

APPLICATION SUMMARY

A. Mission Statement:

The mission of Langston Charter Middle School is to enrich and empower sixth, seventh and eighth graders with personal responsibility and a compassion for their community through single gender classes, innovative teacher, parent and community cooperative learning. Langston Charter Middle School expects active parental involvement in their child's academic, emotional and social development.

This school is named after a courageous young girl, Laodicea "Dicey" Langston, who during the Revolutionary War risked her life on several occasions in our country's fight for freedom. Her selfless acts and willingness to be involved exemplify the character traits that must exist in people if their community is to be place of quality. Dicey's acts of heroism took place near Greenville County; she later raised her family in Travelers Rest and is buried there.

Building on the legacy of people like Dicey Langston we propose that Langston Charter Middle School exist to provide academic excellence for students while instilling the values of personal responsibility and accountability. We will encourage and provide many opportunities for parent involvement in the daily school routine, through active participation in community service projects and leadership training. The curriculum will incorporate service projects chosen by the students in order to enhance their academic learning as well as increase their sense of self-worth through making compassionate and real contributions to their community.

The middle school years present a unique set of challenges to the students and to the adults who teach and parent them. These young adolescents are truly caught between two stages of development, and as a group they are widely scattered across the spectrum of maturity. Langston Charter Middle School will address these issues in an environment where students will experience innovative approaches to teaching and single gender classes in the middle school curriculum. Parental involvement will go beyond just fundraising. They will be on campus throughout the day, actively participating in the educational process. Students will wear uniforms.

Our goal is to make education relevant to the students, inspiring them to find ways to make their community a better place to live. By studying leaders from the past we will provide a model of preparing for their future. Students will be encouraged to develop a desire for life-long learning and a passion for their community.

We believe that leadership is asking the best of ourselves and others and therefore all people have the potential for leadership. Socially responsible leaders understand the inherent interdependence of everyone in a community and we are accountable to each other for our actions and inactions. Our goal is to create a school where academic excellence, a positive attitude, 100% effort and honorable character are defining characteristics of our alumni.

B. Admissions Policies and Procedures:

1. Enrollment Procedures:

(a) Eligibility:

All admissions to the Langston Charter Middle School will meet the admission criteria described in the specified procedures below. Students will be admitted without regard to race, religion, gender, national origin, disability, ancestry, need for special education or itinerant services, or socioeconomic condition. Langston Charter Middle School is open to all students who are eligible to attend grades 6-8 in the School District of Greenville County, Greenville, South Carolina. Expelled students will not be admitted.

(b) Applying to Langston Charter Middle School:

1. Information about the school is posted on the website: www.langstoncharter.org. This information includes the application, dates of meetings scheduled for interested parents, numbers to call to schedule a tour of the school, frequently asked questions, etc.

2. At least three application orientation meetings will be held in the evenings or on a Saturday prior to the application due date. If parents are unable to attend one of these meetings, they may call the school principal to make alternate arrangements to receive the information.

3. A brief application (asking for minimal demographic information and proof of current grade) must be completed in the fall for inclusion in an anticipated enrollment lottery. While due dates may change slightly each year, the application will most likely be due in the fall. Applications are available on the website and may be obtained from the school office. Completed applications may be mailed to the school or hand delivered to the office.

4. If the number of applications to Langston Charter Middle School exceeds the capacity, students will be accepted into the school by a lottery process, as prescribed by the South Carolina Charter School Act. The lottery will be held at the end of the application period. The date and time of the lottery will be announced and open to the public. The name of each applicant will be placed in the lottery and drawn randomly using www.random.org or a similar randomizer. The capacity for new enrollees will have been determined prior to the lottery. Applicants not admitted as a result of the lottery will be placed on a waiting list in the order determined by the lottery.

Every effort will be made to insure that the racial make-up of the school reflects the district population within a 20 percent variance.

5. Students drawn in the lottery will receive an enrollment packet. The information requested in this packet will facilitate course placement and provide information needed to enter the student in SASI or other student accounting system.

6. Individual family intake conferences will be scheduled following submission of the enrollment packet. The purpose of a conference is to review the program at Langston, determine course placement, and answer any questions that parents and students may have. The interview is for information only and has no bearing on acceptance. Students will receive an enrollment acceptance letter following the conference.

Transfers from Other School Districts

A student transferring from another school system in South Carolina or from another state must provide his or her previous school transcript, social security number, birth certificate, and a South Carolina Immunization Certificate. An out-of-state student must take his or her immunization record to a doctor or health department or child's school nurse to receive a South Carolina certificate. New residents may temporarily enroll their children in school for **30 days** with a special exemption issued by the school until an immunization certificate can be obtained. Existing immunization records and/or out of state certificates may be evaluated by your child's school nurse who is authorized by the Health Department to issue a SC Certificate if all the other requirements have been met. If a certificate is not presented to the school at the end of the 30 days, the student will no longer be allowed to attend school.

Immunization Shots

A child cannot be admitted to any school or child development program without a State Certificate of Immunization or a valid medical, religious, or special exemption.

Immunizations required by South Carolina law are Tetanus containing vaccine ID tap, DT or TD, Polio, Measles (two doses), Rubella (German Measles), and Mumps. Hepatitis B immunization is required for students entering all grades. (This is a new requirement for students entering grades 6 and 12). A child who has a physician's statement as proof of measles immunity is not required to have the shot. The Varicella (Chicken Pox) vaccine or history of disease is required for all students admitted to kindergarten and first, second and third grades.

If the child does not have a valid certificate, the parent must take his/her shot records to their physician or the county health department (864-282-4100). A parent must accompany a student under 16 who requires shots.

For further information, call Medical Health Services at 864-241-3111.

School Assignment

Langston Charter Middle School does not follow the assignment by GEOCODE model that the Greenville County School District uses for school assignments. Langston Charter Middle School is a school of parent choice.

Insurance

Insurance is **required** for students who participate in South Carolina High School League sponsored interscholastic activities. Insurance benefits are coordinated with other insurance coverage a family has purchased.

Application Acquisition:

In public announcements we will clearly state where applications are available and the deadline for receipt of completed applications. Applications are available on the school website and can be picked up in the school office if necessary. The application timeline is on the application and the website.

Application Orientation Meetings for all applicants and other interested persons are held to describe the educational program, standards, student rights and responsibilities, parent responsibilities, volunteer training and expectations.

(c) Lottery Process:

If the number of applicants exceeds the number of available spaces, a lottery will be used to determine enrollment as previously described. If the lottery does not result in a student body whose racial composition matches that of the district (varying no more than 20%), then preference will be given to students on the waiting list in the order in which their names were drawn. There is no appeal to the sponsor with regard to this lottery process.

(d) Priority Enrollment:

Langston Charter Middle School will give priority enrollment to siblings of students, children of employees, and planning committee members. Children of planning committee members who are given priority may not exceed 20 percent of the enrollment of the charter school. Siblings of current and former students and children of planning committee members must satisfactorily complete the admissions process prior to the lottery deadline.

2. Students Outside the District:

(a) Percentage of Out of District Students:

Langston Charter Middle School will accept students who reside outside of the School District of Greenville County in accordance with the district transfer policy of Greenville County. Student enrollment of out-of district may not exceed 20 (twenty) percent of the total enrollment.

Nonresident Students:

Students who enroll in Langston Charter Middle School, but whose home is outside the county, must pay Nonresident Tuition according to the district schedule. Students enrolling during the first ten days of a semester will be charged the full rate. After that, the charge will be the number of days remaining in the semester times the daily rate. Tuition will be paid at the district office.

Nonresident Tuition:

As information, Section 59-19-90(10)(d) of the Code of Laws of South Carolina (1976) "gives school district trustees the discretion to allow out-of-state residents to attend district schools on an individual basis."

(b) Approval provision for out of district enrollment:

Out of district enrollment shall not exceed 20% of total enrollment and therefore no approval provisions are applicable.

(c) Notification:

The sending district will be notified immediately should a student be accepted to the school. Applications for students from outside the Greenville County School District will be included in the lottery if completed by the deadline. After that, applications will be placed on the waiting list in the order in which they are completed. The school board must give prior approval before the enrollment may exceed 20 (twenty) percent of out-of-district students.

(d) Approval provisions for sending district:

Langston Charter Middle School's out of district enrollment shall not exceed 20% of enrollment and therefore approval provisions for the sending district are not applicable.

3. Student Appeals Process:

If a student is denied admission, the principal will explain reasons for the denial to the parents.

If the student is denied admissions due to not being picked in the lottery, there is no appeal process.

The parent has five working days after the notification of denial of admission to submit an appeal to the Langston Charter Middle School Board of Directors. Upon written receipt of the appeal, the School Administrator will have five working days to resolve the situation or refer the appeal to an Ad hoc committee of the Board of Directors (Appeals Committee) for action. The Board must respond to the parent in a timely fashion, but not to exceed twenty-one days. Should the denial be overturned by the Langston Charter Middle School Board, the student will be admitted.

