* 1-6.3	Create categories such as plants and animals to classify information.
* 1-6.5	Use complete sentences when orally presenting information.
1-6.6	Generate one- and two-step oral directions.

***Essential Standards English Language Arts Pacing Guide: Grade 1 July 2007**

GRADE ONE PACING GUIDE 2007-2008 TARGETED STANDARDS THIRD NINE WEEKS	
WRITING	
Developing Written Communications	
1-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
* 1-4.1	Generate ideas for writing by using techniques such as participating in conversations and looking at pictures.
* 1-4.2	Use simple sentences in writing.
1-4.3	Use pictures, letters, or words to tell a story from beginning to end.
* 1-4.4	Use the conventions of written Standard American English (including those regarding personal pronouns and the distinction between common and proper nouns and singular and plural noun forms).
* 1-4.5	Use proofreading skills to edit for the correct use of written Standard American English: • capitalization (including the first word of a sentence, the names of people, and the pronoun "I"); • the use of periods, exclamation points, and question marks at the end of sentences; and • the correct spelling of high-frequency words.
* 1-4.6	Use revision strategies to improve word choice in written work.
* 1-4.7	Use appropriate spacing between words.
* 1-4.8	Use appropriate word formation by writing from left to right the letters that spell a word.
Producing Written Communications in a Variety of Forms	
1-5 The student will write for a variety of purposes and audiences.	
1-5.1	Create written communications such as thank you notes for a specific audience.
1-5.2	Create narratives such as stories and journal entries about people, places, actions, or things.
1-5.3	Create written pieces that describe personal experiences, people, places, or things and that use words that appeal to the senses.
1-5.4	Create written pieces such as simple rhymes and poems to entertain others.
RESEARCHING	

ROA 2007

1-3.9	Use structural analysis to determine the meaning of compound words and contractions.
1-3.10	Organize a series of words by alphabetizing to the first letter.
1-3.11	Create rhyming words in response to an oral prompt.
* 1-3.12	Classify words by categories such as beginning and ending sounds.
* 1-3.13	Identify beginning, middle, and ending sounds in single-syllable words.
* 1-3.14	Create words by orally adding, deleting, or changing sounds.
1-3.15	Understand the relationship between two or more words (including **synonyms**, **antonyms**, and **homonyms**).
* 1-3.16	Use pictures and words to construct meaning.
* 1-3.17	Understand environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.
* 1-3.20	Distinguish among letters, words, and sentences.

***Essential Standards English Language Arts Pacing Guide: Grade 1 July 2007**

GRADE ONE PACING GUIDE 2007-2008 TARGETED STANDARDS FOURTH NINE WEEKS	
Reading	
Understanding and Using Literary Texts	
1-1 The students will read and comprehend a variety of literary texts in print and nonprint formats.	
* 1-1.1	Use pictures and words to make and revise predictions about a given literary text.
1-1.2	Analyze a narrative text to determine who the narrator is.
1-1.3	Exemplify sound devices (including onomatopoeia and alliteration) in texts read aloud.
* 1-1.4	Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.
1-1.5	Understand how elements of the author's craft such as word choice affect the meaning of a given literary text.
* 1-1.6	Use relevant details in summarizing stories read aloud.
1-1.9	Classify a text as either fiction or nonfiction.
Understanding and Using Informational Texts	
1-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.	
* 1-2.1	Summarize the central idea and supporting evidence during classroom discussion of an informational text.
* 1-2.2	Analyze informational texts to draw conclusions and make inferences during classroom discussions.
* 1-2.3	Understand the difference between facts and opinions.
* 1-2.8	Understand functional text features (including tables of contents).
* 1-2.9	Understand cause-and-effect relationships presented in informational texts.
Learning to Read	
1-3 The student will learn to read by applying appropriate skills and strategies.	
* 1-3.1	Use pictures, context, and letter-sound relationships to read unfamiliar words.
1-3.2	Identify base words and their inflectional endings (including -s, -es, -ing, -ed, -er, and -est).
* 1-3.4	Recognize high-frequency words encountered in texts.
* 1-3.7	Use onsets and rimes to decode and generate words.
1-3.8	Use knowledge of letter names and their corresponding sounds to spell words independently.

ROA_2009

Applying the Skills of Inquiry and Oral Communication	
1-6 The student will access and use information from a variety of sources.	
1-6.1	Generate how and why questions about a topic of interest.
* 1-6.2	Use print sources of information such as books, newspapers, pictures, charts, and graphs and nonprint media to access information.
* 1-6.3	Create categories such as plants and animals to classify information.
* 1-6.5	Use complete sentences when orally presenting information.
1-6.6	Generate one- and two-step oral directions.

***Essential Standards English Language Arts Pacing Guide: Grade 1 July 2007**

GRADE ONE PACING GUIDE 2007-2008 TARGETED STANDARDS FOURTH NINE WEEKS	
WRITING	
Developing Written Communications	
1-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
* 1-4.1	Generate ideas for writing by using techniques such as participating in conversations and looking at pictures.
* 1-4.2	Use simple sentences in writing.
1-4.3	Use pictures, letters, or words to tell a story from beginning to end.
* 1-4.4	Use the conventions of written Standard American English (including those regarding personal pronouns and the distinction between common and proper nouns and singular and plural noun forms).
* 1-4.5	Use proofreading skills to edit for the correct use of written Standard American English: • capitalization (including the first word of a sentence, the names of people, and the pronoun "I"); • the use of periods, exclamation points, and question marks at the end of sentences; and • the correct spelling of high-frequency words.
* 1-4.6	Use revision strategies to improve word choice in written work.
* 1-4.7	Use appropriate spacing between words.
* 1-4.8	Use appropriate word formation by writing from left to right the letters that spell a word.
Producing Written Communications in a Variety of Forms	
1-5 The student will write for a variety of purposes and audiences.	
1-5.1	Create written communications such as thank you notes for a specific audience.
1-5.2	Create narratives such as stories and journal entries about people, places, actions, or things.
1-5.3	Create written pieces that describe personal experiences, people, places, or things and that use words that appeal to the senses.
1-5.4	Create written pieces such as simple rhymes and poems to entertain others.
RESEARCHING	

ROA_2011

COMPONENT	READING ALOUD	SHARED READING	SMALL GROUP INSTRUCTION (Guided Reading)	INDEPENDENT READING
GRADE LEVEL	K-12	K-12	K-12	K-12
DESCRIPTION	Teacher reads a variety of texts aloud to students modeling strategies efficient readers use and what fluent, expressive reading sounds like.	Teacher models the reading of a text (e.g., basal selections, trade books, big books, poems, song lyrics, plays) while students follow along.	Teacher supports students in their reading development by choosing texts and planning appropriate instruction based on the students' needs and interests. During this process, students practice applying strategies to increasingly challenging reading material while the teacher creates an environment that allows for a gradual release of responsibility.	Students select and read text on their own.
PURPOSE	▪ Develops an appreciation for all types of text ▪ Instills a love of reading ▪ Provides an adult model of fluent reading ▪ Promotes language and vocabulary development ▪ Provides all students access to the same text ▪ Provides a springboard for writing, communication, and research ▪ Provides exposure to a variety of topics and genres	▪ Develops concepts about print and familiarizes students with features of text ▪ Allows teachers to use a "think aloud" approach to demonstrate and model the use of reading comprehension strategies (e.g., decoding, predicting, questioning) ▪ Provides opportunities for introducing and reinforcing reading strategies in context ▪ Develops an awareness and appreciation for a variety of genres	▪ Provides opportunities for teachers to observe and document reading behaviors as students independently read and process new texts ▪ Provides opportunities for teachers to use assessment information to make appropriate instructional decisions ▪ Provides opportunities for students to apply reading strategies to instructionally-appropriate text	▪ Provides opportunities for students to apply reading strategies in an independent context ▪ Provides opportunities for independent book selection ▪ Promotes reading fluency and comprehension ▪ Encourages reading for pleasure and information
FREQUENCY	Daily (any subject area)	Daily (any subject area)	Daily—not all small groups will meet each day	Daily (any subject area)
STRUCTURE	Whole class or small group	Whole class or small group	Small group	Individual, with a partner, or in small groups

Reading Components in a Balanced Literacy Classroom

***Essential Standards English Language Arts Pacing Guide: Grade 1 July 2007**

GRADE ONE PACING GUIDE 2007-2008 EMBEDDED STANDARDS	
Reading	
Understanding and Using Literary Texts	
1-1 The students will read and comprehend a variety of literary texts in print and nonprint formats.	
1-1.7	Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts.
1-1.8	Carry out independent reading for extended periods of time to derive pleasure.
Understanding and Using Informational Texts	
1-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.	
1-2.4	Create responses to informational texts through a variety of methods such as drawings, written works, and oral presentations.
1-2.5	Carry out independent reading for extended periods of time to gain information.
1-2.6	Understand that headings, subheadings, and print styles (e.g., italics, bold, larger type) provide information to the reader.
1-2.7	Understand graphic features such as illustrations, graphs, charts, and maps as sources of information.
Learning to Read	
1-3 The student will learn to read by applying appropriate skills and strategies	
1-3.3	Use vocabulary acquired from a variety of sources (including conversations, texts read-aloud, and the media).
* 1-3.5	Use appropriate phrasing and intonation when reading familiar texts aloud.
1-3.6	Use appropriate voice level and intonation when speaking and reading aloud.
RESEARCHING	
Applying the Skills of Inquiry and Oral Communication	
1-6 The student will access and use information from a variety of sources.	
* 1-6.4	Use the Internet with the aid of a teacher.

Lake City College Preparatory Academy Charter School

Writing Components in a Balanced Literacy Classroom

ROA_201

COMPONENT	INTERACTIVE WRITING	SHARED WRITING	GUIDED WRITING	INDEPENDENT WRITING
GRADE	K-2	K-12	K-12	K-12
DESCRIPTION	Teachers and students collaboratively develop text while "sharing the pen" to write it.	Teacher and students work together to compose texts with the teacher serving as a scribe.	Teacher provides explicit instruction and continuous feedback during all stages of the writing process as needed to individual students or small groups of students.	Students compose and write their own texts.
PURPOSE	• Provides students with opportunities to learn about and participate in the process of writing • Teaches concepts of print • Provides opportunities to apply letter-sound knowledge and spelling patterns in context • Provides opportunities for students to read and write high-frequency words • Helps students understand that reading and writing are reciprocal processes • Provides texts that children can revisit and read independently	• Demonstrates how the writing process works by focusing on grade level specific features of composing, written expression, and mechanics/usage • Teaches and models writing and conventions of print • Provides opportunities for students to contribute ideas • Models writing a variety of text types • Provides written language references for the classroom	• Allows teachers to teach the writing process and to model writing strategies • Provides opportunities for students to write in different genres with teacher support on assigned and self-selected topics • Provides opportunities for students to reflect on their writing and to use feedback (from teacher or peers) to make corrections and revisions • Provides opportunities for students to discuss and share what they have written • Provides students opportunities to utilize technology when appropriate	• Provides opportunities to apply the writing process on self-selected or assigned topics • Provides opportunities to write in different genres for different purposes and audiences • Provides opportunities for students to produce writing in different forms (e.g., expository, descriptive, narrative, persuasive) • Provides opportunities for students to discuss and share what they have written • Provides opportunities for students to utilize technology when appropriate
FREQUENCY	Daily in Kindergarten (as needed in grades 1 and 2;any subject area)	Daily (any subject area)	Daily (any subject area)	Daily (any subject area)
STRUCTURE	Whole class or small group	Whole class or small group	Individual or small group	Individual

Lake City College Preparatory Academy Charter School

ENGLISH 1
FIRST NINE WEEKS
TARGETED INDICATORS
2008-2009

E1-5.1	Create informational pieces (for example, letters of request, inquiry, or complaint) that use language appropriate for the specific audience.
E1-5.2	Create narratives (for example, personal essays, memoirs, or narrative poems) that use descriptive language to create tone and mood.
Standard E1-6	**RESEARCHING, APPLYING THE SKILLS OF INQUIRY AND ORAL COMMUNICATION**
E1-6.1	Clarify and refine a research topic.
E1-6.2	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
E1-6.3	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citation) to properly credit the work of others.
E1-6.7	Use a variety of print and electronic reference materials.
E1-6.8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

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Lake City College Preparatory Academy Charter School

ENGLISH 1
FIRST NINE WEEKS
TARGETED INDICATORS
2008-2009

Standard E1-1	**READING: UNDERSTANDING AND USING LITERARY TEXTS**
Students in English 1 read four major types of literary texts: fiction, literary nonfiction, poetry and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, young adult novels, science fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.	
E1-1.4	Analyze the relationship among character, plot, conflict, and theme in a given literary text.
E1-1.5	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
E1-1.7	Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).
Standard E1-2	**READING: UNDERSTANDING AND USING INFORMATIONAL TEXTS**
Students in English 1 read informational (expository/persuasive/argumentative) texts of the following types: historical documents, research reports, essays (for example, social, political, scientific, historical, natural history), position papers (for example, persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (for example, book, movie, product), contracts, government documents, business forms, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.	
E1-2.1	Compare/contrast theses within and across informational texts.
E1-2.2	Compare/contrast information within and across texts to draw conclusions and make inferences.
E1-2.3	Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinions).
E1-2.5	Analyze the impact that text elements have on the meaning of a given informational text.
E1-2.6	Analyze information from graphic features (for example, charts and graphs) in informational texts.
Standard E1-3	**READING: BUILDING VOCABULARY**
E1-3.1	Use context clues to determine the meaning of technical terms and other unfamiliar words.
E1-3.2	Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.
E1-3.3	Interpret euphemisms and connotations of words to understand the meaning of a given text.
E1-3.4	Spell new words using Greek and Latin roots and affixes.
Standard E1-4	**WRITING: DEVELOPING WRITTEN COMMUNICATIONS**
E1-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
E1-4.2	Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
E1-4.3	Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).
E1-4.4	Use grammatical conventions of written Standard American English, including • subject-verb agreement, • pronoun-antecedent agreement, • agreement of nouns and their modifiers, • verb formation, • pronoun case, • formations of comparative and superlative adjectives and adverbs, and • idiomatic usage.
E1-4.5	Edit written pieces for correct use of Standard American English, including the reinforcement of the mechanics previously taught.
E1-4.6	Revise writing to improve clarity, tone, voice, content, and the development of ideas.
Standard E1-5	**WRITING: PRODUCING WRITTEN COMMUNICATIONS IN A VARIETY OF FORMS**

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ENGLISH 1
SECOND NINE WEEKS
TARGETED INDICATORS
2008-2009

Standard E1-1	**READING: UNDERSTANDING AND USING LITERARY TEXTS**
Students in English 1 read four major types of literary texts: fiction, literary nonfiction, poetry and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, young adult novels, science fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.	
E1-1.1	Compare/contrast ideas within and across literary texts to make inferences.
E1-1.2	Analyze the impact of point of view on literary texts.
E1-1.3	Interpret devices of figurative language (including **extended metaphor, oxymoron, pun, and paradox**).
E1-1.5	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, **symbolism, irony,** and allusion) on the meaning of literary texts.
Standard E1-2	**READING: UNDERSTANDING AND USING INFORMATIONAL TEXTS**
Students in English 1 read informational (expository/persuasive/argumentative) texts of the following types: historical documents, research reports, essays (for example, social, political, scientific, historical, natural history), position papers (for example, persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (for example, book, movie, product), contracts, government documents, business forms, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.	
E1-2.3	Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinions).
E1-2.7	Analyze propaganda techniques in informational texts.
Standard E1-3	**READING: BUILDING VOCABULARY**
E1-3.2	Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.
E1-3.3	Interpret **euphemisms** and connotations of words to understand the meaning of a given text.
E1-3.4	Spell new words using Greek and Latin roots and affixes.
Standard E1-4	**WRITING: DEVELOPING WRITTEN COMMUNICATIONS**
E1-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
E1-4.2	Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
E1-4.3	Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).
E1-4.4	Use grammatical conventions of written Standard American English, including • subject-verb agreement, • pronoun-antecedent agreement, • agreement of nouns and their modifiers, • verb formation, • pronoun case, • formations of comparative and superlative adjectives and adverbs, and • idiomatic usage.
E1-4.5	Edit written pieces for correct use of Standard American English, including the reinforcement of the mechanics previously taught.
E1-4.6	Revise writing to improve clarity, tone, voice, content, and the development of ideas.

Standard E1-5	**WRITING: PRODUCING WRITTEN COMMUNICATIONS IN A VARIETY OF FORMS**
E1-5.1	Create informational pieces (for example, letters of request, inquiry, or complaint) that use language appropriate for the specific audience.

ENGLISH 1 SECOND NINE WEEKS TARGETED INDICATORS 2008-2009	
E1-5.4	Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).
Standard E1-6	**RESEARCHING: APPLYING THE SKILLS OF INQUIRY AND ORAL COMMUNICATION**
E1-6.1	Clarify and refine a research topic.
E1-6.2	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
E1-6.3	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citation) to properly credit the work of others.
E1-6.7	Use a variety of print and electronic reference materials.
E1-6.8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

ENGLISH 1
THIRD NINE WEEKS
TARGETED INDICATORS
2008-2009

	FORMS
E1-5.5	Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for the purpose and audience.
Standard E1-6	**RESEARCHING, APPLYING THE SKILLS OF INQUIRY AND ORAL COMMUNICATION**
E1-6.1	Clarify and refine a research topic.
E1-6.2	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
E1-6.3	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citation) to properly credit the work of others.
E1-6.4	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
E1-6.5	Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.
E1-6.6	Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
E1-6.7	Use a variety of print and electronic reference materials.
E1-6.8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

ENGLISH 1
THIRD NINE WEEKS
TARGETED INDICATORS
2008-2009

Standard E1-1	**READING: UNDERSTANDING AND USING LITERARY TEXTS**
Students in English 1 read four major types of literary texts: fiction, literary nonfiction, poetry and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, young adult novels, science fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.	
E1-1.1	Compare/contrast ideas within and across literary texts to make inferences.
E1-1.3	Interpret devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).
E1-1.4	Analyze the relationship among character, plot, conflict, and theme in a given literary text.
E1-1.5	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
E1-1.7	Read independently for extended periods of time for pleasure.
Standard E1-2	**READING: UNDERSTANDING AND USING INFORAMTIONAL TEXTS**
Students in English 1 read informational (expository/persuasive/argumentative) texts of the following types: historical documents, research reports, essays (for example, social, political, scientific, historical, natural history), position papers (for example, persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (for example, book, movie, product), contracts, government documents, business forms, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.	
E1-2.1	Compare/contrast theses within and across informational texts.
E1-2.2	Compare/contrast information within and across texts to draw conclusions and make inferences.
E1-2.3	Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinions).
E1-2.5	Analyze the impact that text elements have on the meaning of a given informational text.
E1-2.7	Analyze propaganda techniques in informational texts.
Standard E1-3	**READING: BUILDING VOCABULARY**
E1-3.1	Use context clues to determine the meaning of technical terms and other unfamiliar words.
E1-3.2	Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.
E1-3.3	Interpret euphemisms and connotations of words to understand the meaning of a given text.
E1-3.4	Spell new words using Greek and Latin roots and affixes.

Standard E1-4	**WRITING: DEVELOPING WRITTEN COMMUNICATIONS**
E1-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
E1-4.2	Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
E1-4.3	Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).
E1-4.4	Use grammatical conventions of written Standard American English, including • subject-verb agreement, • pronoun-antecedent agreement, • agreement of nouns and their modifiers, • verb formation, • pronoun case, • formations of comparative and superlative adjectives and adverbs, and • idiomatic usage.
E1-4.5	Edit written pieces for correct use of Standard American English, including the reinforcement of the mechanics previously taught.
E1-4.6	Revise writing to improve clarity, tone, voice, content, and the development of ideas.
Standard E1-5	**WRITING: PRODUCING WRITTEN COMMUNICATIONS IN A VARIETY OF**

ENGLISH 1 FOURTH NINE WEEKS TARGETED INDICATORS 2008-2009	
	mechanics previously taught.
E1-4.6	Revise writing to improve clarity, tone, voice, content, and the development of ideas.
Standard E1-5	**WRITING: PRODUCING WRITTEN COMMUNICATIONS IN A VARIETY OF FORMS**
E1-5.1	Create informational pieces (for example, letters of request, inquiry, or complaint) that use language appropriate for the specific audience.
E1-5.3	Create descriptions for use in other modes of written works (for example, narrative, expository, and persuasive).
E1-5.5	Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for the purpose and audience.
Standard E1-6	**RESEARCHING: APPLYING THE SKILLS OF INQUIRY AND ORAL COMMUNICATION**
E1-6.1	Clarify and refine a research topic.
E1-6.2	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
E1-6.3	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citation) to properly credit the work of others.
E1-6.7	Use a variety of print and electronic reference materials.
E1-6.8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

ENGLISH 1
FOURTH NINE WEEKS
TARGETED INDICATORS
2008-2009

Standard E1-1	**READING: UNDERSTANDING AND USING LITERARY TEXTS**
Students in English 1 read four major types of literary texts: fiction, literary nonfiction, poetry and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, young adult novels, science fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.	
E1-1.1	Compare/contrast ideas within and across literary texts to make inferences.
E1-1.2	Analyze the impact of point of view on literary texts.
E1-1.3	Interpret devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).
E1-1.4	Analyze the relationship among character, plot, conflict, and theme in a given literary text.
E1-1.5	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
E-1.7	Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).
Standard E1-2	**READING: UNDERSTANDING AND USING INFORMATIONAL TEXTS**
Students in English 1 read informational (expository/persuasive/argumentative) texts of the following types: historical documents, research reports, essays (for example, social, political, scientific, historical, natural history), position papers (for example, persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (for example, book, movie, product), contracts, government documents, business forms, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.	
E1-2.1	Compare/contrast theses within and across informational texts.
E1-2.2	Compare/contrast information within and across texts to draw conclusions and make inferences.
E1-2.3	Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinions).
E1-2.5	Analyze the impact that text elements have on the meaning of a given informational text.
E1-2.6	Analyze information from graphic features (for example, charts and graphs) in informational texts.
E1-2.7	Analyze propaganda techniques in informational texts.
Standard E1-3	**READING: BUILDING VOCABULARY**
E1-3.1	Use context clues to determine the meaning of technical terms and other unfamiliar words.
E1-3.2	Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.
E1-3.3	Interpret euphemisms and connotations of words to understand the meaning of a given text.
E1-3.4	Spell new words using Greek and Latin roots and affixes.

Standard E1-4	**WRITING: DEVELOPING WRITTEN COMMUNICATIONS**
E1-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
E1-4.2	Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
E1-4.3	Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).
E1-4.4	Use grammatical conventions of written Standard American English, including • subject-verb agreement, • pronoun-antecedent agreement, • agreement of nouns and their modifiers, • verb formation, • pronoun case, • formations of comparative and superlative adjectives and adverbs, and • idiomatic usage.
E1-4.5	Edit written pieces for correct use of Standard American English, including the reinforcement of the

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ENGLISH 2
FIRST NINE WEEKS
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Standard E2-1	**READING: UNDERSTANDING AND USING LITERARY TEXTS**
Students in English 2 read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, young adult novels, science fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.	
E2-1.1	Compare/contrast ideas within and across literary texts to make inferences.
E2-1.3	Analyze devices of figurative language (including **extended metaphor**, oxymoron, pun, and **paradox**).
E2-1.4	Analyze the relationship among character, **plot**, **conflict**, and theme in a given literary text.
E2-1.5	Analyze the effect of the author's craft (including **tone** and the use of **imagery**, **flashback**, foreshadowing, **symbolism**, irony, and allusion) on the meaning of literary texts.
E2-1.7	Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).
Standard E2-2	**READING: UNDERSTANDING AND USING INFORMATIONAL TEXTS**
Students in English 2 read informational (expository/persuasive/argumentative) texts of the following types: historical documents, research reports, essays (for example, social, political, scientific, historical, natural history), position papers (for example, persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (for example, book, movie, product), contracts, government documents, business forms, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.	
E2-2.1	Compare/contrast theses within and across informational texts.
E2-2.2	Compare/contrast information within and across texts to draw conclusions and make inferences.
E2-2.3	Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinions).
E2-2.5	Analyze the impact that text elements have on the meaning of a given informational text.
E2-2.7	Analyze propaganda techniques in informational texts.
Standard E2-3	**READING: BUILDING VOCABULARY**
E2-3.1	Use context clues to determine the meaning of technical terms and other unfamiliar words.
E2-3.2	Analyze the meaning of words by using Greek and Latin roots and affixes.
E2-3.3	Interpret euphemisms and the connotations of words to understand the meaning of a given text.
E2-3.4	Spell new words using Greek and Latin roots and affixes.

Standard E2-4	**WRITING: DEVELOPING WRITTEN COMMUNICATIONS**
E2-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
E2-4.2	Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
E2-4.3	Create multiple-paragraph compositions that have an introduction and a conclusion, including a coherent thesis, and use support (for example, definitions and descriptions).
E2-4.4	Use grammatical conventions of written Standard American English, including • subject-verb agreement, • pronoun-antecedent agreement, • agreement of nouns and their modifiers, • verb formation, • pronoun case, • formation of comparative and superlative adjectives and adverbs, and • idiomatic usage.
E2-4.5	Revise writing to improve clarity, tone, voice, content, and the development of ideas.
E2-4.6	Edit written pieces for the correct use of Standard American English, including the reinforcement of conventions previously taught.
Standard E2-5	**WRITING: PRODUCING WRITTEN COMMUNICATIONS IN A VARIETY OF FORMS**
E2-5.1	Create informational pieces (for example, resumes, memos, and letters of request, inquiry, or complaint) that

ENGLISH 1
EMBEDDED INDICATORS
2008-2009

Standard E1-1	**READING: UNDERSTANDING AND USING LITERARY TEXTS**
Students in English 1 read four major types of literary texts: fiction, literary nonfiction, poetry and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, young adult novels, science fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.	
E1-1.6	Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts.
E1-1.8	Read independently for extended periods of time for pleasure.
Standard E1-2	**READING: UNDERSTANDING AND USING INFORAMTIONAL TEXTS**
Students in English 1 read informational (expository/persuasive/argumentative) texts of the following types: historical documents, research reports, essays (for example, social, political, scientific, historical, natural history), position papers (for example, persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (for example, book, movie, product), contracts, government documents, business forms, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.	
E1-2.4	Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).
E1-2.8	Read independently for extended periods of time to gain information.
Standard E1-5	**WRITING: PRODUCING WRITTEN COMMUNICATIONS IN A VARIETY OF FORMS**
E1-5.3	Create descriptions for use in other modes of written works (for example, narrative, expository, and persuasive).
Standard E1-6	**RESEARCHING: APPLYING THE SKILLS OF INQUIRY AND ORAL COMMUNICATION**
E1-6.4	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
E1-6.5	Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.
E1-6.6	Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
E1-6.8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

ENGLISH 2
SECOND NINE WEEKS
TARGETED INDICATORS
2008-2009

Standard E2-1	**READING: UNDERSTANDING AND USING LITERARY TEXTS**
Students in English 2 read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, young adult novels, science fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.	
E2-1.1	Compare/contrast ideas within and across literary texts to make inferences.
E2-1.4	Analyze the relationship among character, plot, conflict, and theme in a given literary text.
E2-1.5	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
E2-1.7	Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).
Standard E2-2	**READING: UNDERSTANDING AND USING INFORMATIONAL TEXTS**
Students in English 2 read informational (expository/persuasive/argumentative) texts of the following types: historical documents, research reports, essays (for example, social, political, scientific, historical, natural history), position papers (for example, persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (for example, book, movie, product), contracts, government documents, business forms, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.	
E2-2.1	Compare/contrast theses within and across informational texts.
E2-2.2	Compare/contrast information within and across texts to draw conclusions and make inferences.
E2-2.3	Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinions).
E2-2.6	Analyze information from graphic features (for example, charts and graphs) in informational texts.
Standard E2-3	**READING: BUILDING VOCABULARY**
E2-3.1	Use context clues to determine the meaning of technical terms and other unfamiliar words.
E2-3.2	Analyze the meaning of words by using Greek and Latin roots and affixes.
E2-3.3	Interpret euphemisms and the connotations of words to understand the meaning of a given text.
E2-3.4	Spell new words using Greek and Latin roots and affixes.
Standard E2-4	**WRITING: DEVELOPING WRITTEN COMMUNICATIONS**
E2-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
E2-4.2	Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
E2-4.3	Create multiple-paragraph compositions that have an introduction and a conclusion, including a coherent thesis, and use support (for example, definitions and descriptions).
E2-4.4	Use grammatical conventions of written Standard American English, including • subject-verb agreement, • pronoun-antecedent agreement, • agreement of nouns and their modifiers, • verb formation, • pronoun case, • formation of comparative and superlative adjectives and adverbs, and • idiomatic usage.
E2-4.5	Revise writing to improve clarity, tone, voice, content, and the development of ideas.
E2-4.6	Edit written pieces for the correct use of Standard American English, including the reinforcement of conventions previously taught.

Standard E2-5	**WRITING: PRODUCING WRITTEN COMMUNICATIONS IN A VARIETY OF FORMS**
E2-5.1	Create informational pieces (for example, resumes, memos, letters of request, inquiry, or complaint) that use language appropriate for the specific audience.

ENGLISH 2 FIRST NINE WEEKS TARGETED INDICATORS 2008-2009	
	use language appropriate for the specific audience.
E2-5.4	Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and first-hand accounts).
E2-5.5	Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language suitable for the purpose and audience.
Standard E2-6	**RESEARCHING: APPLYING THE SKILLS OF INQUIRY AND ORAL COMMUNICATION**
E2-6.1	Clarify and refine a research topic.
E2-6.2	Use direct quotations, paraphrasing, or summarizing to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
E2-6.3	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E2-6.7	Use a variety of print and electronic reference materials.
E2-6.8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

ENGLISH 2
THIRD NINE WEEKS
TARGETED INDICATORS
2008-2009

Standard E2-1	**READING: UNDERSTANDING AND USING LITERARY TEXTS**
Students in English 2 read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, young adult novels, science fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.	
E2-1.1	Compare/contrast ideas within and across literary texts to make inferences.
E2-1.3	Analyze devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).
E2-1.4	Analyze the relationship among character, plot, conflict, and theme in a given literary text.
E2-1.5	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
E2-1.7	Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).
Standard E2-2	**READING: UNDERSTANDING AND USING INFORMATIONAL TEXTS**
Students in English 2 read informational (expository/persuasive/argumentative) texts of the following types: historical documents, research reports, essays (for example, social, political, scientific, historical, natural history), position papers (for example, persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (for example, book, movie, product), contracts, government documents, business forms, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.	
E2-2.1	Compare/contrast theses within and across informational texts.
E2-2.2	Compare/contrast information within and across texts to draw conclusions and make inferences.
E2-2.6	Analyze information from graphic features (for example, charts and graphs) in informational texts.
Standard E2-3	**READING: BUILDING VOCABULARY**
E2-3.1	Use context clues to determine the meaning of technical terms and other unfamiliar words.
E2-3.2	Analyze the meaning of words by using Greek and Latin roots and affixes.
E2-3.3	Interpret euphemisms and the connotations of words to understand the meaning of a given text.
E2-3.4	Spell new words using Greek and Latin roots and affixes.
Standard E2-4	**WRITING: DEVELOPING WRITTEN COMMUNICATIONS**
E2-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
E2-4.2	Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
E2-4.3	Create multiple-paragraph compositions that have an introduction and a conclusion, including a coherent thesis, and use support (for example, definitions and descriptions).
E2-4.4	Use grammatical conventions of written Standard American English, including • subject-verb agreement, • pronoun-antecedent agreement, • agreement of nouns and their modifiers, • verb formation, • pronoun case, • formation of comparative and superlative adjectives and adverbs, and • idiomatic usage.
E2-4.5	Revise writing to improve clarity, tone, voice, content, and the development of ideas.
E2-4.6	Edit written pieces for the correct use of Standard American English, including the reinforcement of conventions previously taught.
Standard E2-5	**WRITING: PRODUCING WRITTEN COMMUNICATIONS IN A VARIETY OF FORMS**
E2-5.1	Create informational pieces (for example, resumes, memos, letters of request, inquiry, or complaint) that use language appropriate for the specific audience.
E2-5.5	Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language suitable for the purpose and audience.

ENGLISH 2 SECOND NINE WEEKS TARGETED INDICATORS 2008-2009	
E2-5.5	Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language suitable for the purpose and audience.
Standard E2-6	**RESEARCHING, APPLYING THE SKILLS OF INQUIRY AND ORAL COMMUNICATION**
E2-6.1	Clarify and refine a research topic.
E2-6.2	Use direct quotations, paraphrasing, or summarizing to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
E2-6.3	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E2-6.4	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
E2-6.5	Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.
E2-6.6	Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
E2-6.7	Use a variety of print and electronic reference materials.
E2-6.8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

Standard E2-6	RESEARCHING: APPLYING THE SKILLS OF INQUIRY AND ORAL COMMUNICATION
E2-6.1	Clarify and refine a research topic.
E2-6.2	Use direct quotations, paraphrasing, or summarizing to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
E2-6.3	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E2-6.7	Use a variety of print and electronic reference materials.
E2-6.8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

ENGLISH 2
FOURTH NINE WEEKS
TARGETED INDICATORS
2008-2009

Standard E2-1	**READING: UNDERSTANDING AND USING LITERARY TEXTS**
Students in English 2 read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, young adult novels, science fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.	
E2-1.1	Compare/contrast ideas within and across literary texts to make inferences.
E2-1.2	Analyze the impact of point of view on literary texts.
E2-1.5	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
E2-1.7	Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).
Standard E2-2	**READING: UNDERSTANDING AND USING INFORMATIONAL TEXTS**
Students in English 2 read informational (expository/persuasive/argumentative) texts of the following types: historical documents, research reports, essays (for example, social, political, scientific, historical, natural history), position papers (for example, persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (for example, book, movie, product), contracts, government documents, business forms, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.	
E2-2.1	Compare/contrast theses within and across informational texts.
E2-2.2	Compare/contrast information within and across texts to draw conclusions and make inferences.
E2-2.3	Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinions).
E2-2.5	Analyze the impact that text elements have on the meaning of a given informational text.
E2-2.6	Analyze information from graphic features (for example, charts and graphs) in informational texts.
Standard E2-3	**READING: BUILDING VOCABULARY**
E2-3.1	Use context clues to determine the meaning of technical terms and other unfamiliar words.
E2-3.2	Analyze the meaning of words by using Greek and Latin roots and affixes.
E2-3.3	Interpret euphemisms and the connotations of words to understand the meaning of a given text.
E2-3.4	Spell new words using Greek and Latin roots and affixes.

Standard E2-4	**WRITING: DEVELOPING WRITTEN COMMUNICATIONS: Use of the conventions of written Standard American English**
E2-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
E2-4.2	Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
E2-4.3	Create multiple-paragraph compositions that have an introduction and a conclusion, including a coherent thesis, and use support (for example, definitions and descriptions).
E2-4.4	Use grammatical conventions of written Standard American English, including • subject-verb agreement, • pronoun-antecedent agreement, • agreement of nouns and their modifiers, • verb formation, • pronoun case, • formation of comparative and superlative adjectives and adverbs, and • idiomatic usage.
E2-4.5	Revise writing to improve clarity, tone, voice, content, and the development of ideas.
E2-4.6	Edit written pieces for the correct use of Standard American English, including the reinforcement of conventions previously taught.
Standard E2-5	**WRITING: PRODUCING WRITTEN COMMUNICATIONS IN A VARIETY OF FORMS**

ENGLISH 2 FOURTH NINE WEEKS TARGETED INDICATORS 2008-2009	
E2-5.1	Create informational pieces (for example, resumes, memos, letters of request, inquiry, or complaint) that use language appropriate for the specific audience.
E2-5.5	Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language suitable for the purpose and audience.
Standard E2-6	**RESEARCHING: APPLYING THE SKILLS OF INQUIRY AND ORAL COMMUNICATION**
E2-6.1	Clarify and refine a research topic.
E2-6.2	Use direct quotations, paraphrasing, or summarizing to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
E2-6.3	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E2-6.7	Use a variety of print and electronic reference materials.
E2-6.8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

ENGLISH 2
EMBEDDED INDICATORS
2008-2009

Standard E2-1	**READING: UNDERSTANDING AND USING LITERARY TEXTS**
Students in English 2 read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, young adult novels, science fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.	
E2-1.6	Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
E2-1.8	Read independently for extended periods of time for pleasure.
Standard E2-2	**READING: UNDERSTANDING AND USING INFORMATIONAL TEXTS**
Students in English 2 read informational (expository/persuasive/argumentative) texts of the following types: historical documents, research reports, essays (for example, social, political, scientific, historical, natural history), position papers (for example, persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (for example, book, movie, product), contracts, government documents, business forms, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.	
E2-2.4	Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).
E2-2.8	Read independently for extended periods of time to gain information.
Standard E2-5	**WRITING: DEVELOPING WRITTEN COMMUNICATIONS**
E2-5.3	Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.
Standard E2-5	**RESEARCHING: APPLYING THE SKILLS OF INQUIRY AND ORAL COMMUNICATION**
E2-6.4	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
E2-6.5	Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.
E2-6.6	Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.

