



**SOUTH CAROLINA  
STATE DEPARTMENT  
OF EDUCATION**

**South Carolina Public Charter  
School Application**

For schools planning to open fall 2013

Application Cover Page

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ONLY

Date Received: \_\_\_\_\_

Received By: \_\_\_\_\_

**Application Cover Page**

**Applicant Information**

Name of Proposed School: Lowcountry Leadership Charter School  
Mailing Address (if known): PO Box 1299  
City, State, Zip Code: Hollywood, SC 29449-1299  
Name of Applicant Group: Lowcountry Leadership Charter School, Inc.

**Contact Information**

Contact Person: Dee Crawford  
Title/Position: Planning Committee Chairperson  
Office Telephone: (843) 792-4674 Fax: (843) 792-9533  
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Mailing Address: 4760 Walking Horse Road  
City, State, Zip Code: Meggett, SC 29449

**Additional Information about Proposed Charter School**

Grade Levels during Opening Year: K5 through 9<sup>th</sup> grade

Grade Levels at Fall Student Matriculation: K5 through 12<sup>th</sup> grade

Sponsor (local school district board or SCPCSD) Name: 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 approved this document and pledges to comply with the attached assurances.

*Dee Crawford*


Signature of Charter School Planning Committee Chair

*4/19/2012*

Date

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**Authorization:** We hereby certify that this charter application has been duly authorized by the sponsor listed above. This authorization indicates that the terms of the application constitute a contractual agreement between the two organizations represented below pursuant to Section §59-40-60 of the South Carolina Charter School Act (1996). According to state and federal guidelines, charter schools must provide evidence of improved student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the ESEA. Authorizers must use increases in student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the ESEA as the most important factor when determining to renew or revoke a school's charter. Each authorizer and charter school must enter a contractual agreement stating that student performance of all students described in section 1111(b)(2)(C)(v) of the ESEA is the most important factor when determining to renew or revoke a school's charter.

 <b>SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION</b>	<b>South Carolina Public Charter School Application</b> For schools planning to open fall 2013  Application Cover Page	<b>FOR SCDE USE ONLY</b> Date Received: _____ Received By: _____
Charter School Planning Committee Chair Name:		
<i>Lee Crawford</i>		4/19/2002
Signature		Date
Sponsor Representative name:		
Signature		Date



## **EXECUTIVE SUMMARY**

In the summer of 2011, members of the St. Paul's community began discussing the need for a public Charter School. On December 1, 2011, the Planning Committee met and approved the following mission statement for the future Lowcountry Leadership Charter School. Lowcountry Leadership Charter School is projected to open in the fall of 2013 with 400 students in grades K – 9<sup>th</sup>, with plans for students to matriculate up over the following three years, thus offering a seamless educational experience for students with a total enrollment of 520 students, by the fall of the 2016-17 school year.

"The mission of Lowcountry Leadership Charter School (LLCS) is to provide a safe, exceptional academic environment that cultivates independent learning, character enrichment, and regional awareness while developing accountable leaders, community stewards, and diverse thinkers through project-based experiences."

Based on the school-wide curriculum goals that reflect the mission statement, a uniquely designed innovative curriculum framework will provide the structure upon which meaningful and engaging lessons and activities will be based for every grade. This framework is balanced with quarterly focuses and supporting Project Based Learning (PBL) activities, all aligned with the SC Academic and Core Curriculum Standards. Quarterly focuses include Lowcountry Regional Awareness, Environmental Issues and Stewardship, the Arts, and Debate/Collaborate/Negotiate, each of which is taught through three PBL projects reflecting a specific theme.

Basic to each of these goals is the development in each student to be an independent thinker and learner—one who through the practice of self-assessment will discover successful strategies for learning. LLCS will use authentic and age-appropriate measures of performance-based assessments to appraise student achievement. The SC Standardized Testing program will be implemented as an additional diagnostic tool to measure and further assess accomplishment of set academic goals and objectives.

LLCS teachers will take ownership and accept accountability for the learning program by using a strong, research-based educational philosophy guided by the LLCS mission. Through effective leadership, teachers will

be empowered to take responsibility for researching, designing, and creating the details of the curriculum they present. Further, through peer observation and self assessment, teachers will become advocates of personal professional growth and the on-going improvement of their skills, and they will be given time to work collaboratively to share insights, reviews, and assessments of the educational program.

LLCS will guarantee financial viability through systematic monitoring of budgetary margins. Consistent efforts will be made to identify federal and state funding, to secure business and civic partnerships, to investigate and apply for grant opportunities, to implement fundraising projects, and to continue on-going outreach and marketing strategies to further ensure solvency.

LLCS will establish and maintain reciprocal relationships with parents, the community, and the SC Public Charter School District in an effort to receive input for growth and improvement. Stakeholder satisfaction and involvement will drive the momentum of challenging the status quo, establishing LLCS as a school on the cutting edge of innovation **and 21<sup>st</sup> Century concepts**, while remaining true to the mission.

LLCS will be governed by a Board of Directors, who will adopt policies and procedures that support the mission. Staffing will be guided by a lawful process that will yield effective administrative leadership and highly qualified faculty. On-going professional development and collegial interactions will lay the foundation for job security and retention.

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## 1.PURPOSE AND SUPPORT

### a. Charter School Mission Statement

The mission of **Lowcountry Leadership Charter School** is to provide a safe and exceptional academic environment that cultivates independent learning, character enrichment, and regional awareness while developing accountable leaders, community stewards, and diverse thinkers through project-based experiences.

The vision of Lowcountry Leadership Charter School is to develop an intrinsic desire and purpose within our students, that will nurture confidence for authentic leadership opportunities to investigate, collaborate, and resolve issues of inquiry, involving all academic disciplines and extracurricular and athletic activities, within an atmosphere of encouragement steeped in high expectations and natural rewards, thereby yielding healthy, well-rounded, moral, accountable, and compassionate advocates of human rights, national resources, independent means, and civic responsibility.

Our commitment to accomplish this vision is based on the following beliefs:

- Like-Minded Goals
- Academic Excellence
- Moral Excellence
- Project Based Instruction
- Teachers as Facilitators
- Students as Mentors
- Community and business support and involvement

Lowcountry Leadership Charter School will be the fulfillment of a long standing need for high quality public education in the rural West Ashley area of Charleston County. For years parents have sought alternatives to public education in the form of home-schooling and private education. Decreased enrollment and the actual

closing of certain area public schools are due to this continuing trend which is further impacted by families that have left their home communities in search of alternative public school options. As a start-up public charter school sponsored by the SC Public Charter School District, LLCS will serve school-aged children living in rural West Ashley, surrounding communities, and neighboring counties, and as such, have a potential student body reflective of the demographic character of the region thus bringing back the neighborhood school concept. LLCS will open in the St. Paul's community for the 2013-2014 school year, initially offering grades K - 9<sup>th</sup> with plans for high school students to matriculate up over the following three years, thus offering a seamless educational experience for students and their families, K - 12.

Lowcountry Leadership Charter School will assist South Carolina in reaching academic excellence by having a strong educational plan that is research based and focuses on personalized learning opportunities and preparing each student for a global society, in which they will utilize learned skills. Learning at LLCS will focus on educating children of all abilities, learning styles, and intelligences and will be embedded with regional resources, **twenty-first century skills**, and learning opportunities that foster engaged citizenship, environmental stewardship, and authentic leadership characteristics. Early intervention and after-school enrichment programs will provide additional learning opportunities to bridge gaps and celebrate differences on a continuum of diverse and varied points of interest and aptitude.

A dynamic and forward thinking curriculum supported by Project-Based Learning (PBL) is the chosen method by which LLCS will ensure improved student learning, achievement, and growth. PBL is one of the most innovative and effective teaching models for helping students reach the highest levels of Blooms Taxonomy. Students focus on a comprehensive question or problem, then work to solve the problem through a collaborative process over a specific period of time. Projects often are used to investigate authentic issues and topics found outside of school, drawing on the natural resources of the surrounding environment and community.

LLCS is committed to creating a safe, diverse learning community that recognizes and values the individual—cognitively, ethically, socially, emotionally, and physically—and will provide educational opportunities for each area to grow and be strengthened. By creating an environment where students feel secure in taking risks, teachers will better recognize their students' creativities, curiosities, and individual needs, while preparing them to be genuine in their objectives and aspirations, by setting and achieving goals through intrinsic motivation. They will learn through values based education programs how to establish respectful and productive interpersonal relationships through daily interactions and about the qualities of leadership and character that result in being responsible decision-makers and problem-solvers.

At each grade level, the curriculum includes a foundation of core concepts and skills that include the effective use of the scientific method, analysis and display of mathematical interpretations and technology, appreciation of historical value, wellness and physiological awareness, and written and oral expressions of learning through the arts. Embedded with these concepts are interdisciplinary themes of the past, present, and future, that include authentic, hands-on experiences, student driven and designed service learning projects, regional and global environmental and demographic awareness, and written communication projects based on exploration, research, and debate.

Students will be immersed in opportunities to personally experience the cultural layers of their world. Using this experiential ideology, LLCS will use a variety of programs and research based methodologies to further accomplish the intent of the SC Charter School Act OF 1996. They include, but are not limited to:

- Mentoring Programs (Peer, Multi-generational)
- Business and Civic Partnership Programs
- Field Trips and Fieldwork
- Project Based Learning
- Positive Behavior Intervention Systems
- Authentic Assessments



- Integrated Arts Education
- World Language studies beginning in the early grades
- Theme based learning projects
- Environmental Education
- Cooperative Learning Strategies
- Apprenticeship and Career Awareness Programs
- Service Learning
- Values Education Programs
- Student Leadership Programs
- Self-assessment and Reflection for Teachers and Students
- Fine Arts Programs (Drama, Music, Orchestra, Visual)
- Team Sports Programs

b. Admissions Policies and Procedures

*i. Enrollment Procedures*

1) In accordance with Section 59-40-50 of the South Carolina Charter Schools Act, LLCS's admission policy will be to admit all children eligible to attend public school in South Carolina, subject to space limitations. The school will recruit, register and admit students without regard to race, religion, gender, natural origin, disability, or need for special education services. ~~In accordance with subsection C number 2, LLCS has the authority to refuse admission based on previous suspensions and/or expulsions.~~

2) **Prior to the first school year,** Applications for enrollment ~~will be~~ **were** disseminated at all of LLCS's public meetings in the community, the local county library branches, the school's website and via mail upon request.

Applications ~~should be~~ **were** mailed to: LLCS Post Office Box 1299 Hollywood, SC 29449-1299. ~~For future school years, the Board will determine other ways applications may be received. For subsequent years, refer to the Admissions Policies and Procedures on the LLCS website at [www.lowcountryleadership.org](http://www.lowcountryleadership.org).~~

3) **Prior to the first year**, LLCS ~~will collect~~ **collected** the applications daily and ~~will notify~~ **notified** parents by email of the school's receipt of their application. ~~For subsequent years, confirmation of receipt of applications will be provided only in person electronically (it is the responsibility of the parent/guardian to ensure applications were received).~~ Applications received after the established December 15, 2014<sup>2</sup> ~~will be~~ **were** considered on a space-available basis and in the order upon which they ~~were~~ **are** received. If the number of applications received ~~exceeded~~ **exceeded** the number of pupils permitted per grade, a lottery ~~will be~~ **was** conducted for that grade level(s), in compliance with Section 59-40-50 of the SCCSA (1996). Parents or guardians of all affected applicants ~~will be~~ **were** notified via email that the lottery ~~will~~ **would** occur on Monday, January 7, 2013, as well as the designated place and time of the meeting. ~~The Board will determine the specified lottery date, if needed, for subsequent years.~~ The lottery ~~will be~~ **was** conducted as a public meeting and representatives of LLCS and a member of the Board of Directors ~~will be~~ **were** on hand to conduct and ensure lawful operation of the lottery. Student names (including the name of a sibling and other priority categories when appropriate) and grade ~~will be~~ **were** recorded on a card for inclusion in the lottery process. Cards ~~will be~~ **were** the same size, thickness, color, and material. Cards ~~will be~~ **were** placed in a lottery box for each grade. Each card ~~will be~~ **was** pulled at random by a member of the community. Each name ~~will be~~ **was** read aloud and recorded in order. Any names exceeding the space for that grade ~~will be~~ **were** recorded in order on a waiting list.

**For the first year, the Open Application Period** ~~Open enrollment will begin~~ **began** on November 1, 2012 and ~~continued~~ **continued** through December 15, 2012. Enrollment consideration applications **were required to** ~~must~~ be postmarked no later than December 15, 2012 to be included in the lottery. The public lottery **was** ~~will be~~ held on January 7, 2013. ~~The Board of Directors will select Open Application Period open enrollment and lottery dates~~

for subsequent years if needed: ~~For subsequent years, refer to the Admissions Policies and Procedures on the LLCS website at [www.lowcountryleadership.org](http://www.lowcountryleadership.org).~~

**For the first year,** Once students ~~are~~ **were** selected for enrollment, the family ~~will be~~ **was** given 10 days to complete and return the Student Packet in its entirety. The Student Packet ~~will~~ **included** student records, immunizations, proof of residency, IEP and any other required information. Failure to complete and return the Student Packet may **have** ~~resulted~~ in loss of space which would then be offered to the next student on the waiting list. All reasonable attempts ~~will be~~ **were** made to assist the family in completion of the required materials and documentation, and all efforts ~~will be~~ **were** officially documented before the space ~~is~~ **was** offered to the next student on the list. LLCS returning students ~~will~~ **were** not be required to re-apply and be subject to the public lottery, but ~~will be~~ **were** required to notify the school of their intent to return by January 31<sup>st</sup> of ~~each~~ **the first** year. If the intent to return ~~is~~ **was** received after January 31<sup>st</sup>, placement **could** ~~cannot~~ be guaranteed. **For subsequent years, refer to the Admissions Policies and Procedures on the LLCS website at [www.lowcountryleadership.org](http://www.lowcountryleadership.org).** ~~and Loss of Space Policy as outlined in the Parent/Guardian and Student Handbook.~~

There is no appeal process when an applicant is denied admission because of lottery results and acceptance to the school, through standard enrollment or lottery, may not be deferred to another school year.

4) Per Section 59-40-50(8) of the SCCSA (1996), the following exceptions for enrollment are allowed as permitted by law:

- siblings of a student ~~already~~ currently enrolled, or attending, who, within the last six years, attended the school for at least one complete academic year;

- children of a LLCS employee; and children of the Charter Committee provided their total enrollment does not constitute more than twenty (20) percent of the enrollment of the charter school.

*ii. Students Outside the District*

In accordance with Section 59-40-50 of the South Carolina Charter Schools Act, Lowcountry Leadership Charter School's admission policy will be to admit all children eligible to attend public school in the state of South Carolina, subject to space limitations. Therefore, LLCS will not be serving out of district students. State residency will be confirmed upon enrollment. The school will recruit, register and admit students without regard to race, religion, gender, natural origin, disability, or need for special education services.

*iii. Student Appeals Process*

In the event that LLCS denies admission for a reason other than the outcome of the lottery process, the student may appeal the denial to the South Carolina Public Charter School District Board of ~~Directors~~ Trustees. The appeal must be in writing and state the grounds on which the appeal is based. The decision made by that Board will be binding on the student and the charter school per Section 59-40-50 of the SCCSA (1996).

c. Support for Formation of the Charter School

*i. Charter Planning Committee*

The Planning Committee is comprised of 19 parents, educators, industry professionals, and community members. A profile of the Planning Committee is included in the application as Appendix 1.



Ann Kaya Carter, Educator and Parent

Britton Corbin, Professional Engineer and Parent

Meggan Corbin, Parent

Rebecca Coulter, Educator and Parent

Dee Crawford, Planning Committee Chairperson and Parent

Jodi Crosby, Parent

Ron Davis, Parent

Aimee Efird, Parent

Laurie Herrington, Parent

Sammy Hiott, Community Member

Chryse Jackson, Marketing and Outreach Committee Chairperson and Parent

Melanie Jager, Education and Curriculum Committee Chairperson and Parent

Paula Jones, Parent

Ray Larkin, Facilities Committee Chairperson and Professional Engineer

Bruce Matrisciani, Educator

Mary Kay Panzica, Parent

Amy Postell, Parent

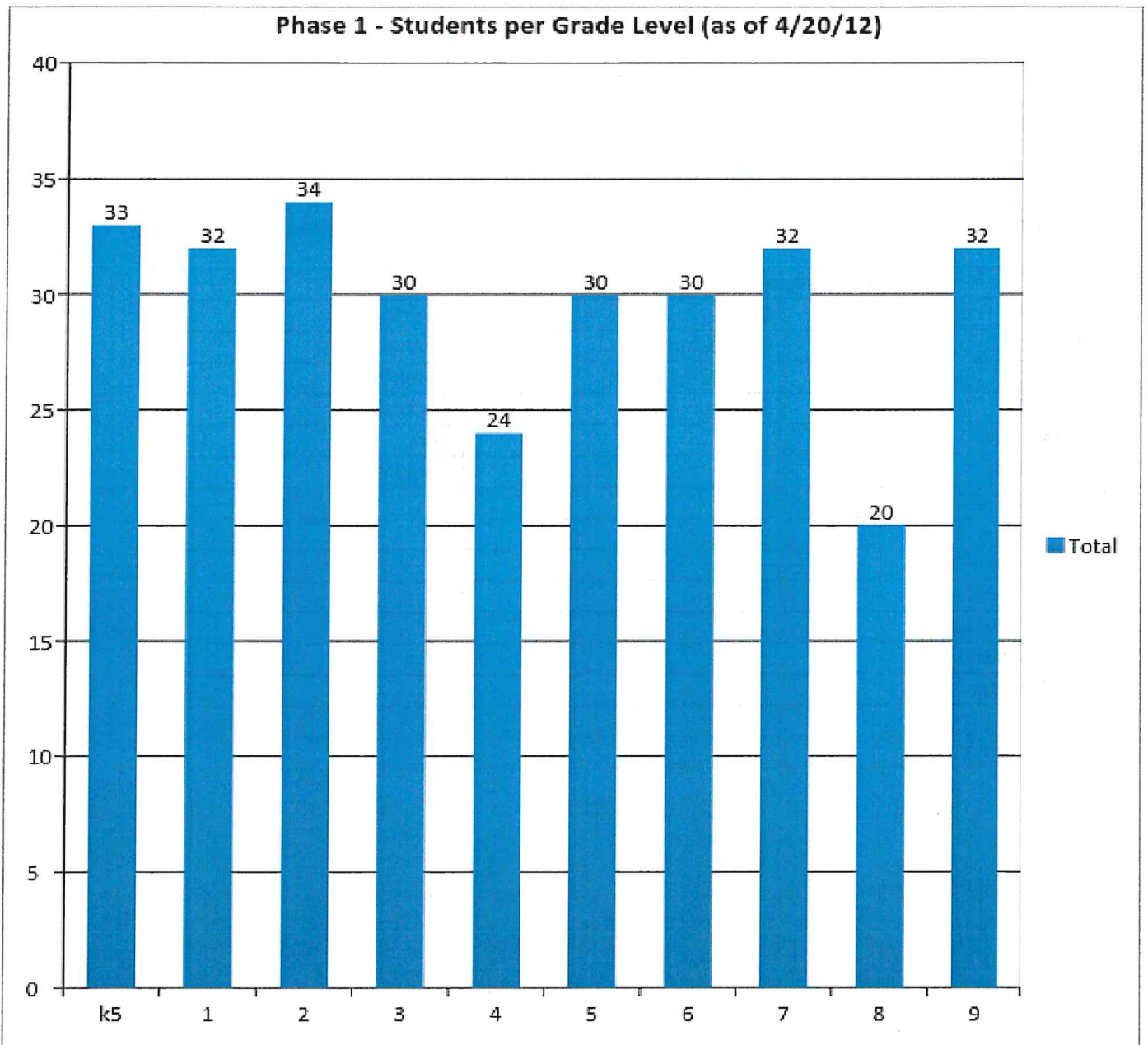
Suzy Postell, Finance Committee Chairperson and Parent

Kristi Rowe, Parent

Rachel Theobald, Parent

*ii. Evidence of Support*

Lowcountry Leadership Charter School's marketing and outreach efforts are directed to the surrounding counties including Charleston, Berkeley, Dorchester and Colleton, however there are no boundaries within the state of South Carolina that would deny enrollment to a child. LLCS has created a website and made information packets available to the public based on the needs of the family; and utilized alternative means of communication to eliminate barriers that could impede equitable access or participation regardless of demographics. The marketing and outreach efforts include e-mail and social media communication, an informative and interactive website, a direct mail postcard sent to 5,000 families with children whose ages qualify for enrollment in the grades offered, various public meetings in the surrounding communities, presentations at surrounding Town Council meetings, a newspaper article, and an information picnic hosted by the Planning Committee. This broad marketing outreach is intended to reach families using multiple means of communication. LLCS has received 340 Letters of Interest, 297 students who would be eligible for enrollment in the 2013-2014 opening school year. This is indicated in the chart below.



To increase enrollment for grades 4 and 8, LLCS will identify boys and girls youth clubs, student mentor programs, community sports programs and local civic clubs with participants who would be eligible for enrollment those grades in the school's opening year of 2013-2014.

Evidence of support from local businesses and town councils is included in Appendix 2. Our marketing and outreach efforts have reached across the Lowcountry and state as evidenced in the table below.

<b>Letters of Support and Interest Received</b>		
<b>Town</b>	<b>City</b>	<b>County</b>
Hollywood	Charleston	Charleston
Ravenel	North Charleston	Dorchester
Meggett	Summerville	Colleton
Adams Run		York
Edisto Island		Berkeley
Edisto Beach		
Round O		
Greenpond		
Johns Island		
Wadmalaw Island		
Yonges Island		
Mt. Pleasant		
Rock Hill		
James Island		

### *iii. Conversion Schools*

Lowcountry Leadership Charter School is applying to the South Carolina Public Charter School District as a new school, not as a conversion school.



## 2. Academic Plan

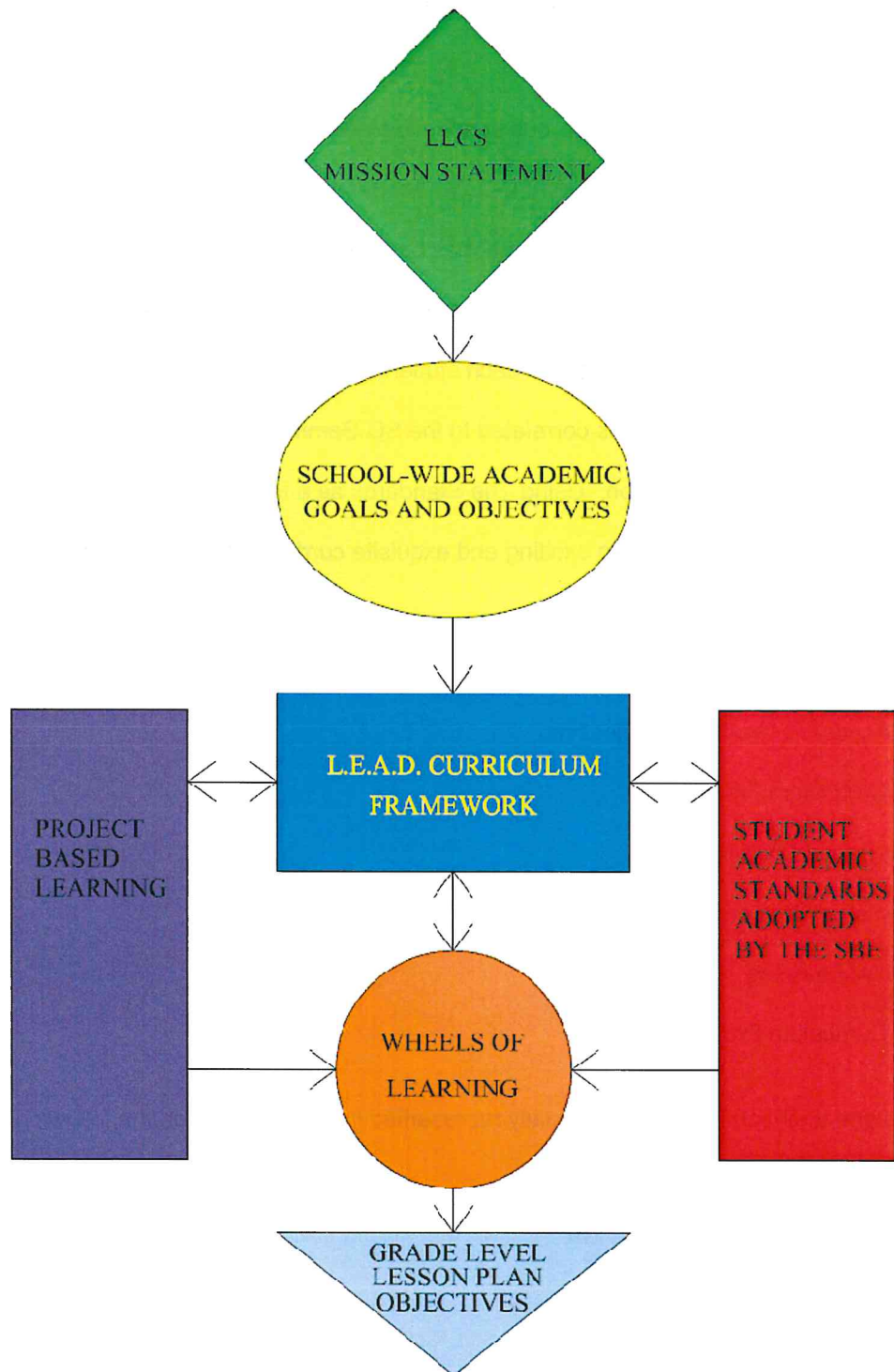
### a. Educational Program

The LLCS Educational Program is a rigorous academic plan that reflects the mission and vision of the school through an instructional model provided by the LLCS Academic Goals and Objectives. From these Goals and Objectives, the LEAD Curriculum Framework has been developed, and provides a curricular program that entails quarterly themes and project-based learning strategies. This plan will include challenging, authentic, and meaningful lessons that will inspire and elevate each student's thinking and reasoning levels to exceptional heights. The LEAD Curriculum Framework is correlated to the SC ~~Common Core~~ and Academic Standards adopted by the SC State Board of Education. Using The Standards as a foundation, and Project-Based learning as a tool, this academic plan will construct an exciting and exquisite curricular framework for learning. The components of the LLCS Educational Program are:

- Mission
- LLCS Academic Goals and Objectives
- LEAD Curriculum Framework
- Project-Based Learning
- SC ~~Common Core~~ and Academic Standards
- Wheels of Learning
- LEAD Curriculum Project Objectives

These components and their connections are visually represented in the flowchart on the following page.

## LLCS EDUCATIONAL PROGRAM



*i. Student Population*

1) In accordance with Section 59-40-60, LLCS's admission policy will be to admit all children eligible to attend public school in South Carolina, subject to space limitations. LLCS will identify students by grade level and will be open to all eligible K5 through ninth grade students in the Fall of 2013. In 2014, tenth grade will be added with grades 11, and 12 added one per year thereafter. LLCS will have two classes per grade with an average student to teacher distribution of twenty to one. Our projected enrollment for year one is 400 students. **At full matriculation, our projected enrollment is 520 students.**

LLCS will create a dynamic, diverse, and authentic learning community that welcomes families from the greater Charleston area and neighboring counties seeking excellence in education. With high expectations for academics and leadership, LLCS will attract families who desire a rigorous, experiential, global approach to education. Families who choose LLCS will commit to supporting LLCS in its mission by being actively involved in the school community. LLCS will identify students by grade level and will open for all eligible kindergarten through ninth grade students in the fall of 2013, adding a grade each year through twelfth grade by the fall of 2016. In grades K through ~~five~~ **three**, these classes will be self-contained; in grades ~~six~~ **four** through eight classes will travel among a team of teachers who teach across the curriculum; and in grades nine through twelve interdisciplinary classes will teach key content areas to help students achieve their Individualized Graduation Plans.

~~2) LLCS is not converting from an existing public school to a charter public school.~~

Lowcountry Leadership Charter School Projected Student Numbers

	Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017	Year 5 2017-2018
K5	40	40	40	40	40
1 <sup>st</sup>	40	40	40	40	40
2 <sup>nd</sup>	40	40	40	40	40
3 <sup>rd</sup>	40	40	40	40	40
4 <sup>th</sup>	40	40	40	40	40
5 <sup>th</sup>	40	40	40	40	40
6 <sup>th</sup>	40	40	40	40	40
7 <sup>th</sup>	40	40	40	40	40
8 <sup>th</sup>	40	40	40	40	40
9 <sup>th</sup>	40	40	40	40	40
10 <sup>th</sup>	0	40	40	40	40
11 <sup>th</sup>	0	0	40	40	40
12 <sup>th</sup>	0	0	0	40	40
Total Students	400	440	480	520	520

	Year 6 2018-2019	Year 7 2019-2020	Year 8 2020-2021	Year 9 2021-2022	Year 10 2022-2023
<b>K5</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>
<b>1<sup>st</sup></b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>
<b>2<sup>nd</sup></b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>
<b>3<sup>rd</sup></b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>
<b>4<sup>th</sup></b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>
<b>5<sup>th</sup></b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>
<b>6<sup>th</sup></b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>
<b>7<sup>th</sup></b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>
<b>8<sup>th</sup></b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>
<b>9<sup>th</sup></b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>
<b>10<sup>th</sup></b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>
<b>11<sup>th</sup></b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>
<b>12<sup>th</sup></b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>

<b>Total Students</b>	<b>520</b>	<b>520</b>	<b>520</b>	<b>520</b>	<b>520</b>
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2) LLCS is not converting from an existing public school to a charter public school.

*ii. Goals and Objectives*

**Goal 1:** LLCS will ensure and measure the success of its Educational Program for all students, grades K through 12th, by establishing and monitoring specific objectives for meeting student achievement goals.

**Objective 1.1:** LLCS Students in 3rd through 8th grade will increase in student achievement by up to 5-10% each year in ELA and Math on the SC State Standardized Assessments. Additional student achievement goals are listed below as follows:

- **LLCS students in grades K5 - 11 will increase their MAP scores between 5-10% each school year. The overall goal is for up to 50% of students to score in the Average range (41-60%tile) on MAP in Reading, Math, and Language Usage.**
- **Literacy Achievement Goals (K5 - 5th Grade):**
  - **80% of Kindergarten students will be at a DRA Level 3 or higher by the end of each school year.**
  - **80% of 1st grade students will be at a DRA Level 16 or higher by the end of each school year.**
  - **80% of 2nd grade students will be at a DRA Level 28 or higher by the end of each school year.**
  - **80% of 3rd grade students will be at a DRA Level 38 or higher by the end of each**



school year.

- o 80% of 4th grade students will be at a DRA Level 40 or higher by the end of each school year.
- o 80% of 5th grade students will be at a DRA Level 50 or higher by the end of each school year.

- **ELA and Math Achievement Goals (3rd - 8th Grade):**

- o 50% or higher of 3rd graders will score meets or exceeds on the SC State Standardized Assessments in Math and ELA.
- o 60% or higher of 4th graders will score meets or exceeds on the SC State Standardized Assessments in Math and ELA.
- o 70% or higher of 5th graders will score meets or exceeds on the SC State Standardized Assessments in Math and ELA.
- o 80% or higher of 6-8th graders will score meets or exceeds on the SC State Standardized Assessments in Math and ELA.