C. Support for Formation of the Charter School:

1. Langston Charter School Planning Committee:

A charter school planning committee was formed and had an initial meeting on Saturday, January 24, 2004. Committee members include the Director of the Exceptional Family Members Program of Simpsonville, South Carolina (a program that services exceptional students and plans and implements collaborative life plans in home-medical-school-work-life-play

environments), one instructor from Greenville Technical College (continuing education division), Dr. David Church, one Registered Nurse, a Greenville County teacher, one Spartanburg County school teacher, parents of students in the Greenville County School District and from area private schools. The planning committee met almost weekly since its inception. Community representative have joined us and brought their expertise to the process. The planning committee was divided into subcommittees: Admissions Policies and Procedures/Programs, Goals, Objectives, Standards, Curriculum/Assessment, Budget and Accounting, Governance and Operation/Administrative and Teaching Staff/School Composition, community/school district/public relations. These committees guided the development of Langston Charter Middle School's application and served as the founding Board of Directors of Langston Charter Middle School until an elected Board of Directors was established within 60 days of the start of the school year to replace the planning committee for Langston Charter Middle School.

Langston Charter Middle School Planning Committee

NAME	AFFLIATION	POSITION	PHONE	CONTACTS
Lisa Stevens	Parent/ City Planner	Planning committee member	234-5495	lhstevens@charter.net 10 Ryedale Ct. Greenville, SC 29615
Tammy Ferrell	Parent/ Attorney	Planning committee member	963-4644	TSHO4@aol.com 401 Poinsettia Dr. Simpsonville, SC 29681
Tink Baker	Parent/ Accountant	Planning committee member	963-7728	tinkbaker@bingowithpop.com 8 Vendue Ct. Simpsonville, SC 29681
Toni Malpass	Exceptional Family Members Program/ Learning Disability Nurse Consultant/ Parent	Planning committee member	525-1625	0630tmalpass@charter.net 5 Stone Dale Dr. Simpsonville, SC 29681
Dale Brubaker	Parent/ Operations Assoc., Industrial Engineering	Planning committee member	627-1536	Dalebrubaker@hotmail.com 219 Block House Rd. Greenville, SC 29615
Lisa Best	Parent/ Insurance Consultant	Planning committee member	962-9769	18 Summerhill Rd. Simpsonville, SC 29681
Pamela Kramer	Parent/ Certified teacher	Planning committee member	884-6977	jkramer@sunbeltcontainer.com 217 Walden Creek Way Greenville, SC 29615
John Boozer	Parent/Applegate Moving Co.	Planning committee member	297-7597	johnb@applegatemoving.com 202 Doonbeg Ct. Simpsonville, SC 29681
Ben Devaser	Teacher	Teacher/ Planning committee member	234-5365	devaser@charter.net 131 Oak Park Dr. Mauldin, SC 29662
Heather Bolt	Certified Middle School Teacher	Teacher/Planning Committee Member	967-4531	214 Helen St. Simpsonville, SC 29681

Langston Charter Middle School Board of Directors (2018-2019)

Board Position	Name of Director
Chairman	Micah Valentine
Vice-Chairman	Berra Byrd
Treasurer	Brian Smith
Secretary	Gena Runnion
Academic Affairs	Dr. Lienne Medford
Facilities Director	Sam Sims
Governance	Daniel Lumm
At-Large	Maria Marler
At-Large	Kristin Allen
At-Large	Angie Mosley
At-Large	Stephanie Byrd
At-Large	Elizabeth Driscoll

2. Evidence of Support:

Mr. Buddy Coleman from the Greenville County School District has been extremely helpful in providing guidance and direction. A Community Information Meeting was held April 25, 2004, at The Hughes Main Library, in downtown Greenville. This meeting was advertised in the Greenville News, Greenville Journal, and flyers were posted in area retail stores, libraries, restaurants, and numerous offices. The Information meeting was successful and community questions were answered about Langston Charter Middle School and Charter Schools in South Carolina. See Appendix C for presentation information and letters and signed petitions of support.

D. The Educational Program:

Langston Charter Middle School exists to provide academic excellence for middle school students while instilling the values of personal responsibility and accountability. Through innovative teacher, parent and community collaborative partnerships, the student will gain compassion and a sense of responsibility for their community while increasing their sense of value and self-worth. Thus, instilling a desire for lifelong learning. The School will attract students from both private and public schools and provide parents with an opportunity for school choice. The students will have the opportunity to have collaborative experiences with the community and to be responsible community members in many forms such as: food drives, visiting nursing homes, Meals on Wheels, attendance at Leadership Speakers Series events, and other opportunities that give our students the ability to serve their community.

The middle school years present a unique set of challenges to the students and to the adults who teach and parent them. These young adolescents are truly caught between two stages of development, and as a group they are widely scattered across the spectrum of maturity. Langston Charter Middle School will address these issues in an environment where students will experience innovative approaches to teaching and single gender classes.

Langston Charter Middle School has received interest and support from the parents and students of the Greenville County School District, teachers and business and community partners. Please see letters of support and a petition signed by people who support the formation of Langston Charter Middle School in Appendix C.

1. Student Population

(a) Targeted Student Population:

Langston Charter Middle School provides an excellent educational experience with community based enrichment for students in grades 6-8. Student population is as follows:

After Year Five – up to 618 students, divided as equally as possible by grade and gender.

(b) Conversion Schools:

Langston Charter Middle School will not be a conversion school.

2. Goals and Objectives:

- The student population will meet or exceed the South Carolina curriculum standards in core subjects of language arts, math, science, foreign language and social studies.
- The student population will exceed the South Carolina curriculum standards in Health and Safety education.
- The student population will meet or exceed the South Carolina curriculum standards in Technology and Computers for Middle School Students.
- Seventy (70%) of the students will demonstrate responsibility for their own learning, including setting goals, manage time and materials, prioritizing work, mastering reading comprehension, written communication and math skills, note taking, study skills and completing multi-step instructions by the end of sixth grade. Eighty (80%) will accomplish this goal by the end of seventh grade, and Ninety (90%) will accomplish this goal by the end of eighth grade. These goals are for students who have been continually enrolled for three consecutive years. Students not continually enrolled for three consecutive years will meet these goals at 70%.
- Seventy (70%) of the students will be able to manage their behavior by displaying the self-discipline that will enable them to become successful life-long learners, family member, and future professionals, political and business members of our society. Eighty (80%) will accomplish this goal by the end of seventh grade, and Ninety (90%) will accomplish this goal by the end of eighth grade. These goals are for students who have been continually enrolled for three consecutive years. Students not continually enrolled for three consecutive years will meet these goals at 70%.
- Ninety five (95%) of the parents of enrolled students will participate in family education workshops, volunteer activities, after school tutoring, recruiting and offering community based enrichment instruction in subject areas and training seminars.

3. Academic Standards:

(a) Student Goals:

Please see appendix D for student goals in each subject at each grade level.

Updated standards are available on the State Department website.

(b) Evidence of the process to insure instruction meets/exceeds standards:

Please see Appendix D.

(c) Provisions for determining achievement:

All students, unless otherwise exempt, will participate in all state-wide testing as mandated by the S.C. Department of Education. Eligible students will be encouraged to take the PSAT and/or SAT as part of the SC Junior Scholar and Duke TiP programs.

Teachers will be responsible for continual student assessment. They will use portfolios, rubrics, observation reports, both formal and informal, surveys, parent-student contact methods, informal and formal tests, presentations, and performances, and annual State-mandated assessments. All objectives of a student's IEP plan and 504 Plan will be followed.

All students will receive an interim progress report each four and one-half weeks. Emailed progress reports will be distributed approximately every two weeks. Report cards will be distributed every nine weeks. Teachers will contact parents to address concerns at any point during the quarter. These report periods will serve as an indicator of academic performance, attendance and behavior. It also affords the opportunity for the teacher to initiate intervention for assistance in an area that needs improvement.

See individual Academic Standards in Appendix D for a detailed description of goals the student will achieve in each subject area and at each grade level.

4. Instructional Program:

(a) Schedule, Calendar and Daily Schedule:

Langston Charter Middle school students will meet the minimum academic student days of 180. Academics are supplemented by after school programs and clubs (all parent-initiated and parent-led), including the Leadership Speakers Series, community service activities, drama productions, chorus, etc.

With few exceptions, Langston will follow the school calendar developed by the Greenville County School District, including start and end dates, report card distribution dates, holidays, snow make-up days, and teacher work days.

- Introductory Spanish will be taught in the 6th and 7th Grades. Eighth graders will take Spanish I for high school credit.
- All Subject areas will meet or exceed South Carolina Standards as noted in Appendix D.