ENGLISH 3
FIRST NINE WEEKS
TARGETED INDICATORS
2008-2009

Standard E3-1	**READING: UNDERSTANDING AND USING LITERARY TEXTS**
Students in English 3 read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.	
E3-1.1	Compare/contrast ideas within and across literary texts to make inferences.
E3-1.2	Evaluate the impact of point of view on literary texts.
E3-1.3	Evaluate devices of figurative language (including **extended metaphor**, oxymoron, pun, and **paradox**).
E3-1.4	Evaluate the relationship among **character**, **plot**, conflict, and theme in a given literary text.
E3-1.5	Analyze the effect of the author's craft (including tone and the use of **imagery**, **flashback**, foreshadowing, **symbolism**, **motif**, irony, and **allusion**) on the meaning of literary texts.
E3-1.7	Evaluate an author's use of genre to convey theme.
Standard E3-2	**READING: UNDERSTANDING AND USING INFORMATIONAL TEXTS**
Students in English 3 read informational (expository/persuasive/argumentative) texts of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertise-ments, journals, speeches, reviews (e.g., book, movie, product), contracts, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.	
E3-2.1	Evaluate theses within and across informational texts.
E3-2.2	Compare/contrast information within and across texts to draw conclusions and make inferences.
E3-2.3	Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinion).
E3-2.6	Evaluate information from graphic features (for example, charts and graphs) in informational texts.
E3-2.7	Evaluate propaganda techniques and rhetorical devices in informational texts.
Standard E3-3	**READING: BUILDING VOCABULARY**
E3-3.1	Use context clues to determine the meaning of technical terms and other unfamiliar words.
E3-3.2	Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.
E3-3.3	Explain how American history and culture have influenced the use and development of the English language.
E3-3.4	Spell new words using Greek and Latin roots and affixes.

Standard E3-4	**WRITING: DEVELOPING WRITTEN COMMUNICATIONS**
E3-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
E3-4.2	Use complete sentences in a variety of types (for example, simple, compound, complex, and compound-complex).
E3-4.3	Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).
E3-4.4	Use grammatical conventions of written Standard American English to clarify and enhance meaning including • subject-verb agreement, • pronoun-antecedent agreement, • agreement of nouns and their modifiers, • verb formation, • pronoun case, • formation of comparative or superlative adjectives and adverbs, and • idiomatic usage.
E3-4.5	Revise writing to improve clarity, tone, voice, content, and the development of ideas.

ENGLISH 3 FIRST NINE WEEKS TARGETED INDICATORS 2008-2009	
E3-4.6	Edit written pieces for the correct mechanics and usage of written Standard American English including • internal and end of sentence punctuation, • commas to indicate appositives, • word placement to avoid ambiguity, • appropriate coordination and subordination, • relationship between and among clauses, • placement of modifiers, and • shifts in construction.
Standard E3-5	**WRITING: PRODUCING WRITTEN COMMUNICATIONS IN A VARIETY OF FORMS**
E3-5.1	Create informational pieces (for example, resumes, memos, and letters of request, inquiry, or complaint) that use language appropriate for the specific audience.
E3-5.2	Create narrative pieces (for example, personal essays, memoirs, or narrative poems) that use figurative language and word choice to create tone and mood.
E3-5.4	Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).
E3-5.5	Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for the purpose and audience.
Standard E3-6	**RESEARCHING: APPLYING THE SKILLS OF INQUIRY AND ORAL COMMUNICATION**
E3-6.1	Clarify and refine a research topic.
E3-6.2	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
E3-6.3	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E3-6.7	Use a variety of print and electronic reference materials.
E3-6.8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

ENGLISH 3
SECOND NINE WEEKS
TARGETED INDICATORS
2008-2009

Standard E3-1 READING: UNDERSTANDING AND USING LITERARY TEXTS	
Students in English 3 read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts; chapter books, adventure stories, historical fiction, contemporary realistic fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.	
E3-1.1	Compare/contrast ideas within and across literary texts to make inferences.
E3-1.2	Evaluate the impact of point of view on literary texts.
E3-1.3	Evaluate devices of figurative language (including **extended metaphor**, oxymoron, **pun**, and **paradox**).
E3-1.4	Evaluate the relationship among character, plot, conflict, and theme in a given literary text.
E3-1.5	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, motif, **irony**, and allusion) on the meaning of literary texts.
E3-1.7	Evaluate an author's use of genre to convey theme.
Standard E3-2 READING: UNDERSTANDING AND USING INFORMATIONAL TEXTS	
Students in English 3 read informational (expository/persuasive/argumentative) texts of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertise-ments, journals, speeches, reviews (e.g., book, movie, product), contracts, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.	
E3-2.1	Evaluate theses within and across informational texts.
E3-2.2	Compare/contrast information within and across texts to draw conclusions and make inferences.
E3-2.5	Evaluate the impact that text elements have on the meaning of a given informational text.
Standard E3-3 READING: BUILDING VOCABULARY	
E3-3.1	Use context clues to determine the meaning of technical terms and other unfamiliar words.
E3-3.2	Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.
E3-3.3	Explain how American history and culture have influenced the use and development of the English language.
E3-3.4	Spell new words using Greek and Latin roots and affixes.

Standard E3-4 WRITING: DEVELOPING WRITTEN COMMUNICATIONS	
E3-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
E3-4.2	Use complete sentences in a variety of types (for example, simple, compound, complex, and compound-complex).
E3-4.3	Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).
E3-4.4	Use grammatical conventions of written Standard American English to clarify and enhance meaning including • subject-verb agreement, • pronoun-antecedent agreement, • agreement of nouns and their modifiers, • verb formation, • pronoun case, • formation of comparative or superlative adjectives and adverbs, and • idiomatic usage.
E3-4.5	Revise writing to improve clarity, tone, voice, content, and the development of ideas.
E3-4.6	Edit written pieces for the correct mechanics and usage of written Standard American English

ENGLISH 3 SECOND NINE WEEKS TARGETED INDICATORS 2008-2009	
	including • internal and end of sentence punctuation, • commas to indicate appositives, • word placement to avoid ambiguity, • appropriate coordination and subordination, • relationship between and among clauses, • placement of modifiers, and • shifts in construction.
Standard E3-5	**WRITING: PRODUCING WRITTEN COMMUNICATIONS IN A VARIETY OF FORMS**
E3-5.1	Create informational pieces (for example, resumes, memos, and letters of request, inquiry, or complaint) that use language appropriate for the specific audience.
E3-5.5	Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for the purpose and audience.
Standard E3-6	**RESEARCHING: APPLYING THE SKILLS OF INQUIRY AND ORAL COMMUNICATIONS**
E3-6.1	Clarify and refine a research topic.
E3-6.2	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
E3-6.3	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E3-6.7	Use a variety of print and electronic reference materials.
E3-6.8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

ENGLISH 3
THIRD NINE WEEKS
TARGETED INDICATORS
2008-2009

Standard E3-1	**READING: UNDERSTANDING AND USING LITERARY TEXTS**
Students in English 3 read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts; chapter books, adventure stories, historical fiction, contemporary realistic fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.	
E3-1.1	Compare/contrast ideas within and across literary texts to make inferences.
E3-1.3	Evaluate devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).
E3-1.4	Evaluate the relationship among character, plot, conflict, and theme in a given literary text.
E3-1.5	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, motif, irony, and allusion) on the meaning of literary texts.
E3-1.7	Evaluate an author's use of genre to convey theme.
Standard E3-2	**READING: UNDERSTANDING AND USING INFORMATIONAL TEXTS**
Students in English 3 read informational (expository/persuasive/argumentative) texts of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertise-ments, journals, speeches, reviews (e.g., book, movie, product), contracts, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.	
E3-2.1	Evaluate theses within and across informational texts.
E3-2.2	Compare/contrast information within and across texts to draw conclusions and make inferences.
E3-2.5	Evaluate the impact that text elements have on the meaning of a given informational text.
E3-2.6	Evaluate information from graphic features (for example, charts and graphs) in informational texts.
Standard E3-3	**READING: BUILDING VOCABULARY**
E3-3.1	Use context clues to determine the meaning of technical terms and other unfamiliar words.
E3-3.2	Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.
E3-3.3	Explain how American history and culture have influenced the use and development of the English language.
E3-3.4	Spell new words using Greek and Latin roots and affixes.

Standard E3-4	**WRITING: DEVELOPING WRITTEN COMMUNICATIONS**
E3-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
E3-4.2	Use complete sentences in a variety of types (for example, simple, compound, complex, and compound-complex).
E3-4.3	Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).
E3-4.4	Use grammatical conventions of written Standard American English to clarify and enhance meaning including • subject-verb agreement, • pronoun-antecedent agreement, • agreement of nouns and their modifiers, • verb formation, • pronoun case, • formation of comparative or superlative adjectives and adverbs, and • idiomatic usage.
E3-4.5	Revise writing to improve clarity, tone, voice, content, and the development of ideas.
E3-4.6	Edit written pieces for the correct mechanics and usage of written Standard American English including

ENGLISH 3
THIRD NINE WEEKS
TARGETED INDICATORS
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	• internal and end of sentence punctuation, • commas to indicate appositives, • word placement to avoid ambiguity, • appropriate coordination and subordination, • relationship between and among clauses, • placement of modifiers, and • shifts in construction.
Standard E3-5	**WRITING: PRODUCING WRITTEN COMMUNICATIONS IN A VARIETY OF FORMS**
E3-5.1	Create informational pieces (for example, resumes, memos, and letters of request, inquiry, or complaint) that use language appropriate for the specific audience.
E3-5.5	Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for the purpose and audience.
Standard E3-6	**RESEARCHING: APPLYING THE SKILLS OF INQUIRY AND ORAL COMMUNICATIONS**
E3-6.1	Clarify and refine a research topic.
E3-6.2	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
E3-6.3	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E3-6.7	Use a variety of print and electronic reference materials.
E3-6.8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

ENGLISH 3
FOURTH NINE WEEKS
TARGETED INDICATORS
2008-2009

Standard E3-1	**READING: UNDERSTANDING AND USING LITERARY TEXTS**
Students in English 3 read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.	
E3-1.1	Compare/contrast ideas within and across literary texts to make inferences.
E3-1.3	Evaluate devices of figurative language (including extended metaphor, **oxymoron**, pun, and **paradox**).
E3-1.4	Evaluate the relationship among **character, plot, conflict**, and theme in a given literary text.
E3-1.5	Analyze the effect of the author's craft (including tone and the use of **imagery, flashback**, foreshadowing, **symbolism**, motif, irony, and **allusion**) on the meaning of literary texts.
E3-1.7	Evaluate an author's use of genre to convey theme.
Standard E3-2	**READING: UNDERSTANDING AND USING INFORMATIONAL TEXTS**
Students in English 3 read informational (expository/persuasive/argumentative) texts of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertise-ments, journals, speeches, reviews (e.g., book, movie, product), contracts, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.	
E3-2.1	Evaluate theses within and across informational texts.
E3-2.2	Compare/contrast information within and across texts to draw conclusions and make inferences.
E3-2.3	Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinion).
E3-2.5	Evaluate the impact that text elements have on the meaning of a given informational text.
E3-2.7	Evaluate propaganda techniques and rhetorical devices in informational texts.
Standard E3-3	**READING: BUILDING VOCABULARY**
E3-3.1	Use context clues to determine the meaning of technical terms and other unfamiliar words.
E3-3.2	Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.
E3-3.3	Explain how American history and culture have influenced the use and development of the English language.
E3-3.4	Spell new words using Greek and Latin roots and affixes.

Standard E3-4	**WRITING: DEVELOPING WRITTEN COMMUNICATIONS**
E3-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
E3-4.2	Use complete sentences in a variety of types (for example, simple, compound, complex, and compound-complex).
E3-4.3	Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).
E3-4.4	Use grammatical conventions of written Standard American English to clarify and enhance meaning including • subject-verb agreement, • pronoun-antecedent agreement, • agreement of nouns and their modifiers, • verb formation, • pronoun case, • formation of comparative or superlative adjectives and adverbs, and

ENGLISH 3 FOURTH NINE WEEKS TARGETED INDICATORS 2008-2009	
	• idiomatic usage.
E3-4.5	Revise writing to improve clarity, tone, voice, content, and the development of ideas.
E3-4.6	Edit written pieces for the correct mechanics and usage of written Standard American English including • internal and end of sentence punctuation, • commas to indicate appositives, • word placement to avoid ambiguity, • appropriate coordination and subordination, • relationship between and among clauses, • placement of modifiers, and • shifts in construction.
Standard E3-5	**WRITING: PRODUCING WRITTEN COMMUNICATIONS IN A VARIETY OF FORMS**
E3-5.1	Create informational pieces (for example, resumes, memos, and letters of request, inquiry, or complaint) that use language appropriate for the specific audience.
E3-5.4	Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).
E3-5.5	Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for the purpose and audience.
Standard E3-6	**RESEARCHING: APPLYING THE SKILLS OF INQUIRY AND ORAL COMMUNICATIONS**
E3-6.1	Clarify and refine a research topic.
E3-6.2	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
E3-6.3 .	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E3-6.7	Use a variety of print and electronic reference materials.
E3-6.8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

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ENGLISH 3
EMBEDDED INDICATORS
2008-2009

Standard E3-1	**READING: UNDERSTANDING AND USING LITERARY TEXTS**
Students in English 3 read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts; chapter books, adventure stories, historical fiction, contemporary realistic fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.	
E3-1.6	Create responses to literary text through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
E3-1.8	Read independently for extended periods of time for pleasure.
Standard E3-2	**READING: UNDERSTANDING AND USING INFORMATIONAL TEXTS**
Students in English 3 read informational (expository/persuasive/argumentative) texts of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertise-ments, journals, speeches, reviews (e.g., book, movie, product), contracts, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.	
E3-2.4	Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).
E3-2.8	Read independently for extended periods of time to gain information.
Standard E3-5	**WRITING: PRODUCING WRITTEN COMMUNICATIONS IN A VARIETY OF FORMS**
E3-5.3	Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.
E3-5.6	Compose effective pieces of writing to respond to prompts in "on-demand" situations.
Standard E3-6	**RESEARCHING: APPLYING THE SKILLS OF INQUIRY AND ORAL COMMUNICATIONS**
E3-6.4	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
E3-6.5	Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.
E3-6.6	Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.

ENGLISH 4
FIRST NINE WEEKS
TARGETED INDICATORS
2008-2009

Standard E4-1	**READING: UNDERSTANDING AND USING LITERARY TEXTS**
Students in English 4 read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: adventure stories, historical fiction, contemporary realistic fiction, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.	
E4-1.1 *	Compare/contrast ideas within and across literary texts to make inferences.
E4-1.3	Evaluate devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).
E4-1.4	Evaluate the relationship among character, plot, conflict, and theme in a given literary text.
E4-1.5	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, motif, irony, and allusion) on the meaning of literary texts.
E4-1.7	Evaluate an author's use of genre to convey theme.
Standard E4-2	**READING: UNDERSTANDING AND USING INFORMATIONAL TEXTS**
Students in English 4 read informational (expository/persuasive/argumentative) texts of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertise-ments, journals, speeches, reviews (e.g., book, movie, product), contracts, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.	
E4-2.1	Evaluate theses within and across informational texts.
E4-2.2	Compare/contrast information within and across texts to draw conclusions and make inferences.
E4-2.6	Evaluate information from graphic features (for example, charts and graphs in informational texts).
Standard E4-3	**READING: BUILDING VOCABULARY**
E4-3.1 *	Use context clues to determine the meaning of technical terms and other unfamiliar words.
E4-3.2	Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.
E4-3.3	Explain how British history and culture have influenced the use and development of the English language.
E4-3.4	Spell new words using Greek and Latin roots and affixes.

Standard E4-4	**WRITING: DEVELOPING WRITTEN COMMUNICATIONS**
E4-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
E4-4.2	Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
E4-4.3	Create multiple paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).
E4-4.4	Use grammatical conventions of written Standard American English to clarify and enhance meaning including • subject-verb agreement, • pronoun-antecedent agreement, • agreement of nouns and their modifiers, • verb formation, • pronoun case, • formation of comparative or superlative adjectives and adverbs, and • idiomatic usage.
E4-4.5	Revise writing to improve clarity, tone, voice, content, and the development of ideas.
E4-4.6	Edit for the correct mechanics and usage of written Standard American English including • internal and end of sentence punctuation, • commas to indicate appositives, • word placement to avoid ambiguity,

ENGLISH 4 FIRST NINE WEEKS TARGETED INDICATORS 2008-2009	
	• appropriate coordination and subordination, • relationship between and among clauses, • placement of modifiers, and • shifts in construction.
Standard E4-5	**WRITING: PRODUCING WRITTEN COMMUNICATIONS IN A VARIETY OF FORMS**
E4-5.1	Create clear and concise career-oriented and technical writings (for example, memos, business letters, résumés, technical reports, and information analyses).
E4-5.5	Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for the purpose and audience.
E4-5.6	Compose effective pieces of writing to respond to prompts in "on-demand" situations.
Standard E4-6	**RESEARCHING: APPLYING THE SKILLS OF INQUIRY AND ORAL COMMUNICATION**
E4-6.1	Clarify and refine a research topic.
E4-6.2	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
E4-6.3	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E4-6.7	Use a variety of print and electronic reference materials.
E4-6.8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

Lake City College Preparatory Academy Charter School

ENGLISH 4
SECOND NINE WEEKS
TARGETED INDICATORS
2008-2009

Standard E4-1	**READING: UNDERSTANDING AND USING LITERARY TEXTS**
Students in English 4 read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: adventure stories, historical fiction, contemporary realistic fiction, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.	
E4-1.1	Compare/contrast ideas within and across literary texts to make inferences.
E4-1.3	Evaluate devices of figurative language (including **extended metaphor**, oxymoron, pun, and **paradox**).
E4-1.4	Evaluate the relationship among **character**, plot, **conflict**, and **theme** in a given literary text.
E4-1.5	Analyze the effect of the author's craft (including **tone** and the use of imagery, flashback, **foreshadowing**, **symbolism**, motif, **irony**, and **allusion**) on the meaning of literary texts.
E4-1.7	Evaluate an author's use of genre to convey theme.
Standard E4-2	**READING: UNDERSTANDING AND USING INFORMATIONAL TEXTS**
Students in English 4 read informational (expository/persuasive/argumentative) texts of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertise-ments, journals, speeches, reviews (e.g., book, movie, product), contracts, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.	
E4-2.1	Evaluate theses within and across informational texts.
E4-2.2	Compare/contrast information within and across texts to draw conclusions and make inferences.
E4-2.3	Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinion).
E4-2.5	Evaluate the impact that text elements have on the meaning of a given informational text.
E4-2.6	Evaluate information from graphic features (for example, charts and graphs in informational texts).
E4-2.7	Evaluate propaganda techniques and rhetorical devices in informational texts.
Standard E4-3	**READING: BUILDING VOCABULARY**
E4-3.1	Use context clues to determine the meaning of technical terms and other unfamiliar words.
E4-3.2	Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.
E4-3.3	Explain how British history and culture have influenced the use and development of the English language.
E4-3.4	Spell new words using Greek and Latin roots and affixes.

Standard E4-4	**WRITING: DEVELOPING WRITTEN COMMUNICATIONS**
E4-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
E4-4.2	Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
E4-4.3	Create multiple paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).
E4-4.4	Use grammatical conventions of written Standard American English to clarify and enhance meaning including • subject-verb agreement, • pronoun-antecedent agreement, • agreement of nouns and their modifiers, • verb formation, • pronoun case, • formation of comparative or superlative adjectives and adverbs, and • idiomatic usage.
E4-4.5	Revise writing to improve clarity, tone, voice, content, and the development of ideas.
E4-4.6	Edit for the correct mechanics and usage of written Standard American English including

ENGLISH 4
SECOND NINE WEEKS
TARGETED INDICATORS
2008-2009

	• internal and end of sentence punctuation, • commas to indicate appositives, • word placement to avoid ambiguity, • appropriate coordination and subordination, • relationship between and among clauses, • placement of modifiers, and • shifts in construction.
Standard E4-5	**WRITING: PRODUCING WRITTEN COMMUNICATIONS IN A VARIETY OF FORMS**
E4-5.1	Create clear and concise career-oriented and technical writings (for example, memos, business letters, résumés, technical reports, and information analyses).
E4-5.5	Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for the purpose and audience.
E4-5.6	Compose effective pieces of writing to respond to prompts in "on-demand" situations.
Standard E4-6	**RESEARCHING: APPLYING THE SKILLS OF INQUIRY AND ORAL COMMUNICATION**
E4-6.1	Clarify and refine a research topic.
E4-6.2	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
E4-6.3	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E4-6.7	Use a variety of print and electronic reference materials.
E4-6.8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

Lake City College Preparatory Academy Charter School

ENGLISH 4
THIRD NINE WEEKS
TARGETED INDICATORS
2008-2009

Standard E4-1	**READING: UNDERSTANDING AND USING LITERARY TEXTS**
Students in English 4 read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: adventure stories, historical fiction, contemporary realistic fiction, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.	
E4-1.1	Compare/contrast ideas within and across literary texts to make inferences.
E4-1.3	Evaluate devices of figurative language (including **extended metaphor**, oxymoron, pun, and **paradox**).
E4-1.4	Evaluate the relationship among **character**, **plot**, **conflict**, and **theme** in a given literary text.
E4-1.5	Analyze the effect of the author's craft (including **tone** and the use of **imagery**, flashback, **foreshadowing**, **symbolism**, **motif**, **irony**, and **allusion**) on the meaning of literary texts.
E4-1.7	Evaluate an author's use of genre to convey theme.
Standard E4-2	**READING: UNDERSTANDING AND USING INFORMATIONAL TEXTS**
Students in English 4 read informational (expository/persuasive/argumentative) texts of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertise-ments, journals, speeches, reviews (e.g., book, movie, product), contracts, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.	
E4-2.1	Evaluate theses within and across informational texts.
E4-2.2	Compare/contrast information within and across texts to draw conclusions and make inferences.
E4-2.3	Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinion).
E4-2.5	Evaluate the impact that text elements have on the meaning of a given informational text.
E4-2.6	Evaluate information from graphic features (for example, charts and graphs in informational texts).
Standard E4-3	**READING: BUILDING VOCABULARY**
E4-3.1	Use context clues to determine the meaning of technical terms and other unfamiliar words.
E4-3.2	Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.
E4-3.3	Explain how British history and culture have influenced the use and development of the English language.
E4-3.4	Spell new words using Greek and Latin roots and affixes.

Standard E4-4	**WRITING: DEVELOPING WRITTEN COMMUNICATIONS**
E4-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
E4-4.2	Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
E4-4.3	Create multiple paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).
E4-4.4	Use grammatical conventions of written Standard American English to clarify and enhance meaning including • subject-verb agreement, • pronoun-antecedent agreement, • agreement of nouns and their modifiers, • verb formation, • pronoun case, • formation of comparative or superlative adjectives and adverbs, and • idiomatic usage.
E4-4.5	Revise writing to improve clarity, tone, voice, content, and the development of ideas.
E4-4.6	Edit for the correct mechanics and usage of written Standard American English including • internal and end of sentence punctuation.

ENGLISH 4
THIRD NINE WEEKS
TARGETED INDICATORS
2008-2009

	• commas to indicate appositives, • word placement to avoid ambiguity, • appropriate coordination and subordination, • relationship between and among clauses, • placement of modifiers, and • shifts in construction.
Standard E4-5	**WRITING: PRODUCING WRITTEN COMMUNICATIONS IN A VARIETY OF FORMS**
E4-5.1	Create clear and concise career-oriented and technical writings (for example, memos, business letters, résumés, technical reports, and information analyses).
E4-5.4	Create persuasive writings (for example, editorials, essays, speeches, or reports) that address a specific audience and use logical arguments supported by facts or expert opinions.
E4-5.5	Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for the purpose and audience.
E4-5.6	Compose effective pieces of writing to respond to prompts in "on-demand" situations.
Standard E4-6	**RESEARCHING: APPLYING THE SKILLS OF INQUIRY AND ORAL COMMUNICATION**
E4-6.1	Clarify and refine a research topic.
E4-6.2	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
E4-6.3	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E4-6.7	Use a variety of print and electronic reference materials.
E4-6.8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

Lake City College Preparatory Academy Charter School

ENGLISH 4
FOURTH NINE WEEKS
TARGETED INDICATORS
2008-2009

Standard E4-1	**READING: UNDERSTANDING AND USING LITERARY TEXTS**
Students in English 4 read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: adventure stories, historical fiction, contemporary realistic fiction, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.	
E4-1.1	Compare/contrast ideas within and across literary texts to make inferences.
E4-1.2	Evaluate the impact of point of view on literary texts.
E4-1.3	Evaluate devices of figurative language (including **extended metaphor, oxymoron, pun,** and **paradox**).
E4-1.4	Evaluate the relationship among **character, plot, conflict,** and **theme** in a given literary text.
E4-1.5	Analyze the effect of the author's craft (including **tone** and the use of **imagery, flashback, foreshadowing, symbolism,** motif, **irony,** and **allusion**) on the meaning of literary texts.
E4-1.7	Evaluate an author's use of genre to convey theme.
Standard E4-2	**READING: UNDERSTANDING AND USING INFORMATIONAL TEXTS**
Students in English 4 read informational (expository/persuasive/argumentative) texts of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertise-ments, journals, speeches, reviews (e.g., book, movie, product), contracts, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.	
E4-2.1	Evaluate theses within and across informational texts.
E4-2.2	Compare/contrast information within and across texts to draw conclusions and make inferences.
E4-2.3	Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinion).
E4-2.6	Evaluate information from graphic features (for example, charts and graphs in informational texts).
Standard E4-3	**READING: BUILDING VOCABULARY**
E4-3.1	Use context clues to determine the meaning of technical terms and other unfamiliar words.
E4-3.2	Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.
E4-3.3	Explain how British history and culture have influenced the use and development of the English language.
E4-3.4	Spell new words using Greek and Latin roots and affixes.

Standard E4-4	**WRITING: DEVELOPING WRITTEN COMMUNICATIONS**
E4-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
E4-4.2	Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
E4-4.3	Create multiple paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).
E4-4.4	Use grammatical conventions of written Standard American English to clarify and enhance meaning including • subject-verb agreement, • pronoun-antecedent agreement, • agreement of nouns and their modifiers, • verb formation, • pronoun case, • formation of comparative or superlative adjectives and adverbs, and • idiomatic usage.
E4-4.5	Revise writing to improve clarity, tone, voice, content, and the development of ideas.
E4-4.6	Edit for the correct mechanics and usage of written Standard American English including • internal and end of sentence punctuation,

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ENGLISH 4
FOURTH NINE WEEKS
TARGETED INDICATORS
2008-2009

	• commas to indicate appositives, • word placement to avoid ambiguity, • appropriate coordination and subordination, • relationship between and among clauses, • placement of modifiers, and • shifts in construction.
Standard E4-5	**WRITING: PRODUCING WRITTEN COMMUNICATIONS IN A VARIETY OF FORMS**
E4-5.1	Create clear and concise career-oriented and technical writings (for example, memos, business letters, résumés, technical reports, and information analyses).
E4-5.2	Create narratives (for example, personal essays, memoirs, and narrative poems) that use descriptive language to enhance voice and tone.
E4-5.5	Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for the purpose and audience.
E4-5.6	Compose effective pieces of writing to respond to prompts in "on-demand" situations.
Standard E4-6	**RESEARCHING: APPLYING THE SKILLS OF INQUIRY AND ORAL COMMUNICATION**
E4-6.1	Clarify and refine a research topic.
E4-6.2	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
E4-6.3	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E4-6.7	Use a variety of print and electronic reference materials.
E4-6.8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

ENGLISH 4 EMBEDDED INDICATORS 2008-2009	
Standard E4-1	**READING: UNDERSTANDING AND USING LITERARY TEXTS**
Students in English 4 read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: adventure stories, historical fiction, contemporary realistic fiction, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.	
E4-1.6	Create responses to literary texts through a variety of methods, (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
E4-1.8	Read independently for extended periods of time for pleasure.
Standard E4-2	**READING: UNDERSTANDING AND USING INFORMATIONAL TEXTS**
Students in English 4 read informational (expository/persuasive/argumentative) texts of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertise-ments, journals, speeches, reviews (e.g., book, movie, product), contracts, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.	
E4-2.4	Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).
E4-2.8	Read independently for extended periods of time to gain information.
Standard E4-5	**WRITING: PRODUCING WRITTEN COMMUNICATIONS IN A VARIETY OF FORMS**
E4-5.3	Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.
Standard E4-6	**RESEARCHING: APPLYING THE SKILLS OF INQUIRY AND ORAL COMMUNICATION**
E4-6.4	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
E4-6.5	Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.
E4-6.6	Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.

http://www.ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/standards/science/documents/ScienceStandardsNov182005_001.doc

Please use the website above for further reference to SCDE Standards. Additional Pacing Calendar and other curriculum examples are in Appendix B.

LCCPA will provide foreign language such as Spanish or French depending upon the availability of a teacher in this area. As the school expands, Latin will also be an option depending upon the availability of a teacher. LCCPA will also present technology learning opportunities to students so such technology skills and content knowledge may be acquired in accordance with the technology standards of achievement as provided by the state department of education. Additional examples of curriculum descriptions are included in (Appendix II).

c. If the school plans to offer the South Carolina State High School Diploma, describe the method for meeting the state requirements for the high school diploma.

Awarding High School Diplomas

LCCPA will award the South Carolina State High School Diploma. All high school courses will be in alignment with state requirements for course units, seat time for Carnegie Units, and preparation for required examinations including HSAP and all content specific end of course exams. South Carolina students must earn a total of 24 units of credit in state-approved courses. The unit requirements are distributed as follows:

Subjects	**Units Required**
English/Language Arts	4.0
Mathematics	4.0
Science	3.0
U.S. History and Constitution	1.0
Economics	0.5
U.S. Government	0.5

Other Social Studies	1.0
Physical Education or Junior ROTC	1.0
Computer Science (Incl. keyboarding)	1.0
Foreign Language or Career and Technology Education*	1.0
Electives	7.0
Total	**24**

** One credit (Carnegie Unit) is allotted for 120 hours of seat time; a ½ credit is given for 60 hours of seat time.*

* For a student in a College Prep program to meet the state high school diploma requirements, one unit must be earned in a foreign language (most four-year colleges/universities require at least two years of the same foreign language); for a student in a Tech Prep Program, one unit must be earned in a Tech Prep Program, one unit must be earned in Career and Technology Education.
† The student must demonstrate computer literacy before graduation.
‡ Must pass the exit examination

LCCPA course offerings for high school students will at a minimum include a first-year College Prep course in each of the following: English Language Arts, Mathematics, Science, Social Studies (History, Economics, or Government), Physical Education, Computer Science, and Foreign Language as well as a Fine Arts elective and Performing Arts elective.

d. Explain how the school will comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act

. LCCPA Charter School will comply with the Individuals with Disability Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. Additionally, LCCPA Charter School will demonstrate adherence to all legal principles outlined in the aforementioned legislation including zero reject of children with disabilities; individualized education program; free appropriate public education; least restrictive environment; due process and parental

appropriate, independent living skills; and (2) the transition services (including courses of study) needed to assist the child in reaching those goals. However, in addition to the regular instructional time, special education services may also include specialized, research-based interventions in small groups, as deemed appropriate by the multidisciplinary team.

LCCPA Charter School will also ensure individualize transition services, assistive technology, and other support services deemed necessary by the multidisciplinary team. Additionally, all classrooms and buildings will be fully equipped to address the needs of identified special education students with physical disabilities, such as, but not limited to, visual impairment, auditory impairment, and/or mobility problems. LCCPA Charter School Planning Committee believes that students with exceptional educational needs should be served in appropriate classrooms and views access to the general education program as essential to all students. Further, LCCPA believes every child has a right to a high quality educational program in which he/she can excel academically and experience success.

Overall, if a student has a disabling condition, this success may be contingent upon an adjustment of the techniques and materials of instruction to meet his/her individual needs. LCCPA Charter School in adherence to the law, will conduct special programs in accordance with the provisions of the law and federal and state regulations. Regarding IDEA 613(e)(1)(B), LCCPA Charter School will comply with all federal and state laws as it pertains to accommodations for students with impairments. LCCPA Charter School will not discriminate against individuals who are believed to have handicapping conditions / special needs.

In keeping with its pledge to follow all educational regulations and legalities, LCCPA Charter School will adhere to the criteria for eligibility, reporting, and official records for accommodations under Section 504 and the Individuals with Disabilities Education Act (IDEA).

involvement; and nondiscriminatory evaluation. LCCPA Charter School personnel will ensure the identification of students with special needs as noted below and in the section of this application delineating the IAT Model.

The IAT will identify a student for special education services if (a) the student has a significant skill deficit relative to peers, (b) he/she meets South Carolina State Eligibility Criteria, AND (c) he/she is not showing a significant response to scientifically-validated interventions. Evaluation procedures will be in accordance with federal regulations regarding how to determine whether a student is disabled and the nature and extent of the special education and related services that the student needs.

Development and Implementation of Individualized Education Programs (IEPs).

LCCPA Charter School personnel will develop Individualized Education Plans (IEPs) via collaboration among the regular education teacher, special education teacher, parents, a representative of the school district who can commit resources, related services personnel where appropriate, and other individuals (at the discretion of the parents or LCCPA Charter School) who have knowledge or special expertise regarding the student. This multidisciplinary team will determine appropriate services for the student, including transition, assistive technology, and related support services, and the IEP will reflect the required elements, including the recognition that the state of South Carolina has exceeded the federal regulations in its requirement that transition services be provided at age 13 rather than age 16.

These transitional services will begin not later than the first IEP to be in effect when the child turns 13, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include: (1) appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where

Additionally, the faculty and staff at LCCPA Charter School will receive professional development on an ongoing basis to ensure that students who may qualify for special services are identified in a timely manner. The LCCPA Charter School will also make sure that the instructional delivery and interpersonal relations are conducted appropriately and effectively. Overall, LCCPA Charter School will be committed to ensuring optimal compliance with all applicable Special Education regulations will be guaranteed on a case-by-case basis.

C. Student Assessment

Assessment at each grade level will include the following assessments:

MAP will be utilized along with a variety of teacher generated assessments such as classroom tests, monthly state standard indicator assessments, All NCLB state assessments PACT, HSAP etc., and assignment specific rubrics. Additional information regarding assessment of student achievement is discussed below:

i. Student Achievement and Progress Evaluation

Assessment and Evaluation of Academic Program Formal and informal assessments for discipline specific learning will be used that allow students to demonstrate the new understandings and skills they have gained throughout the units of study. A range of options will be provided for and may be determined by the teacher or team of teachers. Various techniques are used to gather information about student progress Assessment serves as a continuous phase within the evaluation process. Standardized formal assessments such as MAP, PSAT, PACT, HSAP, and End of Course Exams (or any state mandated tests) including in-school teacher tools. Teachers shall use a variety of assessment tools such as: observations, curriculum-embedded questions, oral questioning, rubrics, benchmarks or reference sets, peer and self assessments, standardized criterion, performance assessments, writing samples, exhibitions portfolio assessments (Documentation, Process, Showcase), project and product assessments. Formative and summative evaluation will be conducted during the course of the semester and school year.