- **LLCS students enrolled in High School classes that require an End of Course Exam (EOC) will score at least a 70% or higher. The overall goal for EOC testing is for 70-80% of the class to demonstrate proficiency (70-80%) in each subject.**

- ~~LLCS will track the achievement of its first kindergarten class through the 2022-2023 school year, by establishing kindergarten baseline achievement data in the first year and then setting and meeting yearly grade level achievement objectives. The measure of student achievement will recycle with each new entering kindergarten class.~~



- ~~Starting in 2014–2015 and each year thereafter, at least 85% of first graders will score “consistently demonstrates” on indicators of the SC Readiness Test (SCRT) **the norm RIT or higher on the MAP test.**~~
- ~~Starting in 2015–2016 and each year thereafter, at least 85% of second graders will “meet” or “exceed” their grade-level growth target for second grade skills on the MAP test administered in the Spring Semester.~~
- ~~Starting in 2016–2017 and each year thereafter, at least 90% of third graders **will read on-grade level** and at least 70% will achieve “met” or “exemplary” scores on the ELA and Math portions of the PASS Test **the state average or higher on the state standardized test.**~~
- ~~Starting in 2017–2018 and each year thereafter, at least 75% of fourth graders will achieve “met” or “exemplary” scores on the ELA, Math, and Social Studies portions of the PASS Test **the state average or higher on the state standardized test.**~~
- ~~Starting in 2018–2019 and each year thereafter, at least 80% of fifth graders will achieve “met” or “exemplary” scores on the ELA, Math, and Writing portions of the PASS Test **the state average or higher on the state standardized test.**~~
- ~~Starting in 2019–2020 and each year thereafter, at least 85% of sixth graders will achieve “met” or “exemplary” scores on the ELA, Math, and Science or Social Studies portions of the PASS Test **the state average or higher on the state standardized test.**~~
- ~~Starting in 2020–2021 and each year thereafter, at least 90% of seventh graders will achieve “met” or “exemplary” scores on the ELA, Math, and Social Studies portions of the PASS Test **the state average or higher on the state standardized test.**~~
- Starting in 2021–2022 and each year thereafter, at least 95% of eighth graders will achieve “met” or “exemplary” scores on the ELA, Math, Writing, and Social Studies or Science portions of the

~~PASS Test the state average or higher on the state standardized test.~~

**Objective 1.2:** Considering baseline data established in year one, during years 2 through 10, LLCS will demonstrate up to a 5% yearly increase in the number of third through eighth grade students who achieve “~~met~~” or “~~exemplary~~” scores on the ELA and Math portions of the PASS Test ~~the state average or higher on the state standardized test.~~ In addition, during that same time frame, LLCS students in grades four and seven ~~in which the Social Studies test is administered~~ will demonstrate similar gains on the Social Studies portion of the PASS ~~State Standardized Test~~, students in grades five and eight ~~in which the Writing test is administered~~ will demonstrate similar gains on the Writing portion of the PASS ~~State Standardized Test~~, and students in grades six and eight ~~in which the Science test is administered~~ will demonstrate similar gains on the Social Studies or Science portions of the PASS ~~State Standardized Test~~.

Increases in Grade Level Student Achievement for Attaining “MEETS” or “EXCEEDS” “EXEMPLARY” Scores on the <b>State Standardized Assessments for science and social studies.</b> PASS Test	
Year 1 for grades 3 through 8	Baseline Data is Established
<del>Years 2 – 10 for grades 3 through 8 tested</del>	<del>Up to a 5% yearly increases in the number of students demonstrating achievement in ELA &amp; Math</del>
<del>Years 2 – 10 for grades 4 and 7 tested</del>	<del>Up to a 5% yearly increases in the number of students demonstrating achievement in Social Studies</del>
<del>Years 2 – 10 for grades 5 and 8 tested</del>	<del>Up to a 5% yearly increases in the number of students demonstrating achievement in Writing</del>
<del>Years 2 – 10 for grades 6 and 8 tested</del>	<del>Up to a 5% yearly increases in the number of students demonstrating achievement in either Social Studies or Science</del>

**Objective 1.3:** During the 2014-2015 school year, at least 50% of students tenth graders will achieve a “passing” score on the High School Assessment Program test (HSAP) ~~an acceptable benchmark as established by the State.~~ With each subsequent year, an increase of at least 5% of students in their 3rd year of high school tenth grade students will achieve a “passing” score on the HSAP ~~an acceptable benchmark as established by the State~~ with the goal of 100% of students in their 3rd year of high school achieving tenth graders passing by the year 2022-2023.

**Objective 1.4:** By providing rigorous and relevant learning experiences through the implementation of the LEAD Curriculum Framework, at least 75% of high school students who complete Gateway Dual Credit and/or AP courses will obtain College Board credit hours prior to their graduation.

**Objective 1.5:** By 2022 – 2023, at least **80%** 99% of seniors who have been enrolled at LLCS for at least 2 years and who are on a SC Diploma Track will graduate on time **and/or within four years**. The chart below is correlated to the CGSD Graduation Rate Goals established by Charleston Achieving Excellence: VISION 2016.

On Time Graduation Rates for LLCS High School Seniors	
<b>Years 1—3</b>	<b>Not Applicable</b>
<b>Year 4</b>	<b>At least 85%</b>
<b>Year 5</b>	<b>At least 87%</b>
<b>Year 6</b>	<b>At least 89%</b>
<b>Year 7</b>	<b>At least 91%</b>



<b>Year 8</b>	<b>At least 95%</b>
<b>Year 9</b>	<b>At least 98%</b>
<b>Year 10</b>	<b>At least 99%</b>

Objective 1.6: Beginning in year 4 of the charter, at least ~~60%~~ 89% of LLCS high school seniors with IEPs **on the SC Diploma Track** will graduate on time. In subsequent years, LLCS will increase this percentage by up to 0.5%.

**Objective 1.7:** Beginning in year 4 of the charter, at least ~~80%~~ 90% of LLCS students applying for college admission will be accepted to a college or university to pursue postsecondary education goals. In subsequent years, LLCS will increase this percentage by up to 0.5%.

**Strategies:**

- In year one of the charter, LLCS ~~will~~ established **a** baseline of academic aptitude and achievement for each student in grades K through 9. Student achievement profiles ~~will be~~ **were** created using assessment tools including but not limited to:
  - o previous standardized test scores
  - o MAP Testing
  - o other diagnostic tools
  - o report cards
  - o teacher evaluations
- Through the LLCS Educational Program by which the LEAD Curriculum Framework is implemented, authentic Inquiry-Based Lessons ~~will~~ provide a rich educational environment in which relevant and

meaningful discovery ~~will-takes~~ place that ~~will-elevates~~ learning across the curriculum and ~~will~~ improves student gains and bridges the achievement gap.

- As a proactive measure, 100% of students identified through the **Multi-Tiered System of Supports (MTSS)** ~~Child Study Intervention Team (C-SIT)~~ process (in the Academic Assistance, Student Assessment section (b.iii), who are working below grade level, but not requiring an IEP, will receive instruction designed to assist them to make age-appropriate gains.
- For all students with IEPs identified by **Multi-Tiered System of Supports (MTSS)** ~~C-SIT~~, LLCS will develop and implement customized plans with specific strategies for which the goals are to make appropriate academic gains across the curriculum.
- For all high school students with IEPs identified by **Multi-Tiered System of Supports (MTSS)** ~~C-SIT~~, LLCS will develop and implement customized plans with specific strategies in which the goal is graduating in a timely manner.

**Goal 2:** Each year of the charter, through the implementation of the LEAD curriculum framework that is correlated to the SC ~~Common Core~~ and Academic Standards and based on the LLCS Academic Goals and Objectives, LLCS students will demonstrate an awareness and appreciation of the historical value and environmental significance of the region as evidenced by the following indicators:

- o Student age-appropriate use of the scientific method to identify solutions to regional environmental issues
- o Student age-appropriate analysis and construction of mathematical interpretations of various local economic and demographic conditions
- o Student age-appropriate comprehension, exploration, and appreciation of the historical value of the community

- o Student age-appropriate demonstration and comprehension of learning objectives through art media exhibits to include written artistic expression

**Objective 2.1: 100% of LLCS Teachers will use Project Based Learning and the LEAD Curriculum as evidenced through the teachers yearly long range plans and weekly lesson plans.** ~~During the first year of the charter, at least 85% of elementary students will demonstrate grade level proficiency in math, science, and social studies through the successful application of the indicators above. In subsequent years, LLCS will increase this percentage by 2%.~~

**Objective 2.2:** ~~During the first year of the charter, at least 85% of middle school students will demonstrate grade level proficiency in math, science, and social studies through the successful application of the indicators above. In subsequent years, LLCS will increase this percentage by 2%.~~

**Objective 2.3:** ~~Every year of the charter, at least 85% of high school students will demonstrate grade level proficiency in math, science, and social studies through the successful application of the indicators above. In subsequent years, LLCS will increase this percentage by 2%.~~

**Strategies:**

- LLCS teachers will implement authentic learning opportunities through Project-Based Learning lessons guided by the LEAD Curriculum Framework that is correlated to the SC ~~Common Core~~ and Academic Standards, making relevant and meaningful connections for students thus personalizing learning.

- Measures of Student achievement include but are not limited to:
  - standardized testing scores
  - class project grades
  - authentic assessments
  - formative assessments
  - summative assessments
  
- 100% of LLCS students who are not meeting the grade level SC ~~Common Core and Academic~~ Standards for math, science, and social studies will receive on-going available support and resources to make developmentally appropriate gains that will ensure the achievement of this goal.
  
- For all students with IEPs, LLCS will develop and implement customized plans with specific strategies for which the goals are to make appropriate academic gains in math, science, and social studies.
  
- LLCS students will demonstrate proficiency of these indicators by completing inquiry-based projects that will be assessed by the teacher using:
  - Rubrics (sample on following page)
  - checklists
  - student self assessments
  - peer evaluations
  - portfolios



LEAD Curriculum Scientific Method Application Project Sample Rubric				
POINTS				
CATEGORY	4	3	2	1
<b>Idea</b>	Independently identified a question which was interesting to the student and which could be investigated.	Identified, with adult help, a question which was interesting to the student and which could be investigated.	Identified, with adult help, a question which could be investigated.	Identified a question that could not be tested/investigated or one that did not merit investigation.
<b>Description of Procedure</b>	Procedures were outlined in a step-by-step fashion that could be followed by anyone without additional explanations. No adult help was needed to accomplish this.	Procedures were outlined in a step-by-step fashion that could be followed by anyone without additional explanations. Some adult help was needed to accomplish this.	Procedures were outlined in a step-by-step fashion, but had 1 or 2 gaps that require explanation even after adult feedback had been given.	Procedures that were outlined were seriously incomplete or not sequential, even after adult feedback had been given.
<b>Data Collection</b>	Data was collected several times. It was summarized, independently, in a way that clearly describes what was discovered.	Data was collected more than one time. It was summarized, independently, in a way that clearly describes what was discovered.	Data was collected more than one time. Adult assistance was needed to clearly summarize what was discovered.	Data was collected only once and adult assistance was needed to clearly summarize what was discovered.
<b>Variables</b>	Independently identified and clearly defined which variables were going to be changed (independent variables) and which were going to be measured (dependent variables).	Independently identified which variables were going to be changed (independent variables) and which were going to be measured (dependent variables). Some feedback was needed to clearly define the variables.	With adult help, identified and clearly defined which variables were going to be changed (independent variables) and which were going to be measured (dependent variables).	Adult help needed to identify and define almost all the variables.
<b>Hypothesis Development</b>	Independently developed a hypothesis well-substantiated by a literature review and observation of similar phenomena.	Independently developed a hypothesis somewhat substantiated by a literature review and observation of similar phenomena.	Independently developed a hypothesis somewhat substantiated by a literature review or observation of similar phenomena.	Needed adult assistance to develop a hypothesis or to do a basic literature review.

<b>Diagrams</b>	Provided an accurate, easy-to-follow diagram with labels to illustrate the procedure or the process being studied.	Provided an accurate diagram with labels to illustrate the procedure or the process being studied.	Provided an easy-to-follow diagram with labels to illustrate the procedure or process, but one key step was left out.	Did not provide a diagram OR the diagram was quite incomplete.
<b>Conclusion/Summary</b>	Student provided a detailed conclusion clearly based on the data and related to previous research findings and the hypothesis statement(s).	Student provided a somewhat detailed conclusion clearly based on the data and related to the hypothesis statement(s).	Student provided a conclusion with some reference to the data and the hypothesis statement(s).	No conclusion was apparent OR important details were overlooked.
<b>Display</b>	Each element in the display had a function and clearly served to illustrate some aspect of the experiment. All items, 6, graphs etc. were neatly and correctly labeled.	Each element had a function and clearly served to illustrate some aspect of the experiment. Most items, 6, graphs etc. were neatly and correctly labeled.	Each element had a function and clearly served to illustrate some aspect of the experiment. Most items, 6, graphs etc. were correctly labeled.	The display seemed incomplete or chaotic with no clear plan. Many labels were missing or incorrect.

**Goal 3:** Each year of the charter, through the successful implementation of service learning lessons taught through the LEAD curriculum framework, based on the LLCS Academic Goals and Objectives, and the LLCS Social Curriculum based on the Positive Behavior Intervention ~~Service~~ **Supports** model (PBIS), LLCS students will demonstrate qualities of leadership and character as evidenced by the following indicators:

- o Student age-appropriate observation and modeling and application of conscientious altruistic behavior
- o Student age-appropriate participation in authentic leadership opportunities
- o Student age-appropriate establishments of respectful and productive interpersonal relationships through daily interactions



- o Student age-appropriate demonstration of civic stewardship through involvement in local and global service learning

**Objective 3.1:** By the end of the first year of the charter, at least 80% of elementary students ~~will demonstrated~~ mastery of age-appropriate social skills through the successful application of the indicators above. In subsequent years, LLCS will increase this percentage by 2%. In addition, the percentage of students who do not demonstrate mastery will demonstrate progress towards mastery.

**Objective 3.2:** By the end of the first year of the charter, at least 85% of middle school students ~~will~~ demonstrated mastery of age-appropriate social skills through the successful application of the indicators above. In subsequent years, LLCS will increase this achievement percentage by 2%. In addition, the percentage of students who do not demonstrate mastery will demonstrate progress towards mastery.

**Objective 3.3:** By the end of the first year of the charter, at least 90% of high school students ~~will demonstrated~~ mastery of age-appropriate social skills through the successful application of the indicators above. In subsequent years, LLCS will increase this achievement percentage by 2%. In addition, the percentage of students who do not demonstrate mastery will demonstrate progress towards mastery.

**Strategies:**

- LLCS teachers will implement authentic service learning opportunities through Project-Based Learning lessons guided by the LEAD curriculum framework that is correlated to the SC ~~Common Core~~ and Academic Standards and the LLCS Social Curriculum based on the PBIS model, making relevant and meaningful connections for students thus personalizing learning.

- 100% of LLCS students will participate in the year long school wide Social Curriculum component of the LLCS Educational Program that teaches students age-appropriate comprehension, application, analysis, and self-evaluation of the 12 ~~social skills~~ **effective behaviors** of the LLCS Social Curriculum based on the PBIS model.
- 100% of LLCS high school students ~~are will be required~~ **encouraged** to complete a specified number of community service hours **(30 hours per year of enrollment)** before graduation.
- LLCS will provide a variety of leadership opportunities for students, including but not limited to:
  - mentor programs
  - team sports
  - academic clubs
  - student government
  - community service programs
- Teachers will utilize a variety of authentic assessments to gauge age-appropriate gains and mastery of social skills including but not limited to:
  - Checklists
  - Rubrics (sample on following pages)
  - Interviews
  - Observations

LEAD Curriculum Service Learning Project Sample Rubric				
POINTS				
CATEGORY	4	3	2	1
<b>Time-management</b>	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
<b>Focus on the task</b>	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
<b>Preparedness</b>	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work	Often forgets needed materials or is rarely ready to get to work.
<b>Working with Others</b>	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
<b>Attitude</b>	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
<b>Contributions</b>	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.



**Goal 4:** Each year of the charter, through authentic learning instruction that is implemented by the LEAD curriculum framework based on the LLCS Academic Goals and Objectives, LLCS students will develop and implement age-appropriate higher order thinking and independent learning skills as evidenced by the following indicators:

- o Student age-appropriate demonstrations of higher order thinking in new academic and practical applications
- o Student age-appropriate usage of self-assessments to discover individual successful strategies for learning
- o Student age-appropriate demonstrations of debating theories, collaborating ideas, and making meaningful connections
- o Student age-appropriate demonstrations of setting and achieving goals through intrinsic motivation

**Objective 4.1:** During the first year of the charter, LLCS ~~will track~~**ed** student progress, development, and application of age-appropriate higher order thinking and independent learning skills to establish grade level baseline ability data.

**Objective 4.2:** During years 2 – 10 of the charter, at least 70% of elementary students will demonstrate age-appropriate abilities for applying higher order thinking strategies and independent learning skills by successfully completing age-appropriate daily lessons, on-going projects, and independent assignments through the successful application of the indicators above.

**Objective 4.3:** During years 2 – 10 of the charter, at least 75% of middle school students will demonstrate age-appropriate abilities for applying higher order thinking strategies and independent learning skills by successfully completing age-appropriate daily lessons, on-going projects, and independent assignments through the successful application of the indicators above.

**Objective 4.4:** During years 2 – 10 of the charter, at least 80% of high school students will demonstrate age-appropriate abilities for applying higher order thinking strategies and independent learning skills by successfully completing age-appropriate daily lessons, on-going projects, and independent assignments through the successful application of the indicators above.

**Strategies:**

- Through self-directed learning projects that are supported by the LEAD Curriculum Framework, the following indicators will reveal that:
  - LLCS students can utilize higher order thinking skills in new and practical applications
  - LLCS students can apply self-assessment to discover individual successful strategies for learning
  - LLCS students can debate theories, collaborate ideas, and make meaningful connections between the classroom and current global events
  - LLCS students can set and achieve goals through intrinsic motivation.
  - 100% of LLCS students will receive ongoing available support for the achievement of this goal
- ~~100% of students will receive ongoing available support for the achievement of this goal.~~



- LLCS will identify and hire a highly qualified instructional staff.
- Teachers will utilize a variety of authentic assessments to gauge age-appropriate gains and mastery of social skills including but not limited to:
  - o Checklists
  - o Rubrics (sample on following page)
  - o Interviews
  - o Observations

LEAD Curriculum Debate Project Sample Rubric				
POINTS				
CATEGORY	4	3	2	1
Information	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).
Understanding of Topic	The team clearly understood the topic in-depth and presented their information forcefully and convincingly.	The team clearly understood the topic in-depth and presented their information with ease.	The team seemed to understand the main points of the topic and presented those with ease.	The team did not show an adequate understanding of the topic.
Respect for Other Team	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.
Rebuttal	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant, and strong.	Most counter-arguments were accurate and relevant, but several were weak.	Counter-arguments were not accurate and/or relevant

*iii. Academic Standards*

1) Lowcountry Leadership students will achieve, in each subject area, at each grade level, ~~these Common Core~~ and **SC** Academic Standards that have been identified by the SC State Board of Education (SBE) as being the most important for proficiency. The LLCS Educational Program will build upon these standards to ensure that they are met or exceeded at each grade level. LLCS high school students will not be assigned courses according to grade level, but rather by subject. Through Individual Graduation Plans, high school students will select courses based on graduation requirements, pre-requisites and personal interest. As the State ~~Common Core~~ and Academic Standards are updated in the future to correspond to any changes adopted by the South Carolina Board of Education, LLCS will assess the educational program and modify as necessary but still maintain the integrity of the school's mission. For a list of the SC adopted curriculum standards, please see Appendix 4 or the link below.

~~<http://ed.sc.gov/agency/pr/standards-and-curriculum/>~~ <http://ed.sc.gov/instruction/standards-learning/>

LLCS teachers will instruct and facilitate lessons that include all subject areas of the SC ~~Common Core~~ and Academic Standards for each grade level. LLCS ensures this will occur through the implementation of the LEAD Curriculum Framework in which all Standards are integrated. The process of aligning the SC ~~Common Core~~ and Academic Standards is evidenced by the combined and synchronized implementation of the following components of the LLCS Educational Program:

- The LEAD Curriculum Framework – Quarterly Themes
  - Lowcountry Regional Awareness
  - Environmental Issues & Stewardship
  - The Arts
  - Debate/Collaborate/Negotiate

- The LEAD Curriculum Framework - Project-Based Learning Projects Focuses
  - Research and Writing
  - Authentic Experience
  - Service Learning
- The LLCS Wheels of Learning Model - illustrates the correlation of The Standards grade level content areas to the lesson and project focuses of the LEAD Curriculum. Each wheel represents a cluster of grade levels and the grade level content areas that each cluster will study. The content area grade level focuses are as follows:
  - **Early Childhood – Grades K through 2<sup>nd</sup>**
    - ✓ My World - Earth, Matter, and Forces
    - ✓ Outside - Weather, Seasons, Sky
    - ✓ Life – Animals, Plants, People
    - ✓ Leadership - My Community, Responsible Citizenship
    - ✓ The Arts – Visual, Performance, Media, Music
  - **Elementary – Grades 3<sup>rd</sup> through 5<sup>th</sup>**
    - ✓ Where I Live – Habitats, Eco-Systems, Environments
    - ✓ Historic Studies – World History, US History, SC History
    - ✓ Planetary Studies – Earth, Space, Forces
    - ✓ Leadership – Personal Responsibility, Citizenship
    - ✓ The Arts – Visual, Performance, Media, Music
  - **Middle School – Grades 6<sup>th</sup> through 8<sup>th</sup>**
    - ✓ Cultural Studies – Early, Contemporary, South Carolina, Languages
    - ✓ Scientific Inquiry – Life, Earth, Physical



- ✓ My Life – Healthy Choices, My Influences, Health Awareness
- ✓ Leadership – Communications, Teamwork, Identifying Strategies, Healthy Relationships
- ✓ The Arts – Visual, Performance, Media, Music
- **High School – Grades 9<sup>th</sup> through 12<sup>th</sup>**
  - ✓ The World – Geography, History, Languages, Cultures
  - ✓ Scientific Inquiry – Physical, Bio, Chemical, Physics, Earth
  - ✓ My Life – Responsible Healthy Habits, Analyzing Influences, Product Wisdom
  - ✓ Leadership – Communications, Self-Awareness, Human Relations, Management, Group Processes

As mentioned before, the Wheels of Learning model represents a correlation between the Educational Program of LLCs and the SC ~~Common Core~~ and Academic Standards. The integration of science, social studies, health, world languages, and the fine arts is clearly illustrated by grade level content area focuses on The Wheels. It is important to know that at LLCs all subject areas of the SC ~~Common Core~~ and Academic Standards are incorporated into the Educational Program. This is accomplished through the comprehensive implementation of The Program. Grade level English/Language Arts Standards, including those for Reading and Writing, will be integrated throughout the Project-Based Learning curriculum in the form of authentic reading and writing workshops and the inquiry-based projects built into the LEAD Curriculum Framework. In the same respect, grade level math Standards will be embedded into the authentic lessons and projects that drive learning at LLCs. In addition, age-appropriate programs and supports will be utilized to enrich and further develop the Educational Program at LLCs.

The LLCs high school program will support students in their goals for selecting an **optional** career **pathway** major by offering the following ~~Career Clusters~~ **programs**. **Examples include** initially:

- Engineering and Architecture
- Business and Entrepreneurship
- Agriculture, Food, Natural Resources
- Government and Public Administration
- Arts and Humanities
- Hospitality and Tourism
- **Information Technology**

2) An instrument developed for showing a correlation between the LEAD Curriculum Framework SC ~~Common~~ Core and Academic Standards is the Grade Level Standards Correlation Chart. There is a correlation chart for each grade level. The charts show a notated correlation of The Standards across the LEAD Curriculum Framework.

The following correlation charts provide examples of this process for elementary, middle, and high school.

SC Common Core and Academic Standards Correlation Chart: 3<sup>rd</sup> Grade

LEAD CURRICULUM Quarterly Themes	PBL PROJECTS	ELA	MATH	SCIENCE	SOCIAL STUDIES	VPARTS INTERESTS UFS AOLRM & ANCE	HEALTHY &
LOWCOUNTRY REGIONAL AWARENESS: "Home Sweet Home"	Writing: "Letters from Willtown"	3-1	3-1	3-2	3-1	1.0	1.0
		3-2	3-3	3-3	3-2	2.0	4.0
	Authentic Experience: "Carolina Gold"	3-3	3-4	3-5	3-3	5.0	5.0
		3-4	3-5		3-4	6.0	6.0
	Service Learning: "Rice Recipes"	3-5					
		3-6					
ENVIRONMENTAL ISSUES & STEWARDSHIP: "Over the River and Through the Woods"	Writing: "A Picture Is Worth 100 Words"	3-1	3-1	3-1	3-1	1.0	2.0
		3-2	3-2	3-2	3-2	3.0	4.0
	Authentic Experience: "Map It w/ Texture"	3-3	3-4	3-3	3-3		5.0
		3-4	3-5		3-4		6.0
	Service Learning: "Earth, Wind, and Fire"	3-5			3-5		
		3-6					
ARTS: "Water Colors"	Writing: "Spiraling Messages"	3-1	3-1	3-3	3-1	1.0	2.0
		3-2	3-2	3-4	3-2	2.0	3.0
	Authentic Experience: "Artists In Residence"	3-3	3-5		3-3	4.0	4.0
		3-4	3-6		3-4		
	Service Learning: "Going, Going, Gone!"	3-5			3-5		
		3-6					
DEBATE/ COLLABORATE/ NEGOTIATE: "From the Mountains to the Sea"	Writing: "Travel Log"	3-1	3-1	3-2	3-1	6.0	4.0
		3-2	3-3	3-5	3-2		5.0
	Authentic Experience: "Pitch Your Favorite"	3-3			3-3		
		3-4			3-4		
	Service Learning: "Governor's Outreach"	3-5					
		3-6					



SC Common Core and Academic Standards Correlation Chart: 6 <sup>th</sup> Grade							
LEAD CURRICULUM Quarterly Themes	PBL PROJECTS	E L A	M A T H	S C I E N C E	S S O C I A L S	V P I S U A L & I N G	A R T S & H E A L T H Y
LOWCOUNTRY REGIONAL AWARENESS: "History"	Writing:	6-1	6-1	6-1	6-1	6.1	1.0
	"Historic Literature"	6-2	6-2	6-2	6-2	6.4	2.0
	Authentic Experience:	6-3	6-3	6-3	6-3		4.0
	"Historic Experience"	6-4	6-6		6-6		5.0
	Service Learning:	6-5					6.0
	"Historic Help"	6-6					
ENVIRONMENTAL ISSUES & STEWARDSHIP: "Living Organisms"	Writing:	6-1	6-1	6-1			1.0
	"Charting Animals"	6-2	6-2	6-2			2.0
	Authentic Experience:	6-3	6-5	6-3			
	"Observing Animals"	6-4		6-4			
	Service Learning:	6-5		6-5			
	"Gardening"	6-6					
ARTS: "Art History"	Writing:	6-1	6-1	6-1	6-1	6.2	2.0
	"Playing History"	6-2	6-4	6-2	6-2	6.3	6.0
	Authentic Experience:	6-3	6-6	6-3	6-3	6.4	
	"Appreciating History"	6-4			6-4		
	Service Learning:	6-5			6-5		
	"Displaying History"	6-6			6-6		
DEBATE/ COLLABORATE/ NEGOTIATE: "Mentorship"	Writing:	6-1	6-1	6-1		6.4	1.0
	"Letter Grades"	6-2	6-2			6.5	2.0
		6-3	6-3				3.0
	Authentic Experience:	6-4					4.0
	"Summer Workbook"	6-5					5.0
	Service Learning:	6-6					6.0
	"Evaluations"						7.0

SC Common Core and Academic Standards Correlation Chart: 9<sup>th</sup> Grade

LEAD CURRICULUM Quarterly Themes	PBL PROJECTS	ELA	MATH	SCIENCE	SSOCCU IDALS	VPA ISRT UFS AOL M & AN CE	HEALTH AFETY &
LOWCOUNTRY REGIONAL AWARENESS: "Lowcountry Cuisine"	Writing: "Family Food"	EL - 1-1 EL - 1-2 EL - 1-3	EA - 1.0 EA - 2.0	PS - 2.0 PS - 3.0 PS - 4.0	MWH-1 MWH - 5 MWH - 6	VAH-4	M-HS-1 M-HS-2 M-HS-3 M-HS-4 M-HS-5 M-HS-6 M-HS-7 M-HS-8
	Authentic Experience: "Food & Memories"	EL - 1-4 EL - 1-5					
	Service Learning: "Share a Meal"	EL - 1-6					
ENVIRONMENTAL ISSUES & STEWARDSHIP: "Hurricanes"	Writing: "History"	EL - 1-1 EL - 1-2 EL - 1-3	EA - 2.0 EA - 3.0	PS - 2.0 PS - 3.0 PS - 5.0 PS - 6.0	MWH - 2 MWH - 3	VAH-1	M-HS-2 M-HS-3 M-HS-4 M-HS-5 M-HS-6 M-HS-8
	Authentic Experience: "Impacts"	EL - 1-4 EL - 1-5					
	Service Learning: "Preparation"	EL - 1-6					
ARTS: "Shakespeare"	Writing: "The Tragedy of Romeo and Juliet"	EL - 1-1 EL - 1-2 EL - 1-3 EL - 1-4	EA - 3.0 EA - 4.0 EA - 5.0	PS - 1.0	MWH - 2 MWH - 4	VAH-2 VAH-4 VAH-6	M-HS-2 M-HS-3
	Authentic Experience: "News of the Day"	EL - 1-5 EL - 1-6					
	Service Learning: "Extra! Extra!"						
DEBATE/ COLLABORATE/ NEGOTIATE: "Yearly Evaluation"	Writing: "Chronicles of a 9 <sup>th</sup> Grader"	EL - 1-1 EL - 1-2 EL - 1-3	EA - 4.0 EA - 5.0	PS - 7.0	MWH-1 MWH - 7	VAH-3 VAH-5	M-HS-2 M-HS-6 M-HS-8
	Authentic Experience: "Interviews with the 9 <sup>th</sup> Grade"	EL - 1-4 EL - 1-5 EL - 1-6					
	Service Learning: "Evaluations"						

3) All LLCS student progress and achievement will be monitored in an on-going manner using a variety of progressive assessment models and methods for gathering student performance information. Ways in which this will be done will include, but not be limited to:

- SC state standardized/benchmark testing
- MAP Testing
- SC Achievement Tests & End of Course Testing for High School Subjects
- Formative & Summative Assessing
- Authentic Assessments: Portfolios, Projects, & Performance-Based Assessments
- Individualized Case Studies
- Guided Student Self- Assessment
- Parental monitoring
- Parent Partnerships with the School
- Checklists, Teacher Observations and Anecdotal Records
- Rubrics
- Peer Consensus
- Learning Profiles
- Family–Teacher Conferences
- Open House Showcase Night Highlighting Student Learning

- School & Classroom Newsletters and Weekly Communication Updates
- Teacher Performance Evaluations
- Semi-Quarterly Progress Reports & Report Cards

Each of these student assessments is considered in greater detail in the Student Assessment section entitled Student Achievement and Progress Evaluation (b.i).

*iv. Educational and Curricular Program*

1) LLCS Educational Program is a rigorous academic plan that reflects the mission and vision of the school through an instructional model provided by the LLCS Academic Goals and Objectives. From these Goals and Objectives, the LEAD Curriculum Framework has been developed, and provides a curricular program that entails quarterly themes and project-based learning strategies. This plan will include challenging, authentic, and meaningful lessons that will inspire and elevate each student's thinking and reasoning levels to exceptional heights. The LEAD Curriculum Framework is correlated to the SC ~~Common Core~~ and Academic Standards adopted by the SC State Board of Education. Using The Standards as a foundation, and Project-Based learning as a tool, this academic plan will construct an exciting and exquisite curricular framework for learning. The components of the LLCS Educational Program are:

- Mission
- LLCS Academic Goals and Objectives
- LEAD Curriculum Framework
- Project-Based Learning
- SC ~~Common Core~~ and Academic Standards



- Wheels of Learning
- LEAD Curriculum Project Objectives

The **Mission** of Lowcountry Leadership Charter School is to provide a safe, exceptional academic environment that cultivates independent learning, character enrichment, and regional awareness while developing accountable leaders, community stewards, and diverse thinkers through project-based experiences.