The current daily course schedule follows:

2018 - 2019 Class Schedule

2018-2019	1 A - 6 B	2 A - 5 B	3A - 4B	4A - 3B	5 A - 2 B	6 A - 1 B
English						
Creasman	8G	7G	8G	8B	Planning	7G
English	7B	6G	7B	7G	7B	Planning
Hamilton	Planning	8B	8G Honors	8B Honors	8G	8B
Nelson	6B	Planning	6B	6G	6B	6G
Mathematics						
Burton	6B R	6G	8B Algebra	8G Algebra	Planning	6G R
Case	8B R	Planning	8B Geometry	8G Geometry	8B Geometry	8G R
Neely	6B	8G	6B	6G	8B	Planning
Nicks	7B	Planning	7B Algebra	7G Algebra	7B	7G
Wood	Planning	7G	7B R	7G R	6B 6/7/8	6G 6/7/8
Science						
Leeke	Planning	6B	7G	6B	7G	6B
Melcher	7G	Planning	8G	8B	8G	8B
Roueché	8G	8B	8G	8B	Planning	8B
Shade	6G	7B	6G	7B	6G	Planning
Social Studies						
Griffin	8B	8G	8B	8G	Planning	8G
Hill	8B	8G	7G	7B	8B	Planning
Temples	7G	6B	Planning	6B	7G	6B
Van Valkenburgh	6G	7B	6G	Planning	6G	7B
Spanish						
Feigenbaum	6B	6G	Planning	6G	6B	6G
Guerrero	Planning	7G	7B	8G	8B	8G
Kittel	8B	8G	8B	Planning	8B	8G
Stevens	7B	Planning	6B	7G	7B	7G
Leadership						
Cannon	7G	7B	Planning	6B	6G	6B
Venable	8G	8B	Planning	7B	8G	8B
PE						
McKenzie	6G	6B	6G	Planning	7G	7B
Moore	8G	8B	7G	Planning	8G	8B
Instructional Support						
Sidell	6B/8B	GirlsR	7B/Planning	7G/Planning	BoysR	6G/8G

(b) Strategies and Approaches:

The educational format will include, but is not limited to lectures, project based experiences, group projects, business-mentor projects, hands-on learning, student presentation and co-teaching opportunities, and academic enrichment by persons in the community with expertise in an area of the curriculum being studied (i.e. administrative assistants co-instructing the writing of a business letter, allied healthcare personnel co-instructing health topics and CPR in school, business leaders co-instructing in geometry with architectural design, etc.).

(c) High School Diploma:

Langston Charter Middle School is limited to sixth, seventh, and eighth grades and therefore will not offer a South Carolina State High School Diploma.

(d) Individuals with Disabilities:

The school will comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. Students suspected of requiring any of these services will be referred by parent, student or teacher to the principal. A Student Assistance Team will convene made up of the student's teachers, parent and student. All submitted tests, reports, observations and teacher notes will be submitted and entered into the meeting minutes, the team will determine if the student needs to attend mandatory after school tutoring to remediate the problem, and/or if the student requires the services available under section 504 or IDEA. This will have established "Child Find" in accordance with federal mandated law and a 504 or IEP Team will convene within 5 days of the determination of need. The student will be afforded services that are available to all students who required special education services in The Greenville County School District. If Langston Charter Middle School is unable to meet the unique needs of a student they will be referred to the appropriate department of the Greenville County School District which will best meet their unique needs. Related Services, Assistive Technology, Speech or Supplemental Services that the student requires will be obtained through The Greenville County School District. Assistive Technology and Transition services will be met in accordance with federally mandated laws, Section 504, IDEA and ADA. Staff Development training will occur, if appropriate to assist the student in using his/her assistive technology devices.

E. Student Assessment:

1. Assessment Instruments

Student Achievement and progress will be continually monitored throughout the school year. Student portfolios, teacher observation tools, results of state-mandated testing, and End of Course exams will assist in determining a student's progress. The MAP will be used to determine individual, state and national performance measure comparisons of the students. Parents will be notified by emailed progress reports, interim progress reports at mid-grading period and a report card will be issued every nine weeks. Students exhibiting signs of academic difficulty will be required to attend tutoring classes after school hours.

The length of assignment to these tutoring classes will be determined by the amount of assistance that the individual student requires.

The No Child Left Behind Act (NCLB) requires that adequate yearly progress be defined in a manner that is statistically valid and reliable. Standardized testing as mandated by South Carolina and the School District of Greenville County, as well as inclusion of the MAP pre and end of school year measurements will meet these federal guidelines. Langston Charter Middle School has met the requirements for Adequate Yearly Progress (AYP) for the past three academic years (2005-2006, 2006-2007, and 2008-2009).

Langston Charter Middle School will participate in South Carolina's statewide assessment program to measure student performance on the state standards. It is administered to all students in grades three through eight each year. The PASS includes tests in four subject areas - English language arts (ELA), mathematics, science, and social studies.

PASS is administered in March and May of each school year.

(a) End of Course Exams:

The [Education Accountability Act](#) of 1998 requires the development of end-of-course examinations in gateway or benchmark courses for grades nine through twelve. The examinations, which will count 20% of the students' final grades in the gateway or benchmark course, will include Algebra I/Math for the Technologies II, English I, Physical Science, Biology I/Applied Biology II, and U.S. History and Constitution.

Algebra I and English I will be offered to the seventh and/or eighth graders who qualify. Each examination will be administered to the students at the end of the semester in which they are scheduled to complete the course.

A student's score is computed based on the number of correct answers he or she provides to the test questions. There is no penalty for guessing.

(b) Measures of Academic Progress:

The MAP Tool will provide start of year and end of year academic progress information, which will be used to follow the progress portfolio for each student. The computerized Measures of Academic Progress (MAP) combine the benefit of technology with the integrity of comparable tests. While an individual student is taking a computerized adaptive test, the program customizes the test to the student's achievement level. The test may be given to the student up to four times in a school year.

MAP is a system that allows each student to receive a unique test, which is dynamically developed for him or her as the test is being administered.

MAP offers unparalleled efficiency, flexibility, and most importantly, improved measurement precision. It is a key component of any comprehensive assessment program.

Teachers can use Measures of Academic Progress to:

- Place new students in the appropriate course or instructional setting
- Focus instruction for new students
- Monitor growth in student achievement over time
- Determine student proficiency related to the district's graduation standards
- Screen students for Title I eligibility, special education services, and gifted program

In addition to improving assessment decisions, MAP can:

- Improve the testing experience for students and teachers
- Enable teachers to give tests whenever they're needed
- Provide immediate feedback
- Provide parents with better information about their child's growth in achievement
- Decrease testing time
- Increase test security

Lexile Scores: The Lexile Framework is a tool for looking at a reader's achievement in relation to the difficulty of specific texts. Readers can be ordered by their achievement, and there are many methods, formal and informal, for accomplishing this.

This method allows for measuring readers and text using the same scale. The Lexile Framework provides a single scale that can be used for targeting readers with text that provides an appropriate challenge.

When readers are reading material at their appropriate Lexile level, they will comprehend the material at the rate of 75%. When a student reads material 250 Lexile points above his or her level, comprehension drops to 50%. When a student reads material 250 Lexile points below his or her level, comprehension increases to 90%.

The Lexile Framework affords the teacher and parent a useful tool for programming success into the reader's experience. When readers read well-targeted texts, they report confidence, competence, and control of the text. When teachers listen to readers read targeted text aloud, they report that the reader comprehends what he or she is reading. By predicting the match of readers to books, the Lexile Framework can locate the level at which a student is being challenged by exposure to new vocabulary and concepts without being frustrated. This match between readers and books is the reading level at which reading practice will promote maximum development. This Lexile score will assist in making recommendations of reading material that is appropriate for the student's unique needs.

State Aligned MAP Versions - A pre-developed set of tests in math, reading, and language usage designed around the South Carolina state standards.

NWEA MAP - A pre-developed set of tests in math, reading, and language usage designed around the most common sets of [goals](#) from around the country.

MAP versions will be determined by the school.

Norm-Referenced Testing (NRT)

The [Education Accountability Act of 1998](#) requires the annual administration of a norm-referenced achievement battery. The tests are administered to representative samples of students in three of the grades three through eleven. *TerraNova*, published by [CTB McGraw-Hill](#), is the achievement battery that is currently being used. No individual, school, or district level information is generated from the administration of the norm-referenced assessment. *TerraNova* is administered to a sample of about 20,000 students divided among three grade levels each year. The three grade levels rotate according to a three-year cycle. The [South Carolina Education Oversight Committee](#) is responsible for selecting the sample.

Stanford 10 - Measures student progress toward high academic standards and meeting the requirements of ESEA. The Stanford 10 Multiple-Choice Assessment will help educators find out what students know and are able to do. This technically excellent instrument provides the valid and reliable tool needed for objective measurement of achievement. The information concerning this test is for informational purposes at present, and this test may be utilized at a later date if the Board chooses to do so for internal assessment research.

- Reflects state and national standards
- Offers full-color, student-friendly testing materials
- Provides action-oriented information with new score reports

Testing Students with Disabilities

All students with disabilities must be included in statewide assessments and if necessary, must have accommodations or modifications, or must participate in an alternate assessment.

Decisions regarding the methods of assessing students with disabilities must be made on an individual basis by the student's IEP team or 504 accommodations plan team and documented in the Individual Educational Program (IEP) or 504 Accommodations Plan.