Formative evaluation will be an ongoing process whose main purpose will be to (1) keep students and teachers informed about students' progress towards meeting learning objectives; (2) improve teacher instruction and student learning; and (3) allow students to keep track of their

progress while at the same time allowing teachers the opportunity to make program modifications based on students' progress. Summative evaluation will be used to determine what students have learned over a period of time in relation to learning objectives. This progress is analyzed and reported to students, parents and appropriate school personnel. Once this information is given to teachers, it will be used as the focus for professional development.

Professional Development Needs Based On Student Assessment Data

The content area curriculum leaders will work collaboratively to identify; what's working and what needs to be improved; what teacher training needs are necessary. Teachers will be surveyed to identify their training needs as they relate to finding from students assessment data. Once training needs are identified the curriculum leaders will meet with the Principal / Director to set a timeline for teacher training workshops to focus on a specific areas of need. A professional development calendar will be created and distributed. The professional development workshops will be consistently reviewed and revised based upon student assessment (outcomes) data to ensure that teacher training needs are aligned with student needs.

ii. Performance Goals Timeline: LCCPA's expected yearly progress will meet the adequate yearly progress (AYP) required of South Carolina schools as established per the No Child Left Behind Act, or any future mandated state-wide assessment. LCCPA will adhere to all state and federal guidelines with regard to the amount of time schools have to achieve at state-wide required performance levels. According to the requirements of the No Child Left Behind Act (NCLB) one hundred percent of students will be proficient in reading and math by the year 2013-2014. In order to meet that goal, South Carolina schools are expected to meet measurable annual objectives, on state-mandated tests of accountability, that reflect growth of 20.6 percent in English Language Arts and 21.15 percent in Mathematics in equal increments every three years from 2001-2002 to 2013-2014. Therefore LCCPA will be required to meet the following measurable annual objectives on state-mandated test of accountability:

Year	English	Mathematics
Year 1 – 2009-2010	58.8% Proficient	57.8% Proficient
Year 2 – 2010-2011	79.4% Proficient	79.4% Proficient
Year 3 – 2011-2012	79.4% Proficient	79.4% Proficient
Year 4 – 2012-2013	79.4% Proficient	79.4% Proficient
Year 5 – 2013-2014	100% Proficient	100% Proficient

iii. Academic Assistance

All LCCPA students will participate in the statewide assessment program as mandated by current applicable laws and regulations. This program will assess each individual student's progress at each grade level in relation to the statewide curriculum standards and guidelines. Any student who is unable to take any of the tests will take the missed test on the scheduled make-up date. The Measures of Academic Progress (MAP) test and statewide assessment program scores will assist teachers in the identification of student deficiencies. These results will serve as a basis for providing Intervention Services / instruction to those students who do not meet standards. Students that are below meeting academic standards (not performing at an acceptable level) as identified by assessments previously (MAP and / or state assessments etc) mentioned will received additional instruction through extended day services (before or after school etc.) Students that test below benchmarks are required to attend all extended day sessions prepared for him/her and maintain a high attendance rate at each session. Additionally, the student will receive supports and resources through educational supplements that will focus on strengthening the student's ability to improve his/her skills in the area of weakness previously identified.

2. Personnel

i. Administration and Teaching Staff

. LCCPA Charter School will employ administrators and teachers in a manner consistent with the No Child Left Behind (NCLB) Act of 2002 and the Charter School Act of 1996. LCCPA Charter school has not identified, nor promised employment to any future administrative or staff members. However, the governing board will ensure that a minimum of one member of the administrative staff hold current South Carolina certification in administration or have at least one year of experience in the field of school-based administration. It is the intent of LCCPA Charter School philosophy that the school leader should have a skill set that will include ample experience working as a school administrator. The minimal criteria is believed by LCCPA Planning Committee to be an essential tool for accomplishing the mission of the school. Additionally, the planning committee also feels that the school leader / principal/executive director must have a strong background in data-based decision making as an instructional leadership, preferably at a school where the Arts was utilized as a motivating tool for student achievement and parental involvement. Further, the school administrator must have a passion and commitment to excellence as demonstrated by his or her ability to improve academic achievement for all students.

Guidance Counselor

A guidance counselor will be employed by LCCPA Charter School on a contracted basis through a reputable human resources firm that specializes in identifying qualified licensed school guidance counselors. The Principal will assign appropriate responsibilities to the Guidance Counselor, including those mandated by state laws, to

promote student achievement and career information, individual graduation plans and post graduation plans. The South Carolina Guidance Framework will serve as a reference for framing the guidance counselor's role and responsibilities.

In compliance with NCLB (2002) and the Charter School Act of 1996, at least 75% of the teachers at LCCPA Charter School will be certified. For example, each teacher of a core academic content area such as English/Language Arts, mathematics, science, or social studies will either be certified in that area or hold a baccalaureate or graduate degree in that subject; or be duly certified in Special Education or two core content areas. The teachers with elementary certification will teach in any academic area and in any grades allowable by the status of their certification. Additionally, in accordance with SC Charter School Act of 1996 our non certified teachers will be appropriately qualified for the subject matter taught and have completed at least one year of study at an accredited college or university and meet the qualification outlined in Section 59-25-115 and 59-27-10 of the S.C. Code Ann.

ii. Teachers

a. Provide a list of anticipated teaching positions including the grades and content area of instruction

b. The qualifications/certifications that will be required of teachers.

1ST YEAR LCCPA CHARTER SCHOOL ANTICIPATED TEACHING VACANCIES	
(2) Art Contracted	
GRADES K – 6	GRADES 6- 9
(7) Elementary Teachers (2) Fine Arts Teachers (contracted) Dual Certification	4 Teachers (English, math, science, social studies, Foreign Language(dual certification)
YEAR TWO (same as above plus:)	**(same as above plus:)**
	(1) ADDITIONAL SECONDARY TEACHER
YEAR THREE (same as above plus:)	**(same as above plus:)**
Same as above plus .5 Art Teacher (added)	(1) ADDITIONAL SECONDARY TEACHER
	Full time Foreign Language Teacher
YEAR FOUR (same as above plus:)	**(same as above plus:)**
	1 ADDITIONAL SECONDARY TEACHER
1 ADDITIONAL ART (CONTRACTED) TEACHER	

As previously mentioned, all LCCPA Charter School teachers that will be hired will be qualified based upon the regulations expressed in the Charter School Act of 1996 or NCLB Act of 2002. While LCCPA will look for teachers with expertise in more than one area, or with multiple certification, all teaching staff will meet the requirements of the Charter school Act of 1996 and NCLB as previously indicated. Thus, teacher of a core academic content area such as English/Language Arts, mathematics, science, or social studies will either be certified in that area or hold a baccalaureate or graduate degree in that subject. The teachers with elementary certification will teach in any academic area and in any grades allowable by the status of their certification. Additionally, in accordance with SC Charter School Act of 1996 our non certified teachers will be appropriately qualified for the subject matter taught and have completed at least one year of study at an accredited college or university and meet the qualification outlined in Section 59-25-115 and 59-27-10 of the S.C. Code Ann. Additionally, any and all Special Education teachers will be certified in the areas of disability for students needing special

education. Once students are admitted, the special education services will be identified and the teacher employed must have appropriate certification that correlates to the special needs of the identified students with IEPs.

b. Employee Relations

LCCPA Charter School Planning Committee will advertise, recruit and select employees for on the basis of qualifications, and merit. The Planning Committee will adhere to federal and state laws, executive orders, rules and regulations, which mandates that a candidate for employment will not be discriminated against on the basis of race, religion, color, handicap, disability, sex (including pregnancy), citizenship, veteran status, political affiliation, age or national origin. The LCCPA Charter School Planning Committee is committed to nondiscrimination in its employment practices and will pursue affirmative action principles in all phases of the personnel selection process. Additionally, all LCCPA Charter School policies and practices regarding equal opportunity employment will apply to all levels and phases of personnel administration. These include recruitment or recruitment advertising, job vacancy posting and advertisement, selection, and employment. All educators regardless of ethnicity, or any other group affiliations including, but not limited to; religious, political, sexual orientation, racial etc. will receive fair and equal treatment under each program and each section of the Education Improvement Act of 1984 including, but not limited to, employment opportunities and selection for training programs.

The Principal / CEO of School in consultation with the Planning Committee will analyze each job vacancy prior to initiating the recruitment process in order to determine which recruitment strategies will be the most effective for the specific job vacancy. The Principal / CEO of School may consider strategies that include the following: advertisements in local, state and regional newspapers; attend or host career fair(s); online career search engines, advertisements in professional publications; advertisements with college and university placement services; interviews with students enrolled in teacher education programs; internal and external searches;

promote student achievement and career information, individual graduation plans and post graduation plans. The South Carolina Guidance Framework will serve as a reference for framing the guidance counselor's role and responsibilities.

In compliance with NCLB (2002) and the Charter School Act of 1996, at least 75% of the teachers at LCCPA Charter School will be certified. For example, each teacher of a core academic content area such as English/Language Arts, mathematics, science, or social studies will either be certified in that area or hold a baccalaureate or graduate degree in that subject; or be duly certified in Special Education or two core content areas. The teachers with elementary certification will teach in any academic area and in any grades allowable by the status of their certification. Additionally, in accordance with SC Charter School Act of 1996 our non certified teachers will be appropriately qualified for the subject matter taught and have completed at least one year of study at an accredited college or university and meet the qualification outlined in Section 59-25-115 and 59-27-10 of the S.C. Code Ann.

ii. Teachers

a. Provide a list of anticipated teaching positions including the grades and content area of instruction

b. The qualifications/certifications that will be required of teachers.

1ST YEAR LCCPA CHARTER SCHOOL ANTICIPATED TEACHING VACANCIES	
(2) Art Contracted	
GRADES K – 6	GRADES 6- 9
(7) Elementary Teachers (2) Fine Arts Teachers (contracted) Dual Certification	4 Teachers (English, math, science, social studies, Foreign Language(dual certification)
YEAR TWO (same as above plus:)	**(same as above plus:)**
	(1) ADDITIONAL SECONDARY TEACHER
YEAR THREE (same as above plus:)	**(same as above plus:)**
Same as above plus .5 Art Teacher (added)	(1) ADDITIONAL SECONDARY TEACHER
	Full time Foreign Language Teacher
YEAR FOUR (same as above plus:)	**(same as above plus:)**
	1 ADDITIONAL SECONDARY TEACHER
1 ADDITIONAL ART (CONTRACTED) TEACHER	

As previously mentioned, all LCCPA Charter School teachers that will be hired will be qualified based upon the regulations expressed in the Charter School Act of 1996 or NCLB Act of 2002. While LCCPA will look for teachers with expertise in more than one area, or with multiple certification, all teaching staff will meet the requirements of the Charter school Act of 1996 and NCLB as previously indicated. Thus, teacher of a core academic content area such as English/Language Arts, mathematics, science, or social studies will either be certified in that area or hold a baccalaureate or graduate degree in that subject. The teachers with elementary certification will teach in any academic area and in any grades allowable by the status of their certification. Additionally, in accordance with SC Charter School Act of 1996 our non certified teachers will be appropriately qualified for the subject matter taught and have completed at least one year of study at an accredited college or university and meet the qualification outlined in Section 59-25-115 and 59-27-10 of the S.C. Code Ann. Additionally, any and all Special Education teachers will be certified in the areas of disability for students needing special

education. Once students are admitted, the special education services will be identified and the teacher employed must have appropriate certification that correlates to the special needs of the identified students with IEPs.

b. Employee Relations

LCCPA Charter School Planning Committee will advertise, recruit and select employees for on the basis of qualifications, and merit. The Planning Committee will adhere to federal and state laws, executive orders, rules and regulations, which mandates that a candidate for employment will not be discriminated against on the basis of race, religion, color, handicap, disability, sex (including pregnancy), citizenship, veteran status, political affiliation, age or national origin. The LCCPA Charter School Planning Committee is committed to nondiscrimination in its employment practices and will pursue affirmative action principles in all phases of the personnel selection process. Additionally, all LCCPA Charter School policies and practices regarding equal opportunity employment will apply to all levels and phases of personnel administration. These include recruitment or recruitment advertising, job vacancy posting and advertisement, selection, and employment. All educators regardless of ethnicity, or any other group affiliations including, but not limited to; religious, political, sexual orientation, racial etc. will receive fair and equal treatment under each program and each section of the Education Improvement Act of 1984 including, but not limited to, employment opportunities and selection for training programs.

The Principal / CEO of School in consultation with the Planning Committee will analyze each job vacancy prior to initiating the recruitment process in order to determine which recruitment strategies will be the most effective for the specific job vacancy. The Principal / CEO of School may consider strategies that include the following: advertisements in local, state and regional newspapers; attend or host career fair(s); online career search engines, advertisements in professional publications; advertisements with college and university placement services; interviews with students enrolled in teacher education programs; internal and external searches;

inquiries and referrals; professional contacts with community organizations that promote the interest of minority groups; publications and pamphlets; special activities and events for prospective applicants; audiovisual packages and recruiting programs; advertisements on the Internet. Principal / CEO of the School or his/her designee will write and publish the job vacancy announcement/advertisement.

Each individual interested in applying for employment in LCCPA Charter School must apply in writing. The LCCPA Charter School Planning Committee will require each individual making application to submit at a minimum the following documents to the school as part of the application process: application form; South Carolina teaching credential or other certifications or credentials; copy degree or certificates or a transcript, if applicable; and three professional / character references. The school will not consider the individual's application file complete until is has received these documents.

All application for employment will be submitted to the attention of the Principal / CEO of School. He/She will review all applications and perform the initial screening to ensure the applicant meets the minimum requirements for the position. The screening process employed by the Principal / CEO includes verification and evaluation of references and credentials. The applicant's —credentials may include but not be limited to such documents as, college or university transcripts, health certificates, teaching credentials and/or other professional credentials, professional experience, other types of experiences for non academic staff such as industrial, janitorial, building maintenance, food handling experiences etc.

After the initial screenings have taken place, the Principal / CEO of School will utilize the information gained during the selection process to make a determination as to who will be invited to participate in the interview process. The Principal / CEO of School and/or his/her

designee will schedule and conduct interviews individually or jointly with a group of key stakeholders in a group setting. Once the interview process is complete, the Principal / CEO of School will evaluate all application materials received from the selected candidate including documentation noted during the entire recruitment and selection process. Additionally, the Principal / CEO will review once again the application files for all persons who were given consideration. This component of the selection process is utilized as a check system to ensure that the person selected is, in fact, the most qualified. The chosen candidate will undergo a background check and a criminal records check. Upon receiving a clearance to hire which is based upon a passing background criminal records check, and the receipt of all other application requirements, a new hire package is compiled and presented for submission to LCCPA Board by the Principal / CEO of School. Once a Board approval is granted, a written offer of employment will be made to the selected candidate by the Principal / CEO of School.

ii. Teacher Evaluation

LCCPA Charter School is committed to utilizing the South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT). Any teacher in his or her first year of teaching will be issued an Induction contract. These teaching staff members will be evaluated using the induction model under ADEPT. Induction teachers may also include out-of-state teachers with less than one year of experience, or other out-of-state experienced teachers. The Principal / CEO of the Charter School will develop a formal induction program that will provide continuous guidance and support. The yearlong Induction program will include the assignment of an assistance team. One of the members of the assistance team will be a mentor.

Additionally, each induction teacher will participate in monthly support group meetings; observations and seminars; and support for implementation of the ten ADEPT Performance Dimensions of teaching. Teachers who successfully complete the year long ADEPT program may progress to annual contract status the next year. Induction teachers who do not successfully complete the year will be placed on an annual contract and evaluated with the ADEPT TEAM (Team-Based Evaluation and Assistance Model) formal evaluation instrument.
All annual-contract teachers will be evaluated on the ADEPT TEAM evaluation. Annual teachers are defined as those who have successfully completed the induction program; teachers who still need improvement after the first year; and teachers in need of improvement after the second year.

The yearlong TEAM evaluation will include the assignment of a team of evaluators, observations, audiotape interviews, formal conferences, and written feedback from the team of evaluators in early December and in mid April. Recognizing that feedback is an important component of the model, feedback will be given based on the consensus of the team of

evaluators regarding the teacher's performance in each of the ten ADEPT performance dimensions.

Continuing contract teachers will be evaluated using the ADEPT GBE (Goals-Based Evaluation) informal evaluation. Teachers continuing their contract are those who have successfully completed the evaluations at the induction and annual-contract levels. One GBE goal must be accomplished annually in each three-year cycle. Continuing contract teachers will be evaluated a minimum of every three years. The Principal / CEO of the Charter School will have the discretion to evaluate continuing contract teachers with the ADEPT TEAM evaluation.

iii. Terms and Conditions of Employment

The LCCPA Board will approve the terms of employment of all employees. These terms will comply with Para 41-10-30 of the SC Code of Laws regarding notification to employees of wages and hours agreed upon, recordkeeping, and the requirement of itemized statements of gross pay and deductions for each pay period. LCCPA Charter School will include the terms of employment in the employment agreement. Below are some specific terms and conditions for employment for LCCPA Charter School. Additional policies relating terms and conditions will be fully addressed an employee handbook to be developed by the Planning Committee in collaboration with the Principal / CEO and reviewed annual by the board. LCCPA Charter School will give a handbook to all new employees. As the handbook is revised LCCPA Charter School will provide copies of the revised handbook to all employees. LCCPA Charter School employees will sign a statement indicating their receipt of the handbook and acceptance of the policies and procedures it denotes. All policies and procedures will comply with state and federal law.

Salary Schedule

The school will use state classifications and compensation plans and policies as a general guideline for salaries. These plans are based upon duties and responsibilities as required by various job classifications and are designed to provide a uniform salary scale for work performed by a given position. Specific salaries will be determined on the basis of education, experience, level of skill, and the responsibilities of the position.

Classified salary structure

The state classification and compensation plan uses 10 pay bands to differentiate pay. Individual jobs are analyzed and assigned a job classification and pay band based on the duties and responsibilities, training, experience and market considerations for the particular position. All decisions regarding classification and compensation follow state Budget and Control Board regulations, policies and guidelines.

Certified instructional and administrative personnel

The salary structure for employees in positions for which the State Department of Education requires certification will be generally based on the comparable daily compensation rates for teachers developed by school districts in Florence County. Salaries will be based on education, experience and other factors established and/or required by the State Department of Education.

Employee Rights and Responsibilities

All employees have a responsibility to make themselves familiar with, and abide by, federal and state laws as these affect their work and the regulations designed to implement them. The same requirement applies to the policies of the Board and related administrative rules and procedures. The LCCPA Charter School Planning Committee expects all employees to carry out

their assigned responsibilities with conscientious concern. Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities that the school requires of all personnel. This list is not all inclusive:

faithfulness and promptness in attendance at work; support and enforcement of policies of the Board and administrative rules and procedures in regard to students;
diligence in submitting required reports promptly at the times specified; care and protection of school property; concern and attention toward their own and the board's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.

. In their association with students, LCCPA Charter School Planning Committee believes all school employees through their manner, dress, courteousness, industry and attitude establish themselves as role models who influence the development of young people. Therefore, LCCPA Charter School will expect its employees to be exemplary models, as well as provide exemplary instruction.

Compliance with laws and Regulations

All activities of the school will be conducted in compliance with the spirit as well as the requirements of all applicable laws, regulations and judicial decrees -- federal, state and local. No employee should at any time take any action on behalf of the school which he/she knows or reasonably should know would violate any law or governmental regulation or the school's goals or mission. Appropriate disciplinary action up to and including discharge in accordance with the LCCPA Charter School discipline policy will commence in the event a violation of this nature occurs. This policy is not meant to supersede any state, federal or other governmental law, regulation or decree that applies to school employees. The provisions of the policy are not to be

interpreted to permit conduct that is otherwise prohibited by state, federal or other governmental law, regulation or decree.

Employee Leave

The LCCPA Charter School Planning Committee believes that the continuous presence of employees promotes excellence in the instructional program by ensuring the following: uninterrupted continuity of education; greater teacher-student contact time; appropriate role-model emulation; consistent classroom discipline; and reduced cost. Therefore, the LCCPA Charter School Planning Committee expects employees to come to work every day. The committee recognizes, however, that certain absences are unavoidable. At such times, employees should take leave in accordance with policies to be developed by the board and their accompanying administrative rule.

All LCCPA Employees will receive an annual contract. Thus, employees will be paid through the year for their performance based upon their annual contract.

- Pay Date Information
- Annual wages will be paid on at least on a monthly basis.
- Severance Pay
- LCCPA Charter School does not pay severance.
- Deductions
- Deductions from paychecks other than state and federal income tax, FICA, Medicaid, and retirement will vary according to employees' requests.
- South Carolina Teaching Credential (if applicable)
- Valid and original South Carolina Teaching Credential (no copies accepted) or letter of eligibility must be on file prior to start date. The certificate must be kept current.

Additional Terms of Employment

Any changes in these terms shall be made in writing and at least seven days before they become effective. For LCCPA Charter School instructional and instructional support personnel:

Period of Employment:	190 Days
Hours per Day:	8
Teaching Assignments:	Assigned by the Principal/CEO of School in writing
Teaching Schedule:	Assigned by the Principal/CEO of School in writing
Extra Duties:	As assigned

C. Grievance and Termination Procedures

i. Teacher Employment and Dismissal Procedures

The LCCPA Planning Committee will adopt the procedures for the employment and dismissal of teachers outlined in S.C. Code 59-25-410. On or before April fifteenth of each year, the Principal / CEO of School will notify all LCCPA Charter School teachers in writing concerning their employment for the ensuing year. If LCCPA Charter School fails to notify a teacher who has been employed for a majority of the current school year of his status for the ensuing year, the teacher shall be deemed to be reemployed for the ensuing year and LCCPA Charter School will issue a contract to such teacher as though LCCPA Charter School had reemployed such teacher in the usual manner. Notices of intent not to renew an employment contract shall be given in writing no later than April fifteenth of each year.

Any teacher who is reemployed by written notification pursuant to S.C. Code Section 59-25-410 shall by April twenty-fifth first notify LCCPA Charter School in writing of acceptance of the contract. Failure on the part of the teacher to notify LCCPA Charter School of acceptance within the specified time limit shall be conclusive evidence of the teacher's rejection of the contract. Any teacher, receiving a notice that he or she will not be reemployed for the ensuing year will have the same notice and opportunity for a hearing noted below regarding teachers dismissed for cause during the school year.

Any teacher may be dismissed at any time who shall fail, or who may be incompetent to give instruction in accordance with the directions of the Principal / CEO of School, or who shall otherwise manifest an evident unfitness for teaching. The Principal / CEO of School will provide written notice and an opportunity for a hearing. Evident unfitness for teaching is manifested by conduct such as, but not limited to, the following: persistent neglect of duty, willful violation of

rules and regulations of the LCCPA Charter School Board, drunkenness, conviction of a violation of the law of this State or the United States, gross immorality, dishonesty, illegal use, sale or possession of drugs or narcotics.

In the event that the Principal / CEO has reason to believe that cause exists for the dismissal of a teacher and is of the opinion that immediate suspension is necessary to protect the well-being of LCCPA Charter School students or to remove substantial and material disruptive influences in school functioning, the Principal /CEO of School may suspend the teacher without notice or without a hearing. The Principal / CEO of School shall notify the teacher in writing of the suspension. Such written notice will include the cause for suspension and the fact that a hearing before the Board is available to the teacher upon request provided such request is made in writing within fifteen days as noted below. The salary of a suspended teacher shall cease as of the date the Board sustains the suspension. If sufficient grounds for suspension are not subsequently found, the teacher shall be reinstated without loss of compensation.

The suspended teacher may serve upon the chairperson of the LCCPA Charter School Board or the Principal / CEO of School a written request for a hearing before the LCCPA Charter School Board. If the teacher fails to make such a request, or after a hearing as herein provided for, the Board shall take such action and shall enter such order as it deems lawful and appropriate. The hearing shall be held by the Board not less than ten nor more than fifteen days after the request is served, and a notice of the time and place of the hearing shall be given the teacher not less than five days prior to the date of the hearing.

Any such hearing will be public unless the teacher requests in writing that it be private. The LCCPA Charter School Board may issue subpoenas requiring the attendance of witnesses at

any hearing and, at the request of the teacher against whom a charge is made, may issue such subpoenas, but it may limit the number of witnesses to be subpoenaed in behalf of the teacher to not more than ten. All testimony at any hearing shall be taken under oath. Any member of the Board may administer oaths to witnesses. The Board shall cause a record of the proceedings to be kept and shall employ a competent reporter to take stenographic or stenotype notes of all of the testimony. If the Board's decision is favorable to the teacher, the Board shall pay the cost of the reporter's attendance and services at the hearing. If the decision is unfavorable to the teacher, one-half of the cost of the reporter's attendance and services shall be borne by the teacher. Either party desiring a transcript of the hearing shall pay for the costs thereof.

The teacher has the privilege of being present at the hearing with counsel and of cross-examining witnesses and may offer evidence and witnesses and present any and all defenses to the charges. The complainants shall initiate the introduction of evidence in substantiation of the charges. Within ten days following the hearing, the Board shall determine whether the evidence showed good and just cause for the notice of suspension or dismissal and shall render its decision accordingly, either affirming or withdrawing the notice of suspension or dismissal. The decision of the Board is final.

In the event that a teacher is charged with a violation of state or federal law which upon conviction may lead to, or be cited as a reason for, dismissal, such teacher may be suspended pending resolution of the charges and receive usual compensation during the suspension period. If the teacher is convicted, including pleading guilty or nolo contendere to the charges, he or she may then be subject to dismissal proceedings. If no conviction results, the suspension shall be terminated.

EMPLOYMENT AND DISMISSAL PROCEDURES FOR ADMINISTRATIVE, PARAPROFESSIONAL, AND NONTEACHING STAFF

The selection, employment, and dismissal of non-teaching staff are the responsibilities of the Head of the School, provided the positions are within budgetary provisions. The Principal / CEO of School may dismiss any staff for —good and just cause during the term of employment provided the employee is afforded an opportunity for a pre-termination hearing before the Board. The Principal / CEO of School will provide written notice and an opportunity for a hearing.

In the event that the Principal / CEO of School has reason to believe that cause exists for the dismissal of an employee and is of the opinion that immediate suspension is necessary to protect the well-being of LCCPA Charter School students or to remove substantial and material disruptive influences in school functioning, the Principal / CEO of School may suspend the employee without notice or without a hearing. The Principal / CEO of School shall notify the employee in writing of the suspension. Such written notice will include the cause for suspension and the fact that a hearing before the Board is available to the employee upon request provided such request is made in writing within fifteen days as noted below. The salary of a suspended employee shall cease as of the date the Board sustains the suspension. If sufficient grounds for suspension are not subsequently found, the employee shall be reinstated without loss of compensation.

The suspended employee may serve upon the chairperson of the LCCPA Charter School Board or the Principal / CEO of School a written request for a hearing before the LCCPA Charter School Board. If the employee fails to make such a request, or after a hearing as herein provided for, the Board shall take such action and shall enter such order as it deems lawful and appropriate. The hearing shall be held by the Board not less than ten nor more than fifteen days

after the request is served, and a notice of the time and place of the hearing shall be given the employee not less than five days prior to the date of the hearing.

Any such hearing will be public unless the employee requests in writing that it be private. The LCCPA Charter School Board may issue subpoenas requiring the attendance of witnesses at any hearing and, at the request of the employee against whom a charge is made, may issue such subpoenas, but it may limit the number of witnesses to be subpoenaed in behalf of the employee to not more than ten. All testimony at any hearing shall be taken under oath. Any member of the Board may administer oaths to witnesses. The Board shall cause a record of the proceedings to be kept and shall employ a competent reporter to take stenographic or stenotype notes of all of the testimony.

If the Board's decision is favorable to the employee, the Board shall pay the cost of the reporter's attendance and services at the hearing. If the decision is unfavorable to the employee, one-half of the cost of the reporter's attendance and services shall be borne by the employee. Either party desiring a transcript of the hearing shall pay for the costs thereof.

The employee has the privilege of being present at the hearing with counsel and of cross-examining witnesses and may offer evidence and witnesses and present any and all defenses to the charges. The complainants shall initiate the introduction of evidence in substantiation of the charges. Within ten days following the hearing, the Board shall determine whether the evidence showed good and just cause for the notice of suspension or dismissal and shall render its decision accordingly, either affirming or withdrawing the notice of suspension or dismissal. The decision of the Board is final.

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suspended pending resolution of the charges and receive usual compensation during the suspension period. If the employee is convicted, including pleading guilty or nolo contendere to the charges, he or she may then be subject to dismissal proceedings. If no conviction results, the suspension shall be terminated.

3. Plans

a. Support for the formation of a Charter School

1. Charter Planning Committee

Charter Committee

Lake City College Prep Academy's charter committee is made up of individuals that represent the variety of interest in the community. These committee members include business owners, parents, a social worker, teachers, a local minister, city councilwomen, an attorney, a former principal and a retired Assistant Superintendent and several local community members from ***The Planning Committee includes a partnership of parents, educators, faith-based organization leaders, an elected official, a social worker, business owners and*** consequently a partnership between parents, educators and community members was forged, and a Charter School Planning Committee was convened. The committee members, each of whom has actively participated in the planning and drafting of this charter application. The Charter Committee members are:

***Dr. Deloris Brown*, Chair**

Address: 1310 N. Matthews Road, Lake City SC 29560

Qualification: Doctor of Education Leadership (Administration and Supervision Fordham University, NY, NY; Masters of Science in Education Fordham University NY, NY; Masters of Public Administration, Nova Southeastern University, Ft Lauderdale Florida; Bachelors of English Literature, University of Miami, Coral Gable, FL She is a educational conference speaker, researcher and published writer.

Philosophy: She believes "everyone should have the opportunity to learn." She believes students can succeeded academically if they are placed in the proper environment and receive the proper educational skills. She has over 17 years of experience in the field of education. She has won

numerous awards from: New York State Council of School Superintendents, Fordham University School of Graduate Education, New York City's Chancellor's Office for school-wide improvement; and New York State of School Safety. She travels abroad to student educational models in many countries including Europe, and South America. She has been a Principal of students at elementary, middle and high school. She has also worked as a district level Director of elementary, middle, and high school instruction. She has designed and implemented several alternative high schools and extended day programs at all levels. She has managed many multi-million dollar budgets funded through government grant, and private donations. She has helped many schools move from failing to meet academic targets, to meeting and exceeding Annual Yearly Progress targets. She wants to use what she has learned to support educational opportunities for school-age students in South Carolina. She is quick to express that she doesn't have all the answers. Therefore she needs everyone to contribute to the successful establishment of a charter school that can help educate our children. She believes that this community will only be as good as its school system, so everyone must help make sure our students are learning.

Ms. Judy K. Toney

Address: 212 Lee Street, Scranton, SC 29591

is former corrections officer, a parent of a special needs student from Scranton. She is very interested in helping to give a voice to the special needs students and their families. Her children attend school in Florence School District 3. She has never served on a planning committee for a charter school but is thankful for the opportunity to participate and assist to make a difference by making sure the special needs students are not forgotten during this process. She believes that today's kids need more opportunities to become educated. She is looking forward to serving and representing special needs families.

Lake City College Preparatory Academy Charter School

Frank C. Maddox, Ph.D, J.D.

Address: 339 W. Moore Street, Lake City, SC 29560

Pastor for 54 years; He is currently Vice Chancellor of City College of Los Angeles; Senior Pastor of St. James A. M. E. Church. He holds a Ph.D. and is a licensed Attorney. He has been involved in community service for a very long time. He organized a Lab School in Georgia. He also sat on the Bench (attorney) since 1970, worked with Governor West; Served in White House with President Ford; and retired from Youth Dept. of Justice. He is committed to this charter school effort and will work with us while he is in the community. He thinks this is a good idea. He believes students need more than a liberal education to assist with what is going on in our society.

Ms. Gloria Tisdale

Address: 2370 Graham Road, Lake City, SC 29560

Ms. Tisdale retired from Florence School District Three as an administrative assistant to the Superintendent. She is currently serving as an elected Lake City Council member, District 1. Ms. Tisdale has served in a variety of civic, academic and social organizations. She has been recently received an award honoring her work at a Women's Day Community affair in Lake City, April 26, 2009. Ms. Tisdale is a dedicated supporter of youth, education and other issues affecting the quality of life for all people in the community of Lake City.

Philosophy: She supports the Charter School because it will improve education for those who attend.

Mr. John W. Williams

Address: 341 Magna Carta Road, Florence 29501

Scranton – 1965 Carver H.S. graduate; retired from J.P. Morgan Bank and also retired from the U.S. Coast Guard. He presently assists with tutoring students at Scranton Elementary School. He wants to help make a difference in the lives of the students from Florence District Three. He believes we must work diligently with parents and include them in the process. He will continue to support the Charter School and keep parents actively involved in the school.

Minister Ray McAlister

Address: 416 Graham Road, Lake City, SC 29560

born and raised in the area; concerned about the school system's current record on preparing our youth for their future. Believes we need people with a vision to help our young people get the education and exposure that they need. He started out supporting this vision since the very beginning at the focus group meetings. He wants to support this vision; He is Pastor of Peaceful Baptist Church in Timmonsville; Business owner of Ray's Suit World; co-owner of Ella's Buffet.

Ms. Luvenia Richardson

Address: 425 West Thomas Street, Drive, Lake City, SC 29560

Parent of 2 children and is also has been a licensed foster mom with DSS working with young people for the last 15 years – has a special needs child; is committed and available to help support the plan for a charter school. She is very active in the community and one of the directors of the Food bank Program at the local churches in Lake City. She owned and operated ABC Daycare for over 20 years.

Ms. Gloria Brayboy – Holds a Bachelor and Masters Degree in Elementary Education from Francis Marion University; and has 30 hours above her Masters from University of South

Carolina. Ms. Brayboy has 34 years of experience in Education. She also holds HOUSSE Middle School Math Certification. She is presently teaching at Maywood Middle School.

Philosophy: Ms. Brayboy believes it is important for teachers to be effective instructional experts who have high expectations for all students. As a former resident of Lake City, she is willing to support the Charter School with the educational knowledge that she has acquired as a teac

Ms. Queen B

. Suite 300

Lak 560

– S s two adul children who are doc e r le working as a single parent. She is presently the co-owne o anager of okworld. She secretary for the ment C ntion, Lake City D eration Fi ncial Board, Secretary / Treasurer, Notary for y of Carver High Sc mni Ass n. Fi l Secretar Ronald E. McNair Committee, Financial Secretary. Member of the Professional Secretaries Incorpora since 1988. She is interested in helping others improve the education system for the local community. She wants to use her knowledge as an example for other single parents. She believes it is important to partner with parents. She will work with the Charter school and parents, using her skills and life story to help motivate parents to work with the school and to motivate their youngsters.

Philosophy: She believes the work that the school will do with parents will improve the community's perspective on single parents and what they are capable of doing through education and with a strong parental support

Lake City College Preparatory Academy Charter School

Dr. Flossie Bartell

Address: 1200 E. Jackson Street, Dillon, SC 29536

is licensed administrator by the state of South Carolina. With over 30 years of education experience, she recently retired from her post as an Assistant Superintendent of Instruction. She has served as a middle school principal and a math teacher. She is currently an education consultant for Dillon County School District Two. She serves on many boards and has memberships in a variety of organizations and auxiliaries including SC Personal Pathways to Success's Pee Dee REC Advisory Board (Regional Education Center). She is also the owner of Bartell Funeral Home, LLC which serves the Pee Dee Region. Dr. Bartell has received numerous awards and honors for her outstanding work in education. She is a native of Lake City and believes education is the key to success. Philosophy: Dr. Bartell is committed to excellence in education at every level of instruction including administrative excellence.

Ms. Lakisha C. Bennett
Address: 223 East Thomas Street, Lake City, SC 29560

holds a Bachelor of Science in Elementary Education, with a concentration in Music education from State University of New York at Fredonia, a school founded to train music teachers for the public school system. She holds a Master of Social Work from State University of New York at Stony Brook. She is a New York State licensed school social worker. Ms. Bennett has taught at the elementary level for over 5 years, and has worked for charter school guru, Jeffrey Canada as a school social worker at Harlem Children Zone Public Charter School in New York. There she organized a school chorus, and designed and successfully implemented anger management workshops. She is the founder of the City of New Rochelle Parks and Recreation Summer Music Youth Workshop. A musician and vocal artist, she is currently employed by Pometric Testing Corporation as a test administrator. She is also a volunteer Lake City tutor, who also is

employed at Hamilton and Harrison Educational Services as an instructor for elementary students.