**Based on the LLCS Mission, the list of LLCS Academic Goals and Objectives is outlined below:**

~~the instructional outline of the Curriculum based on the LLCS Mission.~~

- 1.) The students of LLCS will demonstrate qualities of leadership and character by the responsible decisions they make. Specifically, the students will develop and practice these skills by:
  - Observing and modeling conscientious altruistic behavior
  - Participating in authentic leadership opportunities
  - Establishing respectful and productive interpersonal relationships through daily interactions
  - Exhibiting civic stewardship through involvement in local and global service learning
- 2.) The students of LLCS will demonstrate an awareness and appreciation of the historical and environmental significance of the region. Specifically, the students will have the ability to:
  - Use the scientific method to identify solutions to region environmental issues
  - Analyze and display mathematical interpretations of various local economic and demographic conditions
  - Explore the historical value of the community
  - Express comprehension of learning objectives through art media exhibits
- 3.) The students of LLCS will demonstrate proficiency as independent learners. Specifically, the students will have the ability to:

- Implement higher order thinking in new academic and practical applications
- Practice self-assessment to discover individual successful strategies for learning
- Debate theories, collaborate ideas, and make meaningful connections between the classroom and current global events
- Set and achieve goals through intrinsic motivation

The **LEAD Curriculum Framework** is a rich academic curriculum designed for LLCS that reflects the mission and vision of the school. It is correlated to the SC ~~Common Core~~ and Academic Standards for all grade level disciplines, and utilizes Project-Based Learning (PBL) methods that encourage global, dynamic, and experiential learning to take place. Therefore, the LEAD Curriculum Framework helps ensure that all LLCS students engage in daily age-appropriate academic lessons that elevate learning, and affords authentic application opportunities to occur that reach above the state standards. The LEAD Curriculum Framework will provide the outline structure upon which meaningful and engaging lessons and activities will be developed for every grade level. This framework includes quarterly focuses and supporting PBL projects.

➤ The quarterly focuses of the **LEAD Curriculum Framework** are:

- Lowcountry Regional Awareness
- Environmental Issues & Stewardship
- (The) Arts
- Debate/Collaborate/Negotiate

➤ The PBL **Inquiry Platforms** ~~project themes that are~~ completed for each quarterly focus are:

- Research and Writing
- Authentic Experience



- Service Learning

During each quarter, LLCS students will participate in and complete each of the projects.

Considering grade level and age-appropriateness, projects may be completed as a class, in small groups, or individually. Teachers may choose to teach the projects independently of one another, in which case the projects will last approximately 3 weeks, or teachers may teach the projects simultaneously throughout the quarter. Both approaches are possible as the quarterly focus establishes the theme of the learned content and that theme is consistent throughout the nine-week period. As mentioned before, all three projects will be completed by the end of the grading period. Assessment models will be utilized throughout the course of work for all projects in the form of diagnostic, authentic, formative, and summative reviews.

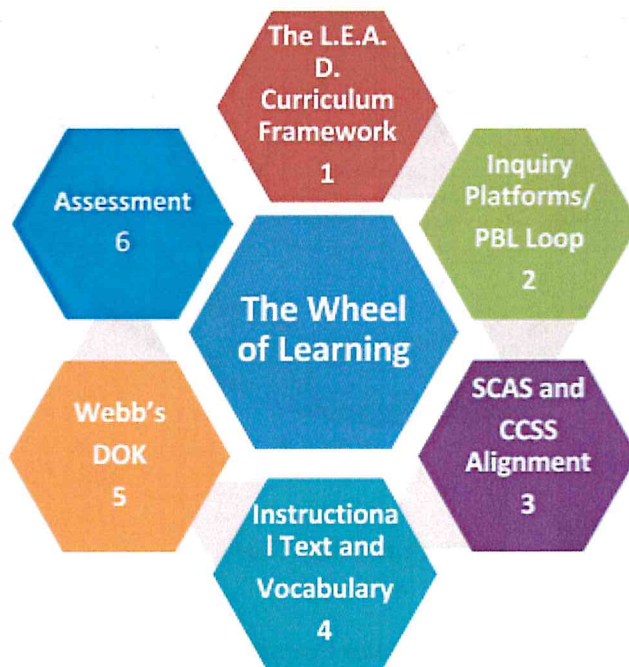
The **Wheels of Learning** model is an illustration of the alignment of the LEAD Curriculum Framework, the SC ~~Common Core~~ and Academic Grade Level Standards, and Project- Based Learning methodology. The primary function of the Wheels of Learning model is to identify grade-level subject areas that will drive learning determined by ~~t~~The **SC** Standards.

The Wheels of Learning model includes 1 wheel for each grade level cluster. The outer two rings of each wheel reflect the LEAD Curriculum Quarterly Focuses and the Project-Based Learning Projects, respectively. The inner ring of each wheel reflects the subject area content for each grade level cluster, specified by ~~t~~The **SC** Standards adopted by the State Board of Education. The projects planned for teaching the subject area content for each grade level cluster will include instruction based on the academic standards for Science, Social Studies, Health, World Languages, English/Language Arts, and Math. In addition, other standards from disciplines such as Technology, Character Education, PE, Music, Art, and Media will be infused throughout the curriculum.

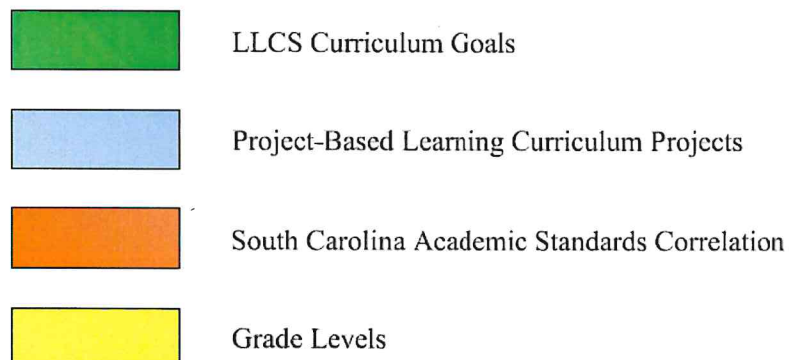
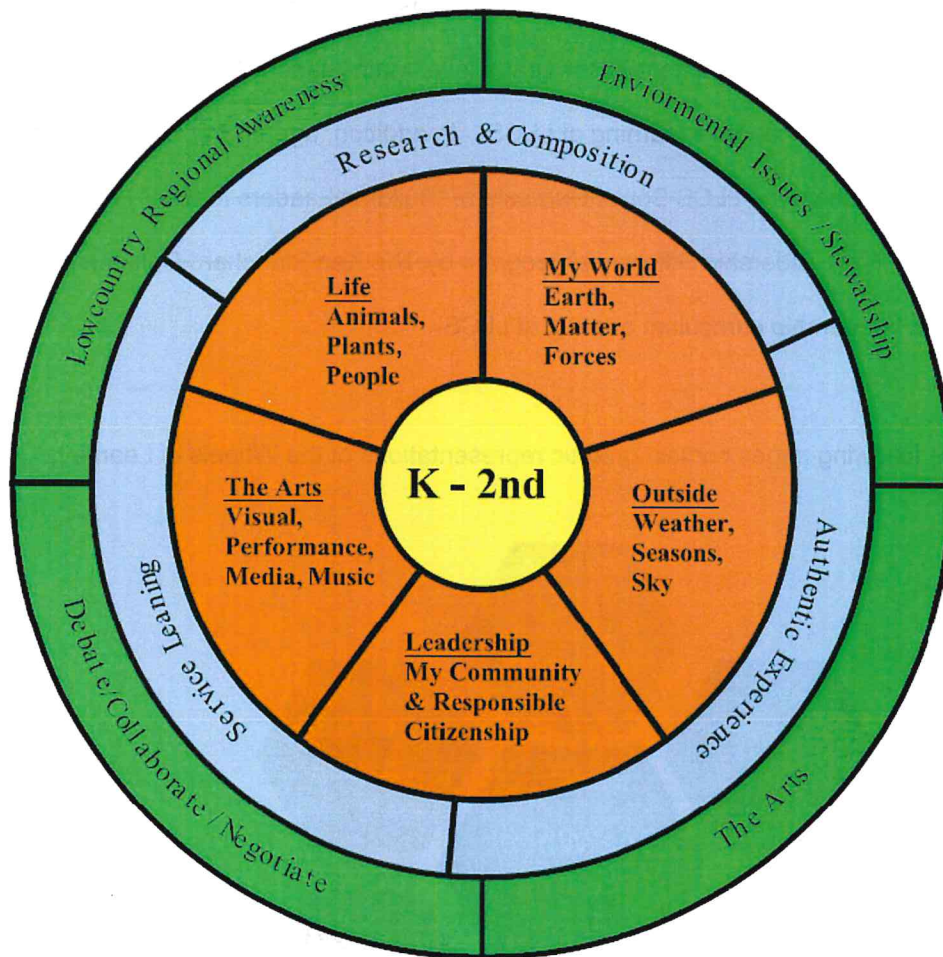
As mentioned before, the Wheels of Learning represents a correlation between the Educational Program of LLCS and the SC ~~Common Core~~ and Academic Standards. The integration of science, social studies, health, world languages, and the fine arts is clearly illustrated by The Wheels. It is important to know that at LLCS all

subject areas of the SC ~~Common Core~~ and Academic Standards are incorporated into the Educational Program. This is accomplished through the comprehensive implementation of the Program. Grade level English/Language Arts Standards, including those for Reading and Writing, will be integrated throughout the Project-Based Learning curriculum in the form of authentic reading and writing workshops and the inquiry-based projects built into the LEAD Curriculum Framework. In the same respect, grade level math Standards will be embedded into the authentic lessons and projects that drive learning at LLCS. In addition, age-appropriate **social and leadership** programs and supports ~~such as the LLCS Social Curriculum, “Building Leaders for Life” High School Leadership Glass Curriculum, and “The Leadership Difference” program by The Ken Blanchard Companies and Foundation~~ will enrich the student ~~Leadership~~ curriculum offering at LLCS.

The following pages contain graphic representations of the Wheels of Learning:

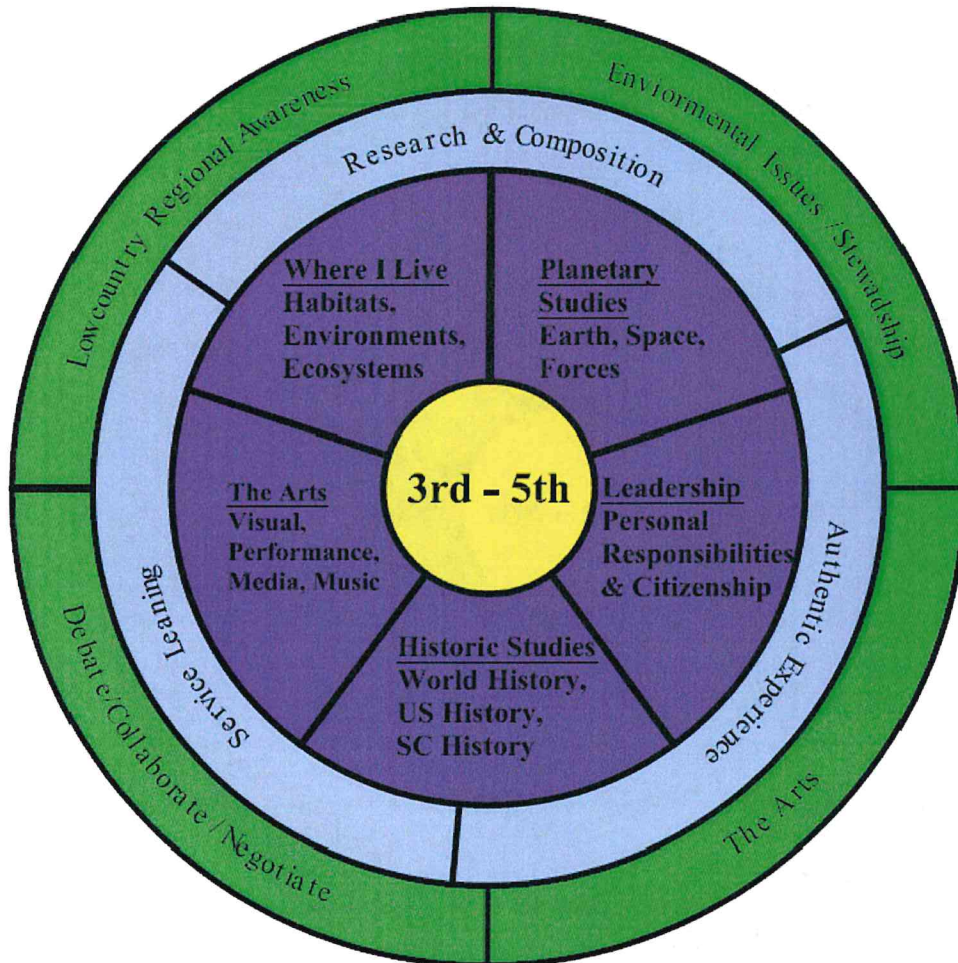


## WHEELS OF LEARNING MODEL ORANGE WHEEL: K - 2ND GRADES

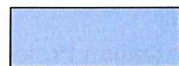




## WHEELS OF LEARNING MODEL INDIGO WHEEL: 3RD - 5TH GRADES



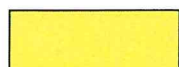
LLCS Curriculum Goals



Project-Based Learning Curriculum Projects



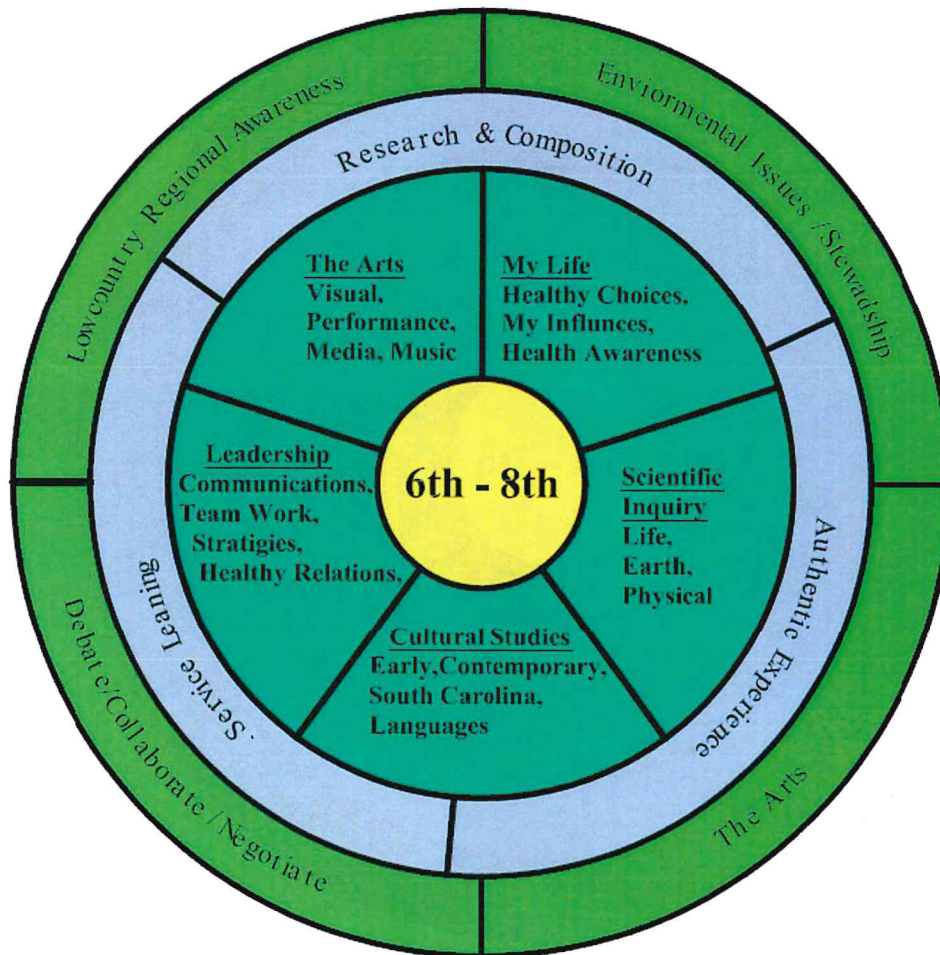
South Carolina Academic Standards Correlation



Grade Levels

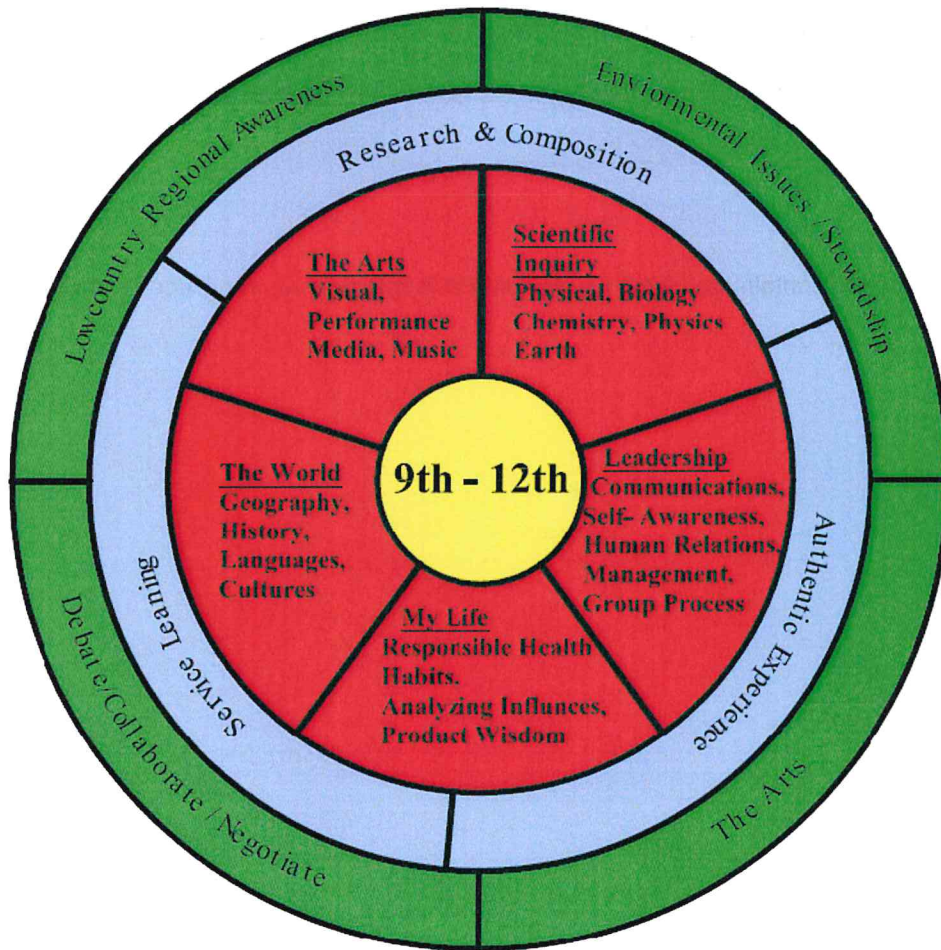


## WHEELS OF LEARNING MODEL AQUA WHEEL: 6TH - 8TH GRADES



- LLCS Curriculum Goals
- Project-Based Learning Curriculum Projects
- South Carolina Academic Standards Correlation
- Grade Levels

## WHEELS OF LEARNING MODEL RED WHEEL: 9TH - 12TH GRADES



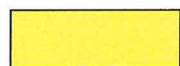
LLCS Curriculum Goals



Project-Based Learning Curriculum Projects



South Carolina Academic Standards Correlation



Grade Levels

**LEAD Curriculum Project Objectives** will provide teachers with a visual overview of the year's instructional plan. These forms will serve as the launch pad for teachers to develop lesson plans that will put the LLCS Educational Plan in motion. Should the state academic standards be updated in the future, LLCS will align its curricular program with any changes adopted by the SC Board of Education and maintain the integrity of the school mission.

The following pages contain the LEAD Curriculum Project Objectives for grades K through 12:



LEAD Curriculum Project Objectives: 1<sup>st</sup> Grade

<b>Quarterly Focus: Lowcountry Regional Awareness</b>		
<b>Theme: Seasons of the Lowcountry</b>		
<b>Writing Project:</b>	<b>Authentic Experience Project:</b>	<b>Service Learning Project:</b>
"Parts of a Flower"	"Growing Herbs"	"Recipe Cards"
<b>Project Objective:</b>	<b>Project Objective:</b>	<b>Project Objective:</b>
TSW learn about, research, and catalog a variety of flowers of the Lowcountry. They will draw and paint illustrations of the flowers and label the major structure of plants including stems, roots, leaves, flowers, fruits, and seeds.	TSW learn about a variety of Lowcountry plants from marsh grass to azalea bushes. TSW classify plants according to their characteristics. TSW plant and grow Pineapple Sage in small pots and chart growth on a graph.	TSW research a variety of Lowcountry recipes that call for Pineapple Sage and make recipe cards to send home to a loved one. TSW will attach the recipe cards to a small Pineapple Sage plant that they grew in the lesson "Growing Herbs".
<b>Quarterly Focus: Environmental Issues &amp; Stewardship</b>		
<b>Theme: All Things Scientific</b>		
<b>Writing Project:</b>	<b>Authentic Experience Project:</b>	<b>Service Learning Project:</b>
"Push and Pull"	"The Sun and The Moon"	"Recycle"
<b>Project Objective:</b>	<b>Project Objective:</b>	<b>Project Objective:</b>
TSW identify objects that they can push and pull. TSW author and illustrate a repeating story: I can push a _____. TSW will experiment with pushing and pulling objects, record on a chart items that can be pushed vs. items that can be pulled.	TSW compare features of the day and night skies through art media exhibits. TSW id the Sun as a heat and light source and keep a journal that records daily weather conditions including precipitation, clouds, and temperature. TSW take turns daily and report the weather using a map and weather condition symbols.	TSW compare the properties of the materials from which recyclable matter is made including wood, plastic, metal, cloth, and paper. TSW lead a paper and plastic recycle drive in the elementary school.
<b>Quarterly Focus: (The) Arts</b>		
<b>Theme: I am an Artist</b>		
<b>Writing Project:</b>	<b>Authentic Experience Project:</b>	<b>Service Learning Project:</b>
"Rubbings"	"Artwork"	"Signing"
<b>Project Objective:</b>	<b>Project Objective:</b>	<b>Project Objective:</b>
TSW make rubbings of items found throughout the area such as leaves, gates, stain glass windows, headstones, dried corn, cobblestone streets, etc... TSW will label each rubbing including the item and location of the rubbing.	TSW create mosaics from broken pieces of china that were either found on a historic plantation or replicated pieces that looks the china used in Colonial days.	TSW learn to sing and sign the song "South Carolina On My Mind" by Hank Martin and Buzz Arledge, native South Carolinians. TSW perform the song for students and families.
<b>Quarterly Focus: Debate/Collaborate/Negotiate</b>		
<b>Theme: My Community</b>		
<b>Writing Project:</b>	<b>Authentic Experience Project:</b>	<b>Service Learning Project:</b>
"Big Book"	"Role Playing"	"Literacy Out-Reach"
<b>Project Objective:</b>	<b>Project Objective:</b>	<b>Project Objective:</b>
TSW research people, places, and things in their community. TSW author and illustrate a BIG book that tells a story about the students' community and will include details about real people, places, and things in their community.	TSW, identify various jobs of people in their community. TSW research these jobs & learn details such as job locations, uniforms, purpose, and experience and/or education requirements. TSW make costumes & role play jobs of people in their community.	TSW participate in a "Cookies and Milk for the Community" literacy outreach project for children and families throughout community. TSW will create and send out invitations to the community inviting them to come and enjoy cookies and milk, hear storytellers and watch puppet shows in the school library.



LEAD Curriculum Project Objectives: 2 <sup>nd</sup> Grade		
<b>Quarterly Focus: Lowcountry Regional Awareness</b>		
<b>Theme: Regional Weather</b>		
<b>Writing Project:</b>	<b>Authentic Experience Project:</b>	<b>Service Learning Project:</b>
"Poetic Weather"	"Emergency Weather Broadcast"	"Hurricane Preparedness"
<b>Project Objective:</b>	<b>Project Objective:</b>	<b>Project Objective:</b>
TSW write a collection of poetry that describes regional weather conditions and activity.	TSW develop and create a video log enacting a hurricane emergency weather broadcast.	TSW determine helpful and necessary items that a hurricane survival kit should have and assemble kits and distribute to the community.
<b>Quarterly Focus: Environmental Issues &amp; Stewardship</b>		
<b>Theme: Birds of the South</b>		
<b>Writing Project:</b>	<b>Authentic Experience Project:</b>	<b>Service Learning Project:</b>
"Bird Cataloging"	"Bird Watching Tours"	"Feed the Birds"
<b>Project Objective:</b>	<b>Project Objective:</b>	<b>Project Objective:</b>
TSW catalog a selection of Lowcountry bird wildlife with descriptions and illustrations and format it into a brochure.	TSW create a map that depicts the regional locations of select lowcountry bird wildlife and develop 3 types of bird watching excursions.	TSW design and build custom bird feeders and install the bird feeders throughout the community.
<b>Quarterly Focus: (The) Arts</b>		
<b>Theme: I Love Beach Music</b>		
<b>Writing Project:</b>	<b>Authentic Experience Project:</b>	<b>Service Learning Project:</b>
"Beach Calendar"	"Lyrics and Melody"	"Let Me Entertain You"
<b>Project Objective:</b>	<b>Project Objective:</b>	<b>Project Objective:</b>
TSW develop a 12 month calendar that displays illustrations of lowcountry beach scenes that are inspired by Beach music titles.	TSW compose an original melody and write lyrics that reflect characteristics of lowcountry beaches - that is written in 4/4 or 2/4 time in keeping with classic beach music time signature – shag time.	TSW learn to shag and choose a selection of beach music songs to develop a showcase to perform for the school and community.
<b>Quarterly Focus: Debate/Collaborate/Negotiate</b>		
<b>Theme: Elect the "Greatest Lowcountry Artist"</b>		
<b>Writing Project:</b>	<b>Authentic Experience Project:</b>	<b>Service Learning Project:</b>
"Campaign Posters"	"Mock Election"	"Negotiate a Donation"
<b>Project Objective:</b>	<b>Project Objective:</b>	<b>Project Objective:</b>
TSW, in 3 groups, collaborate ideas and create campaign posters for 3 lowcountry artists each describing what type of art media for which the artist is famous and why they should be elected the "Greatest Lowcountry Artist".	TSW, in 3 groups, each choose an artist candidate and develop campaign swag, write and give a speech, conduct a debate, and enact a lower school wide election for the title "Greatest Lowcountry Artist".	TSW write to the winner of the "Greatest Lowcountry Artist" contest and invite them to come to school and negotiate the donation of one custom art creation that will be the prize of a raffle conducted by the students. The money raised in the raffle will be donated to a community charity.



## LEAD Curriculum Project Objectives: 3<sup>rd</sup> Grade

### Quarterly Focus: Lowcountry Regional Awareness

#### Theme: Home Sweet Home

Writing Project:	Authentic Experience Project:	Service Learning Project:
Letters from Willtown	Carolina Gold	"Rice Recipes"
Project Objective:	Project Objective:	Project Objective:
TSW write letters from the perspective of the early settlers of Willtown to family and friends back home.	TSW build a model that demonstrates the process of growing rice in the ACE Basin, and explain the logic of its choice as a money crop	TSW will collect various rice recipes from families and friends, writing them in a leaflet and attaching to bags of rice to donate to the Food Bank.

### Quarterly Focus: Environmental Issues & Stewardship

#### Theme: Over the River and through the Woods

Writing Project:	Authentic Experience Project:	Service Learning Project:
A Picture Is Worth 100 Words	Map It with Texture	Earth, Wind, & Fire
Project Objective:	Project Objective:	Project Objective:
TSW select six photographs of the Willtown settlement and write a 100 word descriptive paragraph for each.	TSW create a topographic map that depicts the regional landforms of the ACE Basin.	TSW work with the Forestry Commission to create fire safety awareness posters to post around the community.

### Quarterly Focus: (The) Arts

#### Theme: Water Colors

Writing Project:	Authentic Experience Project:	Service Learning Project:
"Spiraling Messages"	Artist in Residence	Going, Going, Gone!
Project Objective:	Project Objective:	Project Objective:
TSW create a design for a T-Shirt that will have a message written in the form of a set of concentric circles. The message will contain specific facts about the Charles Town settlement.	TSW take photographs of different areas of Charles Town Landing and through their work with a local watercolorist will create visual art watercolor paintings.	TSW plan and conduct a student auction event to sell the water color art pieces they have created. Pull-tabs, which will be donated to the Ronald McDonald House, will be used as currency.

### Quarterly Focus: Debate/Collaborate/Negotiate

#### Theme: From the Mountains to the Sea

Writing Project:	Authentic Experience Project:	Service Learning Project:
Travel Log	Pitch Your Favorite	Governor's Outreach
Project Objective:	Project Objective:	Project Objective:
TSW, working in 4 groups, construct an outline that contains information and details about each of the six landforms of South Carolina. The students will share the outlines and determine a list of the advantages and disadvantages of each area.	TSW, in 6 groups, each choose a landform region of SC for which to be an advocate. Each group will work together to state their case publicly with all the attributes and advantages which makes it a most suitable place to call home.	TSW write 6 different letters as templates that are based on their knowledge of SC to the Governor inviting him to come speak at an open meeting at the school where community members can meet and greet her.



LEAD Curriculum Project Objectives: 4 <sup>th</sup> Grade		
<b>Quarterly Focus: Lowcountry Regional Awareness</b>		
<b>Theme: Historical Sites of the Lowcountry</b>		
<b>Writing Project:</b>	<b>Authentic Experience Project:</b>	<b>Service Learning Project:</b>
Nathaniel Russell House	Opinions Count	Thank you & Come Again!
<b>Project Objective:</b>	<b>Project Objective:</b>	<b>Project Objective:</b>
TSW create a historical brochure for the Nathaniel Russell House, which was build prior to 1809 on the Charleston peninsular.	TSW construct a descriptive survey to use with guests of the Nathaniel Russell House to determine their interest in visiting and enlightenment as a result of their experience.	TSW will volunteer services to distribute water, leaflets, etc., in order to spend time at the Nathaniel Russell House as they gather first hand impressions from visitors using the descriptive survey.
<b>Quarterly Focus: Environmental Issues &amp; Stewardship</b>		
<b>Theme: US Symbols</b>		
<b>Writing Project:</b>	<b>Authentic Experience Project:</b>	<b>Service Learning Project:</b>
A Great Nation	The Majestic Eagle	Respect & Protect
<b>Project Objective:</b>	<b>Project Objective:</b>	<b>Project Objective:</b>
TSW write descriptive paragraphs on three major American symbols, the bald eagle, the flag, and the National Anthem.	TSW visit local habitats in the ACE Basin where the bald eagle nests and make a photographic documentary of its life cycle.	TSW make a power point presentation with music and photographs to present at various venues in the community to elevate awareness of the presence and protection of the bald eagle in their region.
<b>Quarterly Focus: (The) Arts</b>		
<b>Theme: Purposeful Paper</b>		
<b>Writing Project:</b>	<b>Authentic Experience Project:</b>	<b>Service Learning Project:</b>
Letter Campaign	Paper Home-Made	Recycle Crusade
<b>Project Objective:</b>	<b>Project Objective:</b>	<b>Project Objective:</b>
TSW write letters to the city and/or county governments asking them to consider having recycling collection trucks come to their community. TSW write these letters on home-made recycled paper they have made.	TSW will collect old newspapers, scrap paper, etc., to produce recycled hand-made paper. TSW also visit a paper recycling plant.	TSW create a flyer describing recyclable pros and cons. They will distribute their flyer in the community with the intent to increase the number of households that recycle.
<b>Quarterly Focus: Debate/Collaborate/Negotiate</b>		
<b>Theme: Colonial Days vs. Modern Days</b>		
<b>Writing Project:</b>	<b>Authentic Experience Project:</b>	<b>Service Learning Project:</b>
Real Life Drama	Childhood: Then and Now	May Day Play
<b>Project Objective:</b>	<b>Project Objective:</b>	<b>Project Objective:</b>
TSW will write and create a puppet show depicting early colonial life in SC based on their research.	TSW the debate the values and virtues of a childhood lived in the colonial days as compared to that of modern days.	TSW develop and organize a May Day Play to re-enact a carnival atmosphere of Colonial SC and present it for public attendance.



## LEAD Curriculum Project Objectives: 5<sup>th</sup> Grade

### Quarterly Focus: Lowcountry Regional Awareness

#### Theme: The Aiken-Rhett House

Writing Project:	Authentic Experience Project:	Service Learning Project:
"Civil War Experience"	"Historical Chronology"	"Time Capsule"
Project Objective:	Project Objective:	Project Objective:
TSW write a descriptive, 200 word essay, from the Aiken-Rhett House's point of view of its experience during the years 1844-1892.	TSW visit the Aiken-Rhett House, collecting notes and information to then constructing a historical Chronology time line from 1820 – the present.	TSW select memorabilia representative of the 21 <sup>st</sup> century and assemble it into a time capsule that will be buried for posterity at a public event.