Accommodations and modifications that may be used on statewide tests.

Accommodations and modifications that are used in statewide assessment must be the same ones as the student uses in typical classroom instruction and assessment. Although the IEP team has the authority to determine what, if any, accommodations and/or modifications are needed in order for a student with a disability to participate in statewide assessments, state and local agencies have the authority to determine how test results are reported and used. The state or local agencies may limit the use of test scores if certain accommodations and modifications are included.

Alternate Assessment

An alternate assessment is an assessment that is developed to meet the needs of students with significant disabilities who cannot participate in the regular assessment even with accommodations and/or modifications. The assessment provides evidence of student progress toward achievement of the South Carolina Curriculum Standards.

Participation Guidelines for Alternate Assessments

The decision about a student's participation in assessment is made by the student's IEP team and documented in the IEP. To document that the alternate assessment is appropriate for an individual student, the IEP team should review all important information about the student over multiple school years and multiple instructional settings (e.g., school, home, community) and determine that the student meets **all** of the following criteria:

- demonstrates cognitive ability and adaptive skills, which prevent completion of the state-approved standards even with accommodations and modifications;
- has current adaptive skills requiring extensive direct instruction in multiple settings to accomplish the application and transfer of skills necessary for functional application in school, work, home, and community environments;
- is unable to apply or use academic skills in natural settings when instructed solely or primarily through school-based instruction; and
- the inability to complete the state standards is not the result of excessive or extended absences or social, cultural, or economic differences.

2. Performance Goals Timeline:

The No Child Left Behind Act (NCLB) requires that adequate yearly progress be defined in a manner that is statistically valid and reliable. The Langston Charter Middle School will assist every student in meeting or exceeding the minimum curriculum standards set forth in the curriculum standards approved by the SC State Department of Education. The goal of Langston Charter Middle School is that every student progress one year of academic progress from their initial MAP scores in reading, language arts and math after one full school year of enrollment. Langston Charter Middle School will use the MAP to assess AYP. This instrument provides a valid and reliable tool needed for objective measurement of achievement.

3. Academic Assistance:

Academic assistance will be available for students who have not attained proficiency of the core curriculum standards as measured in the SC statewide assessment program and the MAP. Assistance will be provided by teachers and/or parent volunteers after school for students needing extra help as well as those not making progress as shown on the MAP or state-wide assessment. Additional one-on-one tutoring will be recommended as deemed necessary by the principal, guidance counselor, Student Assistance Team, IEP, or 504 Plan.

F. **Budget and Accounting System**

Langston Charter Middle School benefits from the collective expertise of our Board of Directors, staff, and financial service consultant. The Board of Directors has contracted with an accountant to establish and maintain the business and financial services protocol for our charter school.

Langston Charter Middle School is eligible to receive textbook, related and supplemental materials for special education students and students with 504 plans, as well as, supplies from the School District of Greenville County.

Appendix E contains our spreadsheet formatted, ten-year projected budget. This budget has been prepared in accordance with State Department of Education (SDE) *Financial Accounting Handbook*, with reference to the *Funding Manual* and the *Single Audit Guide*. Contained within the spreadsheet is a narrative that stipulates several planning and budgeting factors.

The Board of Directors adopts an Annual Budget and receives and approves Monthly Financial Statements.

1. Annual Budget:

Revenues:

- Account codes used in the attached budget are in accordance with the SDE *Financial Accounting Handbook* for South Carolina school districts.
- Documentation from the SDE of estimated revenues in accordance with the allocations in S.C. Code Ann. § 59-40-140(A)-(C) is included in Appendix E.

Expenditures:

- Revenue account codes used in the budget are in accordance with the SDE *Financial Accounting Handbook* for South Carolina school districts.
- Anticipated expenditures follow the same budget codes that are required of school districts operating in South Carolina. Costs associated with planning, implementation and continuance are provided.

2. Annual Audit:

An annual audit of all financial records will be conducted by a certified public accountant. The audit will be conducted in the same manner as all schools in Greenville School District. Langston Charter Middle School will adhere to accounting, auditing, and reporting procedures and requirements of Greenville School District, which are those for all public schools operating in South Carolina. Accounting, auditing, and reporting procedures and requirements will comply with the published specifications of the Office of District Auditing and Field Services contained in the *Financial Accounting Handbook*, *Funding Manual*, and *Single Audit Guide*. The Board of Directors will receive, review, and approve the auditor's report prior to official reporting.

3. Pupil Accounting System:

In accordance with the guidelines set forth by the *South Carolina Pupil Accounting Manual* and the *South Carolina Student Accountability Manual*, Langston Charter Middle School will adhere to the reporting procedures, policies and regulations that apply to all public schools in South Carolina. We will work closely with the Greenville School District in implementing and operating the statewide pupil accounting system (SASI). Reports will be maintained and filed according to District, state, and federal requirements.

4. Negotiated Services Documentation:

We have not negotiated any services with the Greenville School District. When considering contracts, 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.

G. Governance and Operation

1. Non-Profit Corporation Status:

The name for the charter school was chosen by the planning committee – Langston Charter Middle School. The school operates as a not for profit 501c3 Corporation. The school has been incorporated as a nonprofit corporation in the state of South Carolina and a copy of the Articles of Incorporation is included. The corporation is in good standing with the Secretary of State. A Federal identification number has been obtained. The application for nonprofit status with the Internal Revenue Service was approved. A copy of the Langston Charter Middle School Bylaws is included. Please refer to Appendix G.

2. Governing Board:

(a) Election Process:

Each board member shall serve a **one year** term. The election shall be conducted annually, in the month of April, by the present Board of Directors. Each student enrolled shall represent one vote. All other members shall have one vote each. Directors shall be elected by a plurality of the votes cast. Section 3 of the amended Bylaws of School state the process for the annual elections. Please refer to Appendix G.

(b) Authority:

The governing board has the authority to develop policies, make decisions and execute each of the following responsibilities:

- Employee agreements and contracts with Principal, teachers and non-teaching employees;

- Ensure that all certified personnel and non-certified teachers undergo the background checks and other investigations before they are employed in the school;
- Contract for other services, including but not limited to transportation, financial, food, accounting and legal;
- Develop pay scales, performance criteria, and discharging policies for its employees, including the school's administrator;
- Deciding all other matters related to the operation of the school, including budgeting, curriculum, and operating procedures; and
- Ensure that the school will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to all public schools operating in the same school district.

C. Freedom of Information Act:

The governing body will comply with the Freedom of Information Act and The Health Insurance Privacy and Portability Act (See Appendix H). This will include, but is not limited to all policies regarding student, faculty and staff records, administrative records, and meetings. The Bylaws of the Corporation require compliance with these Acts.

3. Administrative Structure:

Langston Charter Middle School by and through its Board of Directors shall evaluate and employ a principal. The principal shall comply with all procedures as related to instructional issues, student discipline, etc. The principal shall further be in charge of daily administrative and managerial responsibilities of facilities and operations and shall implement all Board of Directors directives and policies. The principal shall report directly to the Board of Directors of Langston Charter Middle School. He or she shall serve as the instructional leader of the school and provide for the successful implementation of the school's mission statement.

All employees, contractors and volunteers of Langston Charter Middle School shall report to the administrator.

Administrative Structure

Position	% of time	Grades	Content Area	Qualifications
Middle School Teacher (3)	100%	6-8	English/LA	Certified or Experienced
Middle School Teacher (3)	100%	6-8	Math	Certified or Experienced
Middle School Teacher (3)	100%	6-8	Science	Certified or Experienced
Middle School Teacher (3)	100%	6-8	History/Social Studies	Certified or Experienced
Middle School Teacher (3)	100%	6-8	PE/Health/Enrichment Leadership	Experienced, Certified, or Baccalaureate Degree in Life Sciences, or degree in allied health related science, PE or personal trainer certification.
Middle School Teacher (3)	100%	6-8	Spanish	Experienced, Certified or Degree in subject area
Special Ed Coordinator/teacher	50%	6-8	Special education	Certified or Experienced
Principal	100%	School	Administration	Experienced or Certified
Clerical	100%	School	Administrative Support	Experienced
Guidance	50%	School	Administrative Support	Certified

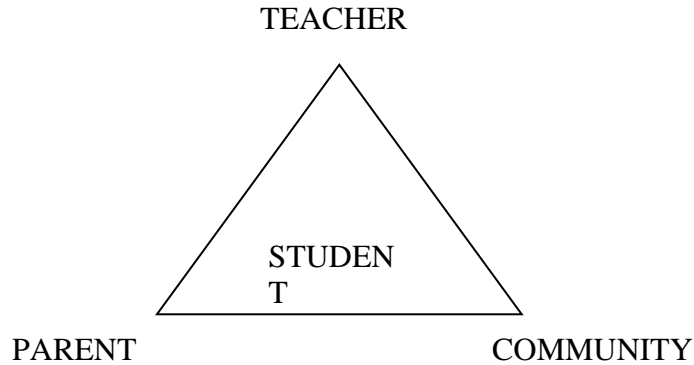
4. Parental, Community and Educator Involvement:

The mission statement of Langston Charter Middle School focuses on the foundation of parent, community and educator involvement in the education process of our school. Parents will lay the groundwork for their student. At home, they will continue or establish the framework for a moral code of conduct and create a desire for excellence in education and a desire to make this a better community in which to live and serve. Parental cooperation with the teacher in mastering subject material through class work and homework will be essential. Regularly and specially scheduled parent-teacher conferences will occur annually. Parents will actively participate in many aspects of school life, including, but not limited to, tutoring, field trips, workshops, class projects, and fund-raisers.