Philosophy: Ms. Bennett believes

Ms. Vera Elliott

Address: 117 S. Blanding Street, Lake City, SC 29560

retired from Pinellas County Health Department in Florida. She is the founder of Sophisticated Ladies Red Hat Society of Lake City. She is a volunteer that supports many social causes including the Samaritan's Purse; member of the Lake City Senior Citizens Association. She also has a music ministry that provides musical programs for: Scranton / Lake City Nursing Home and Ronald E. McNair Nursing Home. She is also a member of the Retired Seniors Volunteer Program. She is a member of the Lake City Library Book Club.

Philosophy: Ms. Elliott believes children deserve an education and she is willing to volunteer to support the parents and the students.

ii. **Evidence of Support**

Include evidence of the interest level of support from parents, teachers, students, or any combination.

n April and May 2008, the Charter Committee hosted eight (8) Community Meetings throughout the area of the local school district. The Florence Chamber of Commerce and the Lake City Chamber of Commerce, LCCPA Planning Committee, spoke to civic groups, met with church and community leaders, city council, Florence School District 3 Superintendent, parents, community members and business leaders throughout Florence County. The Planning Committee also supplied information through multiple media outlets; public service announcements; and flyers etc. (See **Appendix C)** for a list of Community Meetings and a list of strategies and methods that were used to disseminate information about the meetings to the public.) As LCCPA will be the first charter school in the Lake City / Florence School District 3 Area, the Charter Committee determined that the purpose of these meetings would be to educate the public about charter schools and the unique opportunities they provide, as well as to provide specifics pertaining to the mission, vision and educational philosophy. **(See Appendix E)** for the Community Signature Sheets) From the first focus group meeting forward, we have received support from parents, educators, community residents, faith based organizations, civic organizations, community leaders, mayors and city council members, and many business owners. We have the support of Laura Simms, Director of Francis Marion University's Performing Arts Theatre **(See Appendix D). For examples of 225 signature petition and letters of support (Appendix E)** , as well as Pre-Enrollment sheets with 170 students, approximately 70 % of the 200 student body capacity for 2010 opening; **See Appendix F for a list of families who have pre-enrolled students).** Examples of letter of support are included (Appendix E) which were written by educators, Business Leaders, Faith Based Organizations, Senior Citizens, City Mayor,

City Councilwomen, Doctors, parents and students. Additional letters are available upon request The Charter School Planning Committee will continue to host Community Meetings regularly on a monthly basis until classes begin in August 2010, and periodically thereafter. (See **Appendix G for a tentative meeting schedule for June and July of 2008**) The Charter School Planning Committee will also solicit and accept Pre-Enrollment Applications for the next six (6) months until enrollment commences in January 2010.

ii. Evidence of Support

In late December 2005, a group of parents, and community residents hosted a meeting to discuss the academic crisis as exemplified by the low state examination passage rate. This group of concerned citizens held over (12) focus group meetings to identify the interest and support for the opening of a charter school to assist the local district and the state in their efforts to meet and exceed state standards. The feedback from these initial meetings was overwhelmingly positive. 62 individuals attended. Thus, a letter was drafted and many residents (over 50) began signing up their children, and, or giving letters of support.

Over time, many of the supporters were concerned about the reality of accomplishing their goal. They realized their shortfall was the fact that many of the parents, and community residents did not have the educational expertise, financial resources or manpower to complete the charter school application process. As a result, it was decided that a group of individuals with knowledge, commitment and some with education expertise, form a planning committee. This committee was charged with the task to begin and complete the process that is essential for establish a charter school. A non profit license was secured and the process to begin planning to establish a charter school began again.

Lake City College Preparatory Academy Charter School

Since taking up this charge in 2008, the planning committee chairperson and planning team held several community meetings to share the vision to open a charter school. During this process, in August 2008, the group surveyed previous supporters to confirm their present commitment to the establishment of a charter school for the 2010 2011 school year. The respondents unanimously agreed to continue their support for the establishment of Lake City College Preparatory Academy Charter School slated to open for the 2010-2011 school year. Many families expressed their concern about the district's inability to make annual yearly progress. They are also very concerned that both middle schools have not made academic yearly progress and there is no school of choice in the community. They shared with the committee the fact that they district has written a letter to parents informing them of their right to transfer their student to another school. While the option under normal circumstances would allow a family to move from one middle school to another one, but in the case of Florence School District 3, there are no options because both middle schools have not met the academic standards under NCLB.. They are equally concerned that 4 out of five elementary schools have NOT met their AYP targets. While many elementary students were given an opportunity to transfer, there was yet another problem. Only one school was not identified, therefore parents' choices were limited because there was not enough seats available for the remaining elementary students attending the other schools that were identified. Thus, parents expressed their desire to have Lake City College Preparatory Academy be the school of choice for students attending Florence School District 3. The committee presented the vision before the mayor and the city council at a public city meeting at the request of many residents who thought it was important to document this idea in the city's history. The mayor and the city council was supportive of the idea. To show his

commitment to the city, a letter was drafted by Lake City Mayor Lovith Anderson (Appendix M).

During the public meetings, planning committee members noticed a continuous theme emerging regarding the need for a smaller learning community presented as a college preparatory school that focus on the Arts. Many residents were concerned about the overall lack of opportunities of high caliber that exist in the school and the community. They felt the arts would act as a magnet to connect students to learning, improve academic achievement and also bring parents and the community together. While many students participate in the athletic programs and few are engaged in the Arts, it was unanimously agreed that a well-planned, high quality Arts-focused charter school would benefit students, parents and the community.

Many parents also expressed their concern for the need to provide a more intimate smaller learning college preparatory educational community where their students' would be engaged in learning that values creativity, explores and develops artistic ability. Parents wanted a place where they could participate in the development and creative processes that result in displays of artistic skills learned and refined. Overall, the parents wanted a school where academic excellence is expected and promoted daily through an academic program that values and recognizes the individuality of each student. Additionally, they wanted a school choice that did not have the stigma of not meeting the standards. Likewise, business owners and other community representatives believes a charter school would be a viable academic option to decrease or stop residents from moving out of the area to find a quality education for their children.

With the planning committee in place, 11 public meetings were held. Additionally, several public service announcements were prepared and placed in local newspapers, on local

radio stations, and in various locations where many residents gather, visit or pass by. Over 600 flyers were distributed and many telephone calls were made by parent volunteers. Additionally, the planning committee sought to inform the community by providing information and making presentations to The Chamber of Commerce, City Council, and much community based non-profit and faith-based organizations. As a result of these efforts, parents/guardians signed up 177 students who they desire to register at Lake City College Preparatory Academy when the school opens for the 2010 – 2011 school year.

b. Budget and Accounting System

1. Annual Budget

The Board of Directors will determine the business and financial services protocol for our charter school. Currently the Charter Committee is exploring alternatives for our financial management (outsourcing, in-house) and will ultimately select the process that best suites our fiscal needs as well as establishes us as sound stewards of public funds. Appendix H contains our spreadsheet formatted, *Five-Year Projected Budget.* This budget has been prepared in accordance with State Department of Education (SDE) *Financial Accounting Handbook*, with reference to the *Funding Manual* and the *Single Audit Guide.* The Board of Directors will adopt an *Annual Operating Budget* during June preceding the start of the Fiscal Year and will receive and approve *Monthly Financial Statements* during the operational Fiscal Year.

1. Revenues:

i. Revenue account codes used in the attached budget are in accordance with the SDE *Financial Accounting Handbook* for South Carolina school districts.

ii. Documentation from the SDE of estimated revenues for the ABC School District, in accordance with the allocations in S.C. Code Ann. § 59-40-140(A)-(C), is Appendix H.

iii. Our revenues include grant funds acquired through the Federal Public Charter School Program. The evidence as to the likelihood for receipt of this grant is Appendix H

2. Expenditures:

i. Expenditure account codes used in the attached budget are in accordance with the SDE *Financial Accounting Handbook* for South Carolina school districts.

ii. Anticipated expenditures follow the same budget codes (Fund, Function, Object) that are required of school districts operating in South Carolina. Costs associated with planning, implementation, and continued operation are included.

3. Budget and Accounting Management:

The Board of Directors will be responsible for the fiscal management of the school. As stated above, the Charter Committee is researching fiscal management options. Currently we have the assistance of Kelley-Moser Consulting, LLC during the Application Phase of our charter initiative:

Bill Moser
Kelley-Moser Consulting, LLC
150 Harbor Glen Drive
Lexington, SC 29072

803-808-0338 (Office)
803-227-9421 (Mobile)
803-808-0381 (Fax)
bill@kelley-moser.com

ii. Annual Audit

An independent Certified Public Accountant (CPA) will conduct an annual audit of all financial records. The audit will be conducted in the same manner as all schools in the ABC School District. We will adhere to accounting, auditing, and reporting procedures and requirements of our sponsor, which are those for all public schools operating in South Carolina. Accounting, auditing and reporting procedures and requirements will comply with the published specifications of the Office of District Auditing and Field Services contained in the (a) *Single Audit Guide*, (b) *Financial Accounting Handbook*, and (c) *Funding Manual*. The Board of Directors will receive, review, and approve the Auditor's Report prior to official reporting.

iii. Pupil Accounting System

b. Budget and Accounting System

1. Annual Budget

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iii. Pupil Accounting System

In accordance with the guidelines set forth by the *South Carolina Pupil Accounting Manual* and the *South Carolina Student Accountability Manual*, we 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.

iv. Negotiated Services Documentation

Currently we have not negotiated any services with the local school district, our sponsor, or any other outside vendor. The Charter Committee is currently researching options (in-house, out-sourcing) for fiscal services, food services, custodial services, maintenance, curriculum, library and media services, pupil transportation services, and the like. We will thoroughly review all options and proceed with the protocol that best meets our financial needs and best sets us as sound guardians of public funds. For additional information of the budget please go to Appendix H.

C. **Insurance**

i. Workers compensation Insurance

LCCPA Charter School will arrange for all necessary and applicable insurance policies for the school. The charter school will procure these insurances including but not limited to the following categories and amounts (Appendix J)

- Officers and Directors of Liability Insurance- $1 million
- General Liability Per Occurrence -$1,000,000 – with $3,000,000 annual aggregate
- Educators Legal Liability - $1,000,000

Where applicable, the SC Charter School District will be named as an additional insured. The school will carry the necessary Worker's Compensation Insurance and Unemployment Compensation Insurance. The charter school's administrators and Board of Directors will be appropriately bonded. The levels of insurance and bonding will remain in effect throughout the term of the charter, unless changed by a charter amendment. The insurance company providing coverage has a rating of "A" or better and financial size category of "VII" or better, according to **A.M. Best Company.**

Complete policy binders detailing the terms and conditions of the policies will be provided to the SC Charter School District upon request.

2. LIABILITY INSURANCE

General Liability will be provided by the Insurance People of Carolina, a licensed insurance carrier in the State of South Carolina. These policies are designed to match or exceed the minimum limits required by the South Carolina Tort claims Act S. C. Code Ann. 15-78-120 (Supp.2002). **(See Appendix I for an estimated cost)**

3. **PROPERTY INSURANCE**

Property insurance will be provided by the Insurance People of Carolina.

(See Appendix I for an estimated cost)

4. **INDEMNITY INSURANCE**

Indemnity insurance will be provided by the Insurance People of Carolina.

(See Appendix I for an estimated cost)

5. **AUTOMOBILE INSURANCE**

Automobile insurance can be provided on a hired and non-owned basis.

(**See Appendix I** for sample coverage that can be added to the commercial package)

6. **OTHER INSURANCE**

Umbrella insurance will be provided by the Insurance People of Carolina.

(See Appendix I for an estimated cost)

D. Transportation

i. Transportation Needs / Plans

In keeping with the Lake City College Preparatory Academy's mission, no student will be denied access to the school because of inadequate transportation. Thus, LCCPA Charter School will facilitate transportation if lack of transportation prevents a child from attending the school. LCCPA will coordinate with all parents and the Parent Organization to establish a carpool system to ensure that students who lack transportation are transported to and from school on a daily basis. Therefore transportation will not be a barrier to attendance at LCCPA Charter School, we will ensure appropriated funds in our budget for contingency transportation requirements.

ii. School Bus

LCCPA does not intend to provide transportation via school bus. We do not intend to contract with the local school district, our sponsor, or a third party for transportation services. Overall, LCCPA Charter School has not entered into any contracts for services, supplies, or anything at this time.

ii. **Contracted Services**

LCCPA does not intend to provide transportation via school bus. We do not intend to contract with the local school district, our sponsor, or a third party for transportation services. Overall, LCCPA Charter School has not entered into any contracts for services, supplies, or anything at this time.

i.v. Special Needs Students

LCCPA Charter School understands that students with special needs have physical or mental conditions that may interfere with their mobility, hearing, vision, speech, and/or mental

functions. Thus, LCCPA Charter School agrees that students with disabilities must be given access to a free and appropriate public education and be educated alongside their non-disabled peers whenever possible, and school districts must offer related educational services, including transportation, to students with disabilities. LCCPA Charter School also understands and intends to comply with Special Education requirements which are governed by Federal Public Law 94-142 and Chapter 33 of Code of Laws of South Carolina 1976: Title 59 (Sections 59-33-10 through 59-33-110). Code of Laws of South Carolina 1976: Title 590-67-520 and also addresses transportation of special needs students. As mandated by law, which LCCPA Charter School will adhere to, students with special needs will be provided bus transportation as necessary. LCCPA Charter School acknowledges the fact that a student's Individualized Education Plan (IEP), is a legal document that will specify special circumstances such adult supervision, bus type, etc. that must be provided to meet the student's needs. LCCPA will make all necessary transportation arrangements in accordance with all state and federal laws and regulations for transportation for special needs students to attend LCCPA Charter School activities.

e. Facilities and Equipment

i. Identified Facility

Not applicable.

2. FACILITY NOT IDENTIFIED

a. A description of the facility needs

Lake City College Preparatory Academy Charter School will seek and obtain a permanent facility that will serve the students, and all involved with the educational process including parents and the community. The facility will be: sustainable, safe, efficient, economical, "green," accessible, flexible, and appropriate. LCCPA Charter School will meet these objectives in identifiable and measurable ways. The site will be selected based upon its close proximity within an area of population, where it is extremely accessible; and where the community and the school can collaborate in a supportive way. The campus will be designed to create a secure accessible environment, where visitors as well as students and staff are accounted for as they arrive and depart.

The facilities will adhere to the boundaries of a carefully studied budget that maximizes benefits and minimizes drawbacks of the choices it requires. The facilities will be designed to achieve a LEED certification level of energy and environmental achievement. Since LCCPA Charter School will serve students with Special Needs and must be accessible for those with handicapping conditions, the buildings will be in keeping with the Americans with Disabilities Act (ADA) requirements. Therefore, visitors or anyone with special physical needs will find the facility accessible to all who seek to enter. The floor plans will be considered so as to allow for ultimate flexibility of programmatic use, and the facades will blend in with the present architectural structure of the area.

1. Description of Facility Needs

LCCPA Charter School has identified its specific facility needs based on projected enrollment numbers, in consideration of a specified maximum of fewer than twenty two (25) students per classroom for grades Kindergarten through 5th grade and expanding yearly to 12th grade. LCCPA Charter School has considered these needs as they apply to best practices of educational facility design. During the first year, LCCPA Charter School will need twelve (12) classrooms which will include an art studio / room and a music lab, plus additional necessary support space for office, administration, and miscellaneous curricular needs.

In subsequent years, LCCPA Charter School will need additional classrooms and correlating support space in conjunction with, and to accommodate for, the growth of the school. LCCPA Charter School will continue to re-evaluate its facility needs as the needs of the school expand and progress. The facilities committee has visited several potential properties. While some appear to be suitable, and have been given considered as potential permanent sites for LCCPA Charter School, the overall feasibility of the site has yet to be determined. The Planning Committee has placed careful consideration to the safety of the campus, whether or not it will provide a safe walk or bike ride for students and staff. Additionally, consideration is being given to the environmental impact of the facilities, the economic viability of the resulting budget, and the flexibility that the location will provide as LCCPA Charter School facilities planning progresses into developed designs.

2. Current options for a facility

LCCPA Charter School is presently in search of a permanent site for its facilities

within the Lake City area of Florence County where the majority of the student in the local school district reside. In the Lake City area there are many available buildings. However, due to the unique vision of LCCPA Charter School which places strong emphasis on the participation in the Arts, the Planning Committee is certain that the facility will have to be remodeled to accommodate the overall needs of the campus. We are currently working with Carlene Gauler of United Country Realty. One facility is a former furniture store located on 1445 Ronald McNair Blvd., which is also highway 52. it has 10,000 square feet, with ample parking lot and approximately 1.5 acres of in the back that is easily accessible to the community. Another Property is a vacant lot on 1020 Providential way which could be accommodate our school through the use of rented portables. Other buildings include a 15,000square foot former department store that is for lease of $6,000.00 per year. Once the application is approved, the facility committee, chair John Williams, will work begin the process to have a licensed engineer /archeitect. These professionals in consultation with the SCDE Office of School Facilities will provide their professional suggestions as to which building would best support our needs.

3. c. ***Include a schedule for completing or obtaining a suitable facility. If applicable, include a description of the timeline for any plan to raise funds for completing or obtaining a facility.***

LCCPA Charter School has designed the following Facility Schedule to assess facility delivery. The Facility Schedule represents estimated process and timeline, reflective of the fact that LCCPA Charter School is currently evaluating potential sites. The project stages and accompanying durations are targeted milestones subject to adjustment for practical circumstance (site and associated regulations, product, services, weather, etc.). LCCPA Charter School will provide its sponsor with a detailed calendar schedule for permanent facility delivery within sixty (60) days of the date of approval of this application. The proposed schedule is as follows:

Charter School Facility Status	**Charter Facility Process Activity**	**Building Activity**
Application submitted May 1st	Evaluate Potential Identified Space	Review with Facility Subcommittee
Within 30 days of Application Approval	Hold Fundraising Event	Showcase Visual Drawing of Ideal Space
Prior to 60 Days after Application is Approved. (August 2009)	Identify Space & sign contract with Licensed Architect	Submit letter to give notice of proposed project, location, the relevant jurisdiction, and identified licensed architect to SCDE's OSF
By 120 days after Approval; by October 2009	Architect reviews codes and begins process to ensure work	LCCPA (a) Obtains local permits and comply with all local ordinances, and other land use restrictions, inspections as required by building code, zoning ordinances, and other land use restrictions. (b) Submit a copy of local building permit to OSF.

By September 2009	Collaboration takes place between LCCPA, OSF and Architect to approve plans	Begin Remodeling / Construction
By March 2009	Request final inspection & Certificate of Occupancy	Deliver copy of Certificate of Occupancy to OSF with appropriate transmittal form
By April 2009	OSF issues letter to LCCPA Charter School Board acknowledging that building officiate state facility meets appropriate codes.	LCCPA Charter School Selects date for Open House & Occupancy before end of May 2009.
By May 2009	Equipment, furniture, and other supplies are ordered	Building is set up with equipment and furniture.
By end of June 2009	Host Open House	(a)Assign Teachers to Classroom (b)Open House Tour of Building
July 2009	Hold Professional Development for all	Teacher Classroom Set-up

3. Equipment

Include a description of equipment needs and explain how the equipment will be obtained.

Equipment for administration and instruction will be acquired as needed, initially in accordance with anticipated enrollment of twelve (12) classrooms of Kindergarten through ninth grade students and additionally as per school expansion. Money for purchasing such items (including but not limited to: classroom tables and chairs, media and technological equipment, storage provisions, etc.) has been included in the *Five-Year Projected Budget* proposal, see Appendix F. Additionally, LCCPA Charter School Planning Committee will seek opportunities to acquire surplus equipment that meets all educational regulations and guidelines; accept donations or reuse of such items, as they are available from related institutions within the community.

4. Practices

a. Governance and Operation

i. Non-Profit Corporation Status

LCCPA is a non-profit corporation that has been licensed through the South Carolina Office of the Secretary of State. **copy of the state non profit corporation's articles of incorporation, bylaws, and proof of South Carolina non-profit status / licensed is included in**

APPENDIX J.

ii. Governing Board

1. Lake City College Prep Academy will be managed according to the requirements of the South Carolina Charter School Act. A Charter committee will be convened during the planning stage. The committee members during the planning stage will consists of teachers, parents, and community members with various background experiences from various areas throughout Florence District Three to govern the charter school through the application process, the initial planning phase of the school, and until the election of a governing board. Upon consensus of the charter committee, the first election of a governing board will occur by September 15th of the 2008-2009 school and will continue annually by 15th of each September thereafter. The newly elected board will consist of seven members.

2. Those eligible to participate in the election process will be limited to all charter school employees and all parents and /or guardians of students enrolled in the school. Candidates for elections shall be nominated and a confirmation of the nomination to ensure that the individual is willing to serve on the charter school's governing board before the name is placed on a ballot. Ballots will be sent home with every student and given to all charter school employees.

Employees will have one vote. Parents and/or guardians will have one vote for each student attending the charter school according to Section 59-40-50 of the Charter School Act of 1996. Each ballot will indicate the deadline for voting. Officer will be elected at the first board meeting of the newly elected board of directors.

During a public meeting on, or about November 1st of each year, beginning in the first year of operation, all votes will be tallied. Afterwards, the names of all board members of the Lake City College Prep Academy's first and subsequent governing board members beginning with the first year, and all years thereafter. **The first board will serve for the 2010 – 2011 school** year. Once the first board is elected, the charter committee will then become dissolved and the elected governing board will replace it and assume its responsibilities. In subsequent years, elections will take place annually. All tallying of votes for an election and the announcement of successful candidates winning seats on the board will be done during the first semester of each school year with the current chairman of the board announcing the election results. Lake City College Prep Academy's administrator with a minimum of one teacher will provide their expertise to the board and will be ex-officio members of the governing board with no voting rights.

3. Authority of the Governing Board

The Lake City College Preparatory Academy Governing Board will assume responsibility for all of the following:

a. Employing and contracting with teachers and non teaching employees

b. Ensuring that all certified and non certified teachers undergo a background check and other investigations required for certified teachers, as required by law before they may become employed as teachers and other staff in a charter school.

c. Contracting for all of LCCPA's Charter School Services

d. All personnel / Human Resources Matters involving developing pay scales, performance criteria, and discharging policies for all LCCPA Charter School employees.

e. Deciding all matters related to the operation of the charter school, including budgeting, curriculum, and operating procedures; and

f. Ensuring that the charter school will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to all public schools operating in the same district.

g. Additionally, the Board will submit annually required reports to the local school Board and the South Carolina State Department of Education; Submit a charter renewal request at the appropriate time; and Ensure the enforcement of the adherence of the charter school to the same financial audit procedures, and audit requirements that are applied to the public schools which operate in the South Carolina Public Charter School District.

4. .LCCPA Charter School and its governing board will conform to state and federal laws and regulations such as school policies and professional ethics. Additionally, LCCPA Charter School will comply with the Freedom of Information Act and will design its policies on student records, administrative records, and meetings in accordance with S.C. Code Title 30 Chapter 4. Additionally, LCCPA will ensure adherence to the Family Education Rights and Privacy Act by making sure the privacy regulations which include (a) assuring consumer control over student information; (b) setting boundaries on the use and disclosure of student records, and (c) establishing appropriate safeguards to protect privacy of student information. All student records

will be kept in a secure place on the premises of the school or at a site approved for their storage by the Board. **A copy of a previous Charter School Fair press release for LCCPA Charter School Planning Committee meeting is included in Appendix J.**

iii. **Administrative Structure**

LCCPA Charter School Administrative Structure is design within the guidelines established by Board policy. Thus, the overall administrative structure of the school will be as follows:

SOUTH CAROLINA DEPARTMENT OF EDUCATION — CHARTER SCHOOL DISTRICT

LCCPA CHARTER SCHOOL BOARD – LCCPA CHARTER SCHOOL PRINCIPAL

Therefore, the Principal receives delegated authority from the board to lead, direct and coordinate student and staff in their efforts to achieve educational goals adopted by the Board. The Board is devoted to and legally charged with the ultimate responsibility for providing an instructional program for all students. LCCPA Charter School will accomplish this purpose through the election of a Board and professional school administrator who are employed by the school. The board will rely on the chief executive officer, the principal, to provide professional administrative and instructional leadership. The principal will be responsible for executing the professional staff responsibilities through the development and implementation of an administrative organization that will meet the needs of the charter school thereby utilizing resources effectively and efficiently. During the initial years, LCCPA Charter School does not intend to hire an assistant principal. However, it may seek to hire a part time curriculum coordinator, assistant principal; or, it may seek to fill this vacancies by means of hiring a consultant. All additional administrators whether part time or consultants will report directly to and be directed by the principal. The following is an overview of the responsibilities of the principal and assistant principal / curriculum coordinator:

PRINCIPAL / CHIEF EXECUTIVE OFFICER:

Lake City College Preparatory Academy's Principal will hold a current South Carolina certification in administration or have at least one year of experience in the field of school-based education. He or she will inspire, lead, guide and direct every instructional and support services employee in setting and achieving the highest standards of excellence, so that each individual student enrolled in the school may have a complete, valuable, meaningful and personally rewarding quality education. The principal must use data-based decision making to successfully lead the charter school in accomplishing its goals and objectives. Additionally, because LCCPA Charter School will promote the Arts, it is critically important that the Principal has experience in this area as it pertains to motivating students and engaging parents and the larger community.

The Principal's performance will be supervised and evaluated by the Board of Directors. The Board will delegate its authority to the Principal to execute approved policies and manage the daily operations of the school. In fulfillment of this leadership position the Principal will also:

- act with and promote integrity, fairness, trust, respect and professionalism;
- serve as liaison between the Board and the school;
- serve as the school's instructional leader, modeling and implementing curricula based; embody a passion and commitment to excellence on "best practices" that are aligned with standards of the South Carolina State Department of Education and Lake City College Prep Academy Charter School mission and educational philosophy;
- oversee assessment processes that monitor student learning and drive ongoing curricular and instructional design;
- recommend policies, guidelines and procedures for Board consideration and adoption;

- carry out the policies, guidelines and procedures approved by the Board;
- prepare the annual budget, with Standing Committee input and for Board approval;
- prepare school, district, state and federal reports as necessary;
- practice relevant fiscal management;
- plan and implement the master schedule in collaboration with the faculty and staff;
- ensure that accurate and current student and personnel records are maintained;
- oversee all personnel background checks and other lawful investigations as required by law;
- recruit, orient and retain the quality staff that is required to provide quality instructional and support resources for the operation of the school program;
- plan, lead and actively participate in the school's professional development activities in collaboration with the faculty and staff;
- evaluate faculty and staff, conducting observations of the instructional process and programs;
- maintain a safe, orderly and engaging instructional environment;
- allocate organizational resources including funds, people, space, supplies, and time to maximize the attainment of the school's goals and objectives;
- facilitate the school's public relations efforts and initiatives;
- develop, implement and maintain a network of informational contacts within the community for the benefit of the school's programs and services;
- perform other duties as requested by the Board.

Assistant Principal / Curriculum Coordinator / Consultants

- perform other duties under direction of ; and as assigned by the Principal.

iv. Parental, Community, and Educator Involvement

The planning committee included parents, community residents, business owners, pastors, teachers, a social worker, school administrator, college dean, and city councilwomen and newly retired assistant superintendent many of whom have expressed interest in vying for school board positions if elected into office. To ensure full involvement of all community stakeholders, LCCPA will ensure that all segments of the population may participate on the charter school leadership team (SLT). The SLT will act in an advisory capacity to the charter school board. The SLT will include a maximum of 30 members. These members, excluding the principal, will be appointed by the board to a one year term. The SLT must include a minimum of 5 parents, 3 educators, the principal, or a principal's designee that has administrative experience, and 3 community residents or representatives that own or operate businesses in, or around the vicinity of the local school district. These individuals will meet monthly and be actively involved in providing input and feedback for governance issues concerning the academic, social, health, community involvement, and fundraising efforts of the school. Additionally, LCCPA along with parents, educators, and the community will advertise and promote the founding of its parent association. The purpose of the parent association will be to provide a platform and give a voice for parents as it pertains to their involvement in the education, social and governance procedures for the charter school.

An extensive amount of scientific research suggests the existence of a strong correlation between parent involvement and community support for school effectiveness. When schools, families and communities work together, students are motivated to succeed (Fullan, 1997). At LCCPA Charter School a variety of strategies will be utilized to actively engage the family and the community at large. Much of the attraction will come from the Arts programs and activities

which will be designed to peak the interest of the community. The School Leadership Committee will also work diligently to design a calendar of events that will provide ample opportunities for community and parent involvement and participation. High level Arts Extravaganzas will bring the community, parents, students, and school employees together to plan, implement and evaluate these overall productions. Additionally, the school leadership team will work collaboratively to develop a partnership with several local and regional colleges and universities including: Frances Marion University, Morris College, Benedict College, and others. Members of the planning committee have explored the possibility of working collaboratively with other departments besides the performing arts department at Frances Marion University and others to host student interns that are majoring in Education, and the Arts.

b. Admissions Policies and Procedures

i. Enrollment Procedure

B. Admissions Policies and Procedures

Students meeting traditional age requirements ready to enter grades K- 12 in accordance with Section 59-40-50 of the South Carolina Code of Laws, Title 59, Chapter 40, Lake City College Prep Academy (LCCPA) will accept all children eligible to attend public school that live and reside in the state of South Carolina including the Florence County District Three School zone subject to space limitations. LCCPA is being designed to accommodate one class of students in grades K-12 in a multi-grade tier. The racial composition of the charter school enrollment will reflect that of the Public Charter School District with a variance of no more than twenty percent. LCCPA committee members and sub-committee members responsible for community outreach and enrollment procedures will publicize the charter school throughout all parts of the county to ensure that all eligible residents regardless of ethnicity, and academic ability ranges, and socioeconomic levels will be made aware of this option as it is described in the charter school law. In doing so, those applying for enrollment and being accepted into LCCPA will reflect the racial composition of charter school enrollment as described in the charter school law.

Lake City College Prep Academy which seeks to serve those in the Florence county area will not limit, deny admission, or show preferential treatment to any individual or group of individuals. Students regardless of race, creed, color, gender, national origin, religion, ancestry, disability, or need for special education services will be served by Lake City College Prep Academy. However, there is one exception that is allowed by law: Enrollment priority may be given to a sibling or siblings of a pupil already enrolled, children of charter school employees, and the children of charter committee members provided their enrollment does not make up more

than twenty percent of the total charter school enrollment. These special circumstances as described in the aforementioned law will be honored by Lake City College Prep Academy.

b. During the months of June through December 2009, the charter school will be publicized through bi-weekly meetings, public service announcements through various media releases, and information pamphlets strategically placed at local facilities frequented by county residents to ensure accessibility for all residents in the county. Meetings will be held in locations such as schools, local businesses/ chamber of commerce, churches, community centers, public housing projects, and libraries. During high profile local events such as Home Coming, Radio Controlled Airplane Show, Children's Pavilion, and Motor Cycle Rally, etc, charter school committee members will set up information tables to distribute pamphlets and answer questions about the school. Additionally, brochures will be available at local points of interests including but not limited to school offices, medical facilities, Florence County Public Library, local Real estate offices, Florence Darlington Tech, Coker College, grocery / clothing stores, civic organization headquarters like Lake City Rotary Club, Lake City Elks Lodge; Lake City and a variety of social service agencies. The local newspapers will also release information about the school. These include but are not limited to: The Lake City News and Post; The Morning News, and The New & Shopper. Additionally, we will provide county residents with information about application process and meeting dates and times. This will be accomplished through public service announcements on radio stations such as WBTW and WPDE, and Time Warner Cable Channel for local community news. The charter school committee will also collaborate with Florence County School District offices to ensure information regarding the publicizing of schools of choice. We will ensure that information is readily available.

Applications and informational brochures for enrollment will be disseminated at each and every meeting and information session. Parents/guardians interested in enrolling their children must return their completed application by 5:00PM January 10, 2010 to Lake City College Prep Academy Incorporated, Attention Dr. Deloris Brown, Planning Committee Chair 1310 N. Matthews Road Lake City, S.C. 29560. Applications may be mailed or hand delivered prior to the January 10th deadline in order to become a part of any necessary lottery process. The enrollment subcommittee will be responsible for receiving and processing the applications. The enrollment committee will also be responsible for notifying individuals by mail that their application was received for processing. Thirty days prior to the application deadline, reminders will be posted in the local newspaper; cable network and radio stations throughout the county through public service announcements.

c. if the number of applicants exceeds the school's capacity for each grade-level or by building capacity, a lottery will occur. The lottery will be held in a public location and conducted by the charter committee on a date to be determined not later than one month after the deadline. Once capacity is reached a random drawing will commence to place remaining eligible students' names on a waiting list in the order that the names are selected according to grade level.

Students that enroll initially will be eligible to remain in the school without re-applying through the highest grade of the charter school. When vacancies occur in grades serviced by the charter school, during the initial or subsequent years of operation, the next eligible student on the waiting list will be offered enrollment. In subsequent years following the grand opening of the school in 2010, applicants will continue to be accepted and processed for grades K through twelve and placed on a waiting list in the chronological order that the application was received.

d. According to section 59-40-50 of the South Carolina Code of Laws for Charter Schools, Title 59, Charter 40, priority enrollment will be granted to a sibling of a pupil already enrolled, children of a charter school employees, and children of a charter committee member provided that their enrollment does not comprise of more than twenty percent of the enrollment of the charter school.

ii. Students Outside the District

a.,b., c.,d.,

Lake City College Prep Academy will be in the Charter School District. . This charter school was created and designed to address the critical education school choice options that currently do not exist in Florence School District Three. Therefore, due to the overwhelming support expressed by residents of the community, Lake City College Prep Academy will exist to serve the needs of residents in Florence School District Three and surrounding area. However, if capacity is not reached, the charter school committee and governing board will reconsider this decision and allow students residing anywhere in the state to attend pursuant to Section 59-40-145 of the South Carolina Charter Schools Act of 1996. Only after the local community's students have been given enrollment priority, those outside of the local district may enroll not exceeding twenty percent of the total enrollment could be allowed without the approval of the sponsoring district board of trustees. The district sending children to Lake City College Prep Academy would be notified immediately of transferring students. As previously discussed in the admission process for all applicants seeking entrance, those outside the local community would also be accepted based on the chronological order in which the application was received in relation to space in a grade level. Also, the charter committee is cognizant that the sending

district must be in agreement with any additional student transferring from that district to LCCPA if twenty percent of the out-of-district students are from a single school district.

iii. Student Appeals Process

In Sections B.1 and B.2 of this charter school application the process for enrollment is clearly spelled out in accordance to the regulations of the South Carolina Charter Schools Act of 1996. Therefore an appeals process should not be necessary regarding the initial selection of students. Every student that complete an enrollment application should be accepted unless the school reaches capacity then students are selected through a public lottery process as previously described. Therefore there is no appeals process to the charter school's sponsor, or the Public Charter School District board of trustees when a youngster is denied admission because of lottery results.

At any time during or following the initial selection of students, a parent or guardian may be denied admission for any of the following reasons: 1) student's lower priority on the waiting list for a grade level, 2) the student's suspension or expulsion from another school, 3) the student's non-residency in the district, or because 4) the student's priority on the waiting list is superceded by the priority enrollment of a sibling of a student already enrolled, the child(ren) (of a charter school employee, and/or a child or children of a charter committee member within the allowable twenty percent. If a student is denied admission for any of these reasons, a parent or guardian may access the following appeals process to ensure that the denial and reasons for denial were clearly communicated and fairly and lawfully determined by the charter school's governing board or administrative designee: 1) The parent or guardian may schedule an appointment and meet with the charter school's primary administrator. If the information given at the meeting or the results of the meeting are not acceptable to the parent/guardian, he or she

may, within five business days of the meeting may submit a written appeal to the charter's governing board. 2) the governing board will review the written appeal and make a decision at their next board meeting, and will notify the parent/ guardian and the Public Charter School District board of the trustees of their decision and the rationale regarding the decision in writing within five business days of the board meeting. 3) Once the decision has been received in writing by the parent/guarding and the chairperson of the local school district's board of trustees, a continued denial of admission may be subsequently appealed by the parent/guardian to the Public Charter School District Board of Trustees, whose decision is final and binding on the charter school and the student.