### Quarterly Focus: Environmental Issues & Stewardship

#### Theme: Preservation

Writing Project:	Authentic Experience Project:	Service Learning Project:
"Earth Keepers"	"How to Be an Earth Keeper"	"I Am an Earth Keeper"
Project Objective:	Project Objective:	Project Objective:
TSW read and annotate the book <i>Earth Keepers</i> by Joan Anderson.	TSW, in small groups, develop and implement a plan to become "Earth Keepers", like in the story, in which the mission and action is to reverse environmental destruction to restore the land and ocean to its natural purity.	TSW identify, through the local town and city councils, a public space that needs environmental cleanup. TSW put their "Earth Keeper" plans into action by restoring the area and making it usable for the public in some manner.

### Quarterly Focus: (The) Arts

#### Theme: Graphic Art

Writing Project:	Authentic Experience Project:	Service Learning Project:
"The Civil War"	"Comic Strip Presidential Election"	"Exploring Ecosystems w/ Max Axiom"
Project Objective:	Project Objective:	Project Objective:
TSW read and annotate the graphic novel, <i>The Civil War</i> by Ruchir Shah. TSW write and illustrate a graphic novel type depiction of a Civil War battle.	TSW, in groups, select a comic strip character from the Sunday Comics who will run for president. TSW develop a campaign for their candidate including posters, buttons, slogan, and speeches based on a platform. TSW will deliver speeches and conduct an election in which one character will win.	TSW read the graphic novel, <i>Exploring Ecosystems with Max Axiom</i> by A. Biskup. TSW draw a cartoon frame demonstrating the relationship between producers, primary and secondary consumers and decomposers. TSW create a school bulletin board using graphic art displays, about how to be a community steward by having ecosystem awareness.

### Quarterly Focus: Debate/Collaborate/Negotiate

#### Theme: Land that I Love

Writing Project:	Authentic Experience Project:	Service Learning Project:
"Acrostic Poetry"	"State Debate"	"Lowcountry Pride"
Project Objective:	Project Objective:	Project Objective:
TSW, in groups, create a 50 page book that is a compilation of acrostic poems, 1 for each of the 50 states that will depict state facts, history, and people and will include photography and/or artwork.	TSW, in groups, select a US state that they think the best place to raise kids in the US (cannot be SC). TSW research supporting evidence and then debate one another on who is most right about their opinion.	TSW develop and conduct a Lowcountry Pride Day Walk in their community. TSW plan for Lowcountry food, arts and crafts, and community information vendors to be onsite.



## LEAD Curriculum Project Objectives: 7<sup>th</sup> Grade

Quarterly Focus: Lowcountry Regional Awareness

Theme: Map Skills

Research and Writing Project: "Know Your Past" Project Objective:	Authentic Experience Project: "Know Your Present" Project Objective:	Service Learning Project: "Map it Out" Project Objective:
TSW familiarize themselves with world maps from 1600 to the present, concentrating on changes during key periods in history.	TSW research the composition of the current geopolitical globe, comparing current conditions to those of the past.	TSW draw a map reflecting the current political world.

Quarterly Focus: Environmental Issues and Stewardship

Theme: *Hunger Games*

Research and Writing Project: "Read" Project Objective:	Authentic Experience Project: "Succeed" Project Objective:	Service Learning Project: "Feed" Project Objective:
TSW read and annotate <i>Hunger Games</i> .	TSW research issues concerning hunger in our area and throughout the world: food needs, agricultural techniques, distribution practices, etc...	TSW organize a food drive and help distribute food to food pantries throughout the area to enhance their service to the community.

Quarterly Focus: (The) Arts

Theme: Game Time

Research and Writing Project: "Risk" Project Objective:	Authentic Experience Project: "Was it Worth the Risk?" Project Objective:	Service Learning Project: "Risk it All" Project Objective:
TSW continue to learn about historical world geography by playing the game "Risk".	TSW imagine what a "Risk" board would have looked like if it had been created in the 17 <sup>th</sup> – 19 <sup>th</sup> centuries.	TSW utilize the map created in the first quarter to develop a modern "Risk" Game which reflects a current political map.

Quarterly Focus: Debate/Collaborate/Negotiate

Theme: Mentorship

Research and Writing Project: "Letter Grades" Project Objective:	Authentic Experience Project: "Summer Workbook" Project Objective:	Service Learning Project: "Evaluations" Project Objective:
TSW compose a letter to students in the grade below them explaining what their successors can expect in sixth grade and detailing the skills they have acquired during the year.	TSW research standards for mastery in sixth grade, and subsequently collaborate to publish a summer workbook to help students in the grade below them prepare for seventh grade, including exercises which demonstrate proficiency in required skills.	TSW help enrich LLCs by generating an honest and fair evaluation of the school year, including a self-assessment, a critique of curriculum, faculty, authentic experiences, and service learning projects, and a debate with other students concerning the overall significance and success of the academic year.

## LEAD Curriculum Project Objectives: 6<sup>th</sup> Grade

Quarterly Focus: Lowcountry Regional Awareness

Theme: Hstory

Research and Writing Project: "Historic Literature"	Authentic Experience Project: "Historic Experience"	Service Learning Project: "Historic Help"
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## LEAD Curriculum Project Objectives: 8<sup>th</sup> Grade

<b>Quarterly Focus: Lowcountry Regional Awareness</b>		
<b>Theme: Lowcountry Monopoly</b>		
<b>Research and Writing Project:</b>	<b>Authentic Experience Project:</b>	<b>Service Learning Project:</b>
"Where Are We?"	"Monopoly"	"Who Wants to Buy Boardwalk?"
<b>Project Objective:</b>	<b>Project Objective:</b>	<b>Project Objective:</b>
TSW research and write a synopsis of places of interest throughout the Lowcountry.	TSW create a "Lowcountry Monopoly" Game, including places of historical, ecological, political, and cultural significance.	TSW market their "Lowcountry Monopoly" Game through various merchants throughout the area.
<b>Quarterly Focus: Environmental Issues and Stewardship</b>		
<b>Theme: <i>Catching Fire</i></b>		
<b>Research and Writing Project:</b>	<b>Authentic Experience Project:</b>	<b>Service Learning Project:</b>
"Read"	"Research"	"Inform"
<b>Project Objective:</b>	<b>Project Objective:</b>	<b>Project Objective:</b>
TSW read and annotate <i>Catching Fire</i> .	TSW research issues concerning the preservation of history and ecology in the state of SC.	TSW organize an outreach event encouraging people in our area to preserve their heritage, and learn about areas of interest in other parts of the state.
<b>Quarterly Focus: (The) Arts</b>		
<b>Theme: <i>Mocking Jay</i> YouTube Videos</b>		
<b>Research and Writing Project:</b>	<b>Authentic Experience Project:</b>	<b>Service Learning Project:</b>
"Read"	"Research"	"Inform"
<b>Project Objective:</b>	<b>Project Objective:</b>	<b>Project Objective:</b>
TSW read and annotate <i>Mocking Jay</i> .	TSW, in groups, write, direct, and produce short YouTube Videos which shed light on the major symbols used in <i>Mocking Jay</i> .	TSW organize a chart comparing the hits on their various videos as well as any feedback they receive.
<b>Quarterly Focus: Debate/Collaborate/Negotiate</b>		
<b>Theme: Mentoring</b>		
<b>Research and Writing Project:</b>	<b>Authentic Experience Project:</b>	<b>Service Learning Project:</b>
"Letter Grades"	"Summer Workbook"	"Evaluations"
<b>Project Objective:</b>	<b>Project Objective:</b>	<b>Project Objective:</b>
TSW compose a letter to students in the grade below them explaining what their successors can expect in seventh grade and detailing the skills they have acquired during the year.	TSW research standards for mastery in seventh grade, and subsequently collaborate to publish a summer workbook to help students in the grade below them prepare for seventh grade, including exercises which demonstrate proficiency in required skills.	TSW help enrich LLCS by generating an honest and fair evaluation of the school year, including a self-assessment, a critique of curriculum, faculty, authentic experiences, and service learning projects, and a debate with other students concerning the overall significance and success of the academic year.



## LEAD Curriculum Project Objectives: 9<sup>th</sup> Grade

### Quarterly Focus: Lowcountry Regional Awareness

#### Theme: Lowcountry Cuisine

Research and Writing Project: "Family Food"	Authentic Experience Project: "Food and Memories"	Service Learning Project: "Share a Meal"
Project Objective:	Project Objective:	Project Objective:
TSW interview relatives and take notes to describe several recipes handed down through the family.	TSW publish a cookbook with family recipes and their "stories".	TSW market the cookbook through various merchants in the local area.

### Quarterly Focus: Environmental Issues and Stewardship

#### Theme: Hurricanes

Research and Writing Project: "History"	Authentic Experience Project: "Impacts"	Service Learning Project: "Preparation"
Project Objective:	Project Objective:	Project Objective:
TSW research hurricanes in general and annotate, using a timeline, those that have affected the Lowcountry since its settlement.	TSW chart the physical and economical impact of hurricanes hitting and affecting specific areas of the Southeast. TSW will create a power point that includes facts, pictures, and audio narrative that demonstrates the learning.	TSW create and distribute a pamphlet of "What-to-do" to prepare for and to survive hurricanes. They will write and produce a public awareness video that demonstrates the learning.

### Quarterly Focus: (The) Arts

#### Theme: Shakespeare

Research and Writing Project: "The Tragedy of Romeo and Juliet"	Authentic Experience Project: "News of the Day"	Service Learning Project: "Extra! Extra!"
Project Objective:	Project Objective:	Project Objective:
TSW read and annotate Romeo and Juliet, and research Verona, Italy during the Renaissance.	TSW select a job description and its corresponding assignments for a "Verona-based" newspaper and create articles based on the facts from the play, Romeo and Juliet, and the actual time period in the Renaissance.	TSW submit the articles for publication in the class newspaper project to be shared with the school.

### Quarterly Focus: Debate/Collaborate/Negotiate

#### Theme: Yearly Evaluation

Research and Writing Project: "Chronicles of a 9 <sup>th</sup> Grader"	Authentic Experience Project: "Interviews with the 9 <sup>th</sup> Grade"	Service Learning Project: "Evaluations"
Project Objective:	Project Objective:	Project Objective:
TSW compose a detailed chronicle of their school year containing memories, events, trials and achievements, and acquired 9th grade wisdom. This composition will be written for the eighth grade class that will be rising 9 <sup>th</sup> graders.	TSW interview other students, teachers, school administration and leadership, family members, and community members about the #1 most important thing that happened to them during the course of the school year. TSW use the interview to write articles that will be compiled and published into vol. 1 of <i>Interviews with the 9<sup>th</sup> Grade</i> to be kept in the school library. This will be an ongoing project for 9 <sup>th</sup> graders in the 4 <sup>th</sup> quarter.	TSW help enrich LLCS by generating an honest and fair evaluation of the school year, including a self-assessment, a critique of curriculum, faculty, authentic experiences, and service learning projects, and a debate with other students concerning the overall significance and success of the academic year.



## LEAD Curriculum Project Objectives: 10<sup>th</sup> Grade

### Quarterly Focus: Lowcountry Regional Awareness

#### Theme: Religion

Research and Writing Project:	Authentic Experience Project:	Service Learning Project:
<p><b>"Research"</b></p> <p><b>Project Objective:</b></p> <p>TSW research and annotate, using a daily journal, the history of Lowcountry churches from 1670 to 1900.</p>	<p><b>"Organize"</b></p> <p><b>Project Objective:</b></p> <p>TSW organize research chronologically using a timeline and publish the timeline with visual representations – the timeline can be presented in a variety of styles from written with drawn and painted pictures to digital with photography.</p>	<p><b>"Publish"</b></p> <p><b>Project Objective:</b></p> <p>TSW create a booklet about Lowcountry churches to be displayed in the school library. TSW expand upon this concept by developing a historic church tour of churches in the rural Charleston and Edisto areas and narrate as the tour guides for groups of grade level parents.</p>

### Quarterly Focus: Environmental Issues and Stewardship

#### Theme: Agriculture

Research and Writing Project:	Authentic Experience Project:	Service Learning Project:
<p><b>"Research"</b></p> <p><b>Project Objective:</b></p> <p>TSW research and annotate the top 5 "MONEY" crops in the history of the Lowcountry and the sites where they were grown (farms/plantations).</p>	<p><b>"Harvest"</b></p> <p><b>Project Objective:</b></p> <p>TSW collect samples/create models of these crops and appropriate illustrations/photographs to create a 3-D display.</p>	<p><b>"Present"</b></p> <p><b>Project Objective:</b></p> <p>TSW construct a 3-D map of the Lowcountry displaying the "MONEY" crops and where they were grown. This map will be displayed in the school library.</p>

### Quarterly Focus: (The) Arts

#### Theme: Shakespeare

Research and Writing Project:	Authentic Experience Project:	Service Learning Project:
<p><b>"The Tragedy of Julius Caesar"</b></p> <p><b>Project Objective:</b></p> <p>TSW read and annotate <i>The Tragedy of Julius Caesar</i>.</p>	<p><b>"The Tragedy of Julius Caesar"</b></p> <p><b>Project Objective:</b></p> <p>TSW rewrite either Anthony's or Brutus' funeral speech in modern English, suitable for today's audience. Based on information gleaned from the play, additional information may be included in the speech to reinforce the speaker's point of view.</p>	<p><b>"The Tragedy of Julius Caesar"</b></p> <p><b>Project Objective:</b></p> <p>TSW memorize and present (in costumes with props) the speech to the class. The class will then discuss the effectiveness of the speeches and select the two opposing speeches voted the best.</p>

### Quarterly Focus: Debate/Collaborate/Negotiate

#### Theme: Yearly Evaluation

Research and Writing Project:	Authentic Experience Project:	Service Learning Project:
<p><b>"Chronicles of a 11<sup>th</sup> Grader"</b></p> <p><b>Project Objective:</b></p> <p>TSW compose a detailed chronicle of their school year containing memories, events, trials and achievements, and acquired 11th grade wisdom. This composition will be presented in a digital display by creating a slide show presentation that will be viewed by rising 10<sup>th</sup> graders.</p>	<p><b>"Year at a Glance"</b></p> <p><b>Project Objective:</b></p> <p>TSW create a visual representation of events, memories, trials, and achievements of the school year. It will be chronological in its presentation and will include interviews and personal experiences. TSW will collaborate ideas about the type of presentation and work in groups facilitated by the teacher.</p>	<p><b>"Evaluations"</b></p> <p><b>Project Objective:</b></p> <p>TSW help enrich LLCS by generating an honest and fair evaluation of the school year, including a self-assessment, a critique of curriculum, faculty, authentic experiences, and service learning projects, and a debate with other students concerning the overall significance and success of the academic year.</p>



## LEAD Curriculum Project Objectives: 11<sup>th</sup> Grade

<b>Quarterly Focus: Lowcountry Regional Awareness</b>		
<b>Theme: "We Didn't Start the Fire"</b>		
<b>Research and Writing Project:</b>	<b>Authentic Experience Project:</b>	<b>Service Learning Project:</b>
"People, Places, Things"	"Lowcountry Poet"	"1990 - ?"
<b>Project Objective:</b> TSW select a year (verse) from the song "We Didn't Start the Fire" by Billy Joel, research every term in the verse, and write a synopsis for each term and its importance to the year. TSW will include photographs or artwork that depicts their research.	<b>Project Objective:</b> TSW select a year after 1989, create a verse following the same rhythm and rhyme pattern of the song, "We Didn't Start the Fire" by Billy Joel, selecting people, places, and things significant to the Lowcountry in that specific year.	<b>Project Objective:</b> TSW create 2 versions on poster paper. One visual for the verse selected from the song and one for the student's original verse. Each visual should contain the verse, an explanation of each term's significance to the year, and illustration/pictures. The visuals will be part of the display compiled by the class and shared with the whole school.
<b>Quarterly Focus: Environmental Issues and Stewardship</b>		
<b>Theme: My Little Corner of the World</b>		
<b>Research and Writing Project:</b>	<b>Authentic Experience Project:</b>	<b>Service Learning Project:</b>
"Walden Pond"	"Impacts"	"Preparation"
<b>Project Objective:</b> TSW read and annotate selected excerpts from Thoreau's <i>Walden</i> .	<b>Project Objective:</b> TSW select a favorite Lowcountry "retreat", visit, observe, and in the style of Thoreau, compose a personal version of <i>Walden</i> .	<b>Project Objective:</b> TSW publish a pamphlet, containing narrative and picture/illustrations, to be included in the "Love of the Lowcountry" section of the school library.
<b>Quarterly Focus: (The) Arts</b>		
<b>Theme: <i>A Raisin in the Sun</i></b>		
<b>Research and Writing Project:</b>	<b>Authentic Experience Project:</b>	<b>Service Learning Project:</b>
"Read"	"Practice, Compose, Perform"	"Present"
<b>Project Objective:</b> TSW read and annotate <i>A Raisin in the Sun</i> .	<b>Project Objective:</b> TSW select key scenes from the play, memorize the lines, write summaries to connect the scenes to one another, create costumes and a set, and practice for presentation.	<b>Project Objective:</b> TSW present the "adapted" play to the middle and high school students and/or to an evening audience.
<b>Quarterly Focus: Debate/Collaborate/Negotiate</b>		
<b>Theme: Yearly Evaluation</b>		
<b>Research and Writing Project:</b>	<b>Authentic Experience Project:</b>	<b>Service Learning Project:</b>
"Chronicles of a 11 <sup>th</sup> Grader"	"Interviews of the 10 <sup>th</sup> Grade"	"Evaluations"
<b>Project Objective:</b> TSW compose a detailed chronicle of their school year containing memories, events, trials and achievements, and acquired 11th grade wisdom. This composition will be presented in a digital display by creating a slide show presentation that will be viewed by rising 11 <sup>th</sup> graders.	<b>Project Objective:</b> TSW interview other students, teachers, school administration and leadership, family members, and community members about the #1 most important thing that happened to them during the course of the school year. TSW use the interview to write articles that will be compiled and published into vol. 1 of <i>Interviews of the 10<sup>th</sup> Grade</i> to be kept in the school library. This will be an ongoing project for 10 <sup>th</sup> graders in the 4 <sup>th</sup> quarter.	<b>Project Objective:</b> TSW help enrich LLCS by generating an honest and fair evaluation of the school year, including a self-assessment, a critique of curriculum, faculty, authentic experiences, and service learning projects, and a debate with other students concerning the overall significance and success of the academic year.



## LEAD Curriculum Project Objectives: 12<sup>th</sup> Grade

**Quarterly Focus: Lowcountry Regional Awareness**

**Theme: Education**

Research and Writing Project:	Authentic Experience Project:	Service Learning Project:
"Research"	"Organize"	"Publish"
<b>Project Objective:</b>	<b>Project Objective:</b>	<b>Project Objective:</b>
TSW select a time period, research, and annotate facts relating to the history of education (private and public) in the Lowcountry of South Carolina.	TSW chronologically organize the historical information in a format for publication called <i>Education in South Carolina</i> . TSW include interviews and photographs of people, places, and things that relate to the text.	TSW create and publish a booklet of <i>Education in South Carolina</i> , from its beginning to the present. The booklet will be display in the school library.

**Quarterly Focus: Environmental Issues and Stewardship**

**Theme: Horticulture**

Research and Writing Project:	Authentic Experience Project:	Service Learning Project:
"Research"	"Gather"	"Plant"
<b>Project Objective:</b>	<b>Project Objective:</b>	<b>Project Objective:</b>
TSW research and annotate plans mentioned in the works (plays and poems) of Shakespeare.	TSW collect samples of as many plans as possible, sort them according to the work in which they are mentioned, and not important horticultural information and any symbolic references. The samples will be cataloged by Shakespearian works.	TSW design and plan a Shakespearian garden to include placards for each plan, student made statuary appropriate for the work, and a pamphlet mapping the garden. TSW will prepare readings from Shakespeare writings and perform them for an audience at an English Tea Reception to be held in the Shakespearian Garden they create.

**Quarterly Focus: (The) Arts**

**Theme: Shakespeare**

Research and Writing Project:	Authentic Experience Project:	Service Learning Project:
"Macbeth"	"Macbeth"	"Macbeth"
<b>Project Objective:</b>	<b>Project Objective:</b>	<b>Project Objective:</b>
TSW read and annotate Shakespeare's <i>The Tragedy of Macbeth</i> to include a timeline and analysis of major characters.	TSW research and annotate the real characters from the play and include an actual timeline and any differences from the play. TSW will study theater architecture, costume design, makeup, cast, and musical presentation of the times of Shakespeare. TSW, in small groups, select a theatrical component of the times and re-create it.	TSW create a bulletin board display comparing and contrasting the play and actual history. TSW write a personal speech about the lesson learned in <i>Macbeth</i> . TSW deliver their speeches to the high school students.

**Quarterly Focus: Debate/Collaborate/Negotiate**

**Theme: High School Career**

Research and Writing Project:	Authentic Experience Project:	Service Learning Project:
"High School Days"	"My Repertoire"	"Quality of Life Forum"
<b>Project Objective:</b>	<b>Project Objective:</b>	<b>Project Objective:</b>
TSW create a video anthology of fond high school memories and events, special accolades, and personal stories of trials and triumphs to be put to a special song and to include pictures of the student from early childhood - present.	TSW will create a compilation of songs for a DVD entitled: <i>My Journey</i> . The songs will contain messages that reflect the student's high school journey. TSW write a CD cover and insert that will include written explanations for the song selections.	TSW develop and conduct a forum with community leaders and other support systems that determine quality of life in the community with the intent of inspiring a healthy debate that will result in positive solutions.

2) The LLCS academic year will include a minimum of 180 instructional days and 6 hours of instruction. When the Charleston County School District (CCSD) adopted the traditional calendar for the 2013-2014 school year, LLCS will consider adopting the schedule to accommodate families and the community. We reserved the right to adjust the calendar to meet our instructional needs. A draft school calendar for LLCS is included as Appendix 5.

### Daily Schedule

In order for LLCS to meet school goals efficiently and effectively, the school day must be structured in a manner that is conducive to the applied philosophy of teaching and learning. The schedule can be defined as “a plan to bring together people, materials, and curriculum at a designated time and place for the purpose of instruction” (Ubben & Hughes, 1992, 257)<sup>1</sup>. Further, it is “imperative that scheduled time be maximized so that ultimately high amounts of instructional and engaged time can also be obtained” (Ubben & Hughes, 257). A conscientiously developed schedule not only supports the school’s goals and time requirements for the accomplishment of the prescribed curriculum, but also builds in time for teacher collaboration. It must also consider an appropriate start time based on the travel time necessary for a student population that is geographically far-reaching. Therefore, the typical school day will most likely run from 8:00 a.m. – 3:45 p.m. with eight (8) periods per day.

The chart below demonstrates a proposed, daily/weekly schedule that could be used for elementary, middle, and high school levels. The location of the LLCS campus has not been identified at this time, however based upon available prospective facilities and the projected enrollment of 400 students, there is a possibility

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<sup>1</sup> Ubben, G. C., I. W. (1992). *The Principal: Creative leadership for effective schools* (2<sup>nd</sup> ed.). Needham Heights, MA: Allyn and Bacon.



that LLCS will utilize a multi-campus design. The flexibility of the schedule below allows for a combination of levels: elementary/middle or middle/high.

~~Multiple options for a daily schedule are also accommodated with this schedule.~~ **Scheduling options include block scheduling for high school courses, team teaching options, subject-specific blocks, and opportunities for differentiation and support services built within the school day. Related arts times, opportunities for special education services, ELL, Gifted and Talented, and intervention service times are also identified within the schedule. The LLCS Master Schedule is differentiated by grade level.**

~~Elementary-level teachers can use the schedule in a block format for team or co-teaching and a self-contained organization in their plan to meet curricular and time requirement goals. Segmenting the day into 45 minute periods provides for the integration of electives such as PE, Music, Art, Computer Science, and World Language. Middle School classes would operate on an alternating block schedule that repeats weekly, with shorter periods on Mondays for courses with lesser time requirements, thus eliminating “the necessity of giving equal time to unequal subjects” (George & Alexander, 1993, p. 371)<sup>2</sup>. Also, for middle and high school students, this adapted Monday schedule will ensure time to discuss Project Based Learning assignments both in groups and individual, review the past week, and work on time management of assignments. Time allotted fulfills hour requirements for earning Carnegie Units.~~

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<sup>2</sup> George, P. S. & Alexander, W. M. (1993). *The exemplary middle school* (2<sup>nd</sup>. ed.). Fort Worth, TX: Harcourt Brace.



Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45—8:05	Advisory/ Homeroom	Advisory/ Homeroom	Advisory/ Homeroom	Advisory/ Homeroom	Advisory/ Homeroom
8:10—8:55	1	1	2	1	2
9:00—9:45	2				
9:50—10:35	3	3	4	3	4
10:40—11:25	4				
11:30—12:30	Lunch* Recess	Lunch* Recess	Lunch* Recess	Lunch* Recess	Lunch* Recess
12:35—1:10	5	5	6	5	6
1:15—2:00	6				
2:05—2:40	7	7	8	7	8
2:45—3:30	8				

Sample Daily/Weekly Schedule

~~\*The lunch period represents time for two (2) marginally overlapping shifts to accommodate all students and recess for Elementary and Middle students and free time for High School students.~~

3) The LLCS curricular framework **Curriculum Framework** will include strategies and approaches that will enable students to attain the curriculum standards and create a seamless academic program for all students. The following summaries describe content area learning and program offerings within the curricular framework. Since all disciplines of the SC ~~Common Core~~ and Academic Standards are integrated across the school curriculum, these summaries include key subject areas only. The narratives go beyond course description. They outline formulas that incorporate teaching processes, methodologies, and programs that best accomplish authentic learning through project-based instruction.

### **English Language Arts**

The LLCS English language arts program will make literacy relevant and meaningful with a reader's and writer's workshop approach. Themed Project-Based Learning assignments will outline the content focuses of the curriculum that will determine age-appropriate research and composition projects. These writing projects will encompass grade level English language arts skills that will be taught through a combination of individual, small group, and whole group instruction. Immersed in a language-rich environment, the gains of reading and language skills will be considered developmentally as each student progresses along a continuum. By integrating the development of reading, writing, listening, and speaking, the language arts curriculum ensures that LLCS students have the opportunities and resources they need to develop age-appropriate language skills as well as a love and appreciation for reading and language. This innovative approach to instruction will help students demonstrate the

necessary skills outlined in the SC ~~Common Core~~ and Academic Standards through a variety of learning modalities, intelligences, and aptitudes.

- o **Reading** – LLCS students will learn to read and grow into life-long readers who develop a love for reading. The primary reading approach of LLCS is Authentic Reading. By utilizing Authentic Reading experiences, students will read a variety of age-appropriate texts for real purposes as Authentic Reading is most like that which occurs in everyday life. Reading at LLCS will be meaningful, relevant, and useful. Students will experience a print-rich environment and be provided with a variety of forms and genres. Students will interact with each other in response to age-appropriate text and focus on communicating ideas and sharing understandings. Reading skills and strategies will be taught through whole-class instruction using methods such as shared reading. Through curriculum themes and project-based lessons designed to include the teaching of specific skills, strategies, and concepts outlined in the South Carolina Academic Standards, LLCS students will achieve age-appropriate reading goals. The application of learned skills will be observed as students have the opportunity to try out new skills in the context of on-going authentic and purposeful age-appropriate activities monitored and assisted by the teacher.

Guided reading will address the needs of small groups of readers. Those who need additional instruction will receive one on one coaching by a teacher and/or mentor. Teachers and students will model what good reading practices so that students can learn to adopt good reading strategies and apply them to their own reading. Stressing individual reading processes will help students identify what works for them and aid them in becoming proficient, life-long readers and self-directed learners. Reading at LLCS will take place for learning and instruction, for pleasure, for research, and for performing tasks.

Lowcountry Leadership reading program will align with State ~~Common Core~~ and Academic Standards by the age-appropriate implementation and concentration on the following areas:

- o **Print Awareness:** Recognition of the conventions and characteristics of written language
- o **Phonetic Awareness:** The ability to recognize that spoken words are made up of discrete sounds and that those sounds can be manipulated
- o **Phonics:** The relationship between sounds (phonemes) and written symbols
- o **Vocabulary:** The understanding, retention, and usage of general and specific oral and written vocabulary
- o **Comprehension:** The understanding of written and spoken language
- o **Fluency:** Reading with accuracy, speed, and expression
- o **Writing** – The LLCS writer’s workshop will be similar in format to reader’s workshop as they will focus on the writing skills and strategies that align with the South Carolina Academic Standards. The primary writing approach at LLCS is Authentic Writing. By utilizing this model students will write for real purposes and real audiences as Authentic Writing is writing that is most like that which occurs in everyday life. Writing at LLCS will be meaningful, relevant, and useful. Students will experience a print-rich environment and be provided with a variety of forms and genres. Students will interact with each other in response to text and develop an understanding that the writing process is recursive. The skills will be taught through whole class or small group instruction that is guided by curriculum themes and project-based lessons. These project-based lessons are designed to include the teaching of specific skills, strategies, and concepts that will ensure student achievement of age-appropriate writing goals. Therefore, students will be given age-appropriate opportunities to write for authentic purposes and for real audiences on a daily basis. The application of learned skills will be observed as students will try out new skills in the context of on-going authentic and purposeful age-appropriate activities monitored and assisted by the teacher. Students will be busy doing the work of real writers such as maintaining journals



and notebooks, conducting research, writing, revising, editing, discussing, collaborating ideas with writing groups and the teacher about the craft of writing, and assessing their writing through self-assessments, peer evaluations, rubrics, and publishing. Student writing will be shared and published in a variety of authentic ways through the project-based lessons. Spelling instruction will be integrated as well, and an emphasis will be placed on helping students analyze spelling patterns and strategies. On an as needed basis, spelling will also be addressed with individual or small groups of children in writing conferences. Teachers and students will model good writing practices so that students can learn to adopt good writer strategies and apply them to their own writing. Stressing individual writing processes will help students identify what works for them and aid them in becoming proficient writers and self-directed learners.

Lowcountry Leadership writing program will align with State ~~Common Core~~ and Academic Standards by the age-appropriate implementation and concentration on the following areas:

- o **Composition:** Experience with various genres, structures, traits, and process of effective writing
- o **Grammar, Mechanics, and Usage:** Grammar is the study of the sound, structure, and meaning system of language. Mechanics involves the conventions of punctuation and capitalization. Usage is the way we speak in a given community
- o **Spelling:** The process representing language by means of a writing system
- o **Handwriting:** Penmanship enhances the clarity and coherence of writing

In addition to reading and writing, the disciplines of listening, communicating, viewing, and visually representing complete the English Language Arts piece for the Lowcountry Leadership instructional program. In compliance and alignment with South Carolina Academic standards, listening skills include comprehending what one hears and listening for different purposes. Speaking skills include speaking formally and conversationally. Viewing skills include comprehending main ideas and messages in images, mass media, and other multimedia.

Visually representing is using visual language, like graphic organizers, for purposes such as learning, enjoyment, persuasion, and the exchange of information.

➤ The LLCS High School English Program Offerings are as follows:

- o **English 1:** In English 1, students continue to develop skills through structured study and independent reading of literary and informational texts. A variety of informational texts as well as four major types of literary texts—fiction, literary nonfiction, poetry, and drama—are read and viewed both inside and outside of class. Through literary texts, students study the author's craft by making inferences, determining point of view, and analyzing theme and figurative language. By reading a variety of informational texts, students analyze an author's development and support of a thesis, create a variety of responses to texts, and examine the ways that bias is revealed in texts. In addition, students continue to develop and use in reading, writing, and oral communication, knowledge of vocabulary that includes roots, affixes, euphemisms, and idioms.
- o **English 2:** Students in English 2 continue to develop their skills through the structured study and independent reading of literary and informational texts. With the focus on world literature, they read a variety of fiction, poetry, drama, and nonfiction literary texts both in class and on their own. They study the author's craft by making inferences about meaning and the use of language, determining point of view, and analyzing theme and figurative language in literary texts. By reading informational texts, students analyze the development of a thesis. They create a variety of responses to texts and critique how bias is revealed. Students understand, interpret, analyze, and evaluate aspects of literary and informational texts. In addition, students continue to develop and use in their reading, writing, and oral communication knowledge of vocabulary that includes roots, affixes, euphemisms, and idioms.