The community will play a vital role in the education process at Langston Charter Middle School. To become a productive member of society and even more so a community leader, one must learn from those in roles of leadership today. Langston Charter Middle School will look to create leaders by example. Students will mentor with members of local business and government. They will actively participate in building business and government models. Citizenship shall be motivated and elevated by constant involvement with caring and compassionate members of the Greenville community.

Educators will provide the cohesion to make it all work. Teachers are and must be the backbone of every successful school. Educators will play an important role in establishing and implementing curriculum. Likewise they shall have authority to use innovative techniques and

build new pathways for student achievement. Teachers will be the team leaders in this partnership of parents, community and educators in the successful education of each student at Langston Charter Middle School.



Administrative Structure:

The principal shall report directly to the Board of Directors, He/she will manage all daily operations and implement all policies as approved by the Board. He/she shall serve as the instructional leader of the school and provide a vision for the successful implementation of Langston Charter Middle School mission statement. Please see professional standards in Appendix K.

Administrative and Teaching Staff: All administrative and teaching staff and volunteers will report directly to the principal or his/her designee.

H. Administrative and Teaching Staff:

The operations and administration chart below describes how educators will be employed in a manner consistent with the South Carolina Charter Schools Act and No Child Left Behind Act of 2002. Please see Employee Handbook in Appendix K, “Teacher Employment and Dismissal” for specific information. Langston Charter Middle School will not adopt S.C. Code Ann. § 59-25-410 et seq. (1990).

1. Administrative and Staff:

Administrative and staff member qualifications are identified in the chart below.

2. Teacher and Staff Position:

Position	% of time	Grades	Content Area	Qualifications
Middle School Teacher (3)	100%	6-8	English/LA	Certified or Experienced with a Baccalaureate Degree or Graduate degree in the Subject area.
Middle School Teacher (3)	100%	6-8	Math	Certified or Experienced with a Baccalaureate Degree or Graduate degree in the Subject area.
Middle School Teacher (3)	100%	6-8	Science	Certified or Experienced with a Baccalaureate Degree or Graduate degree in the Subject area.
Middle School Teacher (3)	100%	6-8	History/Social Studies	Certified or Experienced with a Baccalaureate Degree or Graduate degree in the Subject area.
Middle School Teacher (3)	100%	6-8	PE/Health/Enrichment Leadership	Experienced, Certified or Baccalaureate Degree in Life Sciences, or degree in allied health related science, PE or personal trainer certification.
Middle School Teacher (3)	100%	6-8	Spanish	Certified or Experienced with a Baccalaureate Degree or Graduate degree in the Subject area.
Special Ed Coordinator/teacher	50%	6-8	Special education	Certified in each of the areas of disability or Experienced with a Baccalaureate Degree or Graduate degree in the Subject area.
Principal	100%	School	Administration	Experienced or Certified
Clerical	100%	School	Administrative Support	Experienced
Guidance	50%	School	Administrative Support	Certified

See Appendix Q for the 2008 Professional Certified Staff (PCS) Spreadsheet.

Each noncertified teacher:

- Will be appropriately qualified for the subject matter taught.
- Have completed at least one year of study at an accredited college or university.
- Will meet the qualifications outlined in S.C. Code Ann. § 59-25-115.
- At least 75% of the teachers will be certified.

I. Racial Composition:

1. Racial Compositions in Greenville County:

The racial profile for the School District of Greenville County indicates a population of 70% White (Majority) and 30% Non-white (Minority). The racial mix of Langston Charter Middle School will comply within the 20% variance level that is permitted for charter schools. See Appendix I.

2. Policies and Procedures:

The student recruitment procedures for Langston Charter Middle School were discussed in the admissions section of this document. All students regardless of race will be eligible to apply for admissions to Langston Charter Middle School and efforts will be made to maintain the proportional racial mix of the School District of Greenville County, using a 20% variance if warranted.

3. Desegregation Plan or Order:

A letter from the School District of Greenville County can be found in Appendix F. This letter indicates that there is no desegregation plan or order; therefore the Langston Charter Middle School will not be required to establish such a plan.

J. Transportation:

Langston Charter Middle School will be available to students from all parts of Greenville County. The school works to ensure transportation for all students through carpools, after-school care buses, and flexible pickup arrangements. Parents provide service to the school by helping transport students to and from the school. Since Langston Charter Middle School is a school of parent choice, the parents will ultimately be responsible for providing transportation.

K. Facility and Equipment:

Langston Charter Middle School opened in August 2005 at 288 Rocky Creek Road in Greenville. The building was large enough to house the school while the population was at 120 students. Our move to 212 Roper Mountain Road Extension in August 2007 facilitated our growth to 211 students. The addition of 4 portables in 2008 allowed enrollment to grow to 285. Our plan is to stay in our current facility until we are able to construct a school on 7 acres of land that was given to the school in April of 2007. Through donations, grants, and planned purchases, we have equipped 18 classrooms with student and teacher furniture, Promethean interactive white boards, and supplemental materials for each discipline.

See Appendix R for a complete description of the charter school facility including address, floor plan, name and address of owner, copy of lease, and documentation from the Office of School Facilities.

L. Employee Relations:

1. Employment Process:

All employees of Langston Charter Middle School will work within the policies and procedures as determined by the principal and the Board of Directors. The Principal must approve all employees hired and rehired. The Board of Directors has final authority in the hiring and dismissal of all employees. All applicants are required to have a background check. Langston Charter Middle School is an Equal Employment Employer.

Langston will meet all federal and state employment laws including but not limited to; race, color, religion, sex, national origin, disability or veteran status. All OSHA guidelines will be met in accordance with regulations. The U.S. Department of Labor, Employment Standards will be met. Please see Employee Handbook Addendums.

Recruitment Process:

1. All requests for new hires/rehires/vacancies, etc. must be presented in writing to the Principal.
2. Upon completion of a written request, the appropriate advertisement will be made. All advertisements should be approved by the Principal (including free advertisements) in an attempt to track recruitment efforts. Langston Charter Middle School may utilize the South Carolina Center for Teacher Recruitment, South Carolina state educational agencies, and local and out to state newspapers, employment offices and agencies, college employment offices, magazines and Internet web sites to advertise vacant positions.
3. The principal will schedule an interview with the applicant.
4. The principal shall complete an Interview Report following the interview.
5. Applicants who have been arrested, but not convicted of a crime must indicate so on his/her criminal record verification form. Any applicant that fails to disclose this information will be ineligible for employment. All staff must have a SLED background check. ~~and be fingerprinted.~~
6. Applicants must complete a DSS Consent to Release Information Form. Any applicant who has been charged with child abuse or neglect will be ineligible for employment.
7. Upon recommendation of the principal and verification of references, the Board of Directors will authorize the principal to contact the applicant to make an employment offer, discuss pre-employment requirements and the schedule for the school year. Applicants who do not successfully pass the Urinary Drug Screen examination will be ineligible for employment.
8. Professional positions that require a degree or licenses/certificate must be verified with original copies presented to the school including certifications, licensures, credentials, transcripts, previous employment verification, and references.

2. Teacher Evaluations:

Performance Reviews and Performance Standards are described in detail in the “Employees Handbook” pp. 12 through 18. Non-certified teachers will be required to meet all performance standards as specified for certified teachers. See Appendix K.

3. Terms and Conditions of Employment:

All teachers of Langston Charter Middle School will be “at will” employees and all non-certified employees will be “at will” employees, and are expected to meet performance standards competently and maintain or improve skills/performance in order to perform their job effectively. All employees will follow the grievance and termination procedures as adopted by Langston Charter Middle School and discussed in the Employee Handbook.

M. Grievance and Termination Procedures:

Teacher, Administrative, Paraprofessional and nonteaching staff employment and dismissal procedures:

Langston Charter Middle School shall appropriately discipline any employee who violates the principles and/or rules of employee behavior set forth in the Policies and Procedures of Langston Charter Middle School and the School District of Greenville County. The procedures may include, but not supersede any instrument, that is approved by the Greenville County School District, and/or policies and procedures of the school.