C. Racial Composition

LCCPA will be located in the Lake City Community. Florence School District Three is the local school district which has the following racial composition. 64% Black, 32% White, 4% Hispanic, Asian etc. LCCPA will ensure that all students have equal admission access. All students will be subject to the admissions guidelines as described in the admissions policy. The school will be in the Charter School District but located in the local community, therefore all local residents will be targeted.

ii Policies and Procedures

As previously described, LCCPA will advertise in a variety of local medias, including highly publicized community affairs to attract students from every ethnic group. As a result of this effort, the school student applicants will vary.

iii. Desegregation Plan or Order

The South Carolina Public Charter School District is not currently under any desegregation plan or order. **See Appendix K** for letter from the South Carolina Public Charter School District. Should the district be placed under such an order during the operation of Lake City College Preparatory Academy Charter School, the school will

D. Student Conduct, Rights and Responsibilities, and Discipline Procedures

i. Student Conduct

LCCPA believes that each child is unique and should acquire a commitment to personal responsibility for their school-wide community success in order to improve our overall society. LCCPA also believes that each student must acquire self discipline that is essential for success as they advance to high education at the college level and into the larger society; and the world of work. Therefore, LCCPA will seek to ensure that all students attending and graduating from high school will have acquired the social skills needed to be disciplined self sufficient, creative individuals that are responsible citizens. Thus LCCPA will instill the importance of taking ownership of self; including individual responsibility for committing any act, positive or negative; student policies should enhance learning; ensure equal educational opportunity for all students; attends to the students' safety, health, and welfare; deal in a fair and impartial way with all students regarding matters of discipline; and provide an atmosphere where all students will feel that they are valued as individuals in the school environment.

LCCPA is a privilege. Students and parents are expected to participate actively in the educational, social, and emotional developmental process of each child, including instituting a [illegible] of conduct that furthers that goal. The LCCPA Charter School will expect students to conduct themselves in an orderly, courteous manner that exemplifies dignity and respect towards self and others manner. This requirement refers to their actions toward other students and teachers, their language, their dress, and their manners. The committee believes self-discipline is an interpersonal goal of education that will be developed and improved as a result of our focus on the Arts. It's an administrative expectation that students have a responsibility to know and respect the LCPA policies, rules, and regulations. Violations of such policies, rules,

and regulations will result in disciplinary actions. The LCCPA Charter School Planning Committee, ultimately the Board, will direct the administration to establish rules and regulations necessary to create and preserve conditions essential to orderly operation of the school. The Board will authorize its administrators to employ academic probation and/or in door suspension and to recommend expulsion as a very last result, if necessary, to enforce this policy.

i. Student Conduct

Student conduct and discipline are designed to foster greater student responsibility and improved ability to make appropriate decisions in preparation for partaking in higher educational endeavors, the larger society including the world of work. Disciplinary efforts will be positive whenever possible. Positive means may include: individual discussion and counseling, student involvement in understanding acceptable standards of conduct, and parental involvement. LCCPA Charter School will follow the South Carolina State Discipline Code. However, some offenses may result in reprimand, withdrawal of privileges, detention, or in-school detention (academic probation). These will be listed in more detail in the Parent/Student Handbook. The following are examples of conduct that may result in in-school suspension, out-of-school suspension, restitution, or expulsion: Obscene, profane, or vulgar language or gesture to another student, faculty, or staff member; Fighting or physical abuse of a student; Blackmailing, threatening, harassing, bullying / teasing or intimidating other students including cyber bullying; Using or possessing tobacco or tobacco paraphernalia on school property or when under the sponsorship of the school;

- Willful destruction of school or other person's property on school premises;
- Indecent exposure;
- Illegal walkout from a classroom or school;

- Unlawful assembly;
- Disrupting lawful assembly;
- Insolence directed to any person in authority;
- Gambling;
- Possession of a paging device, except where allowed pursuant to LCCPA Charter School Policy;
- Trespassing;
- Any other act determined by the Board or school administration. (Student must be made aware of expectation and must have full understanding. This must be documented with student's signature and verbally explained and allowed to ask questions).

Acts that may result in out-of-school suspension or expulsion include, but are not limited to:

- Assault and battery;
- Extortion;
- Bomb threats;
- Possessing, using, or threatening to use any instrument considered a weapon;
- Illegally occupying or blocking in any way school property with the intent to deprive others of its use;
- Physically abusing a member of the school staff;
- Sexual offenses;
- Vandalism;
- Theft;
- Possession or sale of stolen property;

- Possession or explosion of firecrackers or other explosive devices;
- Intentionally setting off fire alarms falsely or discharging fire extinguisher;
- Possession, use, distribution, or sale of alcoholic beverages or illegal drugs;
- Starting fires on school grounds or in school buildings;
- Unauthorized entrance in school building accompanied by theft of school or personal property on school premises;
- Any other act determined by the Board or school administration addressed in the Parent/Student Handbook including the student dress code which will require all students to dress in a[n] appropriate manner which will include wearing a school uniform to fulfill the dress code requirements. Research suggests the wearing of school uniforms can be a [preventative] conduct deterrent which also provides the student with social capital that is needed [by] students are not automatically recipients of it. (Brown, 2005).

The Parent/Student Handbook will include a chart listing offenses and consequences for selected infractions of the Code of Conduct. Under the direction of the Board, LCCPA Charter School administrators will periodically review and revise procedures, if necessary, for disciplining students. Policies will comply with the appropriate state statutes, constitutional provisions, and adhere to the discipline procedures provided by IDEA-Part B, specifically regulating discipline for children with disabilities. As students progress through LCCPA, it is assumed that an increase in age, understanding of information written, and maturity will require a greater responsibility for actions. Differences in age, maturity, and developmental level are considered in determining the type of disciplinary action and possible intervention needed. All efforts are made to allow

faculty and staff to reinforce positive behaviors and to teach appropriate social skills essential for becoming a responsible young adult citizens who continue their education at the college level and be successful on the job.

Student Absences and Excuses: In accordance with state law, the state Board of education has established regulations defining lawful and unlawful absences from school in order to provide a system for the orderly enrollment attendance of students. The purpose of these regulations is to identify the reasons for the student's continued absence and to develop a plan in conjunction with the student and parent(s) to improve the student's future attendance. This applies to all students. When a student's absence is approved by the school Principal Director or his/her designee to be lawful, the student will be given permission to make up work missed including tests, reports, homework, etc. The amount of time allowed for make-up work will be equal to the time given to other students in class for the particular assignment. This excuses health problems, additional time will be given. If a student's absence is determined by the school Principal Director or his/her designee to be unlawful, there is no obligation on the part of the school personnel for make-up work though the student is encouraged to obtain assignments and perform to the best of his/her ability. Examples of lawful absences include, but are not limited to: students who are ill and whose attendance in school would endanger their health or the health of others; students in whose immediate family there is a serious illness or death; recognized religious holidays of a student's faith; doctor, dentist or orthodontist appointment; special family educational trips that have prior approval of the Principal Director of the school. (maximum allowable days, three). Trips not acceptable include: hunting trips, recreational trips, attending sporting events as spectator, etc. This will be based on LCCPA rules and policies. Examples of unlawful absences include, but are not limited

to: students who are willfully absent from school without the knowledge of their parent who are absent from school without acceptable cause even if their parents have knowledge of the absence; absences not verified by written permission of parent to school after an absence.

Many students participate in school-sponsored organizations or activities that may lead to absences for school purposes, such as competitions, band trips, athletic events, field trips and conventions. While such absences may be for worthwhile causes, they nevertheless result in missed instruction. Attendance at activities of this nature must have prior approval by the school Director to be considered a lawful absence. The classroom teacher is responsible for monitoring absences and reporting them to the Principal / Director. Absences will be recorded as unexcused until a proper excuse is recorded with the school Principal / Director. It is the school Principal / Director's (or whom the director delegates responsibility to) responsibility to notify the classroom teacher of all excused absences. Specific remedies for unexcused absences will be included in the Parent/Student Handbook.

Student Rights and Responsibilities:

LCCPA Charter School Planning Committee believes that students have rights that should be recognized and respected. Students have a right to: A free, quality education; Educational opportunity free from discrimination; Due process of law, including the right to appeal suspensions and expulsions, if they believe they have been denied due process; A safe environment in which to learn to become educated and responsible citizens.

Equal Educational Opportunities and Non-Discrimination:

LCCPA Charter School shall treat all persons fairly, with respect, and without discrimination or threats of violence or abuse. Every LCCPA student will have equal educational

opportunities regardless of ethnic or racial background, religious beliefs, gender, disability, and economic or social conditions. LCCPA will admit students without regard to these criteria. The school Director will develop a plan and provide procedures to ensure that this policy is followed. The school Principal / Director will be responsible for working with the staff and students to ensure equal opportunity for all students in all programs and activities.

Sexual Harassment:

Sexual harassment as defined in federal law will not be tolerated. Students who feel they have been subjected to sexual harassment are encouraged to file a complaint. All allegations will be investigated promptly and confidentially to the fullest extent possible. LCCPA prohibits retaliation or reprisal in any form against a student who has filed a complaint of sexual harassment. Any employee or student who is found to have engaged in sexual harassment will be subject to disciplinary action, up to and including termination in the case of an employee, or expulsion in the case of a student. LCCPA policy on sexual harassment and this administrative rule will be referenced in employee and student handbooks. The school Principal / Director will give a copy of the LCCPA policy on sexual harassment and this administrative rule to all employees.

The school Principal / Director will give a copy of the student handbook to all students. If the school Principal /Director, faculty and/or staff have reason to believe that a child's physical or mental health or welfare has been or may be adversely affected by abuse or neglect, they will report such conduct in accordance with S. C. Code Ann. 20-7- 510 and Board policy on reporting child abuse or neglect.

Student Involvement in Decision Making:

LCCPA Charter School Planning Committee recognizes the value of student, parent, and community participation in decision making for the school. The Board will encourage students who are at an age-appropriate level to attend Board meetings and take part in the public participation periods. Students should share with the Board, the administration, and the faculty the responsibility for developing a climate at LCCPA that is conducive to wholesome learning and living. As age appropriate, the Board will encourage students to express their opinions in establishing policies in the area of student privileges and other areas of student activities. The Board will encourage the school Principal / Director to develop procedures for meaningful involvement of students in school government. In the development of rules, regulations and arrangements for the

operation of LCCPA, the school Principal / Director will include at the planning stage, whenever feasible and appropriate, a representative of those students who will be affected by such provisions.

Student Dress:

. A LCCPA student dress code will be established and published in the Parent/Student Handbook. The dress code will be revisited from time to time to get parent and student feedback on issues pertaining to the suggested school uniform the Board in consultation with parents of current students. Students who come to school dressed in violation of the dress code will be accompanied to the office and required to make arrangements for other clothing.

Secret Societies / Gang Activity:

LCCPA Charter School prohibits incidents involving initiations, hazing, intimidations or related activities of such group affiliations that are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to students. The

administration will establish procedures and regulations to ensure the discipline of any student wearing, carrying or displaying gang paraphernalia, exhibiting behavior or gestures that symbolize gang membership, or causing or participating in activities that intimidate or affect the attendance of another student.

Hazing: LCCPA School prohibits hazing by students, staff, and third parties as a part of any school-sponsored activity. All students and employees must avoid any action that could be viewed as planning, directing, encouraging, assisting or engaging in any hazing activity. Further, no LCCPA administrator, coach, sponsor, volunteer, or employee will permit, condone or tolerate any form of hazing. For purposes of this policy, state law defines hazing as "the wrongful striking, laying open hand upon, threatening with violence or offering to do bodily harm by a superior student to a subordinate student with intent to punish or injure the subordinate student, or other unauthorized treatment by the superior student of a subordinate student of a tyrannical, abusive, shameful, insulting, or humiliating nature." Any hazing activity, whether by an individual or a group, will be presumed to be a forced activity, even if a student willingly participates. Students who feel they have been subjected to hazing are encouraged to file a complaint with the school Principal / Director.

All complaints will be investigated promptly and confidentially to the fullest extent possible. LCCPA prohibits retaliation or reprisal in any form against a student who has filed a complaint of hazing. Any student or employee who is found to have engaged in hazing will be subject to disciplinary action, up to and including termination in the case of an employee, or expulsion in the case of a student. Individuals may also be referred to law enforcement officials. LCCPA will take all other appropriate steps to correct or rectify the situation. The school

Principal / Director will be responsible for ensuring notice of this policy is provided to students, staff and parents.

Student Concerns, Complaints, and Grievances: LCCPA School provides a grievance procedure as a formal method for the resolution of any grievances concerning the treatment of students by LCCPA personnel. These grievances may arise from allegations of violations of student legal rights or school policy. In addition, the LCCPA Committee recognizes that there may be conditions that LCCPA could improve, and that students should have some means by which they can effectively express their concerns. In this case, students will have a leadership team to appropriately voice their concerns (older students depending upon grade level maturity and appropriateness according to their behavior and developmental stage). LCCPA will resolve student complaints and grievances through orderly processes and at the lowest possible level.

A teacher will provide any student or parent the opportunity to discuss a decision or situation that the student considers unjust or unfair. If the incident remains unresolved, the student, parent or teacher may bring the matter to the reviewing authority designated by the school Principal / Director for consideration and action. If the matter is still unresolved, the complaining party may bring it in writing to the school Principal / Director for review. Title IX complaints: Students who believe that they have been discriminated against on the basis of their gender have the right to appeal to the school Director. If the student is not satisfied with the decision of the Director, he/she may appeal to the Board.

Section 504 complaints: Students who believe that they have been discriminated against on the basis of their disabling condition have the right to appeal to the school Principal Director. If the

student is not satisfied with the decision of the Director, he/she may appeal to the Board. The school Principal / Director will schedule appeals to the Board.

Expectations for Parents:

LCCPA Charter School expects parents to be actively involved in their child's education both in and out of the classroom. Parents will be required to sign a statement each year that they have discussed the expectations of LCCPA and LCCPA parents, based upon the Parent/Student handbook, with their son or daughter. It is imperative that parents and students realize that these policies apply to all LCCPA Charter School activities and sponsored events both on and off the campus to the fullest extent permitted by law (for example, sports activities, field trips, etc.).

Parents will be expected to:

- Take an active interest in their child's progress;
- Work with staff to solve disciplinary and academic problems;
- Actively support LCCPA and, its staff, curriculum, programs and activities;
- Attend parent-staff conferences/progress meetings, school-parent functions;
- Assist their child in maintaining good health habits and grooming;
- Make sure their child goes to school on time every day unless their child is ill, has a contagious disease, or has a family emergency;
- Make sure their child does not arrive at the school before staff supervision is provided and promptly picks up their child after a school event;
- Follow the state attendance law;
- Read and follow the requirements for parent(s)/legal guardians and students in

Corporal Punishment:

The use of corporal punishment, defined as any act of physical force upon a student for the purpose of punishing that student, is not acceptable at LCCPA and will not be tolerated as a disciplinary measure. LCCPA will permit the use of reasonable and necessary physical force under the following circumstances: to calm or interrupt a disturbance which threatens physical injury to persons, including those students involved, or which threatens serious damage to property; to obtain possession of weapons or other dangerous objects upon the person or within the control of a student; to defend one's self; to remove a student from a classroom or other school property when the student's continued presence poses a threat of danger to other persons or property. To ensure safe and correct handling of students during the situations described above, the school Principal / Director and / or his/her designee will be trained in a prescribed physical restraint method within one year of employment.

Suspension of Students ***(This section will depend upon the policies and procedures of LCCPA. Also in accordance with the Charter School mandates, policies and procedures that are listed with South Carolina State. Other Venues may include A. Indoor suspension B. Home Schooling with a teacher and support staff C. Alternative education, exposing students to others whom displayed the same behavior and was consequenced for this D. exposing them to the juvenile detention center as a means of educating*** **):**

It is the policy of the LCCPA Charter School to provide due process of law to students, parents and school personnel through procedures for the suspension or expulsion of students which are consistent with federal law, state law, regulation, and local policy. The school Principal / Director may suspend a student from LCCPA for commission of any crime, gross immorality, gross misbehavior, persistent disobedience, or violation of written rules and regulations. The school Principal / Director may also suspend a student when the presence of the student is

detrimental to the best interest of LCCPA. Suspension is the exclusion of a student from their regular classroom setting at school and school activities for a period of time. In most cases, students will be removed from their regular placement and redirected to another location such as indoor suspension for the time allotted. By law, suspension will not exceed 10 school days for any one offense or 10 days in a school year. The school may not suspend a student from school during the last 10 days of a year if the suspension will make the student ineligible to receive credit for the school year. The exception is if the presence of the student constitutes an actual threat to a class or a school or a hearing is granted within 24 hours of the suspension. LCCPA Charter School uses the word suspension in this policy to mean either suspension from school or in-school suspension as determined by the school Principal / Director. Review of suspension will be discretionary with the school Principal / Director. However, the school Principal / Director must review suspensions that occur within the last 10 days of the school year. The school Principal / Director may vest authority to suspend a student from a teacher's class or from school to a designee within the school staff, such as a senior staff member. The designee must comply with the rules for maximum days of suspension and for suspension during the last ten (10) days of a year. The designee must also comply with the following procedures when considering suspending a student. The designee must have a conference with the student during which the student is notified of the charges that warrant suspension. If the student denies the charges, the designee will offer the student an explanation of the evidence and an opportunity to present his/her side of the story. The designee will keep a written record of this conference. The designee will maintain a summary report of all suspensions for review by the Board. The designee will send, by USPS mail with a confirmation method (e.g., return receipt), written notice of the action to the student's parent(s). The notice will state the reason(s) for the action

taken, the effective dates of suspension, the parent's right to a conference with the designee, and a proposed time and place for the conference. This written notice will also advise the parents of their right to appeal an unfavorable decision to the school Director. In the event that the Principal / Director receives no response to the letter within 48 hours, the designee will send a copy of the original letter to the parents by certified mail. At the parental conference, the designee will discuss the charges and suspension with the parents as well as the proposed remedy and any follow-up procedures deemed desirable.

Expulsion of Students : Expulsion is the removal of a student from for the remainder of the school year or until readmitted by the school Principal / Director. While Expulsion is an option for violating student conduct, the LCCPA Planning Committee / Board will ensure that the parent and student is referred to another educational setting prior to expulsion. Expulsion will occur after every option has been exhausted in relation to the violation at hand. Authority to expel students from LCCPA rests solely with the school Principal / Director. Special education students must still receive free and appropriate public education even while expelled from classes on campus. The offenses that would warrant expulsion can be found in code of conduct described earlier in this section. The following procedures will apply to the expulsion of students. The school Principal / Director will notify the parent(s) of the student of the time and place of a hearing. At the hearing, the parent(s) will have the right to legal counsel and to all other regular legal rights, including the right to question all witnesses, with the exception of sexual battery. The hearing will take place within 10 days of the written notification at a time and place designated by the school Principal / Director, and a decision will be rendered within 10 days of the hearing. The student will be suspended from LCCPA and all LCCPA activities during the time of expulsion procedures, except for scheduled conferences. The decision may

only be appealed to the Board if the parent believes the student was denied due process of law. The parent/guardian must file any appeal in writing within 5 days of the decision to the Board. The student may not return to the LCCPA premises during the appeal except for the purposes of a hearing. The Board will consider the appeal within 10 days after the appeal is received. A written record of any Board hearing will be maintained. In the event of an expulsion, the school Principal / Director will notify the District within 10 days of the final decision and the address of record of the student.

Student Welfare: LCCPA Charter School Planning Committee believes every child deserves dignity and respect. The safety and well being of every student is very important to the Charter Planning Committee. LCCPA strives to provide each student with a safe and beneficial learning environment. Employees must always follow guidelines and rules for keeping students from being seriously harmed in any way.

ii. Students with Disabilities

Include the school's policy on suspension and expulsion of students with disabilities.

Students who have been identified as handicapped or disabled are not exempt from the rules regarding behavior as outlined above. However, all disciplinary action involving these students will be addressed in accordance with state and federal law. LCCPA Charter School's policy on suspension and expulsion of students with disabilities will adhere to the specific procedures for disciplinary actions that involve students with disabilities as outlined in the IDEA 1997 amendments. The following guidelines will be implemented for compliance thereto:

- LCCPA personnel can remove a student with a disability from their regular placement to another location such as indoor suspension for 10 or fewer

consecutive days at a time for a violation of the LCCPA code of conduct (to the same extent applied to children without disabilities). LCCPA personnel can immediately remove the same child for separate incidences of misconduct for as many as 10 consecutive school days.

- LCCPA personnel can also order a change of placement of a child with a disability to an appropriate interim alternative educational setting for up to 45 days for possession of weapons or drugs or the solicitation or sale of controlled substances while at school and school functions. If personnel believe that a child is a danger to him/herself or others, they can ask a hearing officer in an expedited due process hearing to remove a student to an interim alternative educational setting for up to 45 days.
- A 45-day interim alternative educational placement can be extended in additional 45-day increments if the hearing officer agrees that the child continues to be substantially likely to injure him/herself or others if returned to his/her prior educational placement.
- LCCPA personnel can remove a child with a disability, including suspending or expelling for behavior that is not a manifestation of the child's disability, to the same extent as is done for students without disabilities for the same behavior.
- LCCPA personnel can report crimes to appropriate law enforcement and judicial authorities. LCCPA personnel can always ask a court for a temporary restraining order in order to protect children or adults from harmful behaviors. (See IDEA Regulations 300.519- 529 and 521(d).

3. **Student Rights**

A student wishing to appeal an expulsion must do so by writing a letter to the

school Principal / Director requesting a hearing. The Board will appoint a special committee to hear the appeal within five school days. The student will remain expelled during the appeal process. LCCPA Charter School will provide for the expulsion of any student who brings a firearm to school per South Carolina Code Ann. § 59-63-235 (Supp. 2001). Riverview will comply with the Family Education Rights and Privacy Act (20 U.S.C. § 1232).

iv. Parent Notification

LCCPA Charter School will notify parents and students regarding the student conduct, rights, and responsibility policies by giving parents and students a copy of the policies with corresponding explanations in the Parent/Student Handbook distributed to all students and parents at the beginning of the school year, through orientation sessions held at the school and classroom levels, and by posting this information on the LCCPA Charter School's website. Parents will be kept notified of any process or actions related to their child during any disciplinary action as well.

e. Indemnification

LC[illegible] assumes the liability for the activities of the charter school and agrees to hold harmless the school district, its servants, agents, and employees from any and all liability, damage, expense, causes of [illegible]uits, claims, or judgments arising from injury to persons or property [illegible]herwise 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.

Lake City College Preparatory Academy
Appendices

APPENDICES	Document
A	FSD3 Calendar & Sample Schedule
B	Curriculum Examples (Pacing Calendars etc.
C	LCCPA Meeting Dates & Times
D	Francis Marion University Performing Arts Pee Dee School Support
E	Examples of Letters and community Support
F	Pre-Enrollment Sheet examples
G	LCCPA Planning Committee Tentative Summer Meeting Schedule
H	5-Year Budget & SCDE Office of Finance Estimated Revenues & Letter Explaining Potential Planning & Implementation Grant
I	Documentation of Insurability and Estimates of Costs of Insurance
J	Non- Profit Documentation and Bylaws
K	SCPCSD Letter Confirming No Desegregation Order
L.	Student Enrollment Projections
M	Statement of Assurances.
N	Evidence of Submission of Application

APPENDIX A

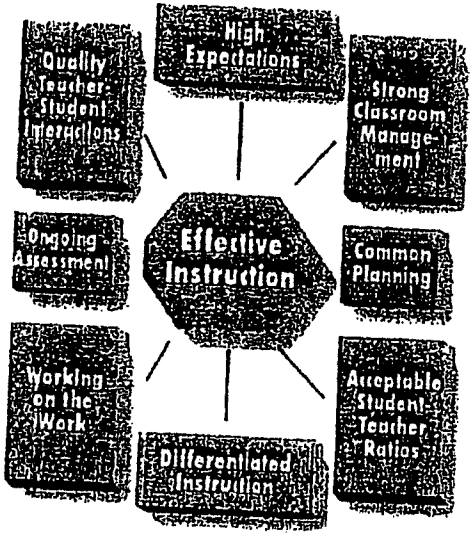
FLORENCE SCHOOL DISTRICT THREE CALENDAR AND EXAMPLE OF POTENTIAL STUDENT SCHEDULE

AUGUST 2008

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
JULY 2008 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Aug. 14: VJ Day			JULY 31 Student Registration 9 a.m.-7 p.m. Meet the MSE Staff Cookout 3:30-6:30 p.m.	**1** Student Registration 7:30 a.m.-5 p.m.	**2**
3	**4**	**5** SE SIC 10 a.m. SE PTO Board 11 a.m.	**6**	**7** LCH Senior Pictures	**8** LCH Senior Pictures	**9** REM Mini Camp 8-11 a.m.
10	**11**	**12** Deadline for Sept. 13 ACT	**13**	**14** REM Community Walk 8-11:00 a.m. *Elementary School Open House (All Elementary Schools) 4:30-6:30 p.m.* Middle & High School Open House (REM, JPT & LCH) 5:30-8 p.m.	**15**	**16**
17 JPT 6th Grade Orientation 3-5 p.m.	**18** STUDENTS BEGIN Breakfast & Lunch Served	**19** LCE SIC 5:30 p.m. JPT SIC 6 p.m.	**20**	**21** MSE SIC 5:45 p.m. Regular Meeting Board of Trustees District Office 7 p.m.	**22** Lake City Kickoff Football Jamboree Ward Memorial Stadium 6 p.m.	**23**
24 **31**	**25** Adult Ed. Registration 9a.m.- 4 p.m.	**26** Adult Ed. Registration 9a.m.- 4 p.m. MSE Character Counts 10 a.m.	**27** LCH Underclass Pictures OE SIC 8:45 a.m. Adult Ed Registration 9a.m - 4 p.m JV Football vs. Wilson (Home) 7 p.m.	**28** JCL Fall Fundraiser Kickoff *LCH Underclass Pictures* REM SIC 6 p.m. *Adult Ed. Graduation Blanding St. Aud. 6 p.m.* Varsity Football vs Wilson (Away) 7:30 p.m.	**29** JCL PTO Birthday Cupcakes *SE Birthday Celebration* MSE BirthdayCelebration	**30**

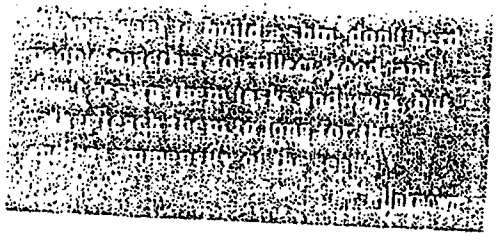
Open Registration for Even Start Family Literacy at Graham Rd. Campus 8 a.m.-4:30 p.m.

ROA_2140



ESSENTIALS

Positive attitudes	Summarizing and note taking	Cooperative learning
Acquiring knowledge	Reinforcing effort and providing recognition	Setting objectives and providing feedback
Extending knowledge	Homework and practice	Questions, cues, and advance organizers
Using knowledge meaningfully	Nonlinguistic representations	Identifying similarities and differences
Productive (cognitive) habits	Generating and testing hypotheses	



Every Child in the Winner's Circle

Anderson School District Five Research-Based Initiatives

- Approved Curriculum
- Balanced Literacy
- ERI-DIBELS
- Family Literacy
- Knowledge Taxonomy
- Magnet School
- Math Out of the Box
- Modified Calendar Schools
- Project Lead the Way
- Rigor & Relevance
- School-to-Work
- SREB (Schools That Work)
- Technology
  - EduTest
  - NovaNet
  - Fast ForWord
  - Academy of Reading
  - Academy of Math
  - Pitsco-STAR Academy
  - Plato
  - MAP
  - Data Warehouse
  - YPP

Anderson School District Five
400 Pearman Dairy Road
Anderson, SC 29625
864.260.5000

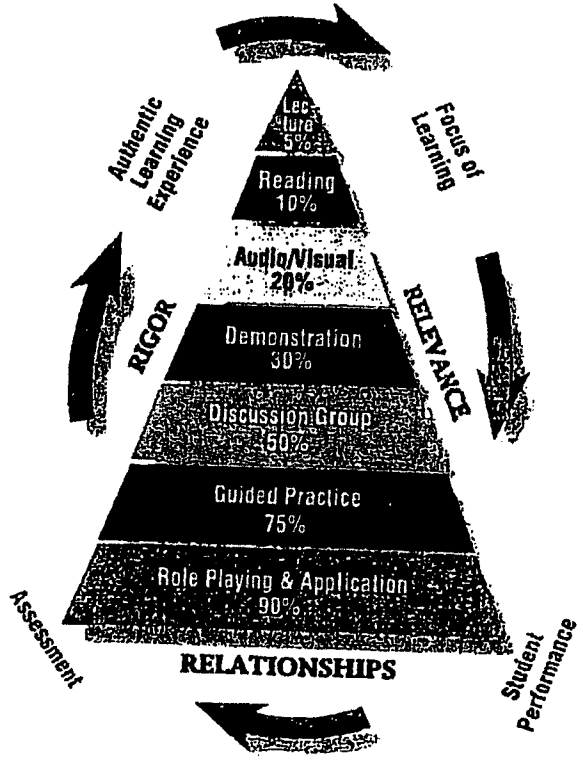
Our Mission

"Preparing students to be exemplary citizens by providing quality education"

ANDERSON
School District Five

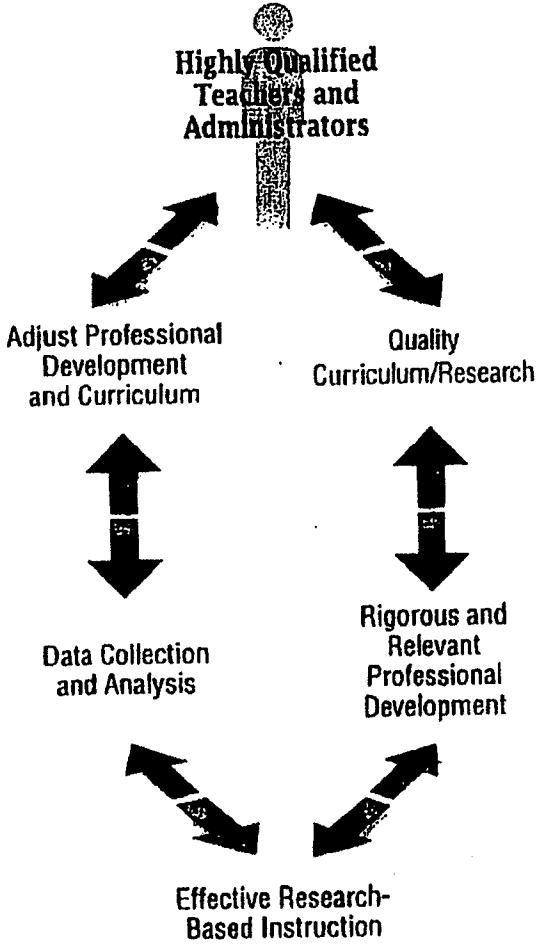
Academic Blueprint

Effective Instruction



ROA_2147

Anderson District Five Academic Blueprint



Assessment and Evaluation

Measure of Academic Progress (MAP)

Yearly Progress Pro (YPP)

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

District Benchmarks

District End-of-Course Tests

Grade-Level Unit and/or Nine Weeks Tests

Grade-Level Writing Assessments

Developmental Reading Assessments

State Testing Program

Approved Curriculum

- Research-Based Initiatives
- Integrated Units
- International Standards
- Strategies for the Gifted
- Essential Standards
- ESOL Strategies
- Homework Supplements
- PACT-like Assessments
- Conflict Resolution

Research-Based Intervention

Early Childhood Education

South Fant Family Early Childhood and Education Center

Coming Soon - West Market Early Childhood and Education Center

Early Interventions

Early Reading Intervention Program (ERI) in Kindergarten and First Grade

Reading Recovery In Kindergarten and First Grade

Transition Classes

Required Reteaching Loops in Early Grades

Middle and High Schools Interventions

Smaller Learning Communities

Advancement Via Individual Determination

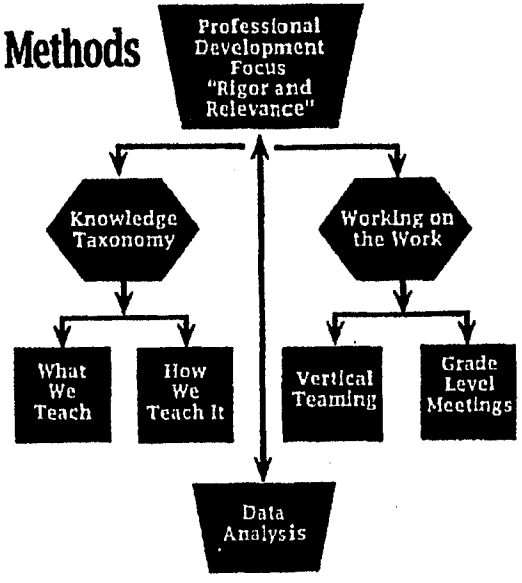
Star Academy - Computer based drop prevention and credit acceleration program

Gateway to College - Drop Retrieval Program

NovaNet Credit Recovery

Virtual High School

Methods



ROA_2148

Voice Department Curriculum Grades 5-12

Instructional Goal: To create in the student an awareness of the technique of proper breathing and tone production, and to develop language and professional skills through the study of specific repertoire.

Strategic Goal: To build technical skills, language skills, and professional skills through vocalise and repertoire

Target Population: Grades 5-12

When: 2-4 days per week

How:
-study of technique for correct breathing
-study of proper body stance
-vocalises geared toward desirable voice placement
-study of repertoire in the four basic languages (Italian, German, English, French)
-development of skills in the International Phonetic Alphabet
-study of the varied colors, styles, and compositional devices peculiar to each language, composer, and historical period
-development of skills of poise and stage deportment relevant to the audition and performance process

Support: one instructor per class, one accompanist per class, posture chairs, piano, repertoire books, diction texts

Success Indicators: written and oral examinations, class presentations, recitals, performances, juries

Lake City College Preparatory Academy Charter School

EXAMPLE OF HIGH SCHOOL SOCIAL STUDIES CURRICULUM:

American Government and Economics Course Description: This course teaches our civil rights and liberties as contained in the U.S. Constitution. Emphasis is placed on the relationship among the three branches of federal government and the bureaucracy. A comparative study of democracy, socialism, and communism is also included.

U. S. History and constitution Course Description: This course includes an introductory summary of the American Revolution, creation of the federal union and constitution, westward expansion, sectionalism, War Between the States, and Reconstruction. Primary emphasis is focused on industrialization, immigration, World Wars I and II, Roaring Twenties, Great Depression, Cold War, civil rights struggle, and America's role in the 21st century. Students will attain a greater degree of understanding of the United States and their role in our society. This course is required for graduation.

American Government Course Description: This course teaches our civil rights and liberties as contained in the U.S. Constitution. Emphasis is placed on the relationship among the three branches of federal government and the bureaucracy. A comparative study of democracy, socialism, and communism is also included.

World History Course Description: This course is a study of the major periods and accomplishments of peoples all over the world. It emphasizes the most significant personalities, events, and places of the world. The main topics are ancient and medieval history, the Renaissance, Age of Discovery, industrialism, nationalism, and World Wars I and II. This course is recommended for college preparatory students.

Additional information regarding the remainder of the Anderson Five High School Social Studies Curriculum, please go to www.Anderson5.net.

Lake City College Preparatory Academy Charter School

EXAMPLE OF FOREIGN LANGUAGE CURRICULUM:

Spanish I Course Description: This course is the first in a series to develop the skills of understanding, speaking, reading, and writing Spanish. Students will learn to pronounce and use the basic sounds and intonation patterns of the language. They will master a limited set of structural and lexical objectives to be used in common daily conversational situations. They will also gain a basic knowledge of contemporary Spanish culture as they participate in language learning activities to develop communicative competence.

Spanish II Course Description: This course is designed for students to expand their knowledge of the Spanish language and culture. The major objective of the course is development of the four skills of understanding, speaking, reading, and writing. Students will expand their vocabulary in situations covered in Spanish I as well as new areas. Reading and class activities will help students acquire the ability to function in the Spanish culture and communicate with native speakers.