- o **English 3:** In English 3, students refine their knowledge of language through a focused study of American literature. They read and view a variety of informational texts as well as four major types of literary texts—fiction, literary nonfiction, poetry, and drama—both inside and outside of class. Through literary texts, students study the author’s craft by making inferences, determining point of view, and analyzing theme and figurative language. By reading a variety of informational texts, students analyze an author’s development and support of a thesis and create a variety of responses to texts. English 3 students analyze propaganda techniques and critique how bias is revealed in texts. In addition, students continue to develop and use in their reading, writing, and oral communication knowledge of vocabulary that includes roots, affixes, euphemisms, and idioms.
- o **English 4:** Focusing on British literature, English 4 students refine and expand their skills in language through structured study and independent reading of literary and informational works. Both inside and outside of class, they read and view a variety of informational texts as well as four major types of literary texts: fiction, literary nonfiction, poetry, and drama. Through literary texts, students study the author’s craft by making inferences, determining point of view, analyzing theme, and figurative language. In reading a variety of informational texts, students analyze an author’s development of a thesis and examine the ways that bias is revealed in texts. In addition, English 4 students continue to create a variety of responses to what they read and to develop and use in their reading, writing, and oral communication knowledge of vocabulary that includes roots, affixes, euphemisms, and idioms.

## **Mathematics**

It is the philosophical belief at Lowcountry Leadership Charter School that students learn best when teachers craft an environment that makes content relevant to their lives. LLCS teachers will find ways to bring the real world into the classroom and create opportunities for students to interact with each other and integrate math



into authentic learning situations. For example, students will research, collect and analyze data, graph, and use movement, geometry and geography to solve problems through cross-curricular lesson plans. At LLCS learning does not mean simply receiving and remembering a transmitted message; instead, "educational research offers compelling evidence that students learn mathematics well only when they construct their own mathematical understanding" (Mathematical Sciences Education Board, 1989, p. 58). By incorporating this progressive philosophy, LLCS teachers will approach teaching lessons as being knowledge construction. They will consider curriculum, instruction, and assessment, when developing more powerful approaches to connect thinking and mathematics and design more authentic mathematical lessons making them significant instructional learning experiences. Therefore, at LLCS an Authentic Mathematics approach is the primary method for supporting school math curriculum requirements as it best aligns with the goals and objectives of LLCS and the requirements for meeting and exceeding math standards set forth by the SC ~~Common Core~~ and Academic Standards adopted by the SC State Board of Education.

In ~~sync~~ **accordance** with the LLCS mission, project-based lessons and authentic experiences will drive learning and achievement throughout the LLCS educational program. Therefore, projects will be an important part of the LLCS standards-based mathematics curriculum. At LLCS students will be engaged in age-appropriate projects defined as extended instructional activities that involve using problem solving and reasoning to connect mathematics in a real-world context and will be able to represent and communicate their understanding.

A Math curriculum ~~such as Everyday Mathematics (University of Chicago) is a likely support curriculum for LLCS as it p~~ **will** provides a solid foundation for learning skills and building upon learned knowledge. It ~~is~~ **will** also ~~is a curriculum that is~~ **be** aligned with the teaching of math skills set forth by the SC ~~Common Core~~ and Academic Standards. ~~Everyday Mathematics is widely used by both public and independent schools around our state and nationwide making it relevant to students' that may have prior experience before coming LLCS thus making educational transitions more seamless. In addition, we are considering supplemental teacher support~~

~~materials such as Math Solutions publications by Marilyn Burns, Math Your Way, and Connected Mathematics by the National Science Foundation to further align the LLCS math program with the State Standards. Other curriculum support materials may include but not be limited to Math Their Way, Harcourt Math, and The Algebra Project from the Center for Multicultural Education, Camelot Learning Math Intervention Curriculum, and Math in Focus by Marshall Cavendish Education Singapore and Houghton Mifflin Harcourt.~~

In today's world that demands various forms of computation and problem solving, LLCS believes that mathematics activities should be incorporated into all areas of the school day. Teachers will monitor student progress via learning centers and a wide variety of daily math activities. A spiraling experiential math curriculum, taught across the grade levels, and supplemented by exercises in building skills will emphasize the learning and practice of higher order thinking and complex problem solving skills which equip students with the ability to transfer and apply skills across various disciplines.

At LLCS, students will have many opportunities to apply mathematical concepts to real life. Math literature and manipulatives will be used to deepen understanding of mathematical concepts. A scope and sequence of basic math facts that students are to master at each grade level align the South Carolina's Academic Standards through the LLCS educational program for math.

The LLCS Mathematics Development Program will align with State Academic Standards by concentrating on the following areas:

- o **Math Processes:** Math processes involve problem solving, reasoning and proof, communication, connections, and representation. Math processes activities include word problems, categorizing data in charts and graphs, using a variety of forms of mathematical communication, and making connections between math and other subjects.
- o **Numeration and Operations:** Numeration involves a method of numbering or of reading and writing numbers. Numeration activities include counting, writing numbers, identifying equivalent forms,

exchanging coins, and renaming numbers in computation. Operations and computations address actions performed on one or two numbers producing a result. Activities involve addition, subtraction, multiplication, and division, working with fact families, and operations with money.

- o **Algebra:** This topic explores attributes, patterns, sequences, relations, and functions. Specific activities might include finding patterns and studying properties of operations, finding patterns on the number grid, puzzles, exploring the relationship between addition/subtraction and multiplication/division, and writing number models.
- o **Geometry:** Geometry is the study of special objects, their properties, and relationships. Geometry activities focus on exploring multi-dimensional shapes and other geometric concepts
- o **Measurement:** Measurement focuses on how to measure and how to interpret measures. Specific activities might include working with map coordinates and scales, timelines, clocks, and calendars.
- o **Data Analysis and Probability:** Data and chance help build an understanding of statistics and probability. Students collect, organize, and display data using tables, charts, and graphs. They explore concepts of chance and probability through prediction, testing theories, and analysis of data.

➤ The LLCS High School Math Program offerings are as follows **but not limited to:**

- o **Algebra 1:** The content of the elementary algebra standards encompasses the real number system; operations involving exponents, matrices, and algebraic expressions; relations and functions; writing and solving linear equations; graphs and characteristics of linear equations; and quadratic relationships and functions. Teachers, schools, and districts should use the elementary algebra standards to make decisions concerning the structure and content of Algebra 1, Mathematics for the Technologies 1, and Mathematics for the Technologies 2. Content in these three courses may go beyond the elementary algebra standards.



- o **Algebra 2:** The content of the intermediate algebra standards encompasses functions; systems of equations; systems of linear inequalities; quadratic equations; complex numbers; algebraic expressions; nonlinear relationships including exponential, logarithmic, radical, polynomial, and rational; conic sections; and sequences and series. Teachers, schools, and districts should use the intermediate algebra standards to make decisions concerning the structure and content of Algebra 2. Content in this course may go beyond the intermediate algebra standards.
- o **Geometry:** The content of the geometry standards encompasses properties of basic geometric figures; properties of triangles; properties of quadrilaterals and other polygons; properties of circles, lines, and special segments intersecting circles; transformations; coordinate geometry; vectors; surface area and volume of three-dimensional objects; and proofs. Teachers, schools, and districts should use the geometry standards to make decisions concerning the structure and content of Geometry and Mathematics for the Technologies 3. Content in these two courses may go beyond the geometry standards.
- o **Pre-calculus:** The content of the pre-calculus standards encompasses characteristics and behaviors of functions, operations on functions, behaviors of polynomial functions and rational functions, behaviors of exponential and logarithmic functions, behaviors of trigonometric functions, and behaviors of conic sections. Teachers, schools, and districts should use the pre-calculus standards to make decisions concerning the structure and content of Pre-calculus. Content in this course may go beyond the pre-calculus standards.
- o ~~**Data Analysis and Probability**~~ **Probability and Statistics:** The content of the data analysis and probability standards encompasses design of a statistical study; collection, organization, display, and interpretation of data; basic statistical methods of analyzing data; and basic concepts of probability. Teachers, schools, and districts should use the data analysis and probability standards to make decisions

concerning the structure and content of Probability and Statistics and Mathematics for the Technologies 4. Content in these two courses may go beyond the data analysis and probability standards.

## **Science**

The Lowcountry Leadership Charter School science curriculum engages students in a scientific and systematic investigation of their world ranging from a global perspective to a more personal introspective view of their region and community. The requirements of the LLCS science curriculum encompass skills and strategies that align with the South Carolina Academic Standards adopted by the SC Board of Education.

The academic goals and objectives of LLCS speak specifically to an academic focus on science as it pertains to the “use and application of the scientific method to identify solutions to regional environmental issues”. In addition, two of the four LLCS LEAD curriculum quarterly themes, based on the mission and vision of the school, concentrate on science learning. Therefore, a strong science curriculum is paramount to providing a successful mission driven educational program for students at LLCS. Through curriculum themes and project-based lessons, students will participate in hands-on investigation and exploration, as they learn to apply methods of scientific inquiry including:

- o observation
- o gathering, organizing, and analyzing data
- o making predictions
- o formulating and testing hypotheses
- o estimating and measuring
- o identifying and using informational resources
- o practicing accepted safety procedures

Curriculum supports such as the Science and Technology for Children curriculum, developed by the National Science Resources Center, The Smithsonian Institution, the National Academy of Sciences, and the S.T.E.M. curriculum and related STEM supports will enrich the project-based lessons developed by LLCS teachers. ~~Supplemental materials, such as Foss's hands-on science kits will be used as well.~~ Partnerships with local businesses, organizations, and foundations such as The Medical University of South Carolina, the South Carolina Aquarium, the Clemson Agricultural Exchange, the Edisto Serpenterium, the SC Department of Natural Resources, and S.C. Sea Grant Consortium will provide extra instructional support. Regional natural preserves such as the ACE Basin, local beaches, forests, and swamp lands will be utilized as outdoor classroom learning environments that ensure authentic learning experiences are taking place across the science curriculum. The natural resources surrounding the LLCS campus in rural Charleston County at large will also provide an outdoor classroom in which to further explore scientific inquiry. LLCS science classes will emphasize the processes of science and conceptual understanding of skills and topics through inquiry-based projects culminating in a final product by which students demonstrate their knowledge and mastery of the Academic Standards. As with all other subjects, science is connected to many other areas of learning. Therefore, science will be integrated with all content areas, especially math. ~~To aid this integration, LLCS will take advantage of many research-driven resources such as AIMS: Activities Integrating Math and Science materials and GEMS: Great Explorations in Math.~~

The science curriculum component of the Educational Program at LLCS will align with State Academic Standards by concentrating on the following areas:

- o **Physical Science:** Physical science content is related to the properties and structure of matter, energy, force, and motion



- o **Life Science:** Life science concepts are related to the principles of heredity, structure, and function of cells and organisms, relationships among organisms and their physical environment, and the diversity of life.
- o **Earth and Space Science:** Earth and space science content is related to atmospheric processes and the water cycle, and the composition and structure of the Earth and universe.

Environmental issues pertaining to stewardship and service learning are fundamental components to the overall academic concept and offering at our school as it is written in the LLCS goals and objectives that students will “exhibit civic stewardship through the involvement in local and global service learning”. Therefore, LLCS will implement creative and meaningful environmental science studies into the curriculum at each grade level. Through authentic writing, experiential, and service learning projects, LLCS teachers will expand upon the SC Common Core and Academic Standards and elevate learning by making it relevant. Research shows that people learn to appreciate and take responsibility for issues they understand, and they value and understand what they have direct experiences with. Utilizing the authentic learning approach and allowing students to construct knowledge by experiencing it will not only help students make gains and bridge the achievement gap, but also will develop them into responsible, diverse thinkers, who are stewards of the environment.

The LLCS High School Science Program offerings are as follows **but not limited to:**

- The LLCS High School Science Program offerings are as follows:
  - o **Physical Science:** The course will provide students with a conceptual understanding of the world around them—a basic knowledge of the physical universe that should serve as the foundation for other high school science courses. Physical Science classes at LLCS will include inquiry-based instruction, allowing students to engage in problem solving, decision making, critical thinking, and applied learning.

- o **Biology:** The biology standards provide students with a basic knowledge of living organisms and the interaction of these organisms with the natural world. All biology courses at LLCS will include inquiry-based instruction, allowing students to engage in problem solving, decision making, critical thinking, and applied learning.
- o **Chemistry:** In chemistry, students acquire a fundamental knowledge of the substances in our world—their composition, properties, and interactions—that should not only serve them as a foundation for the more advanced science courses in secondary and postsecondary education but should also provide them with the science skills that are necessary in chemistry-oriented technical careers. In order for students to achieve these goals, chemistry courses will include inquiry-based instruction, allowing students to engage in problem solving, decision making, critical thinking, and applied learning.
- o **Physics:** In these courses, students acquire a fundamental knowledge of motion, matter, and energy that should not only serve them as the foundation for their study of science in institutions of higher education but should also provide them with the science skills that are necessary in physics-oriented technical careers. In order for students to achieve these goals, physics courses will include inquiry-based instruction, allowing students to engage in problem solving, decision making, critical thinking, and applied learning.
- o **Earth Science:** Earth science courses should provide students with a basic knowledge of the natural world that will serve as the foundation for more advanced secondary and postsecondary courses and will also give them the science skills necessary for earth-science oriented technical careers. In order for students to achieve these goals, earth science courses will include inquiry-based instruction, allowing students to engage in problem solving, decision making, critical thinking, and applied learning.

## Social Studies

The LLCS social studies program will play a key role in shaping students into global citizens who respect the differences of others while faithfully maintaining their own principles. As with other key content areas, the social studies curriculum will strive to make learning relevant so that students gain knowledge and realize their accountability as engaged citizens and community stewards.

The academic goals and objectives of LLCS speak specifically to an academic focus on social studies as it pertains to the students' ability to "comprehend, explore, and appreciate the historical value of the community." The first quarterly theme of the LEAD curriculum in each grade level integrates a broad social studies theme with "Lowcountry Regional Awareness." Through curriculum themes and project-based lessons in these quarters, students will engage in comprehensive explorations of how people live and work together, how habitat and geography affect communities, and how various cultures--past and present--resemble and differ from each other. In the "authentic learning" and "service learning" areas of the LEAD Curriculum Project Objectives, LLCS teachers will facilitate as students plan and implement inquiry-based projects in which students will explore and experience the significance of community service. Through these projects, the LLCS community will directly benefit the local area while giving students the opportunity to demonstrate mastery of academic, social, and emotional skills. As further evidence of this unique union of community service and academic study, LLCS high school students will be required to complete a specified number of community service hours before graduation. The LEAD curriculum will teach social studies content in a way that fulfills the LLCS vision of educating students to take responsibility and lead with purpose.

LLCS will offer relevant social studies curriculum through a variety of methods. Each grade level will use age-appropriate interactive media, games, debates, writing projects, and simulations to help students understand history and their part in it. Studies of social issues such as hunger, poverty, human rights, and conflict resolution will enable students to gain an awareness of their rights and responsibilities as individuals locally and globally. Storytelling exercises will bring local history to life. Field trips and field work will offer additional



experiential learning opportunities. Virtual field trips and correspondence projects, both written and electronic, will connect LLCS students with other children in the United States and across the globe, and will allow authentic and meaningful learning to take place. Ongoing age-appropriate studies and projects in geography, history, and cultures are the context through which our students will learn and apply skills within the social studies content area. Activities provide students with opportunities to develop skills in information processing, critical thinking, problem solving, social aptitudes, community awareness, self-directed learning processes, and the use of reference tools and technology.

The Social Studies component of the LLCS Educational Program will align with SC ~~Common Core and~~ Academic Standards by concentrating on the following areas:

- o **American History:** Content focuses on the causes and effects of U.S. historical events and the life and development of American culture over time.
- o **World History:** Content focuses on the causes and effects of world historical events and the life and development of cultures over time.
- o **South Carolina History:** Content focuses on the causes and effects of world historical events and the life and development of South Carolina culture over time.
- o **Geography:** Geography studies are integrated into American and World History. Geography-related themes across the grades include the world in special terms, places, and regions, physical systems, human systems, environment and society and the uses of geography. Geography-related content looks at the interdependence among the Earth's natural features, climate, resources, and population.
- o **Culture:** Culture-related content involves beliefs, customs, arts, influence, and institutions of a society.
- o **Service Learning:** A method of teaching, learning and reflecting that will be utilized for combining the academic classroom curriculum with meaningful service, ~~frequently youth service,~~ throughout the

surrounding school community and counties. As a teaching method, it falls under the philosophy of authentic education.

- o **Social Skills:** An age-appropriate social curriculum will be integrated throughout the educational program. Positive Behavioral Interventions and Supports, established by the Office of Special Education Programs and US Department of Education, will be used to provide teachers capacity-building information and technical assistance for identifying, establishing, adapting, and sustaining effective school-wide disciplinary practices that promote the development of basic to advanced social skills that equip students to effectively take personal responsibility for their behavior by communicating thoughts, collaborating ideas, and negotiating needs and wants.

➤ The LLCS High School Social Studies Program offerings are as follows **but not limited to:**

- o **World Geography:** Earth science courses should provide students with a basic knowledge of the natural world that will serve as the foundation for more advanced secondary and postsecondary courses and will also give them the science skills necessary for earth-science oriented technical careers. At LLCS, critical thinking will be emphasized in this course, with stress placed on the development of spatial thinking skills and competency related to the five themes of geography: location, place, regions, movement, and human-environment interaction.
- o **World History:** World History from 1300: The Making of the Modern World is designed to assist students in understanding how people and countries of the world have become increasingly interconnected. At LLCS, critical thinking will be focal to this course, which emphasizes why and how people, ideas, and technology have made an impact on diverse groups of people.
- o **United States History and the Constitution:** The focus of United States History and the Constitution is the story of the American people from the period of the colonial settlement to the present day – the

establishment of the British colonies and the transfer of English political traditions, the creation of the United States as a new nation, westward expansion, the American Civil War and Reconstruction, the response to industrialization and urbanization of the late nineteenth century, and the nation's developing role in world affairs in the twentieth and twenty-first centuries. Instruction at LLCS will utilize the social studies literacy skills for the twenty-first century.

- o **Economics:** Economics is a social science. The science of economics uses data to analyze, interpret, and predict the behavior of individuals and institutions based upon incentives. The goal of a study of economics is to teach a student how to evaluate choices. Students will learn to use vocabulary specific to economics to explain, describe, and predict how the interaction of supply and demand sets prices for goods and services in product markets and wage prices in factor markets. Instruction at LLCS will utilize the social studies literacy skills for the twenty-first century.
- o **United States Government:** In United States Government, students examine the theory and practice of American government. The course is designed to provide a comprehensive introduction to fundamental political concepts that will provide students with the knowledge and skills they need in order to understand and participate wisely in the American political system. United States Government examines basic political theory and governmental systems, American political development theory, the constitutional basis and structure of American government, and citizen involvement in the political system. Instruction at LLCS will utilize the social studies literacy skills for the twenty-first century.

### **Career Pathways – LLCS Career Clusters**

~~The State's definition of a career cluster consists of a grouping of occupations and broad industries based on commonalities. LLCS high school students will declare an area of academic focus, also known as a career major, within a cluster of study before the end of the second semester of their 10<sup>th</sup> grade year. The LLCS high~~



~~school program will support students in their goals for selecting a career major by offering the following Career Clusters, initially:~~

- ~~● Engineering and Architecture~~
- ~~● Business and Entrepreneurship~~
- ~~● Agriculture, Food, and Natural Resources~~
- ~~● Government and Public Administration~~
- ~~● Arts and Humanities~~
- ~~● Hospitality and Tourism~~

4) Lowcountry Leadership Charter School (LLCS) differs from other current educational opportunities in the proposed charter school's geographic area due to the innovative and academically-rich comprehensive K – 12<sup>th</sup> grade curriculum framework that has been developed for LLCS. Our curriculum is called **LEAD** and is uniquely designed to integrate the SC ~~Common Core and~~ Academic Standards and the LLCS educational goals derived from the LLCS mission statement.

This dynamic educational program supports leadership growth opportunities, provides students authentic learning experiences by making meaningful connections between the world and the classroom, and allows students to express knowledge through a variety of assessment models thus making learning relevant, global, and personal.

The **LEAD** curriculum has four quarterly focuses. The quarterly focuses include Lowcountry Regional Awareness, Environmental Issues and Stewardship, the Arts, and Debate/Collaborate/Negotiate. Each of which is taught through three Project-Based Learning (PBL) projects that reflect a specific theme. The PBL project themes are Research and Composition, Authentic Experience, and Service Learning. The PBL project themes are based on progressive educational methods ~~such as 21<sup>st</sup> Century Learning and Experiential Learning opportunities that~~ which best support the LLCS curricular program.

A correlation of the LEAD curriculum framework and the SC ~~Common Core and Academic~~ Standards is evidenced by the LLCS ***Wheels of Learning Model***. The ***Wheels of Learning Model*** illustrates the assimilation of the SC ~~Common Core and Academic~~ Standards, the LLCS academic goals, and Project-Based Learning theme projects. Each of the four wheels is differentiated by color. Within each color wheel are educational themes derived from the SC ~~Common Core and Academic~~ Standards grade level content areas. The content areas include, but are not limited to, the standards for Science, Social Studies, Health and Safety, World Languages, English Language Arts, and Math.

The ***Wheels of Learning Model*** is an illustration of how the LEAD curriculum methodology will enrich the educational offering at LLCS elevating student learning and achievement to reach high above the basic standards and bridge the achievement gap. It is this unique combination of strategies, curriculum, correlation, offerings, and seamless education that sets Lowcountry Leadership Charter School apart from other public education opportunities in the proposed charter school geographic area.

5) Lowcountry Leadership Charter School ~~plans to offer~~s the South Carolina State-**Issued** High School Diploma **beginning** with the first graduating class in the 2016-2017 school year, **and in all subsequent years**. As per SC Regulation R43-234 of the SC Code of Laws, the defined program for grades 9-12 at LLCS will be guaranteed by the Board of Directors of LLCS to ensure "quality schooling by providing a rigorous, relevant curriculum for all students". Each student must earn a total of 24 units of credit in state-approved courses. Both the LLCS website and the ~~Student Code of Conduct~~ **Parent/Guardian and Student** Handbook will contain the requirements for the high school diploma, course unit requirements, and passage of the required examinations. The complete Defined Program for Grades 9-12 can be easily referenced at **the State Department's website**.

<http://ed.sc.gov/agency/programs-services/16/documents/Regulation43-234DefinedProgramGrades9-12.pdf>

<http://ed.sc.gov/districts-schools/state-accountability/feature-boxes/high-school-courses-and-requirements/sbe-regulation-43-234-defined-program-grades-9-12/>

The following table demonstrates these minimum course requirements:

**Curriculum Requirements for a SC High School Diploma**

Subjects	Units Required
English Language Arts	4.0
Mathematics	4.0
Science	3.0
US History and the Constitution	1.0
Economics	0.5
US Government	0.5
Other Social Studies	1.0
Physical Education or Junior ROTC	1.0
Computer Science (Including Keyboarding)	1.0
Foreign Language or Career & Technology Education	1.0
Electives	7.0
<b>Total</b>	<b>24</b>

Individualized education choices will be reflected in the SC state mandated Individual Graduation Plans that will be developed for ~~each rising 8<sup>th</sup> (when applicable) and 9<sup>th</sup>~~ **through 12<sup>th</sup>** graders. Career choices and selected college requirements will impact the design of the plans. Appropriate LLCS personnel will meet with each student and his/her family, teachers, and/or the guidance counselor to design and set specific goals and course work to accomplish each plan. At this time, each student will be assigned to a **school counselor** ~~teacher or administrator~~, to serve as his/her advocate to facilitate the flow of information between the student, administration, home, and community. This advocate will work with the student throughout his/her time at LLCS.

At a minimum, high school students at LLCS must ~~take a Science (including Computer Science), English Language Arts, Mathematics, Social Studies, and Creative Arts course each year~~ **earn a minimum of six credits per academic year including English and Math**. Additionally, all LLCS **high school** students in their 9<sup>th</sup>



and 10<sup>th</sup> grade years will be ~~required~~ **encouraged** to take two (2) units in the same World Language. ~~In the case of students who have earned Carnegie Units in by the 8<sup>th</sup> 9<sup>th</sup> grade, the aforementioned requirements still apply, except with reference to mathematics course work which may be completed in the 11<sup>th</sup> grade year and World Language requirements which may be completed in by the 9<sup>th</sup> grade year. In these instances, students may substitute elective courses that directly relate to their Individual Graduation Plan. There will be no "study hall" classes assigned at LLCS.~~

In addition to the required course work, and in keeping with the LLCS Mission Statement, students **are** also ~~must~~ encouraged to perform **a minimum of 30 120** hours of community service **per high school year. by** ~~the end of their 12<sup>th</sup> grade year; 90 hours of which must be completed by the end of their 11<sup>th</sup> grade year.~~

~~Also required for attainment of a SC High School Diploma is the successful passage of the required end of gateway course examinations and the High School Assessment Program (HSAP) test, which is administered beginning in the 10<sup>th</sup> grade.~~

~~For LLCS high school students to earn Carnegie Unit Credits, teachers will develop courses to be approved annually by the LLCS Board of Trustees Directors and appropriate SCDOE offices.~~ **The LLCS Board of Directors will approved course offered for Carnegie Units.** One unit of credit is granted for the satisfactory completion of an approved course in which a student attends at least 120 hours of instruction, one-half unit is granted for 60 hours, and one-fourth unit is granted for 30 hours. **LLCS abides by South Carolina Board of Education (SBE) Regulation 43-234 which lists course requirements for public high school students to graduate with a South Carolina High School Diploma.** Credit for South Carolina Department of Education approved distance learning courses and college classes may be allowed when approved specifically by the ~~Principal~~ **School Leader** and written into the students' Individual Graduation Plans.

The foundation of the LEAD Curriculum Framework for the LLCS high school program is directly correlated to the ~~SC Common Core~~ and Academic Standards for all subjects. Basic and paramount to this

program are the unit requirements for earning a SC High School Diploma. The LEAD Curriculum Project Objectives ensure opportunities for authentic experiences and service learning that support **college and career readiness**. ~~a college preparatory focus and career cluster system. Implementation of an Alternate Block Schedule will allow for the time and organization needed to accomplish the collaborative nature of the PBL lesson planning and course requirements.~~ **In subsequent years the master schedule will adapt based on the needs of students to meet graduation requirements.**

6) Under Section 504 and Title II, students with disabilities enrolled in public schools, including charter schools, are entitled to a Free Appropriate Public Education (FAPE). The Section 504 regulation includes several substantive and procedural requirements regarding the provision of FAPE. Among these requirements, a student with **special needs** ~~a disability~~ must receive appropriate regular or special education and related aids and services. The requirement is designed so that the individual educational needs of the ~~disabled~~ student **with special needs** are met as adequately as the needs of non-disabled students and will be met by LLCS.

At LLCS, an Individualized Education Program (IEP) will be developed in accordance with standard practices for each student with ~~disabilities~~ **special needs** by team including:

- parents or guardians;
- the student, where appropriate;
- the special education teacher and/or the special education related service provider as appropriate;
- at least one of the student's general education teachers;
- a school psychologist if evaluation results are discussed or if a reevaluation plan is developed by LLCS; and

- other individuals who have knowledge or special expertise regarding the student, including related or specialized services personnel as appropriate.

The IEP team will be responsible for the development of Individualized Education Plans. Further, the IEP team will determine appropriate services to be provided for students to include transition services, assistive technology services, and related supports.

The student's IEP will reflect all the elements required by the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. The services will include intense elements:

- student's present levels of functioning and academic performance;
- measurable annual goals and, where appropriate, short-term objectives;
- special education, related services, and supplementary aids and services;
- a statement of program modifications and/or supports to be provided for the student;
- the extent (if any) to which the student will participate with non-disabled students in the general education class and extracurricular activities;
- any individual modification in the administration of state or other required assessments of student achievement needed for the student to participate in the assessments;
- projected date for the beginning of services and modification and anticipated frequency, location, and duration of services and modifications;
- how progress toward annual goals will be measured;
- transition services for students ages 13 years and above; and
- documentation that the student has been informed of his/her rights that will be transferred to the student upon reaching the age of majority.



Evaluation procedures will be administered in accordance with federal regulations to determine whether a student is disabled and the nature and extent of the special education and related services that the student needs. The use of this term means procedures are used selectively with an individual student and does not include basic tests administered to or procedures used with all students in a school, grade, or class.

Prior to conducting any school-initiated evaluation, LLCS will request parental/guardian permission for the proposed action through written notification. The notification will include the following information:

- reasons for the requested evaluation and the name of the person who initiated the process;
- proposed evaluation procedures;
- statement that after obtaining parent permission for evaluation, the evaluation will be completed and that the parents/guardian will be informed of the evaluation schedule;
- description of the areas that are being assessed;
- description of how the findings of the evaluation will be used;
- statement that the parents will be informed of the results of the evaluation;
- description of all procedural safeguards available;
- statement of the parent's right to refuse permission for the evaluation, with the understanding that LLCS or other agency can request an official hearing to present its reasons and try to obtain approval to conduct the evaluation;
- explanation of other rights pertaining to the evaluation process;
- list of the sources whereby parents may obtain free/low cost legal services;
- declaration that the student will not be placed in special education without the knowledge and written approval of the parent; and
- statement of any other factors relevant to the proposed action.

After obtaining parent/guardian permission for evaluation or following a decision through the official hearing (subject only to State Educational Agency appeal), the evaluation must be completed. Following the evaluation, LLCS will notify the parents/guardian that the evaluation has been completed. The notice shall include the following, with the exception of the items specified which are pertinent to both permission for evaluation and placement:

- results of the evaluation and the educational implications;
- statement of the parents'/guardian(s)' rights to attend a meeting of the IEP team;
- a statement of the parents'/guardian's right of refusal of permission for placement;
- an explanation of other rights pertaining to the placement process;
- a full description of all procedural safeguards available;
- a declaration that the student will not be placed in special education without the knowledge and written approval of the parent;
- a list of the sources where the parents/guardian may obtain free/low cost legal services; and
- a statement of any other factors relevant to the proposed action.

LLCS will comply with all federal and state laws regarding accommodations for students with impairments and will not discriminate against individuals who are believed to be handicapped or who were handicapped at one time.

The school will adhere to the criteria for eligibility, reporting, and official records for accommodations in Section 504. LLCS staff will receive professional development on an on-going basis to assure that students who may qualify are identified in a timely manner and instructional delivery as well as other interactions is conducted appropriately and effectively.

Any student identified with a disability that meets eligibility requirements under the Individuals with

Disabilities Act (revised 2004) and the administrative rules for special education for the state of South Carolina (including the requirement that the disability have an adverse impact on progress or participation in the general curriculum), will receive appropriate programs and services as set forth in the student's Individualized Education Plan (IEP). An IEP will be developed when the IEP team determines that a student is eligible for special education services under IDEA (as outlined in the aforementioned section). The IEP team will consist of at a minimum: administrative representative (who has authority to commit the resources of the school/district/LEA); parent; general education teacher that services the student; a special education teacher, and the student (for transition services). Current data will be reviewed and a statement expressing present levels of academic achievement and functional performance will be developed, with corresponding observable and measurable goals set for the student. These goals will be carried out using a variety of service delivery options. A full continuum of programs and services will be considered with a placement decision to carry out the IEP in the least restrictive environment (LRE) that is appropriate for the student. Highly qualified special education teachers will be hired to facilitate the implementation of the IEPs, with the provision of such programming taking place either in the general education classroom or in a separate special education classroom, depending on the LRE determination from the IEP team. The Student Support Team will determine the need for the provision of ~~itinerant~~ **supplemental** special education services and any assisted technology needs such as: speech language impairments, hearing impairments, orthopedic impairments, vision impairments, as well as assistive technology and/or other related/supportive services, e.g., orientation and mobility, physical and /or occupational therapy, which will be provided through outside contracted services that comply with all South Carolina requirements for certification and reporting processes.