1. The employee’s immediate supervisor (in the event of the Principal, the Board is the immediate supervisor) is responsible for investigating reports of inappropriate behavior, policy violations and documenting the conversation/incident on a counseling form. The signed and dated counseling form will be submitted to the employee personnel file, and reviewed with the principal. The employee is encouraged to discuss any concerns with their immediate supervisor. Should an issue, which may include a performance evaluation of the employee and a decision to terminate the employee’s services, not be resolved through discussion with his/her supervisor, the employee may submit in writing these concerns to his/her supervisor. The supervisor will meet with the employee within 10 working days to attempt to resolve the issue. A summary of the discussion and the proposed resolution shall be given to the employee.

If the employee is still not satisfied with the proposed resolution, then he/she may request a meeting with the committee of the Board of Directors who has been assigned to hear personnel concerns. This request should be in writing to the Board committee and the employee should receive notification of a meeting within ten (10) working days of the request.

- a. The personnel committee of the Board of Directors will meet with the employee within ten (10) working days upon receipt of the written request made by the employee.
- b. The personnel committee shall prepare a written summary of the meeting with the employee. The employee will receive a copy of the written summary.
- c. If the employee is not satisfied with the decision of the committee of the Board of Directors, then the employee may request a meeting with the full Board of Directors. This meeting shall occur within ten (10) working days upon receipt of the written request. The Board of Directors will have final resolution in this matter and notify the employee in writing of their decision.

2. In an effort to protect the well-being of a child or students a teacher may be suspended without pay and without notice. The teacher will be notified in writing (via certified mail) regarding the reason for the suspension and his/her rights to a meeting with the principal of the school.

3. Any teacher who fails to comply with the provisions of his/her employment without the written consent of the Board of Directors shall be considered in violation of the agreement.

N. Student Conduct, Rights and Responsibilities

1. Student Conduct and Parent Notification:

The Parent/Student Handbook explaining student conduct, rights and responsibilities will be given to parents and students at prior to submitting an application. See Appendix L.

Student Right: A right is a privilege to which one is justly entitled.

Equal Educational Opportunity

The schools must provide all students the opportunity to receive a quality education. This means that every student has the right to attend public school until graduation from high school or until the age of 21.

The Langston Charter Middle School does not discriminate among its students on the basis of race, sex, color, disability, religion, or national origin.

Behavioral Expectations

A student has the right to be informed of school board policies, school regulations, and the rules promulgated for the student's school, classrooms, and transportation.

Academic Information

A student is entitled to be informed of the academic requirements of his courses, to be advised of his progress, and to have opportunities for assistance. Grades should reflect a teacher's objective evaluation of a student's academic achievement.

Privacy and Property Rights

Students are entitled to maintain privacy of personal possessions within certain limits and are responsible for those personal possessions. A student may not, of course, bring onto school property any substance, object, or material prohibited by law or School Board policy. A student's right to privacy does not, however, extend to items stored openly in school property such as desks and lockers. School officials may inspect such items of school property at any time with or without specific reason to do so. In addition, school officials may search a student's person or personal possessions, such as book bags, purses, and cars parked on campus, if the officials have a reasonable suspicion that the search will reveal the presence of prohibited or illegal materials. The

search must be reasonable under the circumstances, including such factors as the materials sought and the age and sex of the student.

The use of such means as trained dogs and metal detectors in an effort to locate prohibited or illegal items does not constitute a search. School officials may use such means at any time in their discretion.

During school hours, the use of personal radios, tape/CD decks, electronic games, and similar devices by students not permitted unless authorized by and IEP, 504 or Student assistance plan written permission by the Principal. School officials may confiscate all such unauthorized equipment.

Mobile Telephones - Students are permitted to possess mobile telephones on school property, during transportation services, and while attending school-sponsored and school-related activities. The use of mobile telephones is restricted to before and after school hours. Mobile telephones brought onto school property must be turned off and kept out of sight during the school day. Exceptions to this code must have prior written approval by the principal. If a student uses a mobile telephone in violation of this code, the principal or his designee may confiscate the student's mobile telephone and discipline the student in accordance with the "Offenses and Consequences" section of this Code of Conduct.

Paging Devices (Pagers/Beepers) - No student may possess a paging device while on school property or while attending a school-sponsored or school-related activity on or off school property. The only exceptions are:

- (a) a student under age 18 may possess a paging device if the student needs the paging device for a legitimate medical reason or
- (b) a student age 18 or over may possess a paging device if the student is an active member of a volunteer firefighting organization, the student is an active member of a volunteer emergency service organization, or the student needs the paging device for a legitimate medical reason.
- (c) a student requires such a device as afforded him by his/her IEP, 504, Student assistance plan, or written permission by the Principal .

The principal of the school will decide what constitutes a legitimate medical reason consistent with School or State guidelines. When a student possesses a paging device without permission as outlined in this code, the principal or his designee may confiscate the student's paging device and discipline the student in accordance with the "Offenses and Consequences" section of this Code of Conduct.

Freedom of Assembly

Students are permitted to gather on school grounds when they deem appropriate and for reasons they deem appropriate. Such a gathering must not materially and substantially disrupt the operation of the school, endanger the safety of any person, or violate any law, school policy, or school rule. This right to assemble does not apply to the conduct of meetings by student groups, which meetings are governed by the Equal Access Act and the board policy implementing that Act.

Freedom of Expression

Freedom of speech:

Students are permitted to express themselves, as long as the expression does not materially and substantially disrupt the operation of the school, is not vulgar, obscene, or profane, and otherwise complies with the law, board policy, district regulations, and school rules. School property, such as the intercom and public address systems, and school events, such as assemblies and athletic events, shall not be used for personal expression.

Other forms of expression:

Obscene, vulgar, and profane expressions of any kind and any expression that advertises or promotes the use of drugs, alcohol, or tobacco are prohibited. The Principal has the final authority, to prohibit the expression of a message, if the message is counter to or undermines the mission statement of the School.

No form of expression shall interfere with the rights of others to express themselves or with the conduct of school, classroom and transportation activities.

Written expression and circulation of petitions:

Students are permitted to express their written opinions and to circulate petitions, but may not use any school property, such as bulletin boards or announcement sheets, to promote such personal expression. Students are permitted to use designated bulletin boards for the posting of notices approved by the Principal.

School publications (newspapers, yearbooks, etc.) belong to the school and are not available to students or others as public forums. School officials reserve the right to promote legitimate educational concerns by exercising editorial control over the style and content of materials submitted for publication.

Student Responsibilities

A responsibility is an obligation one has to ensure that the rights of all are protected.

ALL STUDENTS HAVE THE RESPONSIBILITY TO:

- 1. Attend school to receive an education:
 - Schools cannot educate students who do not attend school.
- 2. Attend school daily unless ill or legally excused:
 - School Carolina law requires a student to attend school until his seventeenth birthday.
- 3. Be on time for all classes :
 - Students who enter a classroom after a lesson has begun are interfering with the rights of others to learn and study. Punctuality is a habit that students must develop if they are to succeed in the world of work.
- 4. Come to class with necessary materials:
 - A teacher should not have to delay instruction because a student has come to class unprepared. This is interfering with the rights of others to learn and study.
- 5. Complete all in-class and homework assignments and meet deadlines:
 - The full responsibility for student learning does not rest solely with the teacher. Education cannot be effective unless students participate in class and complete outside assignments.
- 6. Obey school rules and school personnel:
 - No one has the right to interfere with the education of others. Rules are designed to allow a school to meet its obligation to educate students. Students are required to obey and be courteous to everyone who works in our schools.
- 7. Cooperate with school staff:
 - Every community depends upon its citizens to uphold the rules by which everyone has agreed to live. Students have the responsibility to provide truthful information when asked by school authorities.
- 8. Respect the person and property of others:
 - Treat people and their property with respect by not handling others personal property without their permission. All students at Langston Charter Middle School will treat each other with kindness and dignity.
- 9. Respect public property:
 - Schools are a community investment and resource for young people. People who damage school property will be held responsible.
- 10. See that school correspondence to parents reaches home
 - Education is a partnership between home and school. Students must do their part by not intercepting or destroying progress reports, attendance information and report cards, and by delivering home any school correspondence.

Expulsion

In most cases, expulsion means the removal of a student from school and the cessation of educational services for the remainder of the school year. Any student determined to have brought a firearm to school shall be expelled for a period of not less than one year. The board of directors will ensure the timely processing of all expulsion cases.

The following steps must precede an expulsion:

1. The principal will ensure compliance with the procedures for suspension set forth in the school's policy.

2. Having concluded that a recommendation for expulsion is warranted for the offense, the principal will notify the parents or legal guardian in the notice of suspension that he is initiating expulsion proceedings. The notice shall also specify the reason for the recommendation and shall set a place and time for a conference. The conference shall be set within **two** school days of the start of the suspension. The suspension shall remain in effect until the expulsion proceedings are terminated.

3. If the principal determines after the conference that a recommendation of expulsion is appropriate, he will so notify the parents and will send the recommendations to the Board of Directors within three school days of the incident that precipitated the expulsion recommendation.