French I Course Description: This course is the first in a series to develop the skills of understanding, speaking, reading, and writing French. Students will learn to pronounce and use the basic sounds and intonation patterns of the language. They will master a limited set of structural and lexical objectives to be used in common daily conversational situations. They will also gain a basic knowledge of contemporary French cultures as they participate in language learning activities to develop communicative competence.

French II Course Description: This course will expand student's knowledge of the French language and culture. The major objective of the course is development of the four skills of understanding, speaking, reading, and writing. Students will expand their vocabulary in situations covered in French I as well as new areas. They will develop the

ability to use complex grammatical structures and a number of verb tenses. Contemporary French culture will be the basis for expanding knowledge in this area.

Latin I Course Description: This course is the first in a series to develop the skills of understanding, reading, and writing Latin. Students will learn to grasp the very nature of language and the knowledge of how language works. Attention will be given to the practical applications of Latin, Latin vocabulary, and the grammatical structure of Latin and its relation to English as well as the other modern languages. It is a great preparation for students wishing to improve vocabulary skills for the SAT.

Latin II Course Description: This course will expand students' knowledge of Latin. All Latin grammar and forms will be studied and completed. Students will be guided through the writings of such Latin authors as Caesar and Livy. The historical aspects and contributions of the Roman Empire will be studied in detail. ***Additional information regarding the remainder of the Anderson Five High School Foreign Language Curriculum, please go to www.Anderson5.net.*** All student will be require to meet or exceed state standards in each area including high school science. ***Additional information regarding the remainder of the Anderson Five High School Foreign Language Curriculum, please go to www.Anderson5.net.*** For more information regarding the high school Below is an example of the HIGH SCHOOL PHYSICAL SCIENCE PACING CALENDAR:

ALGEBRA I PACING CALENDAR:

Day	Section	Course Objective	Objective: The student will be able to ...	Supplemental Activities
1	1.1	EA - 2.1	Write mathematical expressions for verbal expressions. Write verbal expressions for mathematical expressions.	GMARM Chapter 1 pg 1-6
2	1.2	EA - 2.1, 2.5, 2.6	Evaluate numerical expressions by using the order of operations. Evaluate algebraic expressions by using the order of operations.	GMARM Chapter 1 pg. 7-12
3	1.5	EA - 2.5, 2.6, 2.7	Use the distributive property to evaluate expressions. Use the distributive property to simplify expressions.	GMARM Chapter 1 pg. 25-30
4	1.6	EA - 2.5, 2.7	Recognize the commutative and associative properties. Use the commutative and associative properties to simplify expressions.	GMARM Chapter 1 pg. 31-36
5,6	1.8	EA - 1.5	Interpret graphs of functions. Draw graphs of functions.	GMARM Chapter 1 pg. 43-48
7,8	1.9	EA - 1.5, 1.6	Analyze data given in tables and graphs (bar, line, circle). Determine whether graphs are misleading.	GMARM Chapter 1 pg. 49-54
9			Review	
10			Review	
11			Test	
12,13	2.1	EA - 2.1	Graph rational numbers on a number line. Find absolute values of rational equations.	GMARM Chapter 2 pg. 75-80

ROA_2153

	2.2	EA - 2.1, 2.2	Add integers and rational numbers. Subtract integers and rational numbers.	GMARM Chapter 2 pg. 81-86
14	2.3	EA - 2.1	Multiply integers. Multiply rational numbers.	GMARM Chapter 2 pg. 87-92
15	2.4	EA - 2.1	Divide integers. Divide rational numbers.	GMARM Chapter 2 pg. 93-98
16,17	13.2	EA - 2.9, 2.10	Organize data in matrices. Solve problems by adding or subtracting matrices or by multiplying by scalar.	GMARM Chapter 13 pg. 787-792
18	2.7	EA - 2.1, 2.2	Find square roots. Classify and order real numbers.	GMARM Chapter 2 pg. 11-116
19			Review	
20			Review	
21			Test	
22	3.1		Translate verbal sentences into equations. Translate equations into verbal sentences.	GMARM Chapter 3 pg. 137-142
23	3.2	EA - 4.7	Solve equations using addition. Solve equations using subtraction.	GMARM Chapter 3 pg. 143-148
24	3.3	EA - 4.7	Solve equations using multiplication. Solve equations using division.	GMARM Chapter 3 pg. 149-154
25,26	3.4	EA - 2.1, 2.5, 4.7	Solve problems by working backward. Solve equations involving more than one operation.	GMARM Chapter 3 pg. 155-160

ROA_2154

27,28,29	3.5	EA - 2.1, 2.5, 4.7	Solve equation with the variable on each side. Solve equations involving grouping symbols.	GMARM Chapter 3 pg. 161-166
30,31	3.8	EA - 2.1, 2.5, 3.7, 4.7	Solve equations for given variables. Use formulas to solve real-world problems.	GMARM Chapter 3 pg. 179-184
32			Review	
33			Review	
34			Test	
35,36	4.1	EA - 1.5, 1.6	Locate points on the coordinate plane. Graph points on the coordinate plane.	GMARM Chapter 4 pg. 213-218
	4.3	EA - 1.5, 1.6	Represent relations as sets of ordered pairs, tables, mappings, and graphs. Find the inverse of a relation.	GMARM Chapter 4 pg. 225-230
37	4.4	EA - 3.3, 5.1, (5.10)	Use an equation to determine the range for a given domain. Graph the solution set for a given domain.	GMARM Chapter 4 pg. 231-236
38,39	4.5		Determine an equation is linear. Graph linear equations.	GMARM Chapter 4 pg. 237-242
40	4.6	EA - 3.1, 3.2, 3.3	Determine whether a relation is a function. Find function values.	GMARM Chapter 4 pg. 243-248
41			Review	
42			Review	
43			Test	
44			Review for 9 weeks exam	
45			9 weeks exam	

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46	5.1	EA - 5.6, 5.7	Find the slope of a line. Use rate of change to solve problems.	GMARM Chapter 5 pg. 281-286
47	5.2	EA - 3.5, 3.6, 3.8	Write and graph direct variation equations. Solve problems involving direct variation.	GMARM Chapter 5 pg. 287-292
48,49,50	5.3	EA - 4.1, 5.1, 5.3	Write and graph linear equations in slope intercept form. Model real world data with an equation in slope intercept form.	GMARM Chapter 5 pg. 293-298
51,52,53	5.4	EA - 4.2, 4.3, 5.4	Write an equation of a line given the slope and one point on a line. Write an equation of a line given two points on a line.	299-304
54,55	5.5	EA - 4.6	Write the equation of a line in point slope form. Write linear equations in different forms.	GMARM Chapter 5 pg. 305-310
56,57,58	5.6	EA - 5.8	Write an equation of a line that passes through a given point, parallel to a given line. Write an equation of a line that passes through a given point, perpendicular to a given line.	GMARM Chapter 5 pg. 311-316
59,60	5.7	EA - 4.4, 4.5	Interpret points on a scatter plot. Write equations for lines of fit.	GMARM Chapter 5 pg. 317-322
61			Review	
62			Review	
63			Test	
64	6.1	EA - 4.8	Solve linear inequalities by using addition. Solve linear inequalities by using subtraction.	GMARM Chapter 6 pg. 343-348

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65	6.2	EA - 4.8	Solve linear inequalities by using multiplication. Solve linear inequalities by using division.	GMARM Chapter 6 pg. 349-354
66,67	6.3	EA - 4.8	Solve linear inequalities involving more than one operation. Solve linear inequalities involving the distributive property.	GMARM Chapter 6 pg. 355-360
68,69	6.4	EA - 4.8	Solve compound inequalities containing the word *and* and graph their solution sets. Solve compound inequalities containing the word *or* and graph their solution sets.	GMARM Chapter 6 pg. 361-366
70,71	6.5	EA - 3.5, 3.6, 3.8	Solve absolute value equations. Solve absolute value inequalities.	GMARM Chapter 6 pg. 367-372
72,73	6.6	EA - 4.8	Graph inequalities on the coordinate plane. Solve real world problems involving linear inequalities.	GMARM Chapter 6 pg. 373-378
74			Review	
75			Review	
76			Test	
77,78	7.1	EA - 4.9, 4.10	Determine whether a system of linear equations has 0, 1, or infinitely many solutions. Solve systems of equations by graphing.	GMARM Chapter 7 pg. 403-408
79,80,81	7.2	EA - 4.10, 5.12	Solve systems of equations by using substitution. Solve real world problems involving systems of equations.	GMARM Chapter 7 pg. 409-414
82,83,84	7.3	EA - 4.10, 5.12	Solve systems of equations by using elimination with addition.Solve systems of equations by using elimination with subtraction.	GMARM Chapter 7 pg. 415-420

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APPENDIX C

LCCPA MEETING DATES AND TIMES

OLANTA

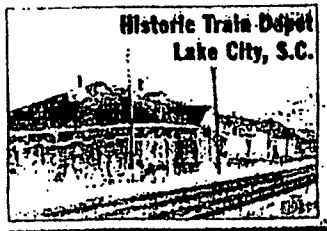
Crowd turns out for town hall meeting 2A

SPECIAL SECTION

Check out the ultimate guide to '09 Bar-B-Que Shag Festival Inside

INSIDE:
Community, 5A
Opinion, 4A
Classifieds, 7A

ROA_2159



Lake City News & Post

Wednesday, April 22, 2009 Serving Lake City, Scranton, Coward, Cades & Olanta since 1905 50 cents

Fort Jackson honors fallen soldier

By Nick Needham
Media General
Columbia Bureau
nneedham@florencenews.com

COLUMBIA — Friends and family considered U.S. Sgt. Maj. Michael Boyd Stack the definition of integrity and love.

When he would wear his uniform to church, children would run up to him wanting to admire all his medals and service awards.

The Lake City native was a Green Beret whose career spanned 28 years in the Special Forces. So it was only fitting that the room where he took his first military oath was named in his memory Friday at Fort Jackson.

Stack, 48, was killed while on tour in Iraq on Easter Sunday, April 14, 2004, when his convoy was ambushed by insurgents. All of Stack's men survived.

Friday's emotionally charged ceremony featured a slide show of Stack's military career and several speakers who all fought back tears memorializing the heroism Stack displayed. The "Ballad of the Green Beret" was played in his honor.

The Rev. Gerald Owens, Stack's pastor at Freewill Baptist Church in Kingstree, compared Stack to the archangel Matthew, who wielded the sword of God.

"When I think of Michael Stack, I think of integrity, love, caring. I think of a man with a mission — not just a military mission but a personal mission of caring and love," Owens said.

Stack was manning a machine gun on a Humvee when his 12-man team was ambushed. He used his gun to draw insurgent fire while his men took cover and got away to safety.


Stack

See STACK, 3A

LAKE CITY CITY COUNCIL

City might get charter school soon

By Bradrick McClam
Staff writer
bmcclam@florencenews.com

LAKE CITY — Lake City City Council members heard about the idea of a new charter school coming to the area during their most recent meeting.

Dr. Delaris W.B. Brown, a Lake City native, told council members Tuesday about the new charter school, Lake City College Preparatory Academy Inc., which she said already has received 150 signatures from parents stating they will allow their children to attend the school when the it opens.

She said she has consulted with the state's charter school association and that she anticipates the school will open in August 2010.

"This gives us ample time to hire the necessary personnel," said Brown, who serves as the school's director of education.

She said the charter school will serve grades K-12 and will follow the guidelines of No Child Left Behind.

She hopes to have a student enrollment of 200 when the school opens, she said.

The new charter school will focus on the arts, and Brown said research has shown that students who participate in an arts-based curriculum perform better academically.

She has looked at facilities to house the new charter school, although regulations state the new charter school can be approved before receiving a license of occupancy, she said.

Brown said she thinks teachers in the local school district are trying to make a difference, but thinks parents and students should have other options.

Brown has served as a teacher, assistant principal, principal and district-level director of curriculum and instruction, she said.

Lake City Mayor Lovith Anderson Jr. said it's evident Brown is passionate about the project and wished her success with it. The other members of council also wished Brown success with the opening of the new charter school.

In other business, council approved the first reading of an ordinance authorizing the lease of a lot and building located on Clifton Road, at the Lake City Municipal

LAKE CITY COLLEGE PREPARATORY ACADEMY INC

1-10-2009

AGENDA

I. Welcome (volunteer to record Minutes)

II. Introductions

III. Purpose

IV. Committees

- **PROGRAM** – Charter School Mission, Educational Program, Student Population, Goals and Objectives, Academic Standards, Educational and Curricular Program, Student Assessment
- **PERSONNEL** – Administrative and Teaching Staff (Employee Relations, Employment Process, Teacher Evaluations, Terms and Conditions of Employment, Grievances and Termination Procedures for all employees
- **BUDGET AND ACCOUNTING SYSTEM** – Annual Budget, Annual Audit, Pupil Accounting System, Negotiated Services and Documentation, Insurances, Transportation, Contracted Services, Special Needs Students
- **FACILITIES AND EQUIPMENT**- Identify facility and Equipment needs
- **PRACTICES (GOVERNANCE)**– Governance and Operations- Governing Board Design, Administrative Structure,
- **PRACTICES(COMMUNITY COMPLIANCE)** Parental, Community and Educator Involvement, Support for Formation of Charter, Evidence of Support, Admissions Policies and Procedures, Students Outside of District, Student Appeals Process, Racial Composition, Student Recruitment Policies, Student Conduct, Students with Disabilities, Student Rights, Parental Notification.

V. Timeline

VI. Next Meeting

VII. Adjournment

Charter School
INFORMATION FAIR

APRIL 14TH
6:00PM
SAVANNAH GROVE BAPTIST CHURCH
3411 HIGHWAY 52
COWARD, SC 29530

APRIL 18TH
10:00AM
COMMUNITY LEADERS AND BUSINESS OWNERS
RECEPTION
LAKE CITY PUBLIC LIBRARY
FOR MORE INFORMATION

Call (843) 210-9029
ASK FOR DR. BROWN

THIS EVENT IS SPONSORED BY
LAKE CITY COLLEGE PREPARATORY ACADEMY INC.

CHARTER SCHOOL INFORMATION FAIR

ACTIVITIES

Door Prizes

FOOD

Delicious Appetizers

MUSIC

Youth Artistic Performances

MARCH 17TH
6:30 PM

NATIONAL GUARD AMORY
135 CALHOUN STREET
LAKE CITY, SC 29560

FOR MORE INFORMATION
Call (843) 210-9029

APPENDIX E

EXAMPLES OF LETTERS OF SUPPORT FROM MAYOR OF LAKE CITY, EDUCATORS, PARENTS, BUSINESSOWNERS, FAITH BASED ORGANIZATIONS

APPENDIX D

FRANCIS MARION UNIVERSITY PEE DEE REGION SCHOOLS SUPPORT DOCUMENT

GLORIA C. TISDALE
CITY COUNCILMEMBER - CITY OF LAKE CITY
DISTRICT I

April 28, 2009

TO WHOM IT MAY CONCERN:

This letter is in support of the Lake City College Preparatory Academy. Lake City is a small town with not much to offer parents in choosing the school they want their child(ren) to attend. The majority of schools in Lake City do not meet standards. A charter school in this area will not help all of the children in school but will most certainly benefit some of the children in completing and furthering the education.

I most wholeheartedly support this school and hope it is approved. We definitely need this school.

Gloria C. Tisdale

CITY OF LAKE CITY

Lovith Anderson, Jr.
Mayor

William J. Sebnick
Mayor Pro Tem

Marion C. Lowder
City Administrator

John H. Whittleton, Sr., Esq.
Assistant City Administrator

Cherline L. Wolf, CMC
Clerk to Council

Members of Council

Billy H. Brown, Jr.

Sondra Fleming-Crosby

A. Russ Martin

Jason M. Springs

Gloria Tisdale

April 30, 2009

To Whom It May Concern:

I am writing this letter of support in regards to the future Lake City College Preparatory Academy. The Lake City Council was treated to an in depth overview of the academic and art agenda the school would have on April 14, 2009. I am pleased that this would give our students a viable option this area. According to the No Child Left Behind Act of 2001 students must be provided with an opportunity to attend another school within the school district. Our community is pleased that Dr. Deloris Brown is bringing her expertise in the area of education and arts to the Lake City area. The Lake City community has embraced the concept of encouraging academic achievement by exposing our students to the arts. If I can assist you in any way , please be sure to call me at 843-598-5913.

Sincerely,

Mayor Lovith Anderson

City of Lake City
P. O. Box 1329 • Lake City, South Carolina 29560 • Telephone (843) 374-5421 • Fax (843) 374-1704

WALLACE CHIROPRACTIC CENTER

263 Kelley Street, Suite 100
Lake City, SC 29560
Phone (843-394-8274)
Fax (843-394-1604)

April 27, 2009

LAKE CITY COLLEGE PREPARATORY ACADEMY, INC.
Dr. Deloris Brown
Lake City, SC 29560

TO WHOM IT MAY CONCERN:

This letter is concerning the LAKE CITY COLLEGE PREPARATORY ACADEMY INC. After speaking with Dr. Brown and others, I think this school would be beneficial for the Lake City area.

Charter Schools offer another choice for parents that have kids in public schools that are not performing well. Anything that would help to improve our kids scores, we welcome.

I look forward to welcoming Dr. Brown and her school to the Lake City and surrounding areas.

Sincerely,

Dr. Tyrone D. Wallace, DC
Owner

Ms. Gloria Brayboy
854 Mohoff Court
Florence, SC 29506

February 3, 2009

Dear Charter School Granting Authority,

This letter is written to express my support for the opening of Lake City College Preparatory Academy Charter School as a school choice option for Florence County.

I am a seasoned educator with over 34 years of experience. I understand that all children do not learn the same. Some need instruction that is geared towards their unique learning style to succeed. This is the reason why I support the opening of this charter school. I believe the opening of a Charter School will bring a new motivation for finding researched based techniques that work like an arts-focused curriculum. Sometimes, if we want different results, we must begin to explore all of our options including a curriculum that provides the opportunity to learn through the arts.

I have seen many students succeed when they are given the opportunity to do so. Perhaps this is one way to motivate the reluctant learners that are presently slipping through the cracks in schools across the state. Therefore I am requesting that you approve this Charter School so that it can be a viable option for students in Florence County.

Sincerely yours,

Gloria Brayboy

Gloria Brayboy, MSED

4/27/09

To Whom it Concern.
In reference to the said name

Dr. Brown, we have known her now for (2) yrs. She and her family are a member of Mt Clair missionary Baptist Church and is in good standing. we are grateful to have them. They have been a great asset to our ministry there. helping us to moved to another level they are Christian, in the movement of "God" work. with a desire to help young men's and women's to good all the way to be what "God" would have them to be. As Pastor of this ministry I am [100] per cent in supported with her.

Thank you.

Yours for the Cause
Rev W.L. Thompson

JOANN MOORE

532 Independence Avenue
Lake City, SC 29560
Phone (843-394-3646

April 28, 2009

LAKE CITY COLLEGE PREPARATORY ACADEMY, INC.
Dr. Deloris Brown
Lake City, SC 29560

To whom it may concern:

I, Joann Moore am excited about the LAKE CITY COLLEGE PREPARATORY ACADEMY, INC. that will be opening next year. I think Dr. Brown and the Charter School is going to be asset to the community.

I am the foster mother of two special need children. I am interested in enrolling my children in the school. Anything that would bring the children up with their scores would be appreciated.

Sincerely, Joann Moore

MAE KATHERINE ADAMS

532 Independence Avenue
Lake City, SC 29560
Phone (843-394-3646

April 28, 2009

LAKE CITY COLLEGE PREPARATORY ACADEMY, INC.
Dr. Deloris Brown
Lake City, SC 29560

To whom it may concern:

I, Mae Katherine Adams am excited about the LAKE CITY COLLEGE PREPARATORY ACADEMY, INC. that will be opening next year. I think Dr. Brown and the Charter School is going to be asset to the community.

In times like these the children need all the education they can get. As a parent, I am very supportive of the school.

Sincerely, Mae K. Adams

BOOKWORLD INC.

263 Kelley Street
Suite 300
Lake City, SC 29560
843-374-0948

April 27, 2009

LAKE CITY COLLEGE PREPARATORY ACADEMY, INC.
Dr. Deloris Brown
Lake City, SC 29560

TO WHOM IT MAY CONCERN:

This letter is in reference to the LAKE CITY COLLEGE PREPARATORY ACADEMY, INC. , Director Dr. Deloris Brown. I am delighted to write on behalf of the business establishments, communities and families.

Many folks in the Lake City area are displeased with the educational levels of our students and the school district. I thank you for the opportunity to show my support and endorsement for a solution to the problems our children are facing in this 21st century.

I am excited about the school, and look forward to contributing whatever time I can help.

Sincerely,
Queen E. Wallace
Queen E. Wallace
Manager

LUVENIA RICHARDSON

P. O. Box 406
Lake City, SC 29560
Phone (843-394-1261)

April 27, 2009

LAKE CITY COLLEGE PREPARATORY ACADEMY, INC.
Dr. Deloris Brown
Lake City, SC 29560

Dear Dr. Brown:

I am a foster parent and have a special need child in my home. I commend you on having the courage and time to think and start a school to help those that are less fortunate.

I am not pleased with the job the school district is doing. Our children are failing and have no others option, except the Alternative School, that is only making them ready for failure.

Once the Charter school get started I plan to enroll my children. They deserve the best education they can acquire.

Thanks again for all that you are doing.

Sincerely,

Luvenia Richardson
A concern parent
Luvenia Richardson

Mission Statement

Francis Marion University Performing Arts Center

The Francis Marion University Performing Arts Center plays a vital role in the university's mission to provide excellent education, stimulate inquiry and research, and serve the Pee Dee region of South Carolina. It is a multi-purpose facility that enriches the lives of students, faculty, and members of the community.

The Performing Arts Center is an educational facility. The academic wing is used by the Department of Fine Arts for teaching students and assisting them in achieving their highest potential. Its practice rooms and technology lab provide opportunities to explore the arts and encourage creativity. Students also benefit through interactive use of the mainstage and performance lab facilities equipped with the latest technology. The presentation of high quality programs in the visual and performing arts offers all FMU students the opportunity for cultural enrichment and critical analysis of ideas expressed through the arts.

The Performing Arts Center serves Florence and the Pee Dee area in several ways. It enriches the lives of culturally and ethnically diverse audiences by offering access to outstanding performances and presentations of professional and emerging local, national, and international groups. Moreover, the Performing Arts Center demonstrates its commitment by responding to the changing needs of the community and region. It acts as a cohesive force in bringing members of the area and the university together for cultural activities and challenges them to engage in unfamiliar cultural programming. It provides a venue for local and area productions, with due consideration for the fiduciary responsibilities for operating and maintaining the building. It fosters an environment that provides educational opportunities for children and adults of the area through such means as after school activities and various types of workshops.

The Francis Marion University Performing Arts Center seeks to be a catalyst in stimulating economic development and tourism growth. Its location in downtown Florence contributes to the revitalization of the city center and promotes the area as a cultural arts destination. Through collaboration with school systems, public agencies, and civic organizations, the Performing Arts Center promotes excellence in arts education, creation, and presentation. The cooperation and mutual support of university, local, and regional institutions in this endeavor can only add to the vitality and continuing progress of this part of South Carolina.

Laura,

-----Original Message-----
From: Laura Sims <LSims@FMARION.EDU>
To: brownd14@aol.com <brownd14@aol.com>
Sent: Fri, 24 Apr 2009 8:56 am
Subject: FMU Performing Arts Center info

Deloris –

Attached is the mission statement for the Francis Marion University Performing Arts Center. As indicated by our mission statement, our goal is to provide opportunities to all schools within the Pee Dee Region. I have also added you to our e-mail club, and you will receive an update on the construction process at the beginning of May. If your planning group ever wants to see my PowerPoint presentation on the PAC, don't hesitate to e-mail or call me. I wish you much success in the establishment of The Lake City College Preparatory Academy!

Laura

Laura Sims
Director, FMU Performing Arts Center
(843) 661-1720

Check all of your email inboxes from anywhere on the web. Try the new Email Toolbar now!

Peaceful Missionary Baptist Church
1277 Kershaw Street
Timmonsville, SC 29161

January 21, 2009

To the Lake City College Preparatory Charter School Group:

This letter is written on behalf of the members of our church which has a membership in excess of 100 members and continually growing.

I have had many conversations with our members who are residents of Florence County, especially those whose children attend Florence District 3 and 4 who are very concern about providing a quality education for their children. Both districts are not performing very well according to their school report cards. Therefore, another school choice is needed for these families.

I believe a school that focuses on the arts will bring out the best in our youth because they love music and other artistic activities.

Please accept this letter as a first step in lending our congregation's support for this great vision to provide excellence in education for Florence County residents. Also, please be mindful that several of our members in Timmonsville, Olanta, and other areas are interested in the school and some will enroll their children if space is available.

Finally, I urge you to give this Charter School application your every consideration. Our young people must be educated in order to participate in the soon coming highly competitive global society.

You have my full support!

Sincerely,

Pastor Ray McAlister

January 21, 2009

To.the Lake City College Preparatory Charter School Group:

Please accept this letter as an indication of my support for the opening of a charter school in our area. This school can help our community to get better

Respectfully yours,

Tran Lee McAlister

Tran Lee McAlister
356 Eugene Street
Lake City, SC

Date April 28, 2009

Dear Madam or Sir:

This letter is written to inform you that I **support the Charter School initiative** of **Lake City College Preparatory Academy Inc. Charter School Planning Committee.**

I am a:

✓ **Parent** ____ **Student** __ **Concerned citizen** _____ **Business owner** ____ **Educator.**

I believe a charter school is needed in this area to help our children and their families succeed. Please approve the school so that we will have more educational school choice options for our community. Since many of our young people are attending schools that are not performing adequately, I believe a school that focuses on the arts will inspire our young people to participate and succeed in school.

Thank you for your attention to my concern. I urge you to approve the Lake City College Preparatory Academy Charter school for our community.

Sincerely,

Dorothy M. Scott

Signature

Name Dorothy M. Scott

Address 1439 Golf Terrace Blvd

City Florence **State** S.C.

Zip 29501 **Phone** (843) 229-3618 **Email** Dorothy.mae.scott@yahoo.com

Date April 29, 2009

Dear Madam or Sir:

This letter is written to inform you that I **support the Charter School initiative** of **Lake City College Preparatory Academy Inc. Charter School Planning Committee.**

I am a:

___**Parent** ___**Student** ✓**Concerned citizen** ✓ ___**Business owner**

___**Educator.**

I believe a charter school is needed in this area to help our children and their families succeed. Please approve the school so that we will have more educational school choice options for our community. Since many of our young people are attending schools that are not performing adequately, I believe a school that focuses on the arts will inspire our young people to participate and succeed in school.

Thank you for your attention to my concern. I urge you to approve the Lake City College Preparatory Academy Charter school for our community.

Sincerely,

Frank Scott Sr.
Signature

Name Frank Scott Sr

Address 32 Christopher Road

City Kingstree **State** S.C.

Zip 29556 **Phone** 382-2712 **Email** _____

Date 4-29-09

Dear Madam or Sir:

This letter is written to inform you that I **support the Charter School initiative** of **Lake City College Preparatory Academy Inc. Charter School Planning Committee.**

I am a:

✓ **Parent** ____ **Student** __ **Concerned citizen** _____ **Business owner** ____ **Educator.**

I believe a charter school is needed in this area to help our children and their families succeed. Please approve the school so that we will have more educational school choice options for our community. Since many of our young people are attending schools that are not performing adequately, I believe a school that focuses on the arts will inspire our young people to participate and succeed in school.

Thank you for your attention to my concern. I urge you to approve the Lake City College Preparatory Academy Charter school for our community.

Sincerely,

Elvira Scipio

Signature

Name Elvira Scipio

Address 3641 Middle Branch Rd

City Darlington **State** S. C.

Zip 29532 **Phone** 393-2696 **Email** _____

Date 4-29-09 Charter School Sign up- Sheet

My signature indicates that I am interested in enrolling my child into Lake City College Preparatory Academy Inc.

PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name Luina Scipio	Kedrick Scipio	12
Address 3641 middle Branch Rd Darlington SC 29532	Phone # 393-2696	
PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name		
Address	Phone #	
PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name		
Address	Phone #	
PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name		
Address	Phone #	
PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name		
Address	Phone #	
PARENT INFORMATION	STUDENT NAME	GRADE
Name		
Address	Phone #	
PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name		
Address	Phone #	
PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name		
Address	Phone #	

April 27, 2009

To whom it may concern,

I am writing in regards to the new Charter School coming to Lake City. It is my opinion that this school will provide a good option for children in the Lake City area. I think that this would be a welcomed alternative to suspension and expulsion. I do not feel that it is always necessary to put a child out of school for each and every little offense, and that each and every avenue should be explored before these options are taken.

I am a parent who has reared 4 biological children, adopted and reared 5 foster children and have had the opportunity to have several foster children in my home over the years. I know that many may not understand the needs of the foster child and some only see those things which are negative, but there are good attributes to foster children as well. I am concerned that there are teachers working within the public school system who have their children enrolled in private school, and seem to only be working in the public schools for a paycheck, not because they have an interest in the children and their welfare.

There are several things with which I take issue, but to name a few:
*Clothes: the rules on what children can and cannot wear have become so stringent that it is almost impossible to buy anything for your children. If you buy your child a certain color clothes then they are considered gang clothes, in that case I guess all clothes are considered gang clothes.

*Special Needs children are labeled from the start, they are not given even the slightest chance to advance. It has been my experience that foster and special needs children are labeled as slow, bad, or un-teachable. But as I earlier stated I have reared several children and have had wondrous results with children that I was told were un-teachable and unreachable.

* How can a child be expected to excel if he or she is labeled. If a child has a learning disability then that issue needs to be addressed, by the proper source to include all aspects of the learning experience. Why would someone want to take a child with learning disabilities and force them to remain in the same class until they are nineteen and then transfer them to adult school (adult setting).

It is my prayer that the things that I have heard in regards to the new Charter School are true and that it is a school that will be a help to all within the community. I know that we as parents cannot blame all of the ills of this society on the school system entirely, but there once was a time that I recall when the school system really cared about the children that they were teaching, what has happened to that philosophy?

I thank you for allowing me to express my concerns to you. I hope that you will consider my concerns as you make your decision in this matter. Should you have questions, you

may contact me by calling my home(843) 394-2470 or by remitting correspondence to my residence at the address listed. Once thank you for this opportunity and I look forward to hearing from you soon.

Sincerely,

Mrs. Ann E. Myers
530 Winky's Drive
Lake City, South Carolina 29560
(843) 394-2470

March 21, 2009

To Whom It May Concern:

I support the opening of the Lake City College Preparatory Academy Charter School.

Please understand that as parents and residents, we need help to give our young people a good, high quality education. We need to try different methods to get their attention and make them want to succeed in school. **A school like the Charter School that was described at the meeting on March 17th will surely attract and engage our youth. Therefore, I am asking the authorities in charge of making the final decision to please grant this school an opportunity to open.**

Thank you in advanced for your consideration.

Very truly yours,

Lizzie Graham

March 21, 2009

To Whom It May Concern:

I support the opening of the Lake City College Preparatory Academy Charter School.

I believe it will help our young people want to learn and succeed in this competitive society. I am a believer in making sure that we work together with our schools so that our youth will see our concerns and work harder to excel.

A school like yours will help our communities because it will educate our children and work collaboratively with our parents.

Thanks for your attention.

Mary McClam

April 29,

To Whom It May Concern:

I support the opening of the Lake City College Preparatory Academy Charter School.

Many of the schools in our area have not reached their educational targets. In Florence District 3 and 4 there are limited and, or no school choice options for our children because the schools have not performed well and we don have a place to send them because most of them are in the same situation.

Please approve this charter school so our families can have a school of choice to attend that is not labeled as a failing school.

Thank you in advanced for your consideration.

Sincerely yours,

Faye Graham

Faye Graham

March 18, 2009

Dear Lake City College Preparatory Academy Charter School Group,

I am 87 years old and I have seen many changes in this area. My children attended the schools and are all very well educated. Please note that I am NOT pleased with the current state of the school district. Most of the schools have not educated our children. This will make our community turn into a wasteland. The education that our young people received today will prepare them for their future tomorrow. Please help us by granting acceptance to this charter school so we can provide a quality education for our young people.

The program of arts working together with the school instruction will make a difference and make them excited about learning. I have 4 daughters and one son who are teachers in districts outside of Lake City. So I get to learn a lot about the concerns of educators when I speak with them over the phone or in person. Judging by our discussion, and what I have read about using the arts in school, I believe this will make a good fit for our young people.

Thank you for reading this letter, and know that I am available to support your school if you ever need a volunteer.

Respectfully,

Henry Wallace

Henry Wallace, Sr.
Wallace Lawn Service
223 E. Thomas Street
Lake City, SC 29560

My signature on this sheet means I support the opening of Lake City College Preparatory Academy in the Florence 3 School District Area.

Name Maibelle D. Ballard Parent ___ Concerned Resident ✓ Business owner ___

Address 211 Floyd St. Lake City Phone# 394-3935 E-Mail ___

Name Sarah R. Singletary Parent ✓ Concerned Resident ✓ Business owner ___

Adress 320-Rec, St. 111-Lake City Phone# 394-1474 E-Mail S-R-Singletary@Yahoo.com

Name Rose Blake Parent ___ Concerned Resident ___ Business owner ___

Adress 303 Main Street N.C. 29582 Phone# 374-1931 E-Mail ___

Name Lessie Hyman Parent ___ Concerned Resident ✓ Business owner ✓

Adress P.O. Box 95 Phone# 843-396-4[illegible] E-Mail ___

Name Ethel Knight Parent ___ Concerned Resident ✓ Business owner ___

Adress 332 Elm St Lake City SC 29560 Phone# 394-2690 E-Mail ___

Name RUFUS E. TIMMONS Parent ___ Concerned Resident ___ Business owner ___

Adress 220 CAMERON LN. F-10. SC Phone# ___ E-Mail ___

Name Peter L. Harkins Parent ___ Concerned Resident ___ Business owner ___

Adress 304 Dunant Drive Lake City, S.C Phone# (843) 374-1057 E-Mail [illegible]

Name Gloria V. Harkins Parent ___ Concerned Resident ___ Business owner ___

ROA_2185

My signature on this sheet means I support the opening of Lake City College Preparatory Academy in the Florence 3 School District Area.

Name [illegible] Parent ___ Concerned Resident ✓ Business owner ___

Address 114 Darlington st Lake City Phone# 598-4184 E-Mail ___

Name Makeba Clark Parent ___ Concerned Resident ___ Business owner ___

Adress 559 Palm Circle Lake City Phone# 394-8627 E-Mail ___

Name Cynthia Burgess Parent ___ Concerned Resident X Business owner ___

Adress 201 w Hwy 378 Pamplico SC 29583 Phone# 843-493-0174 E-Mail ___

Name James E Burgess Parent ___ Concerned Resident X Business owner X

Adress 201 w Hwy 378 Pamplico SC 29583 Phone# 843-493-0174 E-Mail ___

Name David Hinds Parent ___ Concerned Resident ✓ Business owner ___

Adress 421 Patty Avenue Lake City, SC Phone# 843-394-5143 E-Mail Sarge3@aol

Name DiAnne Graham Segars Parent ___ Concerned Resident ___ Business owner ___

Adress 1327 N. Matthews Rd Lake city SC Phone# 843-210-7325 E-Mail ___

Name John GASTON Parent ___ Concerned Resident ✓ Business owner ✓

Adress P O Box 421 Lake City Phone# 843 389.5355 E-Mail JohnG@29560

Name James A. Braxton Parent ___ Concerned Resident ___ Business owner ___

202 Gray RD

Lake City, S.C.

My signature on this sheet means I support the opening of Lake City College Preparatory Academy in the Florence 3 School District Area.