*v. Virtual Schools*

This section does not apply to Lowcountry Leadership Charter School.

b. Student Assessment

*i. Student Achievement and Progress Evaluation*

LLCS will have an ongoing assessment process for evaluating student achievement and progress toward meeting the LLCS achievement standards for each grade level. Data will be used in a timely and proactive manner to refine the curriculum when needed, determine case-by-case instructional strategies, provide professional development focuses, and address the needs and methods of early intervention for students. At LLCS teachers will cultivate the learning process and measure age-appropriate achievement based on student growth and mastery. This approach supports the higher expectation, that ultimately students will internalize new knowledge because it has been made purposeful and experiential through authentic learning.

**Authentic Assessment** will be a primary evaluation model for LLCS, as its process best aligns with the school-wide curriculum framework (LEAD) that directly reflects the school's mission statement. Authentic assessment and the LEAD curriculum compel students to engage in worthy problems or questions of real-world significance, in which they must use knowledge to develop projects that display learning effectively and creatively. The LEAD Curriculum, supports the process of blending previous and new knowledge through authentic experiences and Project-Based Learning. Project-Based Learning, will allow students to create expressions of knowledge through projects, by a variety of real-world scenarios such as performances, service learning opportunities, simulations, speeches, debates, and elections. Therefore, the LEAD Curriculum and project-based learning provide for the use of authentic assessment as a valid evaluation model.



**Student Self- Assessment** will also be utilized as an assessment tool, since this method is an essential element of the authentic assessment model. LLCS students will be encouraged and equipped to take a hands on role in the assessment process. By practicing self- assessment, students will develop an understanding of their strengths and special interests. Students will realize that they are ultimately responsible for their academic achievement and will work with their teachers to set goals and analyze their progress, ultimately developing intrinsic processes for personal reflection and evaluation.

In addition, LLCS teachers will use various standard assessment methods to evaluate student achievement such as diagnostic, formative, and summative, applied in that order. The information gleaned from these assessments will provide teachers the opportunity to determine, develop, and implement instruction critically on behalf of each student and each class. It is the compounded use of all of the assessments mentioned in this section that provide the most accurate measure of student achievement.

**Diagnostic assessments** will support LLCS teachers in planning focused, standards-based instruction for their students. The diagnostic assessments utilized by LLCS will align with the SC ~~Common Core and~~ Academic Standards. Diagnostic assessments yield pertinent data regarding learners' ability levels and readiness for new knowledge and indicators of potential learning challenges. LLCS will implement the MAP Test as a grade level diagnostic assessment. This proactive measure will serve as a screening benchmark to provide analysis of students' understanding of age-appropriate fundamental concepts and skills, and help identify those students who may be at risk and need early intervention. In addition, diagnostic assessments will also be used for ongoing progress reviews in which teachers easily insert observational measures into daily lessons and thereby capture quick data via diagnostic short-screenings to efficiently determine if further assessment is required.

**Formative assessments** are ongoing processes that will provide LLCS teachers and students with feedback during the course of instruction to close the gap between current learning and a desired goal. These assessments evaluate student learning that aids understanding and development of knowledge, skills and abilities

without passing any final judgement on the level of learning. Formative assessments will provide qualitative feedback that focuses on the details of content and desired performance for both LLCS students and teachers. Additionally, at LLCS, student participation will be at the heart of the assessment process, as formative assessments cannot be practiced or implemented to their full effectiveness without student involvement. As part of their evaluation, LLCS students will both assess their own learning and serve as resources to other students. By effectively utilizing formative assessments, teachers will be able to improve student achievement, and to meet effectively targeted based learning goals within a certain time frame, thus ensuring that teaching and learning are successfully synchronized.

**Summative assessments** will be purposefully given on a specified timeline to evaluate and record the degrees of student success regarding assignments and projects. This evaluation model is important to the overall assessment process at LLCS, since summative projects and Project-Based Learning propels academic achievement across the LEAD Curriculum Framework. By using summative assessments, LLCS teachers will be able to analyze effectively and determine student achievement.

Types of assessments to be used at LLCS include but will not be limited to:

- o **Pre-testing:** a diagnostic that will assist teachers in identifying what students know and provide benchmark data.
- o **Measures of Academic Progress (MAP):** an adaptive test that assesses students in math, reading, and writing. MAP will be used as a diagnostic, formative, and summative assessment measure for grades accordingly.

- o **Student Self-Assessment:** an assessment that provides a way for students to set goals and track progress with teacher assistance. The process allows students to reflect upon their learning experiences to become more meta-cognitively aware of their individual learning process.
- o **Learning Profiles Portfolios:** a ~~profile~~ **portfolio** created for each student to determine what they know and how they learn best. It will be developed based on a variety of research-based assessments such as learning style inventories, Measures of Academic Progress results, community and family reflections **through Individual Portfolio Interviews**, student records, and teacher observations. Learning Profiles allow teachers to assess and identify students' readiness, interests, and preparation to meet challenges that may lie ahead.
- o **Evidence Based Rubrics:** tools developed by teachers, often with the help of students, to assess the performance of students. Evidence Based Rubrics describe the scope of work, the tasks of the performance to be assessed, and the specific criteria used to evaluate each component of the work. It is different from a simple checklist because it also explains degrees of quality for each component of the performance to be evaluated. By expressing what each criterion looks like at various stages, the instructor not only creates a framework for fair, objective grading, but also conveys expectations to the students.
- o **Teacher observations checklists, and anecdotal records:** assessment methods that provide data and insight into student learning processes.
- o **Curriculum-Related Tests:** curriculum-focused assessments such as traditional classroom tests that are multiple choice, short written responses, and essays. These tests will assess the applicable academic standards addressed in the curriculum.

- o **Performance-Based Assessments:** a measure based on authentic tasks in which students demonstrate their use of knowledge and skills.
- o **Multi-Media Student Portfolios:** a display of learning that highlights the authentic learning experiences, demonstrates student growth and competencies, and involves the teacher, the student, and parents in the assessment process. Multi-media portfolios can include writing samples, artwork, audio files, video clips, goal setting, self and teacher assessments, as well as many other processes and products. Levels of media used throughout the portfolio will be determined by what is age-appropriate.

Included below are graphic representations of student achievement and progress evaluation methods for each grade level, K through 12.

### Early Childhood Achievement and Progress Evaluations Grade Levels: K - 2<sup>nd</sup>

#### DIAGNOSTIC ASSESSMENTS

- o MAP Test
- o Pre-Tests
- o Student Self-Assessment
- o Short-Screenings through Teacher Observations
- o Learning Profiles
- o **DRA**

#### FORMATIVE ASSESSMENTS

- o MAP Test
- o Observations, Checklists, & Anecdotal Records
- o Evidenced-Based Rubrics
- o Guided Practice



- o Journal Entries
- o Discussions
- o Student Portfolios
- o Cooperative Group Activities
- o Student Self-Assessments
- o Non-verbal Signals such as Thumbs Up/Thumbs Down

#### SUMMATIVE ASSESSMENTS

- o MAP Test
- o Projects and Exhibits
- o Performance
- o End of Theme Tests
- o Student Portfolios
- o Demonstrations and Debates
- o Illustrations and Compositions
- o Interviews

#### **Elementary Achievement and Progress Evaluations** **Grade Levels: 3<sup>rd</sup> – 5<sup>th</sup>**

#### DIAGNOSTIC ASSESSMENTS

- o MAP Test
- o Pre-Tests
- o Student Self-Assessment
- o Short-Screenings through Teacher Observations
- o Learning Profiles
- o **DRA**

#### FORMATIVE ASSESSMENTS

- o MAP Test
- o Observations, Checklists, & Anecdotal Records
- o Evidence-Based Rubrics
- o Guided Practice

- o Independent Practice
- o Journal Writing
- o Student Portfolios
- o Cooperative Group Activities
- o Student Self-Assessments
- o Peer Evaluations
- o Mentoring Program

#### SUMMATIVE ASSESSMENTS

- o MAP Test
- o Standardized Tests, ~~including the PASS Test~~
- o Projects and Exhibits
- o Performance
- o Reports and Debates
- o End of Theme, Unit, and Semester Test
- o Verbal or Written Short Responses
- o Demonstrations & Interviews

#### Middle School Achievement and Progress Evaluations Grade Levels: 6<sup>th</sup> – 8<sup>th</sup>

#### DIAGNOSTIC ASSESSMENTS

- o MAP Test
- o Pre-Tests
- o Student Self-Assessment
- o Short-Screenings through Teacher Observations
- o Learning Portfolios
- o **DRA**

#### FORMATIVE ASSESSMENTS

- o MAP Test
- o Observations, Checklists, & Anecdotal Records
- o Evidence-Based Rubrics

- o Guided Practice
- o Independent Practice
- o Daily Journal Writing
- o Quick Response
- o Cooperative Group Activities
- o Student Self-Assessment
- o Peer Evaluations
- o Mentoring Program

#### SUMMATIVE ASSESSMENTS

- o MAP Test
- o Standardized Tests, ~~including the PASS Test~~
- o Projects and Exhibits
- o Student-Driven Learning Group Projects
- o Performance
- o Reports, Essays, Debates
- o Quizzes
- o End of Theme, Unit or Semester Tests
- o Written Short Responses
- o Demonstrations & Interviews

#### High School Achievement and Progress Evaluations Grade Levels: 9<sup>th</sup> – 12<sup>th</sup>

#### DIAGNOSTIC ASSESSMENTS

- o MAP Test
- o Pre-Tests
- o Student Self-Assessment
- o Short-Screenings through Teacher Observations
- o Learning Portfolios

#### FORMATIVE ASSESSMENTS

- o MAP Test
- o Observations, Checklists, & Anecdotal Records
- o Evidence-Based Rubrics



- Independent Practice
- Daily Journal Writing
- Quick Response
- Cooperative Group Activities
- Student Self-Assessment
- Peer Evaluations
- Mentoring Program

#### SUMMATIVE ASSESSMENTS

- MAP Test
- Standardized tests, ~~including the PASS Test~~
- Projects and Exhibits
- Student-Driven Learning Projects
- Performance
- Reports, Essays, Speeches, Debates
- Scheduled or Pop Quizzes
- End of Theme, Unit or Semester Tests
- Written Short Responses
- Demonstrations & Interviews

#### *ii. Performance Goals Timeline*

**Goal 1:** Lowcountry Leadership Charter School will elevate the standards of academic excellence for all LLCS students by utilizing authentic and innovative learning opportunities that are designed to engage students and increase achievement.

**Objective 1.1** Each year, 100% of LLCS students not meeting the SC ~~Common Core~~ and Academic Standards and who require additional academic support, will receive, through early intervention, ongoing available services and additional learning opportunities until they are able to demonstrate developmentally appropriate gains.



**Assessment 1.1:** Student achievement gains will be measured through benchmark assessments and programs that will include but not be limited to:

- o MAP Testing, used as a diagnostic, formative, and summative assessment for math, reading, and writing
- o Authentic Assessments
- o Evidence-Based Rubrics
- o Teacher checklists, observations, and anecdotal records
- o Age-Appropriate SC Standardized Tests
- o Learning Profiles

**Objective 1.2:** During the first year, at least 70% of LLCS students will “consistently” demonstrate an increased awareness and application of personal learning strategies that will improve academic excellence, narrowing the achievement gap. In subsequent years, LLCS will increase this percentage achievement goal by at least 2%.

**Assessment 1.2:**

- o In the first 9 weeks, students will collaborate with the teacher and discuss age-appropriate personal learning strategies, learning profiles, study skills, and social readiness aptitude which will assist the students in meeting their educational goals.
- o Age-appropriate awareness and application of personal learning strategies, study skills, and social readiness aptitude will be evaluated periodically throughout the year with individualized evidence-based rubrics considering student strengths, learning styles, and needs.
- o At the end of each semester, students will communicate personal learning strategies that help them grow as learners during their summative portfolio interviews with their families and teachers.

**Objective 1.3:** Each year, 100% of LLCS students will demonstrate age- appropriate gains in ~~21st century~~ skill development.

**Assessment 1.3:**

- o Periodically throughout the year, ~~gains in 21st Century skills~~ will be measured using:
  - Performance-based assessments
  - Teacher checklists, observations, and anecdotal records
  - Evidence-based rubrics
  - Multi-media Portfolios

**Objective 1.4:** During the first year of the charter, LLCS will establish teacher performance baseline data through the use of various teacher evaluations. At the end of the first year, each teacher will receive an overall performance score based on criteria established by the administration, **and approved by** the Board of ~~Trustees~~ **Directors**; and teaching staff. Reevaluation of teachers will occur in each subsequent year, and teacher performance will increase.

**Assessment 1.4:**

- o A rubric will be developed by the school leadership and the Board of ~~Trustees~~ **Directors** of LLCS that will measure individual teacher performance. The criteria of the rubric will include but not be limited to:
  - Teacher Observations
  - SC TAP
  - Participation in Professional Development Opportunities
  - Student achievement on Standardized Tests

- Student achievement based on LLCS academic goals and objectives
  - o Periodically during the year, excellence of instruction will be measured, both formally and informally, through administrator and peer evaluations using evidence-based rubrics and state teacher evaluation models, such as SC TAP.
  - o Following these periodic evaluations, administrators and teachers will analyze the assessment data to determine the level of support needed and strategies that will assist each teacher to enhance the quality of instruction.
  - o LLCS teachers will attend professional development opportunities to acquire new skills and strategies, and collaborate with colleagues on ideas.
  - o LLCS teachers will apply newly learned and improved teaching strategies, that will ensure the highest possible level of instruction and learning is ongoing.

**Goal 2:** Lowcountry Leadership Charter School will partner with South Carolina to achieve academic excellence for South Carolina students.

**Objective 2.1:** Through ongoing successful sponsor reviews, LLCS will demonstrate excellence in governance, instruction, curriculum, and development by meeting school goals and objectives established by the school mission.

**Assessment 2.1:**

- o Periodically each year, quality of excellence, as it pertains to daily operations and the achievement of school goals and objectives will be measured by observations and performance-based checklists completed by the SCPCSD, the LLCS Board of ~~Trustees~~ **Directors**, and other governing groups and individuals.

- o If the data indicate that Lowcountry Leadership is not meeting objective 2.1, LLCS will assess the educational program and modify as necessary.

**Objective 2.2:** Through yearly standardized test scores, LLCS will demonstrate excellence in both instruction and learning, in accordance with Goal 1 of the Goals and Objectives (2.a.ii).

**Assessment 2.2:**

- o After Lowcountry Leadership Charter School (LLCS) establishes baseline data in year one, in each subsequent year, LLCS students will meet or exceed the SC Common Core and Academic Standards, in accordance with the LLCS Goal and Objectives (2.a.ii).

**Objective 2.3:** Through individual student performance and profiles of achievement, LLCS will demonstrate excellence in both instruction and learning, in accordance with Goals 2, 3, and 4 of the Goals and Objectives (2.a.ii).

**Assessment 2.3:**

- o Ongoing performance reviews, as they pertain to student achievement, will be measured by assessment models such as diagnostic, formative, and summative.
- o If the data indicates that Lowcountry Leadership is not meeting objective 2.3, LLCS will assess the educational program and modify as necessary.

**Goal 3:** Lowcountry Leadership will educate and prepare students to become leaders who are engaged citizens possessing personal and social responsibility skills.



**Objective 3.1:** Through the ongoing **PBIS** implementation ~~of the LLCS Social Curriculum~~, students will demonstrate developmentally appropriate gains in social, emotional, and leadership learning, in accordance with Goal 3 of the Goals and Objectives (2.a.ii).

**Assessment 3.1:**

- o In the first 3 weeks of school, teachers will observe and complete anecdotal records of students' diagnostic social and emotional skills.
- o In the first 3 weeks of school, students will collaborate with the teacher to discuss their social and emotional skills, and set goals to improve.
- o Periodically throughout the year, individual social and emotional gains will be measured by teacher observations, anecdotal records, checklists, and evidence-based rubrics designed based upon, but not limited to, ~~the LLCS Social Curriculum~~ **PBIS**.
- o At the end of each semester, during the summative portfolio interviews, students and teachers will discuss student growth in social and emotional skills, and address goals and strategies for further progress.

**Objective 3.2:** Each year, at least 90% LLCS students will demonstrate developmentally appropriate gains in wellness and physical fitness.

**Assessment 3.2:**

- o During the first 9 week period, and again during the third 9 week period, students will be screened for wellness and fitness levels using programs like FITNESSGRAM & ACTIVITYGRAM.
- o Students identified as "within normal limits of physical fitness" will maintain or improve fitness during and after participating in the LLCS Physical Education program. Students identified as "at risk," will show improvement after participating in the LLCS Physical Education program.

**LLCS will comply with NCLB State Academic Initiatives:**

Lowcountry Leadership Charter School (LLCS) will meet or exceed the expectation of Adequate Yearly Progress as established in the Elementary and Secondary Education Act (ESEA) formerly known as and more commonly called No Child Left Behind (NCLB). We are aware that the SC Department of Education is currently working on a waiver that is designed to slightly alter the AYP established by ESEA that will keep the expectation of education high yet with a reasonable amount of attainability. LLCS will establish benchmark levels for students according to the State Adequately Yearly Progress (AYP) requirements from NCLB, in all subgroups beginning in August of 2013. LLCS will adopt the same performance standards and timeline that the South Carolina Department of Education has set forth to make AYP. LLCS will work with the SCPCSD to make amendments if necessary to reflect changes in the current ESEA regulations.

This proactive approach is intentional. Research shows that early intervention can drastically help students reach developmentally appropriate benchmarks. LLCS is dedicated to addressing the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program or in the summative assessments they participate in at LLCS. The level of proficiency the school will use to determine the need for assistance will be set by the grade-level assessments as designated by the state of South Carolina. Therefore, any student working below grade level at LLCS will receive academic assistance.

*iii. Academic Assistance*

In accordance with the LLCS mission to provide a safe and exceptional academic environment that cultivates independent learning, LLCS will focus on educating students of all abilities, learning styles, and intelligences. By creating an environment where students feel secure in taking risks, teachers will sooner recognize their students' creativities, curiosities, and individual needs. Further, teachers' consistent and effective

monitoring of student performance through approved diagnostic and formative assessments will facilitate early identification of their students who are experiencing challenges in their process of learning, indicating their status as “less than acceptable”. This judgment of student achievement will be defined by many factors, at the heart of which will be the leveled SC ~~Common Core~~ and Academic Standards and student performance on the various components of the SC Statewide Assessment Program. This proactive approach is intentional and follows a specific plan of detection and implementation of accommodations and interventions such as, but not limited to, peer tutoring, after-school remedial sessions, individualized home and class assignments, and parenting workshops, .

Research shows that early intervention can significantly help students reach developmentally appropriate benchmarks more efficiently, therefore, LLCS will establish a Child Study Intervention Team (C-SIT) to provide support and resources for teachers as they identify, document, and refer students for diagnoses and individualized prescriptions for teaching and learning. Standard members of the C-SIT include the ~~Guidance~~ **School Counselor**, Resource Teacher, an Administrator, and School Psychologist, when available. The C-SIT will meet regularly and separately for all levels, Elementary, Middle, and High to provide a systematic effort to engage teachers in collaborative problem solving with other teachers, administrators, and related support staff to design individualized academic assistance plans, ~~as required by NCLB~~, that are intended to affect time sensitive improvements in students’ achievement levels.

~~In as much as~~ Goal 1 of the LLCS Educational Program states, “LLCS will ensure and measure the success of its Educational Program for all students, grades K through 12<sup>th</sup>, by establishing and monitoring specific objectives for meeting student achievement goals”, the objectives of this goal will bear out the process by which specific, measurable, attainable, relevant, and time-bound strategies will detail the processes by which this goal will be accomplished. LLCS will address the needs of all students who do not perform at acceptable levels of

proficiency on the SC Statewide Assessment Program. ~~and on other summative assessments that are administered including the SCRT, PASS, HSAP, and MAP.~~

The LLCS Educational Program is designed to consistently monitor student performance and adjust instruction as necessary, to better ensure that all students succeed. By using an authentic, experiential learning approach and research-based instructional methods embedded with the SC State Common Core and Academic Standards **and 21st century skills**, LLCS students will accomplish the mission of becoming independent learners, thereby yielding higher levels of “acceptable” attainment

### 3. Operational Plan

#### a. Budget and Accounting System

##### *i. Annual Budget*

The Board of Directors will determine the business and financial services protocol for our charter school. ~~Currently~~ The Charter Committee is exploring ~~ed~~ alternatives for our financial management (outsourcing, in-house) and ~~will~~ ultimately select ~~ed~~ the process that best suits ~~ed~~ our fiscal needs as well as establishes ~~ed~~ us as sound stewards of public funds. Our spreadsheet formatted, *Five-Year Budget* is Appendix 7. This budget ~~has been~~ **was** prepared in accordance with State Department of Education (SCDE) *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

- a) Revenue account codes used in the attached budget are in accordance with the SCDE's *Financial Accounting Handbook* for South Carolina school districts.
- b) Documentation from the SCDE of estimated revenues for our sponsor school district, in accordance with the allocations in S.C. Code Ann. § 59-40-140(A)-(D), is contained as a worksheet in our Microsoft Excel (workbook) formatted Five Year Annual Budget.
- c) Our revenues do include grant revenue; specifically, the Charter School Program (CSP) Grant, Implementation Phase for both year 1 and year 2. Evidence that the projected funds are likely to be received is found in actual award data provided by SCDE:

**Prior to the first year,** ~~During~~ during the three most recent grant cycles, there was a 70% award rate and we consider this solid evidence that supports our assumption. The RFP for the 2013 grant cycle ~~had~~ not been published; however, our assumption ~~is~~ **was** that those terms will mirror the 2012 RFP. The 22 page RFP document ~~is~~ **was** posted on the SCDE website and ~~is~~ **was** also available from the Charter Schools Office. We ~~have~~ reviewed our attached *Five Year Budget* and we ~~have~~ prepared a contingency budget that removes CSP Grant revenue. This budget is available upon request.

2) Expenditures

- a) Expenditure account codes used in the attached budget are in accordance with the SCDE's *Financial Accounting Handbook* for South Carolina school districts.
- b) Anticipated expenditures follow the same budget codes (Fund, Function, Object) that are required of school districts operating in South Carolina. Costs associated with initial implementation and continued operation are included (instructional and support costs).

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	803-808-0338 (Office)
Kelley-Moser Consulting, LLC	803-227-9421 (Mobile)
150 Harbor Glen Drive	803-808-0381 (Fax)
Lexington, SC 29072	bill@kelley-moser.com

*ii. Annual Audit*

Our annual audit is a statutory requirement; accordingly, we will comply with all aspects of this mandate.

We have reviewed the *Single Audit Guide* in detail, to include current *Highlights*, *Technical Notes*, *Audit Requirements*, and appropriate information in the *Compliance Supplement*. To this end, we are knowledgeable of the compliance requirements and suggested audit procedures.

We ~~will~~ solicit three bids from independent Certified Public Accountant (CPA) firms and ~~we will~~ select the firm that (a) has prior charter school auditing experience and (b) best meets our needs. The audit will engage our financial and administrative operations and will – in compliance with law – be conducted in the same manner as all schools in our school district.

We will adhere to accounting, reporting, and auditing procedures and requirements of our sponsor, which are those for all public schools operating in South Carolina by:

- Establishing policies and executing the corresponding internal fiscal control procedure to properly account for all revenue and expenses as directed in the *Financial Accounting Handbook* and *Funding Manual*.
- Maintaining appropriate records on a by-transaction basis thereby establishing our financial management system as “audit ready” at the conclusion of any given transaction.

- Making required reports (on-call, monthly, quarterly, annually) to appropriate agents and agencies.
- Ensuring that all accounting, reporting, and auditing 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*

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.

The *South Carolina Pupil Accounting Manual* describes the Pupil Accounting System, whose primary purpose is to classify each student into one of the pupil classifications described in the Education Finance Act (EFA). We have reviewed – in detail – the *South Carolina Pupil Accounting Manual* in regards to Definitions, Membership Criteria, PowerSchool Interface, Assigning EFA Pupil Classification Codes, Attendance Reporting & Responsibilities, Special Considerations, Submission of Reports, and Retention of Records & Audit Requirements. We are aware of our statutory and regulatory obligations and we shall comply with these mandates as stated in item G. of the Statement of Assurances.

The *South Carolina Student Accountability Manual* describes the Student Accountability System, whose primary purpose is to obtain a cumulative headcount of eligible Gifted and Talented, Advanced Placement, and Three and Four Year old (early childhood) students **and all other applicable state add-on populations**. We have reviewed – in detail – the *South Carolina Student Accountability Manual* in regards to Definitions, Programs

Under the Student Accountability System, PowerSchool Interface, Assigning EIA Classification Codes, Special Considerations, Submission of Extracts, Funding Counts, Principal's Responsibilities, District Superintendent's Responsibilities, and Retention of Records & Audit Requirements. We are aware of our statutory and regulatory obligations and we shall comply with these mandates as stated in item G. of the Statement of Assurances.

*iv. Negotiated Services Documentation*

Currently we have not negotiated any services with the local school district, our sponsor, or any other outside vendor. The Planning 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.

b. Governance and Operation

The Planning Committee will act as the Governing Board during the planning year. The committee members have a broad range of experience and education that will guide the school to the opening in August 2013. The committee has formed smaller focus committees that include Governance, Marketing and Outreach, Education, Finance and Facilities. The inaugural Board of Directors will be elected in February of 2014 by the parents and employees of LLCS in compliance with the South Carolina Charter Schools Act. Each parent or legal guardian, and each employee of the school will have one vote for each student enrolled in LLCS.

*i. Nonprofit Corporation Status*



Appendix 9 is a copy of LLCs's Articles of Incorporation and Bylaws to document that the charter school is organized as a South Carolina nonprofit corporation. Amendments will be made in accordance with any future changes to the law.

*ii. Governing Board*

1) LLCs will **conduct elections that comply with Section 59-40-50 and as outlined in the LLCs Board Bylaws.** ~~conduct semi-annual elections of the Board of Directors. The Planning Committee will prepare information packets that include detailed information about the Board and the responsibilities of the members to ensure that each interested person has complete understanding of their role. The Principal and current President of the Board will form a Nominating Committee that will include two parents, two teachers of the school and two members of the community.~~

2) ~~No later than the third Wednesday of November each every other year, the Nominating Committee will hold a public meeting and invite all employees, parents of enrolled students, and interested community members to attend. The purpose of this meeting will be to explain the Board elections process, clarify who is eligible for Board membership, distribute nominating packets and accept written nominations for candidates. The Nominating Committee will recruit persons who demonstrate commitment to the Mission of the school. Written nominations will also be accepted until a date set by the Nominating Committee. Each person nominated will be contacted by a designated group from the Board of Directors to ensure that they understand the requirements and obligations as an elected Member. The Nominating Committee will then evaluate the candidates and place them in a Board position based on their background, experience and areas of expertise while ensuring compliance with the South~~

~~Carolina Charter Schools Act and LLCs Bylaws. At least 50% of the members of the board must be elected by the employees and parents or guardians of the students enrolled in LLCs.~~

~~A final ballot will be composed and voters will have three options:~~

- ~~1. approval of the slate as presented, including the names and relevant expertise of the proposed nominees;~~
- ~~2. approval of the slate as amended, in which voters will be able to amend the ballot by writing in the name(s) of any candidate(s) of their choice;~~
- ~~3. a blank write-in ballot in which voters will be able to write in the names of any candidate(s) of their choice.~~

~~Ballots will be emailed and sent home with the students in the weekly communication and will clearly identify how the ballots should be returned and the date the ballot should be received by. Ballots will be opened and tallied by the Nominating Committee at a public meeting no later than the first Tuesday of February each every other year. Members of the Board shall be elected by a plurality of the votes cast. Eligible voters will vote on the entire Board and the Board will be elected at large. The results will be announced at that meeting as well as publicized through the school's newsletter, website, and a letter from the school to all parents and employees. The newly elected Board of Directors will convene its first meeting on the second Tuesday in February each election year, in compliance with LLCs Bylaws.~~

3) The Board retains and maintains ultimate authority to develop and govern by policies, make decisions, and execute each of the following responsibilities, which are not limited to:

- a) sign the Charter School Contract;
- b) ensure compliance with all of the requirements for a charter school as provided by the SCCS Act;
- c) make every effort to maintain a positive working relationship with the Sponsoring School District;
- d) comply with all Federal and South Carolina laws;
- e) develop strategic plans for the School;
- f) adopt and approve the annual budget of the School;

- g) assist in fundraising activities for the School;
- h) validate all major contracts with the School by giving and recording formal approval;
- i) employ and contract with teachers, administrators, and non-teaching employees;
- j) evaluate the Principal/Director of the school at least annually;
- k) ensure that all personnel undergo background checks and fingerprinting prior to hiring;
- l) contract for all other services including but not limited to transportation, accounting and legal services for the School;
- m) develop pay scales, performance criteria and discharge policies for LLCS employees, including the administrator;
- n) approve operating procedures for the School;
- o) ensure that the curriculum fulfills the mission statement of the School;
- p) hear appeals for teacher dismissals and student expulsions;
- q) build and maintain a parent, educator, and community partnerships;
- r) ensure that the School will adhere to the same health, safety, civil rights, and disability rights as required by the Sponsoring School District;
- s) develop and adopt policies and procedures of the school;
- t) oversee and assure the financial health of the School; and
- u) perform any and all necessary legal acts to effectuate the purpose of the Corporation.

The Board of Directors is the governing body for the non-profit corporation and is legally responsible for all matters regarding LLCS. The Board will set policy, oversee long range planning, ensure fiscal solvency, and supervise operational matters, including budgeting, curriculum, operating procedures and community relations. The Board's focus is strategic.

The Board will delegate to the ~~Principal~~ **School Leader** the authority for the management and execution of day-to-day school activities including management of personnel and instructional leadership. The ~~Principal~~ **School Leader** serves as the liaison between the Board and the school.

The Planning Committee has been reviewing governance models and has found a multitude of differing models that focus on charter schools; HighBar Governance Model, The Return Model and "New Orleans", Constitutional Model(Minnesota), Leadership Model(Michigan), Semillas Governance Model(California), and the OPEN Model(New York) to note a few. The model that LLCS has selected to implement during our preplanning year is the policy governance model, developed by Dr. John Carver and published in his book *Boards that Make a Difference*. We plan to engage the services of Dr. Brian L. Carpenter, who has provided Board training seminars in South Carolina, to assist with our training and implementation.

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

- ensure that all appointed members are successfully oriented, within 1 year of taking office, on the powers and duties of a board member; this training shall be provided by the State Department of Education at no cost to LLCS;
- ensure that the appointed Administrator of the school is successfully oriented, within 90 days of their hire date, on the powers and duties of a school administrator; this training shall be provided by the State Department of Education at no cost to LLCS;
- employ 75% of their teachers, but attempt to employ 100%, who are certified by the State of South Carolina to teach in a public elementary or secondary school; or who currently meet the qualifications outlined in Sections 59-27-10 and 59-25-115;
- utilize ~~SC-TAP~~ **ADEPT 4.0** to monitor and assist in the continued improvement of the school's teachers;



- utilize “real-time” data at each of the monthly Board meetings to evaluate or adapt the budget; such data might include enrollment numbers, new expenditures, length and cost of any contracted services, projected fundraisers and evaluating based on the prior year’s budget; and

- participate in trainings, seminars and conferences offered through the SC Department of Education, the SCPCSD, the Public Charter School Alliance of SC, the National Alliance for Public Charter Schools and any other resources the Board identifies as a means for the continued improvement and success of LLCS.

4) LLCS will comply fully with Title 30, Chapter 4 of the South Carolina Freedom of Information Act (FOIA).

Meetings of the Board of Directors will be held at least six (6) times per year and conducted by the Board of Directors in accordance with all provisions of the current law and any amendments as they may be enacted. All meetings will be conducted in public according to the stipulations of the FOIA except for matters prescribed in Section 3-40-70 which include:

(1) Discussion of employment, appointment, compensation, promotion, demotion, discipline, or release of an employee, a student, or a person regulated by a public body or the appointment of a person to a public body; however, if an adversary hearing involving the employee or client is held, the employee or client has the right to demand that the hearing be conducted publicly. Nothing contained in this item shall prevent the public body, in its discretion, from deleting the names of the other employees or clients whose records are submitted for use at the hearing.