4. Within two school days of receipt of the recommendation, the Board of Directors will review each recommendation and either remands it to the principal for alternative disciplinary action, impose alternative disciplinary action (with parental consent). He will also notify the parents or legal guardian by letter of his action. The letter shall also set forth the time, place, and date of the hearing and the hearing rights described in Step 5(b). Any parent desiring to have concerns heard by the school board must so inform the Board of Directors in writing.

5. (a) Within ten days of the mailing of the letter required in Step 4, the Board Director, acting for and under the authority of the Board, will review the recommendations for expulsion and will conduct any board hearing requested.

(b) At the hearing the parents or legal guardian shall have the right to legal counsel and all other regular rights, including the rights to call witnesses on the student's behalf and to question all witnesses. The hearing will be closed to the public. The Board Director will ensure that the hearing convenes and that the hearing is appropriately recorded.

(c) The Board Director may remand the case to the principal for alternative disciplinary action, impose alternative disciplinary action himself, or expel the student.

(d) Within five days of the hearing, the Board of Directors shall render a written decision and send it to the parents. If the decision is for expulsion, the letter will include the right to appeal to the Board as described in Step 6 and the reasons described in Step 7 that will cause the Board not to affirm the decision of its initial hearing.

6. Parents may appeal the decision of the hearing officer to the Board by sending to either the Board Director a notice of appeal within ten days of receipt of the decision of the Board Director. The notice of appeal must be in writing and must state the precise basis, consistent with the grounds set forth in Step 7, for overturning the decision of the initial hearing.

7. The Board Director shall present any appeals to the Board at or before its next meeting following receipt of the notice of appeal. The Board shall consider the notice of appeal, its initial hearing decision letter, all materials submitted to the Board of Directors, and any response by the Board

Director to the appeal. The Board will affirm the decision of its hearing unless the parents demonstrate to the Board that (a) the decision of the initial hearing is not supported by substantial evidence, (b) the decision is not consistent with Policy JD, (c) the student's rights to notice and a fair hearing, consistent with this policy and with relevant statutory and constitutional requirements, were not ensured in the expulsion process, or (d) the decision was motivated by illegal discrimination or arbitrariness.

If the Board determines that the parents have demonstrated any of the four situations set forth in the previous paragraph, it will reverse or modify the panel's decision, or, for sufficient reason, it may order a new hearing or elect to conduct its own hearing. Within five days of its decision, the Board will notify the parents or legal guardian and the Board Director in writing of its decision. The Board will not hear witnesses in reaching its decision.

8. The action of the Board may be appealed to the proper court.

The Board Director will report to the Board monthly the following information for each case presented to a hearing officer since the last report: the alleged offense, the date of the offense, the school, the Board Director that reviewed the case, the date of the Directors review, and the disposition of it.

Offenses and Consequences:

Students come to school to learn. They follow the rules set up to ensure that their schools are safe and orderly. We are proud of these young people.

For students who do not follow the rules, this section of the Code of Conduct explains consequences if rules are broken.

Catalog of offenses and consequences

Unacceptable behaviors, whether listed or not, will not be tolerated. South Carolina law permits disciplinary actions, including suspension and expulsion, for commission of any crime, gross immorality, gross misbehavior, persistent disobedience, or violation of written rules and regulations of the school board or State board, and when the presence of the student is detrimental to the best interest of the school.

In addition to the consequences of misbehavior listed below, school officials shall use all available school and community resources to diagnose and deal effectively with students who have persistent or severe behavior problems. Students whose offenses may also constitute a violation of criminal law will be reported to appropriate law enforcement officials.

The expression "on school property" includes transportation services and off-campus school-sponsored activities. Behavior off school property, at any time or in any place, may also subject a student to disciplinary action.

Possession of paging device (Pager/Beeper)

Possession and use of Paging Devices and Mobile Telephones:

If a student has circumstances that warrant the use of a paging device or mobile phone. It must be approved by the Principal and written documentation must remain in the students file. The teachers will be notified. The criteria by which this device is allowed on school grounds must be specifically noted. (i.e. mobile phone must remain off during school hours, but may be turned on after 3:30)

All other possession of a paging device or mobile telephone possessed or used in violation of the “Student Rights” section of this Code of Conduct may be confiscated and the student using or possessing such paging device or mobile telephone in violation of the applicable section of the code may be disciplined as provided below:

First offense – confiscation of the paging device or mobile telephone and after a conference with the parent/legal guardian, the paging device or mobile telephone will be returned to the adult.

Second offense – confiscation of the paging device or mobile telephone and after a conference with the parent/legal guardian, the paging device or mobile telephone will be returned to the adult 30 days after the confiscation.

Third and subsequent offenses – confiscation of the paging device or mobile telephone and after a conference with the parent/legal guardian, the paging device or mobile telephone will be returned at the end of the school year and the student may be subject to additional disciplinary consequences including: detention (during or after school), in-school suspension, out of school suspension, and work detail assignment

Damaging school property

Vandalizing, damaging, or destroying of school property, including books, materials, furniture, buildings, computer hardware or software, the computer network, grounds, cars and buses, is forbidden.

Consequences: Parent or guardian will be informed, and restitution for the damage will be required. Failure to pay for damages could result in court action by the school ~~or district~~. The student may lose privileges, be suspended, be recommended for expulsion, and receive other disciplinary sanctions.

Theft

Taking the property of another without permission is forbidden. This applies whether the property belongs to another student, a staff member or the school ~~or district~~.

Consequences: Restitution and parent notification are required. Additional disciplinary action may be taken, including in-school suspension, suspension, recommendation for expulsion, and other sanctions.

Disobedience and disrespect

Students are required to obey school rules and to respect the authority of teachers and other school personnel. Failure to do so constitutes a disciplinary offense.

Consequences: Parent notification, detention (during or after school or on Saturdays), counseling, restriction from participation in extracurricular activities, in-school suspension, work detail assignment, suspension, referral to school resources, recommendation for expulsion and other sanctions are possible consequences.

Profanity

Profane and vulgar expressions (oral, electronic, written, or nonverbal (e.g., gestures)), including those communicated or displayed on clothing, are forbidden on school property.

Consequences: Student counseling, parent notification, detention (during or after school or on Saturdays), restriction from participation in extracurricular activities, in-school suspension, work detail assignment, suspension, referral to school resources, and recommendation for expulsion are possible consequences.

Threats, harassment, hazing, intimidation or blackmail of students

Threats of force, threats of injury, harassment, intimidation, blackmail, and hazing are forbidden and may violate state law. Hazing is any activity that humiliates, degrades, abuses or endangers another person, regardless of the person's willingness to participate.

Consequence: Student counseling, parent notification, detention (during or after school or on Saturdays), restriction from participation in extracurricular activities, in-school suspension, work detail assignment, suspension, referral to school resources, and recommendation for expulsion are possible consequences.

Sexual harassment/misconduct of a sexual nature

Comments, threats, conversations, coercion, actions, jokes, teasing, or intimidation when they are of a sexual nature and are unwelcome by those exposed to them, whether they are staff members, visitors, or other students, are forbidden. Any student (or the parent/legal guardian of a student) who believes he or she has been subjected to such behavior should immediately contact the school principal, or a teacher to report the behavior.

Examples of the types of conduct expressly prohibited by this policy include, but are not limited to the following:

- Touching, such as rubbing or massaging someone's neck or shoulders, stroking someone's hair, or purposeful brushing against another's body.
- Sexually suggestive touching.
- Grabbing, groping, kissing, fondling.
- Violating someone's "personal space."

- Whistling.
- Lewd, off-color, sexually oriented comments or jokes.
- Foul or obscene language.
- Leering, staring, stalking.
- Suggestive or sexually explicit posters, calendars, photographs, graffiti, cartoons.
- Unwanted or offensive letters or poems.
- Sitting or gesturing sexually.
- Offensive E-mail or voice mail messages.
- Sexually oriented or explicit remarks, including written or oral references to sexual conduct, gossip regarding one's sex life, body, sexual activities, deficiencies, or prowess.
- Questions about one's sex life or experiences.
- Repeated requests for dates.
- Sexual favors in return for rewards, or threats if sexual favors are not provided.
- Sexual assault or rape.
- Any other conduct or behavior deemed inappropriate by the School.

Consequence: Student counseling, parent notification, detention (during or after school or on Saturdays), restriction from participation in extracurricular activities, in-school suspension, work detail assignment, suspension, referral to school resources, and recommendation for expulsion are possible consequences.

Consensual participation in sexual misconduct

Consensual participation in any sex act involving physical contact other than hand holding.

Consequence: Students will be recommended for expulsion.

Gambling

Any participation in games of chance for money or other items of value is forbidden on school property.

Consequences: Parent notification, detention (during or after school, or on Saturdays), restriction from participation in extracurricular activities, in-school suspension, work detail assignment, suspension, referral to school resources, and recommendation for expulsion are possible consequences.

Fighting

Any hostile physical conflict between individuals is forbidden on school property.

Range of Consequences: Parent notification, detention (during or after school, or on Saturdays), restriction from participation in extracurricular activities, in-school suspension, work detail assignment, suspension, referral to school resources, and recommendation for expulsion are possible consequences.