Name Roger Hannah Parent ___ Concerned Resident __ Business owner ___

Address 300 Spruce ST LAKE City SC 29560 Phone# 843 394-2819 E-Mail ___

Name Neamia Watson Parent ✓ Concerned Resident __ Business owner ___

Adress 14 Williamsburg Ave Lake City, S.C. 29560 Phone# 843-699-3454 E-Mail ___

Name Cheyenne Carr Parent ✓ Concerned Resident __ Business owner ___

Adress 553 Moore St Phone# 843-394-5048 E-Mail ___

Name Dora Soles Parent ___ Concerned Resident __ Business owner ___

Adress ___ Phone# ___ E-Mail ___

Name Tina Jackson Parent ✓ Concerned Resident __ Business owner ___

Adress 409A Johnson St. Lake City Phone# 843 956 0782 E-Mail tinaf.jackson@yahoo.c

Name Mary Bradley Parent ✓ Concerned Resident __ Business owner ___

Adress P. O. Box 63 Phone# (843) 394-2227 E-Mail Love_8795@yahoo.

Name Jonathan Owens Parent ✓ Concerned Resident __ Business owner ___

Adress 205 Boe Street Lake City Phone# 843-373-0819 E-Mail ___

Name Betty Jean Clark Parent ✓ Concerned Resident __ Business owner ___

Adress 559 Palm Circle 843-394-8627
Lake City, SC 29560

ROA_219(

My signature on this sheet means I support the opening of Lake City College Preparatory Academy in the Florence 3 School District Area.

Name Lena M. Dandle Parent ✓ Concerned Resident __ Business owner __

Address 1058 Dennis Rd. Lake City, SC 29560 Phone# 389-6253 E-Mail _____

Name Daniel MacLaughlan Parent ✓ Concerned Resident __ Business owner __

Adress 1141 Central Rd Olanta S.C. 29114 Phone# ~~843~~ 843-396-4462 E-Mail _____

Name Alice (illegible) Parent ____ Concerned Resident __ Business owner __

Adress [illegible] Phone# (illegible) E-Mail _____

Name Carnell Rivers Parent ____ Concerned Resident __ Business owner __

Adress 356 Tant Ave Lake City, SC Phone# 374-2250 E-Mail _____

Name Hattie McCutcheon Parent ✓ Concerned Resident __ Business owner __

Adress 523 Freedom Cir Lake City, S.C. Phone# 598-8462 E-Mail _____

Name Margaret Lee Parent ____ Concerned Resident ✓ Business owner __

Adress 336 Knight St. Lake City S.C. Phone# _____ E-Mail _____

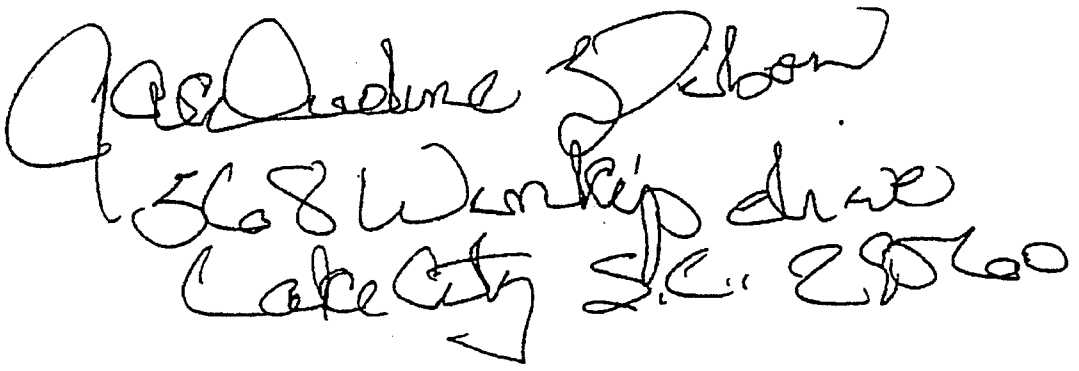
Name Shanni Rivers ~~Kingstree~~ Parent ✓ Concerned Resident __ Business owner __

Adress 1101 Fourth AVE Kingstree SC Phone# 355-2013 E-Mail _____

Name Clara Glasscho/Clara Moore Parent ____ Concerned Resident ✓ Business owner __

605 McGregor Circle
Lake City, S.C. 29560 843-394-8702

I as a Parent do believe that the Charter School would be good for Lake City
Area. And children.



I as a Parent do believe that the Charter School would be good for Lake City Area. And children.

Shana D. Wilson
548 Winkup Drive
Lake City, SC 29560

4/27/09

My signature on this sheet means I support the opening of Lake City College Preparatory Academy in the Florence 3 School District Area.

Name Hattie Weatherington Parent ___ Concerned Resident ✓ Business owner ___

Address Lake City S.C. Phone# _____ E-Mail _____

Name Queen Wallace Parent ___ Concerned Resident ___ Business owner ✓

Adress 511 Lolmes L.C. Phone# 843-992-3349 E-Mail qnwal@yahoo.com

Name Neomia Capers Parent ___ Concerned Resident ✓ Business owner ___

Adress 225 Pine St. L.C. Phone# 843-394-3995 E-Mail _____

Name Kimbuly Dinkins Parent ✓ Concerned Resident ___ Business owner ___

Adress 419 Burgess Street L.C. Phone# _____ E-Mail _____

Name Marie J. Elmore Parent ___ Concerned Resident ✓ Business owner ___

Adress 236 E Thomas St / Lake City, SC Phone# 843 598-2523 E-Mail elmore.Jacqueline@yahoo.co

Name Makeeba Elmore Parent ✓ Concerned Resident ___ Business owner ___

Adress 309 Elm St / Lake City, SC. Phone# _____ E-Mail _____

Name Jerry Hanlah Parent ___ Concerned Resident ✓ Business owner ✓

Adress 309 Elm St Lake City, SC. Phone# 843 803536-9254 E-Mail [illegible]@rr.sc.com

Name _____ Parent ___ Concerned Resident ___ Business owner ___

Lake City College Preparatory Academy Inc.
1310 N. Matthews Road
Lake City, SC 29560
(843) 210-9029

I support the opening of the Lake City College Preparatory Academy as a school choice for students attending Thee Florence 3 School District

NAME	PHONE #	E-MAIL – Parent or Resident ?
1. Vera Elliott	598-2346	
2. Yominique Sancho	374-0041	
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Lake City College Preparatory Academy Inc.
1310 N. Matthews Road
Lake City, SC 29560
(843) 210-9029

My signature on this sheet confirms my support for the opening of Lake City College Preparatory Academy Charter School in my community.

NAME	PHONE #	E-MAIL & Address
1. Lyndsey H Singleton		
2. Erin Rogers		
3. Gracie Mae Fulmore		
4. Loretta Davis		
5. W.R. Thompson		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

My signature on this sheet means I support the opening of Lake City College Preparatory Academy in the Florence 3 School District Area.

Name Michael L Clark Parent ___ Concerned Resident ✓ Business owner ___

Address 559 Palm Circle Lake City, 29560 Phone# (843) 687-4624 E-Mail Clark692911@yahoo.com

Name _____ Parent ___ Concerned Resident __ Business owner ___

Adress _____ Phone# _____ E-Mail _____

Name _____ Parent ___ Concerned Resident __ Business owner ___

Adress _____ Phone# _____ E-Mail _____

Name _____ Parent ___ Concerned Resident __ Business owner ___

Adress _____ Phone# _____ E-Mail _____

Name _____ Parent ___ Concerned Resident __ Business owner ___

Adress _____ Phone# _____ E-Mail _____

Name _____ Parent ___ Concerned Resident __ Business owner ___

Adress _____ Phone# _____ E-Mail _____

Name _____ Parent ___ Concerned Resident __ Business owner ___

Adress _____ Phone# _____ E-Mail _____

Name _____ Parent ___ Concerned Resident __ Business owner ___

My signature on this sheet means I support the opening of Lake City College Preparatory Academy in the Florence 3 School District Area.

Name Annie Sue Green Parent ___ Concerned Resident ✓ Business owner ___

Address PO Box 176 Lake City SC, Phone# 843-598-8299 E-Mail ___

Name Charlie Laddy Parent ✓ Concerned Resident ___ Business owner ___

Adress 313 Lincoln Ave Phone# 394-7919 E-Mail ___

Name ~~Mattie~~ Minnie Wilson Parent ___ Concerned Resident ✓ Business owner ___

Adress 311 Lincoln Ave Phone# 394-8421 E-Mail ___

Name Frances Britton-Smith Parent ___ Concerned Resident ✓ Business owner ___

Adress ___ Phone# ___ E-Mail ___

Name ___ Parent ___ Concerned Resident ___ Business owner ___

Adress ___ Phone# ___ E-Mail ___

Name ___ Parent ___ Concerned Resident ___ Business owner ___

Adress ___ Phone# ___ E-Mail ___

Name ___ Parent ___ Concerned Resident ___ Business owner ___

Adress ___ Phone# ___ E-Mail ___

Name ___ Parent ___ Concerned Resident ___ Business owner ___

My signature on this sheet means I support the opening of Lake City College Preparatory Academy in the Florence 3 School District Area.

Name Mary Ann Graham Parent ___ Concerned Resident ✓ Business owner ___

Address P.O. Box 422 Lake City Phone# 843-394-8427 843-394-3332 E-Mail ___

Name Marion C Hawkins Parent ___ Concerned Resident ___ Business owner ___

Adress 856 Jones Canal Rd Coward 29560 Phone# 843-389-9986 E-Mail ___

Name Leila M. Carr Parent ___ Concerned Resident ___ Business owner ___

Adress 233 E. Village Lake City SC. 29560 Phone# 394-2281 E-Mail ___

Name ___ Parent ___ Concerned Resident ___ Business owner ___

Adress ___ Phone# ___ E-Mail ___

Name ___ Parent ___ Concerned Resident ___ Business owner ___

Adress ___ Phone# ___ E-Mail ___

Name ___ Parent ___ Concerned Resident ___ Business owner ___

Adress ___ Phone# ___ E-Mail ___

Name ___ Parent ___ Concerned Resident ___ Business owner ___

Adress ___ Phone# ___ E-Mail ___

Name ___ Parent ___ Concerned Resident ___ Business owner ___

My signature on this sheet means I support the opening of Lake City College Preparatory Academy in the Florence 3 School District Area.

Name Gloria D. Braxton Parent ___ Concerned Resident ✓ Business owner ___

Address 854 Mallhoff Ct. Florence, S.C. 29501 Phone# (843) 661-7322 E-Mail gbspecial1944@yahoo

Name Linda C.O. Graham Parent ___ Concerned Resident ✓ Business owner ___

Adress 829 East Main St. Lake City, S.C. Phone# (843) 374-3164 E-Mail ___

Name LEANDER EADDY Parent ___ Concerned Resident ✓ Business owner ___

Adress 305 SMITH ST LAKE CITY SC Phone# (843) 394-2845 E-Mail ___

Name Rev Joseph Daniels Parent ✓ Concerned Resident ___ Business owner ___

Adress ___ Phone# ___ E-Mail ___

Name ___ Parent ___ Concerned Resident ___ Business owner ___

Adress ___ Phone# ___ E-Mail ___

Name ___ Parent ___ Concerned Resident ___ Business owner ___

Adress ___ Phone# ___ E-Mail ___

Name ___ Parent ___ Concerned Resident ___ Business owner ___

Adress ___ Phone# ___ E-Mail ___

Name ___ Parent ___ Concerned Resident ___ Business owner ___

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My signature on this sheet means I support the opening of Lake City College Preparatory Academy in the Florence 3 School District Area.

Name Tammy Williams Parent ✓ Concerned Resident __ Business owner __

Address 526 Palm Circle, LC Phone# 843 699-3363 E-Mail _____

Name Otheria Cooper Parent ___ Concerned Resident ✓ Business owner ___

Adress 435 Nevin St. Lake City Phone# 843 669-3376 E-Mail _____

Name Gloria Jubilee Parent ___ Concerned Resident ✓ Business owner ___

Adress 2370 Green Rd. LC Phone# 843 410-7899 E-Mail gloriajubilee22@msn.com

Name _____ Parent ___ Concerned Resident __ Business owner ___

Adress _____ Phone# _____ E-Mail _____

Name _____ Parent ___ Concerned Resident __ Business owner ___

Adress _____ Phone# _____ E-Mail _____

Name _____ Parent ___ Concerned Resident __ Business owner ___

Adress _____ Phone# _____ E-Mail _____

Name _____ Parent ___ Concerned Resident __ Business owner ___

Adress _____ Phone# _____ E-Mail _____

Name _____ Parent ___ Concerned Resident __ Business owner ___

APPENDIX F

PRE-ENROLLMENT SHEETS

March 17, 2009 Charter School Sign up- Sheet

My signature indicates that I am interested in enrolling my child into **Lake City College Preparatory Academy Inc.**

PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name Zandra A. McNair	Sharmyah Pearson	
Address 421 Laurel street, Lake City, SC	Phone # 699-3187	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Justin Graham		
Address 421 Laurel Street, Lake City, S.C.	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name ~~Prestina Fulton~~ Beverly Fulmore	Prestina Fulton	9th
Address 354 S. Wallace St LC SC	Phone # 250-3960	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name ~~James Fulton~~ Beverly Fulmore ~~354 S. Wallace St Lake City~~	James P. Fulton	7th
Address 354 S. Wallace St. Lake City	Phone # 250-3960	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Zeloris Alford	Jonathan LaCorsica Alford	1st. 10th
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME**	**GRADE**
Name Joanna Moore	Thomas moore / Thomas moore	10th
Address 532 independent Ave Lake City	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name	Shanell Williams	H.S.
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name	Mary Parr	H.S.
Address	Phone #	

March 17, 2009 Charter School Sign up- Sheet

My signature indicates that I am interested in enrolling my child into **Lake City College Preparatory Academy Inc.**

PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name Judy Toney	Darry Lewis Samuel Lewis	6 + 8th
Address	Phone # 384-9028	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Lurenia Richardson	Akil Richardson Austin Payne Jeremiah Richardson Austin Burrows	3 K 5 K 7th
Address 140 W. Thomas Lake City	681-3649 Phone # 394-1261	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name		
Address AKA	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Mimie Cochran	Chelsie Pate Jerry Williams Mimie Pate	9th 10th Special Ed Class
Address 320 E. Rail road ave Scranton SC 29591	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Teddy Lambert	michael Graham	9th
Address #25 Bridgestone St Lake city	Phone # 843-374-1610	
PARENT INFORMATION	**STUDENT NAME**	**GRADE**
Name Johnice Williams	Christopher Williams	4
Address 1031 Martha Lee Dr Lake City	Phone # 699-3827	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name	Adam Williams	6
Address	Phone # 699-3827	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name	Mariah Williams	8
Address	Phone # 699-3827	

March 17, 2009 Charter School Sign up- Sheet

My signature indicates that I am interested in enrolling my child into **Lake City College Preparatory Academy Inc.**

PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name ~~Annie~~ Felicia Williams	Annie Wilson	3rd
Address 120 Rea St Lake City SC	Phone # 843-394-2143	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Felicia Williams	Zia Wilson	1st
Address 120 Rea St Lake City SC	Phone # 394-2143	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Latina Williams	Bervin Williams	1st
Address Moreno, Calif	Phone # 5508483	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Judith Ann Williams		
Address 570 Palm Circle Lake City SC	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Ruth Frierson	Marvin Frierson	11th
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME**	**GRADE**
Name Wilhelmena Scott	← Not Related Michele Kay Curtis	H.S.
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Orlie Geneva Anderson	← Not Related Bickey Williams	H.S.
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Evelyn M. Jones	Justin Burrough	H.S.
Address	Phone #	

March 17, 2009 Charter School Sign up- Sheet

My signature indicates that I am interested in enrolling my child into **Lake City College Preparatory Academy Inc.**

PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name Rhonda M Quattlebaum	Jeremy K. Hannah	
Address 1595 Olanta Hwy Scranton SC. 29591	Phone # (843) 389-2839	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name	Regina Brown	H.S.
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name	Fuquan Curtis	H.S.
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name	Shayla Brown	H.S.
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name	Dante Bradford	H.S.
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME**	**GRADE**
Name	Tavon Graham	H.S.
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name	Ramon Witherspoon	H.S.
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name	Archila Wilson	H.S.
Address	Phone #	

March 17, 2009 Charter School Sign up- Sheet

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PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name Pearlie Burgess	Martin Salters	12th.
Address 707 Barr St	Phone # 394-9207	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Angie Beard	Michael & Maurice Beard	12 & 10
Address 1905 Boyd Rd.	Phone # 843-624-5813	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Ruby Singletary	Mikia Cambell	3.
Address 105 Tamrose Dr.	Phone # 843-394-7283	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name [illegible]	Breeth Smith	3
Address 221 Rau St.	Phone # 843-269-1142	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name	Jewel & Hankinson	
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME**	**GRADE**
Name Linda Davis Brown	Zkenie Porter	4grade
Address 315 Ron. McNair Blvd. Lake City S.C. 29560	Phone # (843) 699-9321	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name ~~[illegible]~~	YAZMIN HARDY	5K
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Maureen Law	Joshua Law / Caleb ~~Law~~ Law	8th 11th
Address Lake City S.C. 29560	Phone # 394-2064	

March 17, 2009 Charter School Sign up- Sheet

My signature indicates that I am interested in enrolling my child into **Lake City College Preparatory Academy Inc.**

PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name Celia Howe	Nigel Little	9
Address Celia Howe	Phone # Khalid Behlin	8
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Celia Howe	Jadia Behlin	7
Address Celia Howe	Phone # Sharica Green	3
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Eva Harrison	N'Kashia Bradley	3
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name		
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name		
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME**	**GRADE**
Name		
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name		
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name		
Address	Phone #	

Date _____ Charter School Sign up- Sheet

My signature indicates that I am interested in enrolling my child into **Lake City College Preparatory Academy Inc.**

PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name Eula Atkinson	Raishadd Atkinson	4
Address 3025 ~~Carmon~~ Shortcut Rd. Olanta, SC	Phone # (843) 659-2099	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Eula Atkinson	Gwaltney Burgess	2
Address 3025 Carmon Shortcut Rd	Phone # (843) 659-2099	
PARENT INFORMATION Olanta S.C.	**STUDENT NAME(S)**	**GRADE**
Name Alex Atkinson	Troy Gregg	9
Address 3025	Phone # (843) 659-2099	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Minnie Cockfield	Shemeisha Cockfield	9
Address 3383 Olanta Hwy	Phone # (843) 659-3557	
PARENT INFORMATION Olanta S.C.	**STUDENT NAME(S)**	**GRADE**
Name Laffu Burgess	Shalcyd Burgess	11th
Address 308 Roman Court Lake City SC 29560	Phone # (843) 394-1406	
PARENT INFORMATION	**STUDENT NAME**	**GRADE**
Name Shawnika Burgess	K'mari D. Myers	0
Address 308 Roman Court Lake City SC 29560	Phone # 394-1406	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Teresa Witherspoon	Sharain Witherspoon	11th
Address 3403 Olanta Hwy Olanta SC 29114	Phone # (843) 396-4775	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Phillip Eulmore	Amarii Simmons	1st
Address 3403 Olanta Hwy	Phone # (843) 659-[illegible]	
[illegible]		

March 17, 2009 Charter School Sign up- Sheet

My signature indicates that I am interested in enrolling my child into **Lake City College Preparatory Academy Inc.**

PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name X Dominique Sancho	X RaShard Epps	X 3rd
Address 410-Alone A.V. Lake City	Phone # 843-374-0041	
PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name Debra Wallace	Johnathan Wallace	4th
Address 223 Thomas Street	Phone #	
PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name	LaKayna Wallace	10th
Address	Phone #	
PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name	Keyondra Wallace	12
Address	Phone # Kiana Wallace	12
PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name Candra Wallace	~~Johnaff~~ David Williams	K
Address 223 Thomas Street	Phone # Tyria Williams	1
PARENT INFORMATION	STUDENT NAME	GRADE
Name		
Address	Phone #	
PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name		
Address	Phone #	
PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name		
Address	Phone #	

March 17, 2009 Charter School Sign up- Sheet

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PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name Doris Nesmith	Evonta T. Nesmith	6th
Address 9210 Rail St. Lot #2 Lake City SC. 29560	Phone # 843-598-0224	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Mary Bowm	Quindrell Brown	4
Address 733½ Davis St.	Phone # 394-2152	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name	Lamar Brown	4
Address	Phone # 394-2152	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name	Mycosia Kennedy	1
Address	Phone # 394-2152	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name	James Brown	10
Address	Phone # 394-2152	
PARENT INFORMATION	**STUDENT NAME**	**GRADE**
Name Leo Bennett + Cynthia Jean	Jayden Jean Bennett	K
Address 1021 Brownentra Dr. Day	Phone # 394-2596	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name	David Westcott	PK
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name		
Address	Phone #	

March 17, 2009 Charter School Sign up- Sheet

My signature indicates that I am interested in enrolling my child into **Lake City College Preparatory Academy Inc.**

PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name		
Address	**Phone #**	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name		
Address	**Phone #**	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name		
Address	**Phone #**	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name		PK
Address	**Phone #**	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name		4
Address	**Phone #** 973.589.2971	
PARENT INFORMATION	**STUDENT NAME**	**GRADE**
Name		PK
Address	**Phone #**	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name		
Address	**Phone #**	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name		
Address	**Phone #**	

March 17, 2009 Charter School Sign up- Sheet

My signature indicates that I am interested in enrolling my child into **Lake City College Preparatory Academy Inc.**

PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name ~~Jahniyah~~ Nakshon & Pamela Graham	Jahniyah Graham	5K
Address 513 Azalea Dr.	Phone # (843) 610-6270	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Carolyn Graham	Rontrell Graham	Day Care
Address 1456 N. Matthews Rd. Lake City	Phone # 843 [redacted] 210-8614	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Mark Graham	Rashad Graham	Day Care
Address 1456 N. Matthews Rd. Lake City	Phone # 843-210-8614	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name [redacted] Mckenzie	Devin McKenzie	6
Address 438 Laurel St Lake City SC	Phone # 419-9306	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name		
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME**	**GRADE**
Name		
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name		
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name		
Address	Phone #	

March 17, 2009 Charter School Sign up- Sheet

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PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name Robin Smith	Kimari Combe	5th
Address 289 Park Ave. Lake City, SC	Phone # (843) 935-0873	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Veronica Witherspoon	Madison Strickland	4K
Address 3363 Butler Scurry Rd. Lake City S.C.	Phone # (843) 269-1007	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Mary S. Singletary	Johnny Singletary	11th
Address 589 Constitution Ave Lake City S.C.	Phone # 843-669-3448	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name ~~Genene~~ Genene Harley	Shamonte Harley	10th
Address 1604 Old River Rd 710.	Phone # 661-6253	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Veronica Witherspoon	Jonathan Strickland	
Address 3363 Butler Scurry Rd Lake City, SC. 29560	Phone # (843) 269-1007	
PARENT INFORMATION	**STUDENT NAME**	**GRADE**
Name Felicia McMillan	Ty'Juan Ware Ty'Tus Ware Ty'Keria Ware Ty'Licia Ware	daycare 3rd 5th
Address 845 Morning Glory Dr. Lake City SC. 29560	Phone # (843) 394-2930	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Carolyn McMillan Independence Ave	Kelly Dickson Jada Dickson	4K 1st
Address Lake City, SC. 29560	Phone # (843) 206-1370	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Donna Dickson		
Address 710 McGuire Circle Lake City, SC. 29560	Phone # (843) 394-5133	2nd

~~Name~~ Dorothy Burroughs
Lake City, SC 29560 (843) 394-2928 2nd

Kelvin McDonald

March 17, 2009 Charter School Sign up- Sheet

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PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name Veronica W. Thompson	Madison Strickland	1st
Address 2903 Old mills Rd Lake City	Phone # 409-6523	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Frances Britton Smith	Erika Quathlebaum	5th
Address 638 Davey Lane	Phone # 843-899-9007	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Nadya Brown		
Address 648 McGregor Dr. Lake City SC	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Bernard McIntosh		
Address 106 Huntley St. L.C.	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Mary Ann Graham	Tyza	1
Address P.O. Box 422 L.C.	Phone # 394-3362	
PARENT INFORMATION	**STUDENT NAME**	**GRADE**
Name Maebelle G Ballard	Juan L. Ballard Jr.	4K
Address 211 Floyd St. Lake City, SC 29560	Phone # 394-3935	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Jeanne LaBurgess	Shaka Barr ~ Not related	H.S.
Address 860 Old Taylor Rd Kingstree SC 29556	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Tyrone Wilson	Emily Hickson	
Address 1180 Cypress Rd Lake City	Phone # 843-389-4396	

March 17, 2009 Charter School Sign up- Sheet

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PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name Bettie & Oscar Gamble	Brillany Gamble	5th
Address 211 Simmons St Lake City	Phone # 843-394-5654	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name	Robert Davis	
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name		
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name		
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name		
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME**	**GRADE**
Name		
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name		
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name		
Address	Phone #	

Date _____ Charter School Sign up- Sheet

My signature indicates that I am interested in enrolling my child into **Lake City College Preparatory Academy Inc.**

PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name Ruby Jackson	Danielle Jackson	4
Address	Phone #	
PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name		
Address	Phone #	
PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name		
Address	Phone #	
PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name		
Address	Phone #	
PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name		
Address	Phone #	
PARENT INFORMATION	STUDENT NAME	GRADE
Name		
Address	Phone #	
PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name		
Address	Phone #	
PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name		
Address	Phone #	

March 17, 2009 Charter School Sign up- Sheet

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PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name William Hayes Jr.	William Hayes III	5
Address 314 Spruce St. Lake City S.C.	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Mildred Montgomery	Lenny Greene	9th
Address 469 Burgess St Lake City SC	Phone # 843-394-5009	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Joann Mooer	James Mooer Thomas Mooer	9 9
Address 532 W Independence AVE	Phone # 394-3446	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Mae Adams	Sanaya Adams	4-K
Address 532 W Independence AVE	Phone # 598-3446	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name [illegible]	[illegible]	1
Address	Phone # 394-[illegible]992-2692	
PARENT INFORMATION	**STUDENT NAME**	**GRADE**
Name Anna Myers	David Myers Thaddeus Myers	8th 9th
Address	Phone # 343-394-2470	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Barbara+Bobby Brunson	Shermiah Brunson Bobby Brunson Jr	11th 12th TMD
Address 534 Winky Dr Lake City SC	Phone # (843) 394-5116	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Barbara+Bobby Brunson	Devaris T. Brunson Jeremiah Brunson	8th 5K
Address 534 Winky Dr Lake City SC	Phone # 394-5116	

March 17, 2009 Charter School Sign up- Sheet

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PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name Magalene Rush	Justin Rush	6
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Sarah Nettles	Leila Nettles	10th
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Holly Lee	Trinity Lee	
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name		
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Tarondac Jordan	Jenesis Jordan	4K
Address PO Box 520 Lake City SC 29560	Phone # 210-4597	
PARENT INFORMATION	**STUDENT NAME**	**GRADE**
Name Jonathan Adams	Sanaya Adams	4K
Address	Phone #	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Joann Moore	James Moore - Thomas Moore	
Address 532 Independence Ave Lake City SC 29560	Phone # 394-3646	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Shameka Myers	Shaunnerica McClam	3rd
	Days'Tanner Gamble	2nd
Address 530 Winkys Drive Lake City SC 29560	Phone # 843-624-2046	

March 17, 2009 Charter School Sign up- Sheet

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PARENT INFORMATION	STUDENT NAME(S)	GRADE
Name Angela D. James	Orlando Armond Spates	10th
Address 1160 Dennis Rd.	Phone # (843) 210-7905	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name ~~Angela D. James~~	Dennis Victoria James	2nd
Address 1379 Dennis Rd.	Phone # (843) 210-4555	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Angela D. James	Kenya A. James	5K
Address 1379 Dennis Rd.	Phone # (843) 210-4555	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Angela D. James	Lexie T. James	4K
Address 1379 Dennis Rd.	Phone # (843) 210-4555	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Isabella Montgomery	Lisa R. Montgomery	4th
Address 201 Waterman Ave.	Phone # (843) 662-9345	
PARENT INFORMATION	**STUDENT NAME**	**GRADE**
Name Isabella Montgomery	Lanell K. Montgomery	5K
Address 201 Waterman Ave.	Phone # (843) 662-9345	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Charlotte M. Jones	Jamie Jones	4th
Address 432 S. Cameron Rd	Phone # (843) 389-7021	
PARENT INFORMATION	**STUDENT NAME(S)**	**GRADE**
Name Monique Conker	Diamond Conker 7th Jonathan Burgess 2nd Richard Nesbit 3rd	
Address 339 Spruce St	Phone # NONE	

APPENDIX G

LCCPA SUMMER MEETING DATES AND TIMES

LAKE CITY COLLEGE PREPARATORY ACADEMY INC

PUBLIC NOTICE

SUMMER MEETING SCHEDULE

All Meetings will be held at Lake City Public Library 10AM .
Meetings are open to the Public

JUNE 6, 2009

JUNE 20, 2009

JULY 11, 2009

JULY 25, 2009

FOR MORE INFORMATION PLEASE CALL DR. DELORIS BROWN (843) 210-9029

APPENDIX H

- 5-YEAR BUDGET
- SCDE OFFICE OF FINANCE ESTIMATED REVENUE
- LETTER OF SUPPORT REGARDING POTENTIAL PLANNING AND IMPLEMENTATION GRANT

Budget and Accounting System

1. Annual Budget

The Board of Directors will determine the business and financial services protocol for our charter school.. Currently the Charter Committee is exploring alternatives for our financial management (outsourcing, in-house) and will ultimately select the process that best suites our fiscal needs as well as establishes us as sound stewards of public funds. Appendix G contains our spreadsheet formatted, *Five-Year Projected Budget*. This budget has been prepared in accordance with State Department of Education (SDE) *Financial Accounting Handbook*, with reference to the *Funding Manual* and the *Single Audit Guide*. The Board of Directors will adopt an *Annual Operating Budget* during June preceding the start of the Fiscal Year and will receive and approve *Monthly Financial Statements* during the operational Fiscal Year.

a. Revenues:

i. Revenue account codes used in the attached budget are in accordance with the SDE *Financial Accounting Handbook* for South Carolina school districts.

ii. Documentation from the SDE of estimated revenues for the ABC School District, in accordance with the allocations in S.C. Code Ann. § 59-40-140(A)-(C), is Appendix H

iii. Our revenues include grant funds acquired through the Federal Public Charter School Program. The evidence as to the likelihood for receipt of this grant is Appendix I

b. Expenditures:

i. Expenditure account codes used in the attached budget are in accordance with the SDE *Financial Accounting Handbook* for South Carolina school districts.

ii. Anticipated expenditures follow the same budget codes (Fund, Function, Object) that are required of school districts operating in South Carolina. Costs associated with planning, implementation, and continued operation are included.

c. Budget and Accounting Management:

The Board of Directors will be responsible for the fiscal management of the school. As stated above, the Charter Committee is researching fiscal management options. Currently we have the assistance of Kelley-Moser Consulting, LLC during the Application Phase of our charter initiative:

Bill Moser
Kelley-Moser Consulting, LLC
150 Harbor Glen Drive
Lexington, SC 29072

803-808-0338 (Office)
803-227-9421 (Mobile)
803-808-0381 (Fax)
bill@kelley-moser.com

2. Annual Audit

An independent Certified Public Accountant (CPA) will conduct an annual audit of all financial records. The audit will be conducted in the same manner as all schools in the ABC School District. We will adhere to accounting, auditing, and reporting procedures and requirements of our sponsor, which are those for all public schools operating in South Carolina. Accounting, auditing and reporting procedures and requirements will comply with the published specifications of the Office of District Auditing and Field Services contained in the (a) *Single Audit Guide*, (b) *Financial Accounting Handbook*, and (c) *Funding Manual.* The Board of Directors will receive, review, and approve the Auditor's Report prior to official reporting.

3. Pupil Accounting System

In accordance with the guidelines set forth by the *South Carolina Pupil Accounting Manual* and the *South Carolina Student Accountability Manual*, we 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.

4. Negotiated Services Documentation

Currently we have not negotiated any services with the local school district, our sponsor, or any other outside vendor. The Charter Committee is currently researching options (in-house, out-sourcing) for fiscal services, food services, custodial services, maintenance, curriculum, library and media services, pupil transportation services, and the like. We will thoroughly review all options and proceed with the protocol that best meets our financial needs and best sets us as sound guardians of public funds.