(2) Discussion of negotiations incident to proposed contractual arrangements and proposed sale or purchase of property, the receipt of legal advice where the legal advice relates to a pending, threatened, or potential claim or other matters covered by the attorney-client privilege, settlement of legal claims, or the position of the public agency in other adversary situations involving the assertion against the agency of a claim.

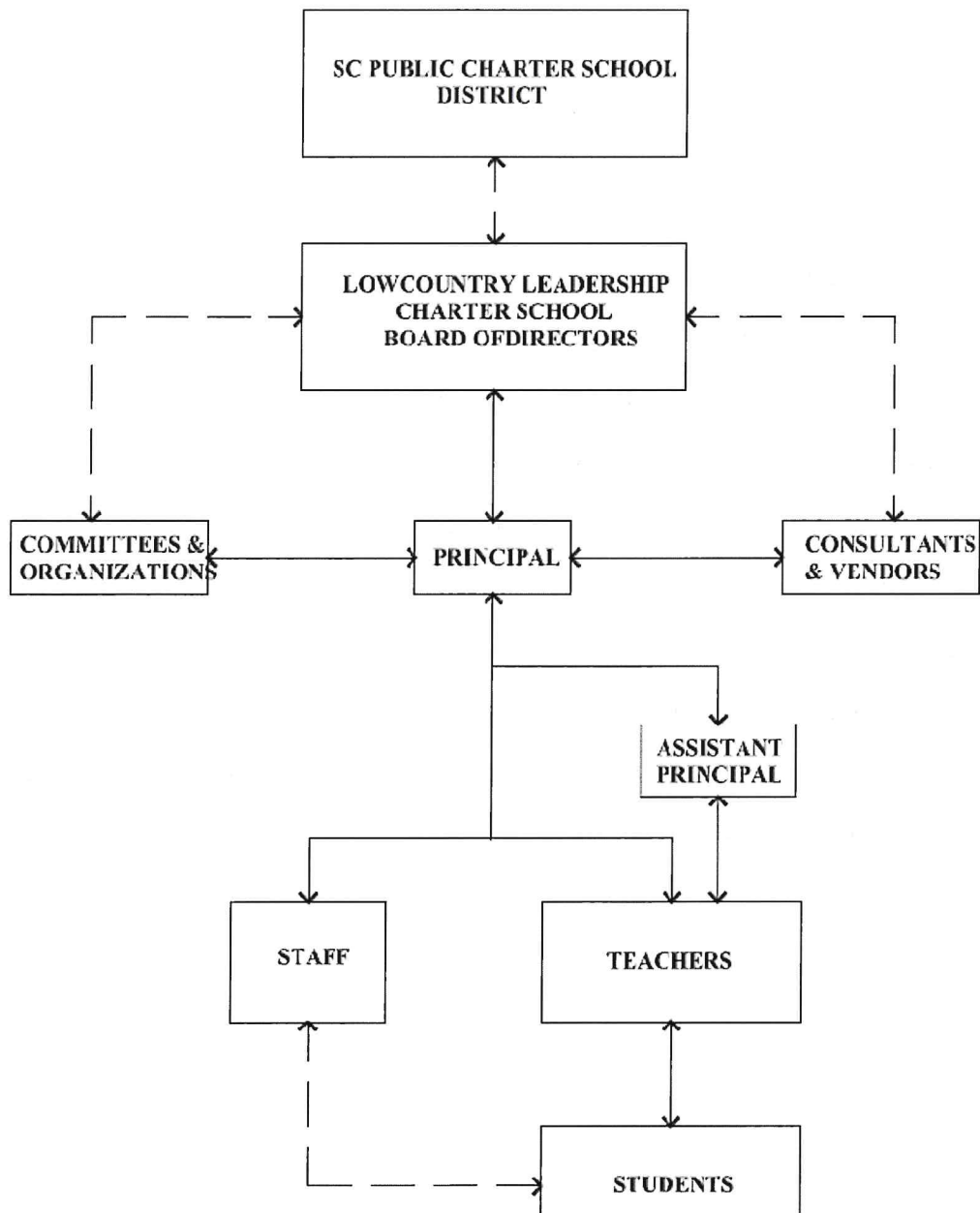
- (3) Discussion regarding the development of security personnel or devices.
- (4) Investigative proceedings regarding allegations of criminal misconduct.
- (5) Discussion of matters relating to the proposed location, expansion, or the provision of services encouraging location or expansion of industries or other businesses in the area served by the public body.

Before going into executive session LLCS shall vote in public on the question and when the vote is favorable, the presiding officer shall announce the specific purpose of the executive session. As used in this subsection, "specific purpose" means a description of the matter to be discussed as identified in items (1) through (5) of subsection (a) of this section. However, when the executive session is held pursuant to Sections 30-4-70(a)(1) or 30-4-70(a)(5), the identity of the individual or entity being discussed is not required to be disclosed to satisfy the requirement that the specific purpose of the executive session be stated. No action may be taken in executive session except to (a) adjourn or (b) return to public session. The members of a public body may not commit the public body to a course of action by a polling of members in executive session. Additionally, LLCS will adhere to the Family Education Rights and Privacy Act by respecting the purpose of privacy regulations which include:

- assuring consumer control over student information;
- setting boundaries on the use and disclosure of student records;
- establishing appropriate safeguards to protect privacy of student information.

All student records and administrative records will be secured on the premises of the school or at a site approved for their storage by the Board.

*iii. Administrative Structure*



### Principal **School Leader**

The LLCS Board of Directors will delegate to the **Principal School Leader** authority for the management and execution of the day-to-day school activities, including management of the personnel and instructional leadership. The **Principal School Leader** serves as the liaison between the Board and the school. The **Principal School Leader** will be an experienced leader, committed to excellence in learning and academic innovation. The successful candidate for this position will possess the following experiences, skills, and qualities:

- ability to lead highly energized teams characterized by honest and open communication, mutual respect, and commitment to the organization as a whole;
- experience in a small, progressive, urban learning communities;
- great rapport with students, families, staff, and community members; and
- creative problem solving and entrepreneurial capacity to manage change and be responsive to

community needs.

Responsibilities will include, but will not be limited to:

- ensure compliance with all school policies;
- carry out the mission and create the culture for the charter school;
- direct the institutional focus on student achievement with a school culture that maintains a relentless

focus on motivating students to achieve academic results and encourages collaboration to meet the full range of student needs while carrying out the mission of LLCS;

- develop, refine, and provide input into the implementation of the school's academic program;
- recruit competent, team-centered teachers who possess the requisite subject-area expertise and

demonstrated success in working with middle and high school age students to prepare them to be highly competitive in high school and in college studies;



- utilize the ~~SC-TAP~~ **SCTS 4.0** system for ongoing evaluation of teacher performance and professional development that is linked with measurable results
- collaborate closely with other school leaders to plan and prepare for academic, social, fiscal, and other transition issues;
- work with the Board and the community to create a sustainable charter school that utilizes all available resources in keeping with the theme of the mission;
- contribute to the creation of the school's extracurricular, intervention, service learning, and enrichment programs;
- ensure that all grant and funding requirements of the school are met with goals and objectives appropriately measured and assessed;
- build and maintain systems for managing information and communications such as scheduling and student management and tracking expenditures; and
- ensure that accurate and current student records are maintained according to the established recordkeeping format.

#### Assistant Principal

The ~~Principal~~ **School Leader** will assign management responsibilities and operational duties to the Assistant Principal focused on student achievement and the school's educational goals.

#### Administrative Assistant

The ~~Principal~~ **School Leader** will assign appropriate administrative tasks to the Administrative Assistant to ensure the proper management of the student achievement data and fiscal reporting records.

#### Guidance Counselor

The ~~Principal~~ **School Leader** will assign appropriate responsibilities to the ~~Guidance~~ **School Counselor**, including those mandated by state laws, to promote student achievement.

*iv. Parental, Community, and Educator Involvement*

LLCS intends to elect a Board of Directors that consists of parents and members of the community. The members of the Board will be elected by parents and teachers of the school. Parents and teachers will be encouraged to share their feedback, concerns and ideas for improvement with the Board as decisions about the operation of the school are made. LLCS wants families to choose this school with Stakeholder Satisfaction in mind. LLCS will expect 100% active parent participation. Effective partnerships that develop from parental involvement result in increased student achievement and facilitate pride and ownership in school success.

c. Administrative and Teaching Staff

In compliance with the South Carolina Charter Schools Act of 1996, at least one member of the LLCS administrative staff will hold a current South Carolina certification in administration or have at least one year of experience in the field of school-based administration. In accordance with the ~~No Child Left Behind Act (NCLB)~~ **State's Academic Initiatives** and recent guidance from the U.S. Department of Education about ~~NCLB~~ **SC State Academic Initiatives** and Title 1, employment will meet the South Carolina Charter Schools Act guidelines with a minimum of 75% of all LLCS teachers having certification in their subject area. Teachers in each core academic area (english and language arts, mathematics, science, and social studies) will either be certified in that area or hold a baccalaureate or graduate degree in that subject. Teachers with elementary certification may teach in any academic area and in any grades allowed by the status of the certification. Content certification, NBCT status, and specialized degrees or training are preferred. Teachers will meet the definition of "highly qualified" teachers by state and ~~NCLB~~ standards: they will have earned at least a Bachelor's Degree with full certification in the

content area and no waivers, and demonstrated core content knowledge by state approved assessment (~~HOUSSE or high objective uniform state standard of evaluation~~). ~~The core subjects according to Section 9101(11) of NCLB are english, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.~~

Special education teachers will have certification consistent with the state regulations in each area of disability for students needing special education. Each school year, administrators and teachers will review the Individualized Education Programs (IEP) for all students to determine the special education staff requirements.

Non-certified teachers will be appropriately qualified for the subject matter taught, will have completed at least one year of study at an accredited college or university, and will have met the qualifications outlined in S.C. Code Ann. § 59-25-115. Qualifications and experience of all faculty and staff of the school will be open to the public and considered an important part of the information shared with prospective and enrolled students and their parents or guardians. Updates on changes as they occur with regard to staffing and qualifications will be communicated in a timely manner. ~~as specified in the NCLB Act.~~

*i. Administrative Staff*

**Principal-School Leader**

Qualifications: Master's Degree is required as well as a current South Carolina certification in administration or have at least one year of experience in the field of school-based administration. A minimum qualifying score on the area examination(s) is required by the State Board of Education. Also required are three years of teaching experience and completion of an advanced program approved by the State Board of Education for the training of secondary principals and supervisors.

**Assistant Principal**

Qualifications: Master's Degree is required as well as certification in school administration or at least one year of experience in the field of school-based administration. Certification Codes required for grades K5 through 6th are either 71 for "Elementary Principal" or 73 for "Elementary Supervisor", for grades 7-8 the Certification Code required is one of the following: 71 for "Elementary Principal," 73 for "Elementary Supervisor," 72 for "Secondary Principal," or 74 for "Secondary Supervisor." For grades 9-12, the Certification Codes required are either 72 for "Secondary Principal" or 74 for "Secondary Supervisor."

#### Guidance-School Counselor

Qualifications: Bachelor's Degree is required, and Master's Degree is preferred, as well as completion of an advanced program approved by the State Board of Education for the preparation of school counselors. Counselor must have earned the minimum qualifying score(s) on the area examination(s) required by the State Board of Education. Certification codes are 86 for K5 through 6th grade; 86, 88, 89; or 90 for grades 7–8; and 88, 89, or 90 for grades 9–12.

#### Administrative Assistant

Qualifications: High school diploma and related work experience including demonstrated experience requiring interpersonal skills with a variety of internal and external contacts. Proficiency in computer skills and familiarity with necessary programs are required. Good organizational skills required as well as knowledge of standard office procedures, school bookkeeping, grammar, punctuation, spelling, and proofreading.

#### Library Media Specialist

Qualifications: Bachelor's Degree is required, and Master's Degree is preferred. , as well as completion of an advanced program approved by the State Board of Education for the preparation of media specialists or school library media specialists. An earned minimum qualifying score(s) on the area examination(s) required by the State Board of Education. Certification code is 60 or 61 for Media Specialist for grades K5 through 6<sup>th</sup> grades and 60 for grades 7-12.



Nurse

Qualifications: Graduation from an accredited nursing program (LPN required, but RN preferred). Must have current SC Licensure issued by the State Board of Nursing and 3 years of full-time professional nursing experience. Possess considerable knowledge of the principles and practices of nursing in accordance with accepted and prevailing nursing standards in the profession.

*ii. Teachers*

Lowcountry Leadership Charter School ~~will begin~~ **began** in the 2013-2014 school year, with a projected enrollment of 400 students, with approximately 25 full time teaching positions and contracted part time positions as required. Based on the initial projection, the school ~~will grow~~ **grew** to a total of 520 students over 4 years with a combination of approximately 25 full time and part time teaching positions, as required at the time to meet the educational needs of the students. The student to teacher ratio per class will be approximately 20 to 1.

Teacher qualifications: **LLCS complies with Section 59-40-40 of the South Carolina Code of Laws.** ~~Bachelor's Degree and certification in assigned content area meets highly qualified requirements of HOUSS in compliance with No Child Left Behind.~~ Seventy-five percent (75%) of teachers will have certification, but we seek to attain 100%. Teachers will have met the Praxis or other state required assessments for certification. Each teacher employed in an instructional classroom teaching position or who serves in a position designed for the support of the instructional program in a public school of this state must hold an appropriate South Carolina teaching credential. LLCS teachers will hold certifications consistent with the *South Carolina Educator Certification Manual* which can be reviewed on the State Department of Education website. ~~at~~  
~~<http://ed.sc.gov/agency/sc/Educator-Certification-Recruitment-and-Preparation/Certification/documents/teacherce>~~  
~~[rtificationmanual.pdf](http://ed.sc.gov/agency/sc/Educator-Certification-Recruitment-and-Preparation/Certification/documents/teacherce)~~ ~~<http://ed.sc.gov/educators/certification/>~~.

Special education teachers will have certification consistent with the state regulations depending on the specific needs of children to be served. Student needs and staffing requirements will be reviewed annually and will be in compliance with all state and federal laws. LLCS teachers will hold certifications consistent with the *South Carolina Educator Certification Manual*.

The following is a list of anticipated teaching positions:

- K5 – 5<sup>th</sup> Grade: 2 Teachers per grade level as per projected enrollment for a total of 12 classroom teachers. **Up to 2** Full-time Teachers' Assistants **per grade in grades K5 - 2.** ~~for K5 and two 0.6 Teachers' Assistants to float between the 1<sup>st</sup> and 2<sup>nd</sup> grade classes.~~
- 6<sup>th</sup> – 8<sup>th</sup> grade: **Up to 2 4 Teachers** for each core subject area, ~~which would total 4~~ (ELA, Math, Social Studies, and Science). We are projected to have 2 classes of each of these grades. These students would move independently from class to class, however they would have homerooms to start the day.
- 9<sup>th</sup> – 12<sup>th</sup>: **Up to 2 4 Teachers** for each core subject area, ~~which would total 4~~ (ELA, Math, Social Studies, and Sciences). We are projected to have 2 classes of each of these grades as well. These students would move independently from class to class. ~~, however they would have homerooms to start the day.~~
- Special Area or Electives: LLCS provides all Special Areas and Electives that meet SC Requirements for elementary and all requirements for Upper School students to receive Carnegie Units for SC High School Graduation. LLCS meets all requirements for structured and non-structured physical minutes for PE, and offers fine arts, as well as academic electives and CATE courses. ~~1 Fine Arts Teacher, 1 Music Teacher, 1 PE/Athletic Director, 1 Technology Teacher, 1.5 World Languages. (Each of these teachers would have a homeroom each morning)~~

LLCS will utilize the activity codes as outlined in the *Activity Coding System for the Student Information System* for courses, instructional activities, and non-instructional activities used in the student information system in South

Carolina public schools. The Activity Coding System is the foundation on which course codes, class scheduling, and class sections are built. The system standardizes data that are collected for federal and state funding and accountability purposes. The *Activity Coding System for the Student Information System* can be reviewed on the State of Department of Education website. at

<http://ed.sc.gov/agency/programs-services/124/documents/CourseActivityCodes2013.pdf>

<http://ed.sc.gov/scdoe/assets/File/policy/federal-education-programs/title-i/CourseActivityCodesFinalNovember2015.pdf>.

LLCS will utilize PowerSchool, the electronic student management designed to collect and store student information.

#### d. Racial Composition

**Prior to the first year**, Lowcountry Leadership Charter School's marketing and outreach efforts ~~are~~ **were** directed to the surrounding counties including Charleston, Berkeley, Dorchester and Colleton, however there are no boundaries within the state of South Carolina that would deny enrollment to a child. LLCS ~~has~~ **created** a website and made information packets available to the public based on the needs of the family. The marketing and outreach efforts ~~included~~ **e-mail** and social media communication, an informative and interactive website, a direct mail postcard sent to 5,000 families with children whose ages qualify for enrollment in the grades offered, various public meetings in the surrounding communities, presentations at surrounding Town Council meetings, a newspaper article, and an information picnic hosted by the Planning Committee. This broad marketing outreach ~~is~~ **was** intended to reach families using multiple means of communication which ~~will~~ **encouraged** a racially diverse enrollment mix that mirrors the population of the state. **For subsequent years, LLCS will create a strategic marketing and outreach plan utilizing the student body racial composition guidelines provided in Section**

**59-40-50 of the SC Code of Laws.***i. Racial Composition*

It is the goal of the Planning Committee for the racial composition of the student enrollment to mirror the state of South Carolina – 65% Majority (White/Caucasian) and 35% Minority (African American, African American/American Indian, American Indian, Asian, Hawaiian/Pacific Islander, Hispanic, White/African American, White/American Indian, White/Asian) with no more than a 20% variance in either direction per the SC Charter Schools Act of 1996 as illustrated in the table below.

<b>Racial Composition of the State of South Carolina</b>	
<b>Race</b>	<b>Percentage</b>
Majority	65% *
Minority	35% *
*Percentages provided by SCPCSD on April 11, 2012.	

**For future years, it is the goal of LLCS for the racial composition of the student enrollment to mirror the local school district in which LLCS is located and to not differ more than 20% from that district's population.**

*ii. Policies and Procedures*

**Prior to the first year,** ~~t~~The policies and procedures used for recruiting students ~~were~~ **are** broad and innovative and effectively ~~began~~ **begin** during the charter school application process continuing through the student application and enrollment period. Multiple means of communication and information distribution ~~have been~~ **were** developed and established to eliminate barriers that could impede equitable access or participation regardless of demographics. We believed **d** this to be attainable through the implementation of the LLCS Planning Committee's innovative two-phase Marketing and Outreach Plan. This broad plan ~~will~~ **encouraged** a racially and



socio-economic diverse show of support and subsequently an equally diverse future **first year** student enrollment mirroring the population of South Carolina. An overview of the proposed Marketing and Outreach Plan is illustrated in the table below and is followed with supporting details and graphs for Phase 1 and Phase 2.

Marketing and Outreach Overview		
Tool/Effort	Details	Phase
Community Meetings	Meggett Town Council	1 and 2
	Ravenel Town Council	1 and 2
	Hollywood Town Council	1 and 2
	Edisto Town Council	1 and 2
	Colleton County Council	1 and 2
	The Lions Club	1 and 2
Appearances	St. Paul's Exchange Club	1 and 2
	The Greenhouse	1 and 2
	Edisto Ministerial Alliance	1 and 2
	Upward Basketball Games	1 and 2
	Dixie Youth Ball Registration	1
	Kids Zone	1
Events	Community Picnic	1 and 2
Email Campaigns	Businesses	1 and 2
	Parents/Guardians	1 and 2
	Friends/Family	1 and 2
	Supporters (LLCS specific)	1 and 2
Direct Mail	Mass mail-out of custom postcard to 5000 residents with at least one child age 12 and under residing at the intended recipients address.	1
Online/Offline directory Listings	Supporters (LLCS specific)	1 and 2
	Sports Rosters	1 and 2
	Feeder Schools	1 and 2
	Friends/Family	1 and 2
	Future Business Partners	1 and 2
Traditional Communications	Telephone Message Center and Call Backs	1 and 2
	Fax	1 and 2
	Mail	1 and 2
	Email	1 and 2

Distribution Centers	Piggly Wiggly (Hollywood)	1 and 2
	Piggly Wiggly (Edisto)	1 and 2
	Riley's Mexican Cuisine	1 and 2
	Lams Asian Cuisine	1 and 2
Social Networks	Facebook	1 and 2
Press Releases	Local News Stations	1 and 2
	Local News Papers	1 and 2
Articles/Print Media	Post and Courier	1 and 2
	Newsletters/Magazines	1 and 2
TV News Spots	News 2, 4, 5, and 24 (local)	1 and 2
Website	Charter School Basics, Who/What/Why LLCs	1 and 2
	Facilities and Equipment	1 and 2
	Contact Us	1 and 2
	Focus/Curriculum (print and video)	1 and 2
	Timelines and Deadlines	1 and 2
	Letter of Interest (print and e-submission)	1
	Letter of Support (print and e-submission)	1 and 2
	Donations	1 and 2
	Applications/Enrollment/Lottery	2
Private Community Leader Meetings	Mayor Jackie Heyward (Hollywood)	1 and 2
	Fire Chief Doc Matthews	1 and 2
	Barbara Richardson (business owner)	1 and 2
	Buddy Tweed (local store manager)	1 and 2
	Victoria Patten-Brown (local Mentor Program Leader)	1 and 2
	Rhonda Hills (retired CCSD Teacher and past CCSD Constituent)	1 and 2
	Feeder Schools Administrations	1 and 2
Business Partners	Partnerships will be sought with local and surrounding businesses and educational facilities to sponsor community LLCs projects. Existing partnerships will continue.	1 and 2

Open House Gatherings	Utilize educational and community facilities and parks until the LLCS facility is determined and/or properly renovated.	2
Face to Face Interaction	Common Talking Points were developed for all members of the LLCS Planning Committee to use.	1 and 2
	One on one meetings	1 and 2
	"Ask Me" T-shirts	1 and 2

### Phase 1

Phase 1 included marketing and outreach efforts throughout the charter application process. During this phase, the overall goal of the Marketing and Outreach subcommittee was to determine levels of 1) community support via Letter of Support and 2) parental/guardian support via Letter of Interest. To determine levels of support, the efforts and tools listed above were utilized to inform the masses about LLCS and why it warrants consideration.

Phase 1 resulted in support from the counties of Charleston, Colleton, Dorchester, Berkeley, & York, the cities of Charleston, North Charleston, & Summerville, and the towns of Hollywood, Ravenel, Meggett, Adams Run, Edisto Island, Edisto Beach, Round O, Greenpond, Johns Island, Wadmalaw Island, Yorges Island, Mt. Pleasant, Rock Hill and James Island as illustrated in the table below.

Letters of Support and Interest Received		
Town	City	County
Hollywood	Charleston	Charleston
Ravenel	North Charleston	Dorchester
Meggett	Summerville	Colleton
Adams Run		York
Edisto Island		Berkeley
Edisto Beach		
Round O		
Greenpond		
Johns Island		
Wadmalaw Island		
Yorges Island		
Mt. Pleasant		



Rock Hill		
James Island		

Letters of Support are **were** collected from parents/guardians, business owners, area leaders, town councils, community families, and any other persons or organizations who **wished** to show their support for the formation and approval of the LLCSD Charter through the SCPCSD. Letters of Support are included in Appendix 2.

Throughout Phase 1, several public meetings and appearances took place. Letters of Interest and Support submissions greatly increased in the days following public meetings and appearances. A calendar of public events is illustrated below.

Calendar of Public Events for Marketing and Outreach	
Event	Date
The Exchange Club of St. Paul's Parish	Jan 9
Dixie Youth Baseball Registration	Jan 28
Upward Basketball Games (1)	Feb 11
Upward Basketball Games (2)	Feb 18
Meggett Town Council	Feb 27
Ravenel Town Council	Feb 28
The Greenhouse	Mar 8
Edisto Ministerial Alliance (EMA)	Mar 12
The Lions Club	Mar 12
Hollywood Town Council	Mar 26
Community Outreach Picnic	Mar 31
Colleton County Council	Apr 3
Edisto Beach Council	Apr 12

Letter of Interest results by month, effort, and grade are illustrated in the graphs below.

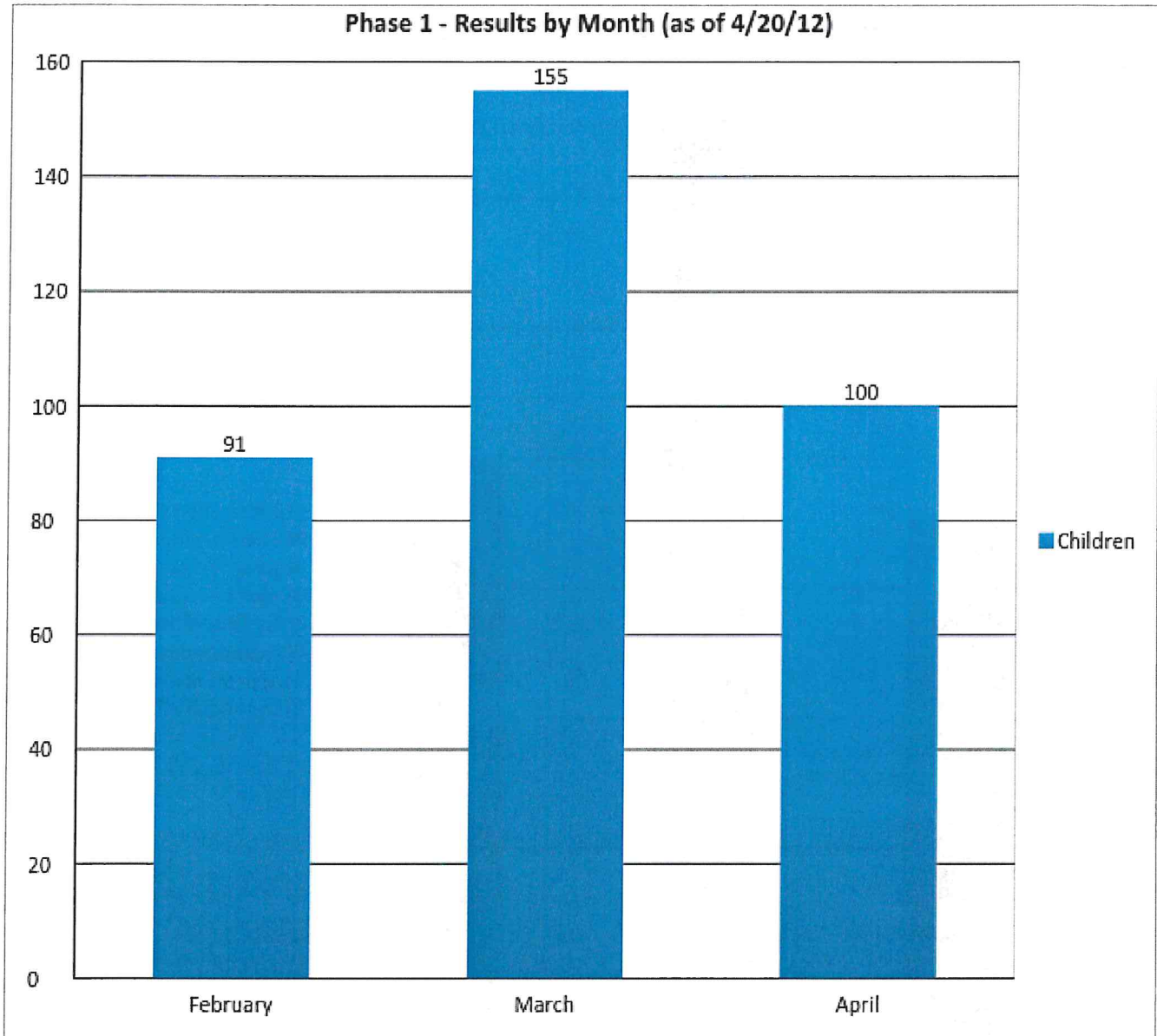
Phase 1-Graph A (Phase 1 results by month)

Phase 1-Graph B (Phase 1 results by effort)

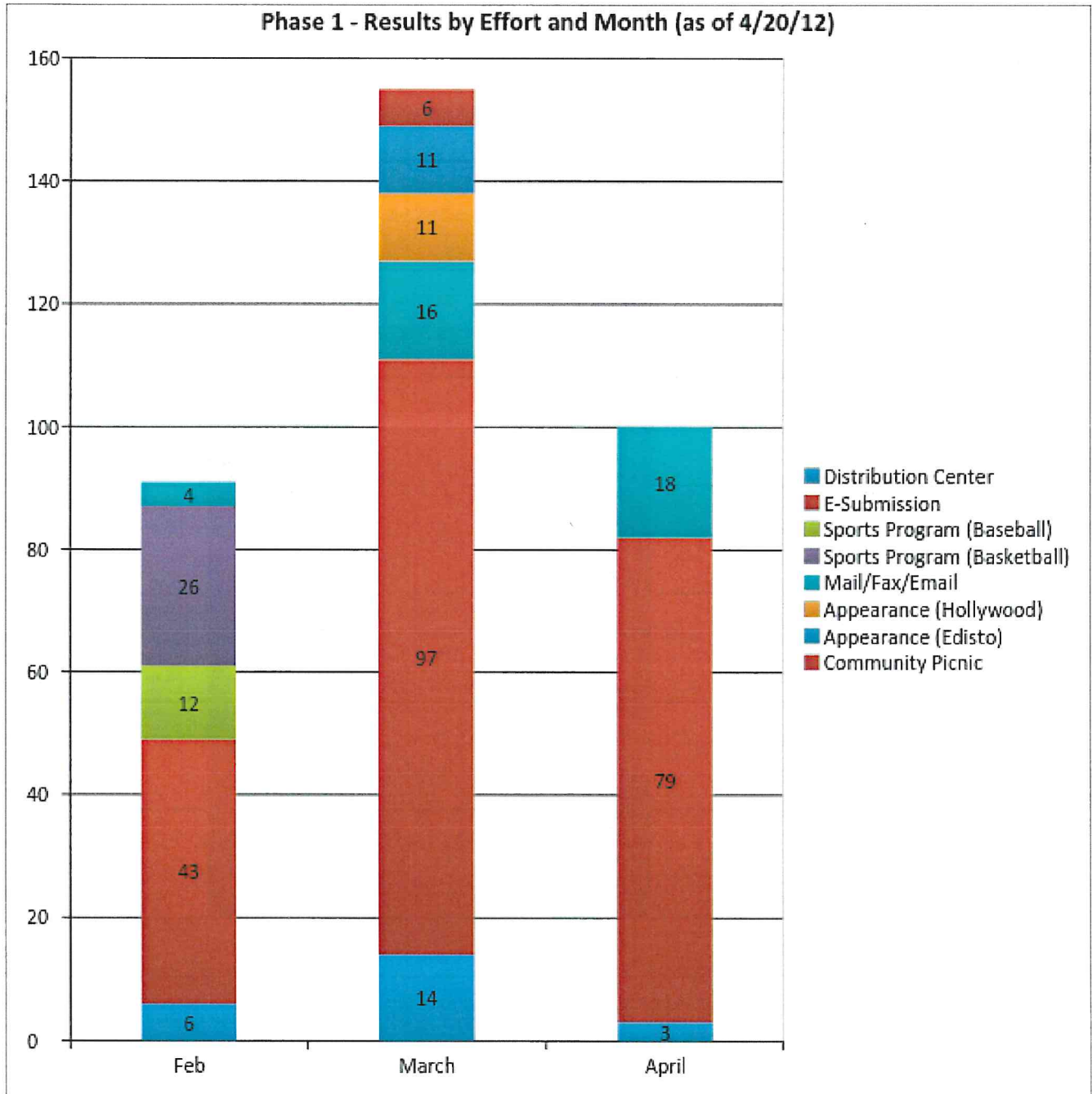
Phase 1-Graph C (Phase 1 results by grade)



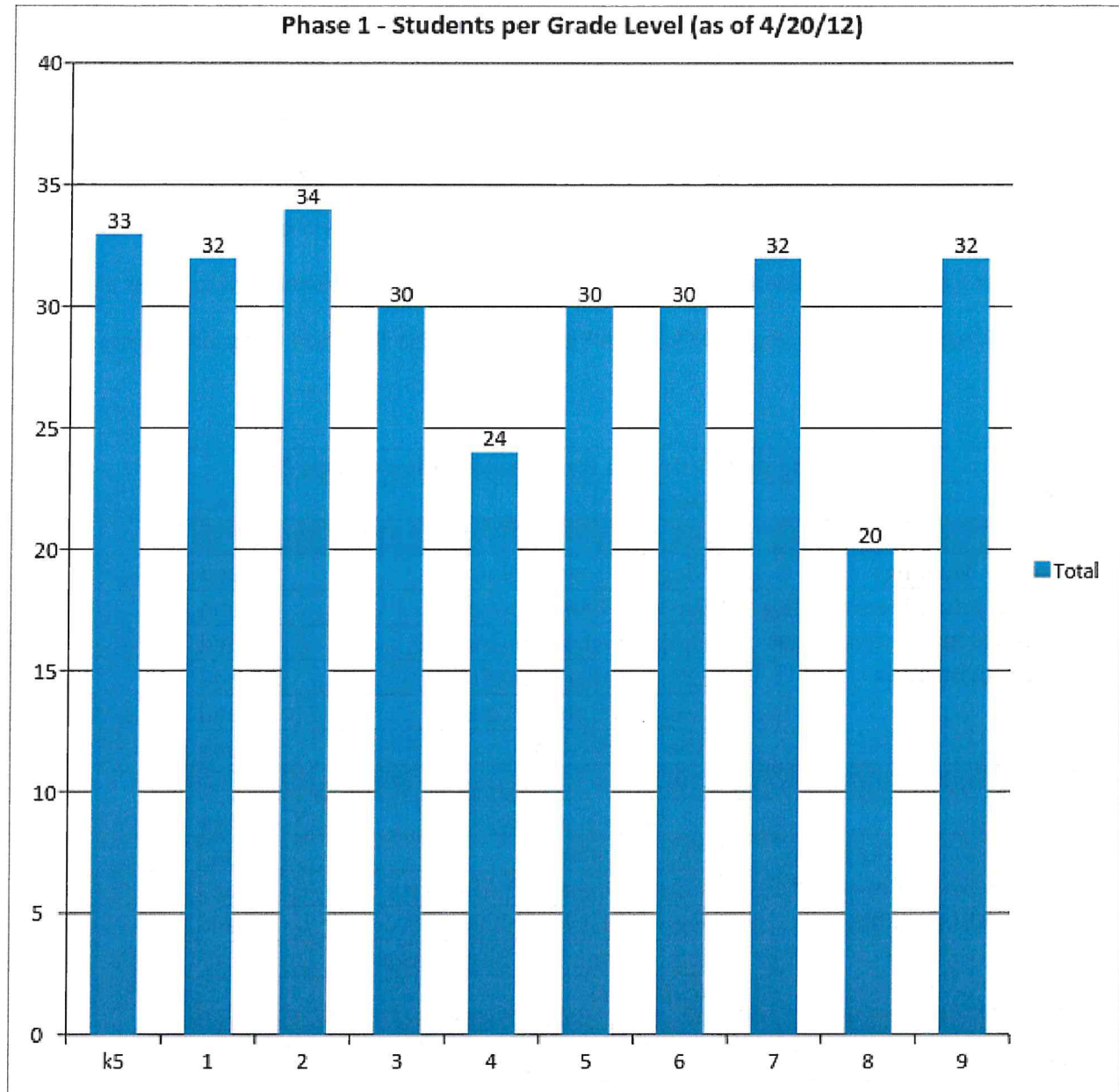
Phase 1- Graph A



Phase 1- Graph B



**Phase 1- Graph C**



Phase 2

Phase 2 ~~will~~ included continuous marketing and outreach efforts during the student application and enrollment process. During this phase, the overall goal of the Marketing and Outreach subcommittee ~~will be~~ **was** the recruitment of eligible students to complete applications for enrollment and to form business partnerships. Promotion and outreach ~~will~~ continued if student slots ~~are~~ **were** still available after open enrollment.