Use or possession of laser pointers, fireworks, smoke bombs, pepper-style sprays and other similar devices or materials

These items are inappropriate for school and can cause severe injury. Laser pointers can only be used during a presentation and at the teacher's discretion.

Consequences: Student counseling, parent notification, detention (during or after school or on Saturdays), restriction from participation in extracurricular activities, in-school suspension, work detail assignment, suspension, referral to school resources, and recommendation for expulsion are possible consequences.

Distribution of unauthorized materials

The distribution of unauthorized material on school property or the distribution of material in violation of school distribution rules is prohibited.

Consequences: Counseling, referral to school resources, detention (during or after school, or on Saturdays), restriction from participation in extracurricular activities, in-school suspension, work detail assignment, suspension, referral to school resources and recommendation for expulsion.

Cheating or plagiarism

The Langston Charter Middle School expects students to maintain integrity in all school work and to refrain from any action that would bring dishonor to them or their schools. Copying the work of others and submitting it as one's own or securing or providing answers in a dishonest way is forbidden. Plagiarism from the Internet is included in this offense.

Consequences: Parent notification is required. No credit will be given for the assignment or the examination. The student will be counseled by the teacher or other school personnel. Additional disciplinary sanctions may be applied.

Misuse of Technology Resources

Technology Resources are made available in the School to support and enhance instructional options and learning opportunities. Technology Resources in Langston Charter Middle School include equipment, networks, and access to the Internet. Student access to Technology Resources is a privilege and not a right.

Before a student may access the Internet from the school, parent and student must sign an Internet Permission Form provided by the school. The form is returned to the school and placed on file there.

Efficient, ethical, and legal utilization of Technology Resources is expected of students. Use of Technology Resources must be in support of education and in accordance with all School Board policies and specific school regulations.

Students will utilize the access methods provided them and access only Technology Resources for which they have authorization. The continued availability of Technology Resources relies upon the proper conduct of students.

Users of Technology Resources have no right of privacy and should have no expectation of privacy in materials sent, received, or stored in school computers or ~~on-District~~ systems. The School reserves the right to review system use at any time. This includes the right to examine, restrict, or remove materials used, generated, stored, or passing through Technology Resources. Routine maintenance and monitoring of Technology Resources may lead to the discovery that the user has or is violating the Acceptable Use Policy or other School regulations.

Consequences: Restriction or loss of privileges and other disciplinary action which may include parent notification, counseling, detention (during or after school or on Saturdays), suspension, or recommendation for expulsion.

Smoking

Smoking and possession or use of tobacco products and smoking paraphernalia on school property is prohibited.

Consequences: Parent notification, detention (during or after school, or on Saturdays), restriction from participation in extracurricular activities, in-school suspension, work detail assignment, suspension, and referral to school resources are possible consequences.

Truancy/cutting class/leaving school/unauthorized walk-out

Failure to attend school all or part of the day without a lawful excuse is prohibited. During regular school hours, students are not allowed to leave classrooms, the school building, or campus without school permission.

Consequences: Parent notification and/or parent conference, detention (during or after school, or on Saturdays), restriction from participation in extracurricular activities, in-school suspension, work detail assignment, suspension, and referral to school resources or community agencies.

Tardiness

A student who arrives late to school or to class is tardy. A student who arrives late to school or to class is tardy. Students will be referred to the Principal when four tardy's or more have occurred.

Consequences: Parent notification, detention (during or after school, or on Saturdays), restriction from participation in extracurricular activities, in-school suspension, work detail assignment, suspension, referral to school resources or community agencies.

Failure to pay school fines

Fines charged to students for damaged textbooks, lost library materials, or other offenses must be paid to the school in a timely manner. Failure to make payment when requested may result in disciplinary action.

Consequences: Loss of privileges, restriction from activities, or other penalties as the school administration deems appropriate.

Threats and assaults against school personnel

Threatening to inflict or inflicting any bodily harm, however slight, upon any school employee is prohibited.

Consequence: Student will be recommended for expulsion.

Firearms on School property

Any student determined to have brought a firearm to school shall be expelled for a period of not less than one year. For disabled students the Principal may modify this requirement on a case-by-case basis.

Consequence: Student will be recommended for expulsion.

Weapons on school property

Possession of any kind of weapon is not permitted on school property. "Weapon" includes, but is not limited to guns, blackjacks, dirks, brass or other metal knuckles, razors, bludgeons, box openers, slingshots, knives with a blade over two inches long, or any other device or object that is possessed or used with the intention of inflicting bodily injury or death.

Consequence: Student will be recommended for expulsion.

Alcohol, Illegal Drugs, Controlled Substances, Medications, Intoxicating Inhalants, and Drug Paraphernalia

The following are prohibited:

- a. Possession, sale, or distribution of alcoholic beverages, illegal drugs and narcotics, toxic substances, and drug paraphernalia

b. Unauthorized possession, use, or distribution of a controlled substance or medication (prescription and over the counter) and intoxicating inhalant

c. Coming onto school property at any time after use of any alcoholic beverage, illegal drug, controlled substance, or intoxicating inhalant as evidenced by scent, actions, or admission.

Consequence: Student will be recommended for expulsion.

Ganging

“Ganging” or participating as a member of a gang in inflicting a violent act of bodily harm, however slight, upon another person will not be tolerated. A “gang” shall consist of two or more persons acting together for and with the purpose of committing an act of violence against another person. “Participation” also includes any act that interferes with or hinders a staff member from stopping the infliction of bodily injury that is the objective of the gang.

Consequence: Student will be recommended for expulsion.

Suspension / Alternative Program:

Suspension :

Suspension is the temporary removal of a student from school to correct unacceptable behavior. No student may be suspended in excess of ten days for any one offense unless expulsion is recommended. No student may be suspended for more than 30 days in any one school year unless expulsion is recommended. Absent the approval of the School Board, no student may be suspended during the last ten days of a school year if the suspension will make the student ineligible to receive credit for the school year unless the presence of the student constitutes an actual threat to a class or school or unless a hearing is granted within 24 hours of the suspension.

Immediate suspension

In unusual circumstances, when the conduct of a student requires immediate action because his presence in school is dangerous to staff or students, the student may be suspended immediately without notice or the opportunity to respond to the charge, provided the parent or legal guardian is notified as soon as possible of the time and place for a conference to discuss the matter.

Sending a suspended student home during the school day

When a student is suspended, the administrator will attempt to contact the parent/legal guardian to request that he pick up the student from school. Until a parent/legal guardian arrives the student will remain under the direct supervision of the Principal or designee. If the administrator cannot reach the parent/legal guardian, the student must stay at school until the end of the school day.

Missed school work

Students who have been suspended will be required to complete all work assigned during the suspension period. Make-up of school work missed during unexcused absences may be approved only with permission of the principal after consultation with the teacher(s) concerned. In such cases, it shall be the responsibility of the student to make up the missed work within a reasonable time as specified by the teacher.

2. Discipline of Students with Disabilities:

In implementing this code, school administrators shall follow all applicable laws, regulations, and school policies applicable to the disciplining of students identified as disabled pursuant to Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act.

Students with disabilities are afforded the same rights as a nondisabled student. All Civil rights laws, IDEA and ADA federally mandated guidelines will be met for each student with a disability.

3. Due Process/Student's Rights

Students facing disciplinary action are entitled to fair procedures to determine if they are at fault. This includes, at a minimum, the right to know what they are accused of and the right to respond with their side of the situation.

Students have the right to appeal decisions resulting in major disciplinary action such as suspension from school or transportation, expulsion, or transfer to alternative program.

In order to suspend a student, the appropriate administrator shall inform the student of the specific charge against him and notify him of the evidence in support of this charge. The student must be given an opportunity to refute the charge. If the student challenges the charge and the administrator feels that further investigation is warranted, the administrator should make such an investigation. If the administrator determines that the student has committed an offense for which suspension is appropriate, the administrator shall suspend the student from school and notify the student's parents or legal guardian in writing of the reason for the suspension and its length and of a time and place when the administrator will be available for a conference. The conference shall be set within two school days of the start of the suspension.

Suspension appeals

If, after the conference with the school administrator, the parent/legal guardian believes the student's suspension was unjustified, an appeal of the suspension may be made to the Director of the Board or his designee. To appeal a suspension, the parent/legal guardian must write the Director within five days after the conference with the school administrator, advising the superintendent of the exact reasons why that administrator's decision should be overturned and the facts that support those reasons.

O. Indemnification

Langston Charter Middle School assumes the liability for the activities of the charter school and an agreement to hold harmless the school district, its servants, agents and employees from any and all liability, damage, expense, cause of action, suits, claims, or judgments arising from injury to persons or property or otherwise that arise 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.

The Ward Law Firm, P.A. has been engaged to represent Langston Charter Middle School in all legal matters. See Appendix M.

P. Insurance

Documentation of insurance coverage (including the policy, endorsements, and worker's compensation) is provided in Appendix S.