Lake City College Preparatory Academy, Inc.
5 Year Budget

			Academic School Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
			Number of Students	250	275	300	325	325
	FND	REVENUE	Revenues					
1	100	1920	Contributions & Donations	$0.00	$0.00	$0.00	$0.00	$0.00
2	100	1999	Fundraising	$0.00	$0.00	$0.00	$0.00	$0.00
3	100	3311	Education Finance Act (Kindergarten)	$86,660.73	$89,260.55	$91,938.37	$94,696.52	$97,537.42
4	100	3312	Education Finance Act (Primary)	$247,983.01	$255,422.50	$263,085.18	$270,977.73	$279,107.06
5	100	3313	Education Finance Act (Elementary)	$333,310.50	$343,309.82	$350,281.02	$364,217.38	$375,143.90
6	100	3316	Education Finance Act (High School)	$83,327.63	$171,654.91	$265,206.83	$364,217.38	$375,143.90
7	100	3316	Education Finance Act (SP)	$74,504.70	$84,413.83	$101,173.81	$105,837.29	$109,012.41
8	100	3323	Education Finance Act (LD)	$136,461.24	$154,610.58	$173,726.08	$193,849.35	$199,664.83
9	200	4000	Federal Programs	$0.00	$0.00	$0.00	$0.00	$0.00
10	252	4320	Planning & Implementation Grant	$225,000.00	$275,000.00	$0.00	$0.00	$0.00
11	301	3501	Increase HS Diploma Requirements	$3,122.50	$6,245.00	$9,367.50	$12,490.00	$12,490.00
12	346	3546	Academic Assistance K-3	$50,722.00	$50,722.00	$50,722.00	$50,722.00	$50,722.00
13	348	3548	Academic Assistance 4-12	$29,137.50	$33,993.75	$38,850.00	$43,706.25	$43,706.25
14	600	1610	Lunch Sales to Pupils	$0.00	$0.00	$0.00	$0.00	$0.00
15	600	4810	USDA Reimbursement - School Lunch	$0.00	$0.00	$0.00	$0.00	$0.00
16	700	1700	Pupil Activity	$0.00	$0.00	$0.00	$0.00	$0.00
17	960	3610	K-5 Enhancement	$18,993.00	$18,993.00	$18,993.00	$18,993.00	$18,993.00
18	967	3607	6-8 Enhancement	$843.00	$843.00	$843.00	$843.00	$843.00
19			**Total Revenue**	**$1,290,065.81**	**$1,484,468.94**	**$1,364,186.78**	**$1,520,549.90**	**$1,562,363.77**

ROA_2226

Lake City College Preparatory Academy, Inc.
5 Year Budget

				Academic School Year Number of Students	2010-2011 250	2011-2012 275	2012-2013 300	2013-2014 325	2014-2015 325
	FND	FCT	OBJ	**Support Services Expenditures**					
44	100	212	313	Guidance Services	$12,000.00	$13,000.00	$15,000.00	$25,000.00	$30,000.00
45	100	213	313	Nurse Services	$12,000.00	$12,500.00	$13,000.00	$13,500.00	$14,000.00
46	100	214	313	Psychological Services	$10,000.00	$5,000.00	$5,000.00	$6,000.00	$6,000.00
47	100	215	313	Exceptional Program Services	$30,000.00	$35,000.00	$10,000.00	$12,000.00	$12,000.00
48	252 / 100	221	312	Curriculum Development Services	$10,000.00	$15,000.00	$0.00	$0.00	$0.00
49	100	222	311	Media Specialist Services	$15,000.00	$20,000.00	$22,000.00	$24,000.00	$25,000.00
50	252 / 100	222	410	Library Supplies	$4,000.00	$5,000.00	$1,000.00	$2,000.00	$2,000.00
51	252 / 100	222	430	Library Books	$4,000.00	$5,000.00	$1,000.00	$3,000.00	$3,000.00
52	252 / 100	222	540	Library Equipment	$5,000.00	$6,000.00	$1,000.00	$2,000.00	$2,000.00
53	252 / 100	222	545	Library Cap Computers	$5,000.00	$6,000.00	$1,000.00	$2,000.00	$2,000.00
54	252 / 100	224	312	Instructional Staff Development	$6,000.00	$7,000.00	$5,000.00	$5,000.00	$5,000.00
55	100	231	318	Audit Services	$0.00	$12,000.00	$12,500.00	$13,000.00	$13,500.00
56	100	231	319	Legal Services	$2,000.00	$2,000.00	$2,000.00	$2,000.00	$2,000.00
57	100	231	640	Membership Dues & Fees	$1,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
58	100	231	650	Liability Insurance	$8,168.00	$8,494.72	$8,834.51	$9,187.89	$9,555.40
59	100	233	111	Principal Salaries	$60,000.00	$61,800.00	$63,654.00	$65,563.62	$67,530.53
60	100	233	111	Assistant Principal Salaries	$0.00	$0.00	$45,000.00	$46,350.00	$47,740.50
61	100	233	115	Administrative Assistant Salaries	$28,000.00	$28,840.00	$59,410.40	$61,192.71	$63,028.49
62	100	233	210	Group Health & Life Insurance	$8,160.00	$8,400.00	$17,280.00	$17,760.00	$18,240.00
63	100	233	220	Employee Retirement	$0.00	$2,719.20	$5,041.93	$5,193.19	$5,348.99
64	100	233	230	Social Security	$6,732.00	$6,933.96	$12,856.93	$13,242.63	$13,639.91
65	100	233	260	Unemployment Compensation Tax	$1,428.00	$476.00	$1,428.00	$952.00	$952.00
66	100	233	270	Worker's Compensation Tax	$1,812.29	$1,866.66	$1,922.66	$1,980.34	$2,039.75
67	252 / 100	233	332	Travel	$5,000.00	$7,000.00	$5,000.00	$5,000.00	$5,000.00
68	252 / 100	233	410	Office Supplies	$25,000.00	$25,000.00	$15,000.00	$18,000.00	$19,000.00
69	252 / 100	233	446	Office Software & Supplies	$5,000.00	$5,000.00	$1,000.00	$500.00	$500.00
70	252 / 100	233	540	Office Equipment	$15,000.00	$20,000.00	$10,000.00	$12,000.00	$14,000.00
71	252 / 100	233	545	Office Cap Computers	$3,500.00	$6,000.00	$2,000.00	$1,000.00	$1,000.00

ROA_2228

Lake City College Preparatory Academy, Inc.
5 Year Budget

					2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
	Academic School Year				**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**
	Number of Students				**250**	**275**	**300**	**325**	**325**
	FND	FCT	OBJ	**Instruction Expenditures**					
20	100	110	110	Teacher Salaries	$418,000.00	$469,680.00	$483,780.00	$539,799.00	$555,997.00
21	100	110	115	Teacher Assistant Salaries	$40,000.00	$41,200.00	$42,436.00	$43,709.08	$45,020.35
22	100	110	120	Substitute Pay	$2,500.00	$2,750.00	$3,000.00	$3,250.00	$3,250.00
23	100	110	210	Group Health & Life Insurance	$44,880.00	$50,400.00	$51,840.00	$57,720.00	$59,280.00
24	100	110	220	Employee Retirement	$0.00	$15,326.40	$15,786.48	$17,505.24	$18,030.52
25	100	110	230	Social Security	$35,228.25	$39,292.70	$40,485.02	$44,886.99	$46,226.45
26	100	110	260	Unemployment Compensation Tax	$6,188.00	$3,570.00	$3,332.00	$3,808.00	$3,570.00
27	100	110	270	Worker's Compensation Tax	$5,284.03	$5,442.55	$5,605.83	$5,774.00	$5,947.22
28	100	110	311	Instructional Services	$43,200.00	$43,200.00	$54,000.00	$64,800.00	$64,800.00
29	252 / 100	110	410	Instructional Supplies	$70,000.00	$80,000.00	$10,000.00	$30,000.00	$30,000.00
30	252 / 100	110	420	Instructional Textbooks	$5,000.00	$5,000.00	$2,000.00	$2,000.00	$2,000.00
31	252 / 100	110	446	Instructional Software & Supplies	$10,000.00	$15,000.00	$1,500.00	$1,500.00	$1,500.00
32	252 / 100	110	540	Instructional Equipment	$40,000.00	$60,000.00	$0.00	$5,000.00	$5,000.00
33	252 / 100	110	545	Instructional Cap Computers	$30,000.00	$40,000.00	$3,000.00	$3,000.00	$3,000.00
34	100	120	110	Exceptional Teacher Salaries	$0.00	$0.00	$41,000.00	$42,230.00	$43,496.90
35	100	120	210	Group Health & Life Insurance	$0.00	$0.00	$4,320.00	$4,440.00	$4,560.00
36	100	120	220	Employee Retirement	$0.00	$0.00	$1,230.00	$1,266.90	$1,304.91
37	100	120	230	Social Security	$0.00	$0.00	$3,136.50	$3,230.60	$3,327.51
38	100	120	260	Unemployment Compensation Tax	$0.00	$0.00	$476.00	$238.00	$238.00
39	100	120	270	Worker's Compensation Tax	$0.00	$0.00	$328.00	$337.84	$347.98
40	252 / 100	120	410	Exceptional Supplies	$6,000.00	$7,000.00	$3,000.00	$3,000.00	$3,000.00
41	252 / 100	120	540	Exceptional Equipment	$7,000.00	$8,000.00	$1,500.00	$1,500.00	$1,500.00
42	252 / 100	120	545	Exceptional Cap Computers	$3,500.00	$4,500.00	$1,000.00	$1,000.00	$1,000.00
43				**Total Instruction Expense**	**$766,780.28**	**$890,361.65**	**$772,755.83**	**$879,995.65**	**$902,396.84**

ROA_2227

Lake City College Preparatory Academy, Inc.
5 Year Budget

	Academic School Year Number of Students				2010-2011 250	2011-2012 275	2012-2013 300	2013-2014 325	2014-2015 325
	FND	FCT	OBJ	**Support Services Expenditures**					
72	100	252	315	Fiscal Services	$25,000.00	$27,500.00	$30,000.00	$32,500.00	$32,500.00
73	100	252	690	Bank Fees	$400.00	$425.00	$450.00	$475.00	$500.00
74	100	254	321	Public Utility Services (Water & Sewer)	$1,000.00	$4,200.00	$4,600.00	$4,800.00	$5,000.00
75	100	254	322	Custodial Services	$12,000.00	$15,000.00	$20,000.00	$25,000.00	$25,000.00
76	100	254	323	Repairs & Maintenance Services	$10,000.00	$10,000.00	$5,000.00	$5,000.00	$5,000.00
77	100	254	324	Property Insurance	$2,500.00	$2,600.00	$2,704.00	$2,812.16	$2,924.65
78	100	254	325	Facility Lease	$65,000.00	$70,000.00	$75,000.00	$80,000.00	$80,000.00
79	100	254	329	Trash Service	$400.00	$425.00	$450.00	$475.00	$475.00
80	100	254	340	Telephone	$7,000.00	$7,350.00	$7,717.50	$8,103.38	$8,508.54
81	100	254	470	Energy (Electric, Gas, Oil)	$17,000.00	$17,850.00	$18,742.50	$19,679.63	$20,663.61
82	100	255	331	Student Transportation Services	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$10,000.00
83	252 / 100	263	350	Marketing & Advertising	$6,000.00	$6,500.00	$4,000.00	$3,000.00	$3,000.00
84	100	266	345	Technology Services	$10,000.00	$12,000.00	$13,000.00	$15,000.00	$15,000.00
85	100	271	660	Field Trips	$5,000.00	$5,500.00	$6,000.00	$6,500.00	$7,000.00
86	600	256	460	Food Services	$10,000.00	$12,000.00	$14,000.00	$16,000.00	$16,000.00
87				**Total Support Services Expense**	**$465,100.29**	**$528,380.54**	**$549,592.43**	**$597,767.54**	**$616,647.37**
88				**Total Expenditures**	**$1,231,880.57**	**$1,418,742.18**	**$1,322,348.26**	**$1,477,763.20**	**$1,519,044.21**
89				**Budget Balance**	**$58,185.24**	**$66,726.75**	**$41,838.53**	**$42,786.70**	**$43,319.66**

ROA_2229

South Carolina
Department of Education
Together, we can.

Per pupil Funding - State Charter School District - FY 2009-2010

Note: This is an estimated per pupil figure to be used in charter applications for schools applying to the State Charter School District

Stated Per Pupil - Charter Law (Base Student Cost)	$	2,342

Other Potential District Per Pupil - Based on FY 07-08 Appropriations, the following are estimated per pupil figures that can be used during the budget/application process

Other General Fund Allocations		
Employer Contributions (for state sponsored benefit programs)	$	682
Retiree Insurance (only if employees are part of the State Retirement System)	$	113
Estimated Base Per Pupil	$	3,137

Estimated Three-Year Average Per Pupil for Categorial Funding *

Program Name	Student Data Source Used for Allocation	Grades Served	FY 06 Per Pupil	FY 07 Per Pupil	FY 08 Per Pupil	Average 3-yr per pupil
Academic Assistance K-3	Free/Reduced Lunch	K-3	$ 470.96	$ 524.06	$ 526.65	$ 507.22
Academic Assistance 4-12	Free/Reduced Lunch	4-12	$ 218.51	$ 186.29	$ 177.95	$ 194.25
Reduce Class Size	Free/Reduced Lunch	1-3	$ 393.55	$ 381.44	$ 367.47	$ 380.82
Grades K-5 Lottery Enhancement	Average Daily Membership (ADM)	K-5	$ 127.69	$ 125.68	$ 126.48	$ 126.62
Grades 6-8 Lottery Enhancement	Average Daily Membership (ADM)	6-8	$ 11.28	$ 10.93	$ 11.50	$ 11.24
Increase High School Diploma Req.	Average Daily Membership (ADM)	9-12	$ 120.65	$ 120.35	$ 132.46	$ 124.48

* These per pupil figures are estimates derived from statewide allocations based on a three year average. Charter schools sponsored by the State Charter School District are not guaranteed this per pupil amount. Data provided for preliminary budgetary purposes only.

Charter schools may be eligible for other categorical funds based on programs offered and the student population served.

ROA_223(

South Carolina
Department of Education
Together, we can.

April 9, 2009

Deloris Brown
Lake City College Preparatory Academy

Dr. Brown:

At your request, this letter is to speak to the likelihood your charter developer group has with regards to the Federal Planning and Implementation (P&I) grant. This letter, in now manner, guarantees the developer group's receipt of these funds but describes the remaining process.

To become eligible for a P&I grant, the Charter School Advisory Committee (CSAC) must deem your application legally compliant; and your group must complete and submit the P&I request for proposals prior to the May 29, 2009 deadline. The P&I application is currently located on our website: http://www.ed.sc.gov/agency/Innovation-and-Support/Public-School-Choice/CharterSchools/index.html

If eligibility is attained by the CSAC's decision to forward the charter application to the proposed sponsor, the charter developer group has additional steps before drawing down funds. In order to actually receive funds, the charter developer group must be authorized by its selected sponsor **and** the P&I application must be scored high enough by a reviewer to receive funding. If either of these benchmarks is not attained, the charter developer group cannot and will not receive Federal P&I grant funds.

Thank you for your interest in charter schools and best wishes as you finalize your charter application.

Sincerely,

Joel E. Medley
Charter Schools Associate

1429 Senate Street Columbia, SC 29201 *Phone* 803.734.8500 *Fax* 803.734.3389 *Web* www.ed.sc.gov

APPENDIX I

DOCUMENTATION OF INSURABILITY AND ESTIMATES OF COSTS

INSURANCE PEOPLE

Below are the **estimated annual premiums** Lake City College Prep Academy

Property Premium Estimate			**$2,500**
	Contents	$500,000	
	Deductible	$1,000	
	Form	Special	
General Liability Premium Estimate			**$4,300**
Rating Basis:	Students	250	
	Faculty	27	
Limits:			
Per Occurrence Limit		$1,000,000	
Annual Aggregate		$3,000,000	
Sexual Abuse & Molestation		$1,000,000 per occurrence $3,000,000 aggregate	
Employee Benefits		$1,000,000 per occurrence $3,000,000 aggregate	
Defense Reimbursement		$100,000 per occurrence $300,000 aggregate	
Fidelity Bond Estimate			**$332**
Limit		$250,000	
Educators Legal Liability			**$1,125**
Limit		$1,000,000 occurrence $1,000,000 aggregate	
Auto Premium Estimate			**$196**
Hired & Non Owned Autos Only			
Limit of Liability		$1,000,000	

Directors & Officers Liability		**$1,215**
Limit	$1,000,000 per claim	
	$1,000,000 aggregate	
Employment Practices	$1,000,000 per claim	
	$1,000,000 aggregate	

** Note- The Umbrella does not cover over the Directors & Officers Liability or the Employment Practices Liability; however, the primary limit can be increased in increments of $1,000,000.

Workers Compensation Premium Estimate		**$7,100**
Statutory State- SC		
Employers Liability	$500/$500/$500	
Payroll Estimate	$660,000	
Umbrella Premium Estimate		**$1,000**
Limit of Liability	$1,000,000	
TOTAL ESTIMATED PREMIUM		**$17,768.00**

Student Accident Coverage $7.00 per student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail.. Please read the policy forms for specific details of coverage

South Carolina license #401162

4/30/2009

APPENDIX J

NON PROFIT DOCUMENTATION AND BYLAWS

CERTIFIED TO BE A TRUE AND CORRECT COPY
AS TAKEN FROM AND COMPARED WITH THE
ORIGINAL ON FILE IN THIS OFFICE

STATE OF SOUTH CAROLINA
SECRETARY OF STATE
NONPROFIT CORPORATION
ARTICLES OF INCORPORATION

MAY 2 2 2007

SECRETARY OF STATE OF SOUTH CAROLINA

TYPE OR PRINT CLEARLY IN BLACK INK

Pursuant to Section 33-31-202 of the South Carolina Code of Laws, as amended, the undersigned corporation submits the following information:

1. The name of the nonprofit corporation is Lake City College Preparatory.Academy

2. The initial registered office of the nonprofit corporation is 1310 North Matthews Road (Street Address)

Lake City	Florence	South Carolina	29560
City	County	State	Zip Code

The name of the registered agent of the nonprofit corporation at that office is

Dr. Deloris W.B. Brown
Print Name

I hereby consent to the appointment as registered agent of the corporation.

Agent's Signature

3. Check "a", "b", or "c" whichever is applicable. Check only one box:

a. ☑ The nonprofit corporation is a public benefit corporation.

b. ☐ The nonprofit corporation is a religious corporation.

c. ☐ The nonprofit corporation is a mutual benefit corporation

070607-0085 FILED: 05/22/2007
LAKE CITY COLLEGE PREP. ACADEMY
Filing Fee: $25.00 ORIG
Mark Hammond South Carolina Secretary of State

4. Check "a" or "b", whichever is applicable:

a. ☐ This corporation will have members.

b. ☑ This corporation will not have members.

5. The address of the principal office of the nonprofit corporation is

1310 North Matthew Road	Lake City	Florence	South Carolina	29560
Street Address	City	County	State	Zip Code

6. If this nonprofit corporation is either a public benefit or religious corporation (when box "a" or "b" of paragraph 3 is checked), complete either "a" or "b", whichever is applicable, to describe how the remaining assets of the corporation will be distributed upon dissolution of the corporation.

a. ☑ Upon dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future Federal tax code, or shall be distributed to the Federal government, or to a state or local government, for a public purpose. Any such asset not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated

exclusively for such purposes.

b. ☐ Upon dissolution of the corporation, consistent with the law, the remaining assets of the corporation shall be distributed to

_____

7. If the corporation is a mutual benefit corporation (when box "c" of paragraph 3 is checked), complete either "a" or "b", whichever is applicable, to describe how the (remaining) assets of the corporation will be distributed upon dissolution of the corporation.

a. ☐ Upon dissolution of the mutual benefit corporation, the (remaining) assets shall be distributed to its members, or if it has no members, to those persons to whom the corporation holds itself out as benefiting or serving.

b. ☐ Upon dissolution of the mutual benefit corporation, the (remaining) assets, consistent with the law, shall be distributed to

_____

8. The optional provisions which the nonprofit corporation elects to include in the articles of incorporation are as follows (See 33-31-202(c) of the 1976 South Carolina Code of Laws, as amended, the applicable comments thereto, and the instructions to this form)

_____

_____

9. The name and address of each incorporator is as follows (only one is required)

Dr. Deloris W.B. Brown — 1310 North Matthews Road, Lake City, SC 29560
Name — Address — Zip Code

_____
Name — Address — Zip Code

_____
Name — Address — Zip Code

10. Each original director of the nonprofit corporation must sign the articles but only if the directors are named in these articles:

_____
Name (Only if named in articles) — Signature of director

_____
Name (Only if named in articles) — Signature of director

_____
Name (Only if named in articles) — Signature of director

11. Each incorporator must sign the articles.

_____
Signature of incorporator

_____
Signature of incorporator

_____
Signature of incorporator

Lake City College Preparatory.Academy

Name of Corporation

FILING INSTRUCTIONS

1. Two copies of this form, the original and either a duplicate original or a conformed copy, must be filed.

2. If space in this form is insufficient, please attach additional sheets containing a reference to the appropriate paragraph in this form, or prepare this using a computer disk, which will allow for expansion of space on the form.

3. This form must be accompanied by the filing fee of $25.00 payable to the "Secretary of State."

   Return to: Secretary of State
   P.O. Box 11350
   Columbia, SC 29211

4. If this organization is a Political Association it must also be accompanied by the First Annual Report of Corporations and an additional $25.00 fee is required.

NOTE

THE FILING OF THIS DOCUMENT DOES NOT, IN AND OF ITSELF, PROVIDE AN EXCLUSIVE RIGHT TO USE THIS CORPORATE NAME ON OR IN CONNECTION WITH ANY PRODUCT OR SERVICE. USE OF A NAME AS A TRADEMARK OR SERVICE MARK WILL REQUIRE FURTHER CLEARANCE AND REGISTRATION AND BE AFFECTED BY PRIOR USE OF THE MARK. FOR MORE INFORMATION, CONTACT THE TRADEMARKS DIVISION OF THE SECRETARY OF STATE'S OFFICE AT (803) 734-1728.

LAKE CITY COLLEGE PREP. ACADEMY

ARTICLES OF INCORPORATION AND BY-LAWS

ARTICLE I – NAME AND ADDRESS

Section 1. Name of Corporation: The name of the corporation shall be Lake City College Prep. Academy (hereinafter referred to as "The Corporation"), as specified in the Articles of Incorporation.

Section 2. Address of Corporation: The address of the registered office of the corporation shall be 1310 North Matthew Road, Lake City, 29560.

ARTICLE II – NATURE OF CORPORATION

Section 1. Nonprofit: The Corporation does not contemplate pecuniary gain or profit, incidental or otherwise, to its members.

Section 2. Mission: Lake City College Prep. Academy (LCCPA) is committed to creating an exemplary school where learning results in high levels of academic achievement, with an emphasis in building strong literacy skills for all, which will be manifested in multiple ways. We envision a learning community, where all members will be exposed to technology, the arts and globalization through college preparatory experiences and information. Thus LCCPA has high expectations for every student; therefore, we will foster a balance between creativity and high academic achievement. Throughout the school year, we will involve students, family, staff and the community; so that, every graduate will exit equipped with the confidence that they are prepared to participate in a global economy.

Section 3. Non-Discrimination: The Corporation shall be non-religious and shall accept students and hire staff without discrimination as to race, color, religion, national origin, sex marital status, sexual orientation, educational affiliation, handicap status, or age, and shall comply with all applicable laws and regulations relating thereto.

Section 4. Enrollment: Subject to total enrollment limitations, enrollment in the school shall be open to any child in accordance with the South Carolina Charter Act of 1996, as amended (S.C. Codes of Laws §59-40-10, et. al.).

ARTICLE III – MEMBERS

Section 1. No members: The Corporation shall have no members. All matters will be approved by the Board of Directors. All rights, privileges and power that would otherwise be vested in members, shall be invested in the Board of Directors. Nothing in this article shall prohibit the corporation from referring to persons as "members", even though they may not be members. The Corporation may also establish an advisory council, honorary board or other auxiliary

groups as it deems appropriate and necessary to advise and support the corporation, without establishing membership.

ARTICLE IV – BOARD OF DIRECTORS

Section 1. Management: The Board of Directors (hereinafter referred to as "Board") shall be the governing body of the corporation. The business and affairs of the corporation shall be managed by the Board. The members shall only act as a "Board of Directors".

Section 2. Responsibilities: The Board shall sign a Charter School Contract, ensuring compliance with all of the requirements for a charter school provided by the South Carolina Charter School Act, employ and contract with teachers and non-teaching employees, contract for other services, and discharge policies for the Charter School employees.

Section 3. Number and Election: The Board shall consist of 3-15 members. The members shall be elected annually by the community or public voters, except for the first interim board which shall be appointed by the founder of the corporation.

Section 4. Annual and Regular Meetings: The annual meeting of the Board shall be held the first quarter of each school year. The Board shall also meet regularly each month on a specified, agreed upon, publicized date. The meetings shall be general meetings, open to the public, and held for the transaction of any and all business matters within the power of Board, without special notice of such business.

Section 5. Special Meetings: Special meetings of the Board shall be called at any time by the Secretary upon written the request of either the President or three members of the Board.

Section 6. Place and Time of Meetings: All meetings of the Board, for the purpose of conducting The Corporation business, shall be held at such a place in Florence County and at such times as shall be specified in the respective notices of such meetings or waivers hereof.

Section 7. Notice of Meetings: Every meeting of the Board shall be served personally or by mail to each member not less than three (3) nor more than fifteen (15) days before the meeting. Such notice shall state the time, date, and location of the meeting. For special meetings, in addition, the purpose or purposes for which the meeting is called shall also be included in the notice. If mailed, each notice shall be sent to each director to his/her address as it appears on the Corporation records.

Section 8. Open Meetings: All official actions and all deliberations by a quorum of the Board shall take place at a meeting open to the public, as provided in the Freedom of Information Act, except in cases where executive sessions are authorized pursuant to the Freedom of Information Act.

Section 9. Quorum: At all meetings of the Board, the presence of a majority of the members shall be necessary and sufficient to constitute a quorum and, except as otherwise provided by law, the act of the majority of the members present, shall be the act of the Board. In the absence

of a quorum, no business shall be transacted except to take measures to obtain a quorum, fix a time to adjourn, or take a recess.

Section 10. Resignation of Directors: Any director shall resign at any time during the elected year(s) of service. Members shall be expected to attend at least fifty (50%) percent of all board meetings and of all committee meetings on which he/she has agreed to serve.

Section 11. Vacancies: In the event any vacancy occurs on the Board of Directors, by the death or resignation of any member, the vacancy will be filled within 30 days by election, which conforms to the state charter law. Membership will be maintained at all times throughout the year.

Section 12. Compensation and Expenses: Members shall serve without compensation, but may be reimbursed for expenses incurred when acting at the request of and on behalf of the Board.

Section 13. Qualifications of Members: Members shall qualify under all requirements of the South Carolina Charter School Act.

ARTICLE V – OFFICERS

Section 1. Number of Officers: The officers of the Corporation shall be a Chairperson, Vice Chairperson, a Secretary, and a Treasurer. The aforementioned officers must be members. The officers shall perform such duties as usually pertain to the offices which they hold or as may be assigned to them by the Board.

Section 2. Election of Officers: The officers shall be elected annually at the designated annual meeting of the Board by a plurality of the votes cast and may succeed themselves in office. Each person elected an officer shall continue in office until the next annual meeting after his/her election or until his/her successor shall have been duly elected and qualified, or until his/her earlier death or resignation. Vacancies of officers caused by death, resignation, or decrease in the number of officers may be filled by a majority vote of the Board at a special meeting called for that purpose or at any regular meeting.

Section 3. Additional Officers: The Board, at any meeting, may by resolution appoint such additional officers and such agents and employees and determine their term of office or committee the power to appoint such subordinate officers, agents, or employees and to determine their terms of office and compensation, if any.

ARTICLE VI – COMMITTEES

Section 1. Committees: The Board may from time to time, by resolution, constitute such committees of members, officers, employees, members, or non-members, with such functions, powers and duties as the Board deems necessary or appropriate. Unless the Board shall provide otherwise, each such committee shall enact rules and regulations for its governance.

ARTICLE VII – MISCELLANEOUS PROVISIONS

Section 1. Fiscal Year and Audit: The fiscal year of the Corporation shall end on June 30th each year. The Treasurer of the Corporation shall be required periodically and no less than once a year to employ a certified public accountant to audit the accounts of the Corporation.

Section 2. Execution of Contracts: The Board may authorize any officer, employee or agent, in the name of and on behalf of the Corporation, to enter into any contract or execute and deliver any instrument, and such authority may be general or confined to specific instances. Unless so authorized by the Board, no officer, employee, or agent shall have any power to bind the Corporation to any contract or engagement or to pledge its credit or to render it liable pecuniary for any purpose or in the amount.

Section 3. Commercial Paper: All checks and other orders for the payment of money out of the funds of the Corporation, and all notes or evidence of indebtedness of the Corporation, shall be executed on behalf of the Corporation by such officer or officers or employee or employees, as the Board may, by resolution, from time to time determine.

Section 4. Deposits: All funds of the Corporation not otherwise employed shall be deposited, from time to time, to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may, from time to time, select or as may be selected by any officer or employee of the Corporation to whom such power may, from time to time, be delegated by the Board; and for the purpose of such deposit, any officer, or any employee to whom such power may be delegated by the Board; and for the purpose of such deposit; any officer, or any employee to whom such power may be delegated by the Board, may endorse, assign and deliver checks, drafts and other orders for the payment of money which are payable to the order the Corporation.

Section 5. Notices: Except as may otherwise be required by law, any notice required to be given shall be in writing and signed by the President or the Secretary; and any notice so required shall be deemed to be sufficient if given by depositing the same in a post office box in a sealed postpaid wrapper, addressed to the person entitled such notice shall be deemed to have been given on the day of such mailing. Any notices required to be given may be waived, by the person entitled thereto in writing (including telegraph, cable, radio or wireless), whether before or after the meeting or other matter in respect of which such notice is to be given, and in such event such notice need not be given to such person.

ARTICLE VIII – INDEMNIFICATION

Section 1. General: The Corporation shall indemnify each officer, member, employee and representative ("Indemnity") from the expenses and risks as set forth in Sections 2 and 3 below if such indemnity has acted in good faith or in a manner which he or she reasonably believed to be in or not opposed to the best interests of the Corporation and with respect to criminal action proceeding had no reasonable cause to believe his/her conduct was unlawful.

Section 2. Expenses: Indemnities shall be indemnified against all expenses (including attorney's fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by the Indemnity in connection with any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative or investigative (other than an action by or in the right the Corporation by reason of the fact that the Indemnity is or was a representative, officer or director of the Corporation, or is or was serving at the request of the Corporation as a representative of another corporation, partnership, joint venture, trust or other enterprise.

Section 3. Advances: The Corporation may advance to all Indemnities all expenses incurred in defending a civil or criminal action, suit or proceeding in advance of final disposition of such action provided the Board determines that it is more likely than not that the Indemnity will be entitled to indemnification pursuant to Section 1 of this Article VII, and such Indemnity agrees to repay such amount if it is ultimately determined by the Board that the Indemnity is not permitted to receive indemnification under Subchapter D or the Non-Profit Corporation Law of 1988.

ARTICLE IX – LIMITATION OF PERSONAL LIABILITY

Section 1. Personal Liability: A board member of the Corporation shall not be personally liable for monetary damages for any action taken or any failure to take any action, unless (a) such member has breached or failed to perform his/her duties as a member, including his/her duties as a member of any committee of the Board upon which he/she may serve, pursuant to the standard of care set forth in Section 2 of this Article IX, and (b) such breach or failure to perform constitutes self-dealing, willful misconduct, or recklessness.

Section 2. Standard of Care: (a) Each board member of the Corporation shall stand in a fiduciary relation to the Corporation and shall perform his/her duties as a board member, including his or her duties as a member of any committee of the Board upon which he or she may serve, in good faith, including reasonable inquiry, skill and diligence, as a person of ordinary prudence would use under similar circumstances. In performing his or her duties, a board member shall be entitled to reply in good faith on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by any of the following:

1. Once or more officers or employees of the Corporation whom the board member reasonably believe to be reliable and competent in the matters presented.
2. Counsel, public accountants, or other persons as to matters which the board member reasonably believes to be within the professional or expert competence of such person.
3. A committee of the Board, upon which he/she does not serve, duly designated in accordance with the law, as to matters within its designated authority, which committee the board member reasonably believes to merit confidence.

A board member shall not be considered to be acting in good faith if he/she has knowledge concerning the matter in question that would cause his/her reliance to be unwarranted.

Absent breach of fiduciary duty, lack of good faith or self-damaging, actions taken as a member or any failure to take any action shall be presumed to be in the best interests of the Corporation.

APPENDIX K

SCPCSD LETTER CONFIRMING NO DESEGREGATION ORDER

South Carolina
Public Charter School District

Board of Trustees

Terrye Seckinger, Chairman

Joseph McMullen, Vice Chairman

Kathleen Bounds, Secretary

Dr. Wayne Brazell

Michael Brenan

Dr. David Church

Dr. Nancy Gregory

Tom Hatfield

Don McLaurin

Executive Director and Superintendent

Dr. Timothy H. Daniels

Chief Financial Officer

Philip C. Willis

IT Resource Coordinator

Rodney F. Clay

Director of Academic Achievement, School Compliance and Government Relations

Paula Gray

Director of Exceptional Education

Stephanie Cagle

Director of Assessment and Academic Accountability

Jonathan Butcher

3700 Forest Drive, Suite 406
Columbia, SC 29204

Phone: 803-734-8322
Fax: 803-734-8325

April 23, 2009

Deloris Brown
Lake City College Preparatory Academy, Inc.
1310 N. Matthews Road
Lake City, SC 29560

Dear Deloris,
This is to verify that the proposed Lake City College Preparatory Academy, Inc. has applied to the SC Public Charter School District. We are a statewide school district. The State of South Carolina is not under a desegregation order.

This is based on a list maintained by the SC Department of Education, Office of General Counsel and is based on information occasionally received from the US Department of Justice. The Office of General Counsel cannot insure that the information in this document is up-to-date.

As no orders have been issued in recent years, it would seem to verify that Lake City College Preparatory Academy, Inc. is not under an order.

Sincerely,

Timothy H. Daniels, Ed.D.
Executive Director / Superintendent

APPENDIX L

STUDENT ENROLLMENT PROJECTIONS

Student Enrollment Projections

Name of Charter School **Lake City College Preparatory Academy**

GRADE	2010-11	2011-12	2012-13	2013-14	2014-15
Pre-Kindergarten					
Kindergarten	25	25	25	25	25
First	25	25	25	25	25
Second	25	25	25	25	25
Third	25	25	25	25	25
Fourth	25	252	25	25	25
Fifth	25	25	25	25	25
Sixth	25	25	25	25	25
Seventh	25	25	25	25	25
Eighth	25	25	25	25	25
Ninth	25	25	25	25	25
Tenth		25	25	25	25
Eleventh			25	25	25
Twelfth				25	25
TOTALS	250	275	300	325	325

APPENDIX M

STATEMENT OF ASSURANCES

South Carolina Department of Education Together, we can.	South Carolina Public Charter School Application Statement of Assurances

Statement of Assurances

This form must be signed by a duly authorized representative of the applicant group and submitted with the Charter School Application.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for Lake City College Preparatory Academy (name of school) is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the school and its governing board:

A. Will comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.

B. Will not charge tuition or other charges of any kind except as may be allowed by the sponsor and is comparable to the changes of the local school district in which the charter school is located.

C. Will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to other public schools operating in the same school district or in the case of the South Carolina Public Charter School District (SCPCSD), the local school district in which the charter school is located.

D. Will meet, but may exceed, the same minimum student attendance requirements as are applied to public schools.

E. Will adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools.

F. Will report to its sponsor and the Department of Education documentation of the appropriate use of federal funds the Charter School may receive.

G. Will use the same pupil accounting system as required of public schools and districts.

H. Will employ noncertified teachers in a ratio of up to twenty-five percent of its entire teaching staff (ten percent for conversion schools). All teachers in core academic areas will be highly qualified as defined in No Child Left Behind Act.

I. Will employ one administrative staff member who is certified or experienced in the field of school administration.

J. Will be secular in its curriculum, programs, governance, and all other operations.

South Carolina Department of Education Together, we can.	**South Carolina Public Charter School Application** Cover Page	FOR SCDE USE ONLY Date Received: _____ Received By: _____

Proposed Charter School Information

Name of Proposed School: Lake City College Preparatory Academy

Mailing Address (if known): 1310 N. Matthews Road

Name of Applicant Group: Lake City College Preparatory Academy Incorporated

Contact Information

Contact Person: Dr. Deloris Brown

Title/Position: Committee Chair

Daytime Telephone: (843) 210 - 9029 Fax

Other Phone (cellular): (914) 563-1328

E-mail Address: Browndl4@aol.com

Mailing Address: 1310 N. Matthews Road

City, State, Zip Code: Lake City, SC 29560

Signature of Contact Person: _____

Additional Information

Grade Levels of Charter School (or age groupings if the school will not use grades to distinguish students):

K-12

Sponsor (local school district board or SCPCSD):

South Carolina Public Charter School District

Certification: I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant's governing body has duly authorized this application and document, and the applicant will comply with the attached assurance if the grant is awarded.

Signature of Charter School Planning Committee Chair

4-29-09

Date

South Carolina Department of Education Together, we can.	South Carolina Public Charter School Application Statement of Assurances

Statement of Assurances

This form must be signed by a duly authorized representative of the applicant group and submitted with the Charter School Application.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for Lake City College Preparatory Academy (name of school) is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the school and its governing board:

A. Will comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.

B. Will not charge tuition or other charges of any kind except as may be allowed by the sponsor and is comparable to the changes of the local school district in which the charter school is located.

C. Will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to other public schools operating in the same school district or in the case of the South Carolina Public Charter School District (SCPCSD), the local school district in which the charter school is located.

D. Will meet, but may exceed, the same minimum student attendance requirements as are applied to public schools.

E. Will adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools.

F. Will report to its sponsor and the Department of Education documentation of the appropriate use of federal funds the Charter School may receive.

G. Will use the same pupil accounting system as required of public schools and districts.

H. Will employ noncertified teachers in a ratio of up to twenty-five percent of its entire teaching staff (ten percent for conversion schools). All teachers in core academic areas will be highly qualified as defined in No Child Left Behind Act.

I. Will employ one administrative staff member who is certified or experienced in the field of school administration.

J. Will be secular in its curriculum, programs, governance, and all other operations.

K. Will comply with the Freedom of Information Act.

L. Will comply with the No Child Left Behind legislation.

M. Will adhere to all provisions of reporting student truancy, discipline incidents and persistently dangerous situations as required by No Child Left Behind.

N. Will assume liability for the activities of the charter school and will indemnify and hold harmless the school district, its servant, agents, and employees, from any and all liability, damage, expense, causes of action, suits, claims, or judgments arising from injury to persons or property or otherwise which 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.

O. Will report to its sponsor and the Department of Education any changes to information provided under its application in a timely manner.

P. Will report at least annually to its sponsor and the Department of Education all information required by the sponsor and by the Department, including, at a minimum, the number of students enrolled in the charter school, the success of students in achieving the specific educational goals for which the charter school was established, and the identity and certification status of the teaching staff.

Q. Will adhere to all provisions of federal law relating to students with disabilities, including Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 that are applicable.

R. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.

S. Will comply with S.C. Code Ann. § 59-63-235 (2004), which provides for the expulsion of any student who brings a firearm to school.

T. Will comply with the Family Education Rights and Privacy Act (20 U.S.C. § 1232).

U. Will comply with any school district desegregation plan or order in effect.

V. Will adhere to all requirements of the Office of School Facilities as detailed in the Charter School Facilities Approval Form.

W. Understand that, as a charter, we gain autonomy to make decisions in exchange for accountability to our authorizer.

Dr. Deloris Brown — 4-28-09
Name of Charter School Planning Committee Chair — *Date*

Signature of Charter School Planning Committee Chair — 4-28-09 *Date*

APPENDIX N

EVIDENCE OF SUBMISSION OF APPLICATION