Multiple means of communication and information distribution ~~will be~~ **were** developed and established eliminating barriers that could impede equitable access or participation regardless of demographics. It ~~is~~ **was** the goal of the charter planning committee for the racial composition of the student enrollment to mirror the state of South Carolina. The ~~proposed~~ Marketing and Outreach Plan for Phase 2 is illustrated in the table below.

Marketing and Outreach Recruitment Plan (Phase 2)			
	Tool/Effort	Details	Phase
•	Community Meetings	Meggett Town Council	1 and 2
	<b>Meetings will take place offering LLCS updates and recruitment opportunities.</b>	Ravenel Town Council	1 and 2
		Hollywood Town Council	1 and 2
		Edisto Town Council	1 and 2
		Colleton County Council	1 and 2
		The Lions Club	1 and 2
•	Appearances	St. Paul's Exchange Club	1 and 2
	<b>Appearances will take place offering LLCS updates and recruitment opportunities</b>	The Greenhouse	1 and 2
		Edisto Ministerial Alliance	1 and 2
		Upward Basketball Games	1 and 2
		Dixie Youth Ball Registration	1
		Kids Zone	1
•	Events	Community Picnic	1 and 2
	<b>Events will take place for recruitment opportunities.</b>		
•	Email Campaigns	Business	1 and 2



<b>Email Communications will take place offering LLCS updates and recruitment opportunities.</b>		Parents/Guardians	1 and 2
		Friends/Family	1 and 2
●	Online/Offline directory Listings	Supporters	1 and 2
<b>Directory listings will continuously be updated for mail-outs offering LLCS updates and recruitment opportunities.</b>		Sports Rosters	1 and 2
		Feeder Schools	1 and 2
		Friends/Family	1 and 2
		Future Business Partners	1 and 2
●	Traditional Communications	Telephone Message Center and Call Backs	1 and 2
<b>Traditional Communication will remain available and be the sole method of receipt of student applications for enrollment.</b>		Fax	1 and 2
		Mail	1 and 2
		Email	1 and 2
●	Distribution Centers	Piggly Wiggly (Hollywood)	1 and 2
<b>Distribution Centers will offer information pick-up and drop-off.</b>		Piggly Wiggly (Edisto)	1 and 2
		Riley’s Mexican Cuisine	1 and 2
		Lams Asian Cuisine	1 and 2
●	Social Networks Online	Facebook	1 and 2
<b>Social Network websites will offer LLCS updates and recruitment opportunities.</b>			
●	Press Releases	Local News TV Stations	1 and 2
<b>Updated press releases will be submitted.</b>		Local News Papers	1 and 2
●	Articles/Print Media	Post and Courier	1 and 2
<b>Follow-up articles, announcements, and ads will post.</b>		Newsletters/Magazines	1 and 2
●	TV News Spots	News 2, 4, 5, and 24	1 and 2
<b>Seek interviews for local news spots highlighting schools.</b>			

•	Website	Charter School Basics, Who/What/Why LLCS	1 and 2
	<b>Continuously update as new information becomes available.</b>	Events Calendar	1 and 2
		Facilities and Equipment	1 and 2
		Contact Us	1 and 2
		Focus/Curriculum (print and video)	1 and 2
		Timelines and Deadlines	1 and 2
	<b>Accept Support Letters and Donations aiding in the formation of business partnerships.</b>	Letter of Support (print and e-submission)	1 and 2
		Donations	1 and 2
	<b>Offer information.</b>	Applications/Enrollment/Lottery	2
•	Private Community Leader Meetings	Mayor Jackie Heyward (Hollywood)	1 and 2
	<b>Meetings will take place offering LLCS updates and recruitment opportunities. Additional meetings will be requested to further seek community support.</b>	Fire Chief Doc Matthews	1 and 2
		Barbara Richardson (business owner)	1 and 2
		Buddy Tweed (local store manager)	1 and 2
		Victoria Patten-Brown (local Mentor Program Leader)	1 and 2
		Rhonda Hills (retired CCSD Teacher and past CCSD Constiuent	1 and 2
		Feeder Schools Administrations	1 and 2
•	Business Partners	Partnerships will be sought with local and surrounding businesses and educational facilities to sponsor community LLCS projects. Existing partnerships will continue.	1 and 2
	<b>Continue to seek business partnerships.</b>		
•	Open House Gatherings	Utilize educational and community facilities and parks until the LLCS facility is determined and/or properly renovated.	2

<b>Hold gatherings regularly for information distribution and recruitment.</b>		
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**For subsequent years, LLCS will use strategic policies and procedures to recruit students.**

*iii. Desegregation Plan or Order*

A desegregation plan is not applicable to Lowcountry Leadership Charter School. A letter has been provided by the SCPCSD (see Appendix 11) confirming that LLCS will not be required to create an action plan to comply. If the District is placed under a desegregation order the school will comply with the order.

e. Transportation

*i. Transportation Needs*

Transportation will not be a barrier to attendance at our school; accordingly, we have appropriated funds in our budget for contingency transportation requirements. At this time, we do not intend on providing transportation. LLCS will coordinate with the school's Parent Organization in establishing a carpool system to ensure that our students are transported to and from school on a daily basis.

*ii. School Bus*

We will not provide transportation via school busses but may consider this in the future.

*iii. Contracted Services*

**The LLCS Planning Committee** ~~Currently we have~~ **had** not negotiated any services with the local school district, our sponsor, or any other outside vendor. The Planning Committee ~~is currently~~ **was** researching options for a variety of services (fiscal services, food services, custodial services, maintenance, curriculum, library and media services, pupil transportation services, and the like). ~~We will~~ **They** thoroughly reviewed all options and proceeded with the protocol that best ~~meets~~ **met** our financial needs and best sets us as sound guardians of public funds. **In subsequent years, LLCS will review all options.**

*iv. Special Needs Students*

Our special needs students will be given access to a free and appropriate public education (**FAPE**) and related educational services—~~including transportation~~.

Federal Public Law 94-142 and Chapter 33 of Code of Law of South Carolina 1976: Title 59 (Sections 59-33-10 through 59-33-110) will govern. As mandated, our students with special needs will be provided transportation as necessary. The student's Individualized Education Plan (IEP) will specify any special circumstances (equipment, supervision, vehicle type, etc.) that must be provided to meet the student's needs.

**f. Facilities and Equipment**

*i. Identified Facility*



A facility ~~has~~ **had** not been identified at **the time of application** ~~this time~~. **Beginning with the 2013-2014 school year, the facility is identified and located at 5139 Gibson Road, Hollywood, SC 29449.**

*ii. Facility Not Identified*

**At the time of charter application submission for approval,** the final site and building selection for Lowcountry Leadership Charter School ~~has~~ **had** not yet been identified, but ~~will~~ **would** be located in Charleston County.

1) Based upon a proposed initial student population at school opening during the year 2013 – 2014 of 400 students and based upon the proposed maximum student population during the year 2016 – 2017 of 520 students the following is a description of required facilities:

Year 2013 – 2014

K5 to 5 <sup>th</sup> grades	12 teaching stations
6 <sup>th</sup> to 8 <sup>th</sup> grades	6 teaching stations *
9 <sup>th</sup> grade	2 teaching stations *
Total	20 teaching stations

\* includes art, music, and computer science classrooms

Support spaces: PE room and Interscholastic Gym, Library, and Administrative Areas for Principal, Assistant Principal, Guidance Counselor, Curriculum Coordinator, Resource Teacher, Teacher Work Spaces, and

Miscellaneous Spaces (Corridors, Toilets and Mechanical, Electrical, and Storage Spaces).

By Year 2016 – 2017

10 <sup>th</sup> to 12 <sup>th</sup> grades	6 additional teaching stations*
Total	26 teaching stations with support spaces

\* includes science and language labs

Support spaces: Play fields that include general fields **and multi-purpose fields.** ~~football and baseball fields~~

2) ~~Currently~~ **At the time of application**, the Facility and Equipment Sub-Committee is reviewing six sites that include three existing schools – (a 90,000 SF former Middle School, a 24,000 SF former Elementary School, and a 32,000 SF K4 to 8<sup>th</sup> grade Independent School), a 7,700 SF combined former daycare center and regional medical building, and two commercial structures each about 10,000 SF. Discussions regarding building and ground leases have begun for each of the school sites. The commercial buildings will not be considered unless required by space or lease limitations.

With a student population of 400 (2013) to 520 students (2016), LLCS will most likely be located on two campuses with the K5, 1<sup>st</sup> and 2<sup>nd</sup> grades on one campus and the balance of the students on a second campus. As the school expands in its 2<sup>nd</sup> to 4<sup>th</sup> years, classrooms may need to be added to the school.

An Architectural firm has volunteered to assist the LLCS Committee in reviewing potential school buildings and sites. The Architectural firm, Watson Tate Savory Liollio Architects, will act as LLCS's agent in

reviewing existing facilities, in the preparation of documents and in communications with Office of School Facilities (OSF) in the State Department of Education. TIME LINE BASED UPON INFORMATION AS OF 04-30-12

The Time Line noted below and in the Appendix is based upon a realistic approach to renovations at an existing facility which is scheduled to be occupied until late spring 2013. However, the actual time of Site Location selection could expand to as late as February 2013 with adjustments in the Time Line schedule for required design and construction efforts.

Item No.	Event / Activity	Start Date	Duration	End Date
	Select Location	01-03-12	8 months	08-31-12
	Preparation of Documents	09-03-12	8 weeks	10-26-12
	Review with Committee	10-29-12		
	Modification	10-30-12	1 week	11-02-12
	Approval by Committee	11-05-12		
	Permitting of Facility	11-05-12	6 weeks	12-14-12
	Submit to OSF	11-05-12	6 weeks	12-14-12
	Submit to Chas County	11-05-12	6 weeks	12-14-12
	Advertise for Bids	12-14-13	4 weeks	01-10-13
	Pre Bid Conference	12-20-12		
	Bid Opening/Review	01-10-13		
	10 day protest period	01-10-13	10 days	01-21-13
	Committee Approval	01-10-13	2 weeks	01-22-13
	Award Contract	01-23-13		
	Notice to Proceed	01-28-13		
	Submittal Period	01-28-13	4 weeks	02-22-13
	Store New Mtls on Site	01-28-13	11 weeks	05-04-13
	Demolition Begins	05-04-13		
	Construction	05-04-13	13 weeks	08-01-13
	Obtain Certificate of Occupancy	08-01-13		
	Install furniture	08-01-13	1 week	08-09-13
	Teacher Move-in	08-08-13	2 weeks	08-22-13
	School Starts	08-22-13+/-		

### iii. Equipment

The following is an initial listing of proposed equipment for classrooms, special areas and staff areas. Additional equipment will be added based on needs of curriculum requirements. LLCS will obtain the equipment needed through direct purchase with the Implementation Grant, direct purchase with our General Fund, state surplus, surplus from colleges and universities, and through contributions and donations.

- K5: Tables, chairs, educational play equipment, interactive boards, tack surface, teacher's desk and file cabinets, technology to be determined
- 1<sup>st</sup> and 2<sup>nd</sup> Grade: Tables, chairs, interactive boards, tack surfaces, teacher's desk and file cabinets, technology to be determined
- 3<sup>rd</sup> to 9<sup>th</sup> Grade: Student desks and chairs, interactive boards, tack surfaces, teacher's desk and file cabinets, technology to be determined
- Science Classroom: Student desks and chairs, interactive boards, tack surfaces, lab stations with water and waste, general storage for science equipment and supplies, chemical storage area, teacher demonstration table, teacher desk and file cabinets, technology to be determined
- Music Classroom: Student desks and chairs, interactive boards, tack surfaces, storage areas for instruments and sheet music, acoustic materials as required on walls and ceilings, teacher desks and file cabinets, technology to be determined
- Computer Classroom: Individual computer stations for 20 students with 4 shared printers, interactive boards, tack surfaces, storage areas for supplies, teacher desks and file cabinets (the type of technology will be determined at a later date)
- Language Lab: Individual stations for up to 20 students with appropriate sound and recording equipment for language studies, teacher desk, and storage for language studies



- PE and Gym: Competitive Gym with basketball and volleyball courts, locker rooms for PE class and home and visiting teams, sporting equipment to support PE class requirements and as required interscholastic teams, Athletic Director and / or coaches office with desk and file cabinets, storage areas for equipment and uniforms
- Media / Library: Bookcases and furniture to meet and exceed minimum requirements as required by SC, smart boards, tack surfaces, electronic filing and reference equipment, technology to be determined
- Administrative Areas: Appropriate furniture for Receptionist, Principal, Assistant Principal, Guidance Counselor, Curriculum Coordinator, and Resource Teacher, filing cabinets for general filing and secured record storage, technology to be determined
- Work rooms & Miscellaneous Areas: Appropriate furniture for planning periods, printers, laminating equipment, tack boards, storage areas, technology to be determined -Outside Fields and Play Areas: Play areas and necessary equipment for recess periods and PE class for all grade levels, SC standard fields for soccer / football and baseball, miscellaneous storage buildings for required equipment

**LLCS may consider potential facility expansion and/or replication at the discretion of the Board of Directors.**

g. Employee Relations

*i. Employment Process*

Lowcountry Leadership Charter School is committed to recruiting and hiring the best qualified employees without regard to race, religion, handicap, gender, or age. As an equal opportunity employer, LLCS will follow all state and federal rules, regulations and laws regarding employment practices. LLCS will be an at-will employer. Recruitment and hiring of professional and support personnel will be based upon qualifications, merit, and commitment to the mission and philosophy of the school.

The recruitment and selection process will include, but not limited to:

- a) an analysis of the job vacancy conducted by the Principal prior to initiating the recruitment process, and the Principal will develop a job description, which reflects the needs of the school. The Principal in each case will determine the most appropriate recruitment strategies including: advertisement in local, state, and regional newspapers; advertisement in professional publications; advertisements on CERRA and the SC Public Charter School District website; contact with college and university placement services; interviews with students enrolled in teacher education programs; internal and external searches; inquiries and referrals; professional LLCS contacts with organizations that promote the interest of minority groups; publications and pamphlets; special activities and events for prospective applicants; promotional packages and recruiting programs; advertisements on the Internet. The administration will utilize printed materials and/or technology to recruit high-quality candidates.
- b) Announcements/advertisements for the job vacancy will be published in accordance with all related legal and reporting requirements and may include such information as the following: job title, summary description of the job responsibilities, location of the school, description of the application process, minimum requirements, entry salary and/or salary range, opening and closing dates for applying, statement certifying that the employer is an equal employment opportunity employer, work schedule, and whether the position is full or part-time.
- c) Applications for a position must be made in writing or via email and shall include at a minimum: the South Carolina state application form; South Carolina teaching credential or other certification or credentials; copy of diploma, degree, or certificates, or a transcript, if applicable; and three professional references, when possible. The school will not consider the individual's application file complete until it has received these documents.
- d) LLCS will advise all applicants for employment of the school's employment policy and application process, including a check of all criminal records. School personnel will advise applicants that any falsification of information, either by omission or commission, will be grounds for disqualification from consideration or grounds for discharge, should they be employed.
- e) The school's Principal and/or designee will paper screen applications to ensure the applicant meets the

minimum training, education and experience requirements for the position. At the finalist level, all application information, including education and LLCS job-related training, work experience, prior employment records and criminal records will be verified by the school administration.

- f) Utilizing the information gained during the screening process, the school Principal and/or designee will make a determination as to who will be invited to participate in interviews.
- g) Employees of the school who apply for a position will be given consideration for transfer or promotion.
- h) The interview team will be composed of the school Principal and any others he/she determines to be appropriate to provide input into the selection process for the particular position.
- i) The selection process may include interview(s), observation of performance of work, review of other appropriate documents, and contact with appropriate professionals having knowledge of the applicant's performance.
- j) At the completion of the selection process, the school Principal and/or designee will evaluate all information gathered and select the best qualified candidate for the position.
- k) The ~~Principal~~ **School Leader** and/or designee will offer the position to his/her selected candidate and will notify the Board, after the employment agreement is signed by the candidate.
- l) An induction process will be developed and implemented by the school Principal which will include an introduction to the school's mission and goals, knowledge of the student body and community, professional development regarding the instructional materials and strategies to be utilized, procedures and reporting required, and mentoring.

LLCS's Planning Committee believes that the excellence of a minimum of 75% certified teachers and quality support personnel will have a tremendous impact on the success of the educational program. The school will base personnel policies on the following long-range goals: to recruit, select and employ the best qualified personnel to staff the school; to provide staff compensation and benefit programs sufficient to attract and retain qualified employees; to provide a professional development program for all employees to continually increase

competence; to conduct an employee appraisal program that will contribute to the continuous improvement of staff performance; to assign personnel to ensure as effective use as possible; to develop the quality of human relationships necessary to obtain maximum staff performance and a high level of job satisfaction; and to develop fully and utilize the potential of all personnel who serve the school. LLCS will be an equal opportunity employer. The school will maintain a policy of equal opportunity in the following areas: recruitment and recruitment advertising, selection and hiring criteria and practices, transfer and promotion, demotion, termination, layoff and recall, compensation, working conditions, benefits and privileges of employment, and training.

*ii. Teacher Evaluations*

LLCS will utilize ~~SG-TAP~~ **ADEPT**.

1. Personnel evaluations are designed to provide information for continuous improvement of performance and to provide a record for personnel decisions. Evaluations shall be based on teaching skills, knowledge, and responsibilities. The Performance Standards Overview is as follows:

Instruction:

- Activities and materials
- Questioning
- Standards and objectives
- Motivating students
- Presenting instructional content
- Lesson structure and pacing
- Academic feedback



- Grouping students
- Content implementation
- Teacher knowledge of students
- Levels of thinking
- Problem solving

Designing and Planning Instruction:

- Instructional lesson plans
- Student work
- Assessments

The Learning Environment:

- Expectations
- Managing student behavior
- Classroom environment
- Respectful culture

Full SC ~~TAP~~ **ADEPT 4.0** Rubric in Appendix 16.

*iii. Terms and Conditions of Employment*

LLCS Planning Committee members and subsequently members of the school's Board of Directors will approve the terms of employment for all employees. These terms will comply with Para 41-10-30 of the SC Code

of Laws, 1976. The Terms and Conditions of Employment will be included in an employment agreement that will include:

- Pay Information
- Pay Date Calendar
- Vacation Days
- Holidays
- Sick Leave
- Additional Terms of Employment

Official personnel records for all employees of LLCS will be maintained in the LLCS administrative office using appropriate security measures. Personnel files will contain signed an employment agreement; credentials and certifications or professional tests, if applicable; academic transcripts; Employment Eligibility Form and all required identification; benefits declarations; signed terms of employment form; signed receipt of employee handbook; evaluation documentation and commendations; background checks; and other official correspondence.

An employee handbook outlining policies and procedures will be developed and approved by the Charter Committee and subsequently the school's Board of Directors. This handbook will be given to all employees and updated annually. Employees will sign a statement indicating their receipt of the handbook and acceptance of the policies/procedures contained in it. The Employee Handbook will include personnel policies and procedures. All policies and procedures will comply with South Carolina State and US Federal Laws.

#### h. Grievance and Termination Procedures

##### *i. Teacher Employment and Dismissal Procedures*

**In accordance with section 59-40-60**, LLCs employees are expected to conduct themselves as professionals. They are expected to meet standards of conduct and performance. Employees who do not meet these standards will be given the opportunity to correct their conduct or performance through performance evaluations and corrective disciplinary action. Corrective action may include or lead up to termination if the employee's actions are severe enough. The employee handbook will outline progressive disciplinary and termination procedures.

- The employee will meet with the immediate supervisor to try and resolve the issue. If the issue is not resolved after meeting with the supervisor, then the employee should move to the next step.
- The employee should put their issue in writing describing the issue in detail, desired result, and the proposed solution. The written issue should be turned into the school Principal within ten (10) business days of the occurrence.
- After the Principal receives the written issue, he/she will meet with the employee and the immediate supervisor to discuss the policies and procedures relating to the issue. Usually, the review of faculty policies and procedures will dictate a resolution. The employee has the right to address the Board if the issue is not resolved.
- Every employee of LLCs has the right to a hearing on or before termination. If after the employee has met with the immediate supervisor and/or the Principal and the issue has still not been resolved, the employee may bring the issue to the Board and request a right to a hearing within 30 business days of termination. The Board will review the issue and policy and schedule a hearing with the employee, immediate supervisor, and Principal. After the hearing the Board will make a final decision and report the resolution to the employee within five business days.

*ii. Employment and Dismissal Procedures for Administrative, Paraprofessional, and Non-teaching Staff*

LLCS will utilize the same procedures for employment, evaluation and termination for administrators and non-teaching staff as those described above for teachers. The Principal will be evaluated annually by the Board of Directors.

i. Student Conduct, Rights and Responsibilities, and Discipline Procedures

Upon enrollment, each student and parent will be presented with a copy of the Lowcountry Leadership Charter School **Parent/Guardian and Student Code of Conduct** Handbook, which outlines student conduct, rights and responsibilities and discipline procedures. The handbook includes policies that address antidiscrimination, harassment, expectations of student conduct, a description of inappropriate behavior, and plagiarism or cheating.

We expect from our students positive conduct, respect for others, and responsibility for their own actions. Parental reinforcement in these areas will further insure that a positive learning environment is maintained at school. Students are expected to follow Lowcountry Leadership Charter School's Student Code of Conduct.

*i. Student Conduct*

We will enable our teachers to develop a classroom management plan for his or her class. Specific rules and consequences are communicated to the students and parents. When serious misbehavior occurs, a student



may be sent to the administration for disciplinary actions. Lowcountry Leadership Charter School students are expected to conduct themselves in a courteous, dignified manner. Students should be prepared for class, demonstrate participation and arrive on time daily. Students are expected to have positive conduct, respect for others and responsibility for their own actions. Students have the responsibility to know and respect the policies, rules and regulations of LLCS.

Although LLCS will expect much from the students, the tangible and subjective rewards of being associated with an organization of high principles and aspirations are much greater. We are committed to academic and moral excellence and to achieve this, each student is expected to act as mentors to insure a positive environment.

Students who willfully act in a way contrary to this expectation can expect counseling, suspension, or possible expulsion, for gross misbehavior, immorality, consistent disobedience, violation of established rules and regulations, commission of any crime, jeopardizing the safety of other students, the staff or the facility, or when the presence of the student is detrimental to the best interest of the school.

Continuous disciplinary problems may result in in-school detentions, after-school detentions, suspensions, or referral to the board for expulsion. Certain offenses require automatic referral to the Board of Directors for an expulsion hearing including, but not limited to weapons, drugs, or assault on a student or employee.

South Carolina law requires that police be notified when a student engages in activities which result or may result in injury or serious threat of injury to another person. According to the SC School Safety Act of 1997, assault and battery against a school official by a student shall be considered a serious misdemeanor.

#### *ii. Students with Disabilities*

LLCS is committed to serving children with disabilities and special educational needs. To that end, we will collaborate with South Carolina-based private and government agencies to ensure that our program meets all appropriate certifications and offer the foremost support for children with disabilities. Special education students will be managed based on their Individual Education Plan (IEP). LLCS'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 2004 Amendments or Section 504 of the Rehabilitation Act of 1973. The following disciplinary process will be implemented to ensure compliance:

- School personnel can remove a student with a disability for 10 consecutive days or less at a time for violation of the school code of conduct (to the same extent applied to children without disabilities).  
School personnel can immediately remove up to 10 consecutive school days or less, the same child for separate incidences of misconduct.
- Students who have been identified by the school district as handicapped or disabled are not exempt from the rules regarding misbehavior as outlined in this handbook. However, all disciplinary action involving these students will be addressed in accordance with state and federal law.
- ~~● School 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 school personnel believe that a child is dangerous to himself/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~~
- ~~● 45-day interim alternative educational placements can be extended in additional 45-day increments if the hearing officer agrees that the child continues to be substantially likely to injure himself/herself or others if returned to his or her prior placement.~~

- School 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 children without disabilities, for the same behavior. School personnel can report crimes to appropriate law enforcement and judicial authorities.
- School personnel can always ask the court for a temporary restraining order to protect a child or adults from harmful behaviors. (See IDEA Regulations 300.519-529 and 521 d.)

### *iii. Student Rights*

Before a student of the school is suspended for a period of ten days or less, an informal hearing **or** a conference will be held with the student, legal guardian, Principal, and staff members as deemed appropriate. The student will be granted all due process procedures as required by law. The student will be given an opportunity to present his/her case to the Principal. The Principal will then present the charges to the student and parent. The student will be given a chance to admit to the charges. If the student does not admit guilt to the charges, the Principal will present the evidence. The student will then be given an opportunity to present his/her case to the Principal. If the Principal decides that the student should receive suspension, a written notice will be sent to the legal guardian and student. Before a student receives a suspension of more than ten days or is expelled, the Principal will convene the LLCS Discipline Committee, which is composed of the Principal and teachers appointed by the Principal. The Discipline Committee is responsible for reviewing the student's situation or situations that led to this discipline level. The Discipline Committee may request the presence of the parent/guardian and/or student. If the Discipline Committee decides to move forward with the suspension or expulsion, the Principal shall provide the student and parent/guardian with written notification of the charges of misconduct, the disciplinary action to be taken, and their right to appeal in writing to the Lowcountry Leadership Charter School Board of Directors. If an

appeal is submitted, the LLCS Board of Directors will schedule a hearing in a timely manner and provide the student and parent/guardian the opportunity to tell their side of the story. The LLCS Board of Directors will then review the entire disciplinary record and notify the student and parent/guardian in writing of the final disciplinary action to be taken.

*iv. Parental Notification*

LLCS will expect parents to take an active, positive role in their child's education. LLCS will encourage parents to stay in communication with their child's teacher, volunteer to help in any way that they can, and attend PTO meetings. Parents who are involved and keep education as a priority have children who are successful in school. LLCS wants parents to be a strong partner in their child's education. Parents and students will be given a copy of the Student Code of Conduct handbook at the beginning of the school year, through orientation sessions held at the school and classroom levels, and by posting this information on the LLCS website. Parents will be kept notified of any process or actions related to their child during any disciplinary action. A copy of the policies to be included in the Student Code of Conduct is included in ~~Appendix 15~~ **Parent/Guardian & Student Handbook**.

j. Indemnification

Lowcountry Leadership Charter School of the South Carolina Public Charter School District 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 actions, suits, claims, or judgments arising from injury to persons or property or otherwise that arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school.



k. Insurance

*i. Workers' Compensation Insurance*

The South Carolina Workers' Compensation Law is designed to provide medical and monetary benefits for an employee who sustains an accidental injury arising out of and in the course of his or her employment. The law provides medical care to bring about the earliest possible recovery from the injury, a percentage of wages and salary lost during the injured employee's disability, and, in case of death, compensation for the deceased employee's dependents. The Planning Committee has obtained an estimated annual premium from a South Carolina licensed insurance company in the appropriate amounts. A statement setting out our ability to secure this insurance and an estimate of the cost of this insurance is included in Appendix 16.

*ii. Liability Insurance*

The Planning Committee has obtained an estimated annual premium for liability insurance from a South Carolina licensed insurance company. These policies are designed to match or exceed the minimum limits required by South Carolina Tort Claims Act (S.C. Code Ann. § 15-78-120 (Supp. 2011)). A statement setting our ability to secure this insurance and an estimate of the cost of this insurance is included in Appendix 16.

*iii. Property Insurance*

The Planning Committee has obtained an estimated annual premium for property insurance from a South

Carolina licensed insurance company. We will provide sufficient insurance to cover loss to the school building and contents for fire and theft. A statement setting our ability to secure this insurance and an estimate of the cost of this insurance is included in Appendix 16.

*iv. Indemnity Insurance*

The Planning Committee has obtained an estimated annual premium for indemnity insurance from a South Carolina licensed insurance company. We will provide indemnity insurance against civil and criminal liability for the charter school to protect or sponsor, the members of the board of our sponsor, and the employees of our sponsor acting in their official capacity with respect to all activities related to the charter school. A statement setting out our ability to secure this insurance and an estimate of the cost of this insurance is included in Appendix 16.

*v. Automobile Insurance*

The Planning Committee has obtained an estimated annual premium for automobile insurance from a South Carolina licensed insurance company. **In the event LLCs were to purchase vehicles,** ~~We~~ we will purchase automobile insurance, both property and liability insurance, to cover the cost of vehicles and transportation for charter school students. A statement setting out our ability to secure this insurance and an estimate of the cost of this insurance is included in Appendix 16.

*vi. Other Insurance*

The Planning Committee has obtained an estimated annual premium for umbrella insurance from a South Carolina licensed insurance company. A statement setting out our ability to secure this insurance and an estimate of the cost of this insurance is included in Appendix 16.

