



**SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION**

South Carolina Public Charter

School Application

For schools planning to open fall 2013

Application Cover Page

FOR SCDE USE
ONLY

Date Received: _____

Received By: _____

Application Cover Page

Applicant Information

Name of Proposed School

Midlands Middle College

Mailing Address (if known)

1260 Lexington Drive

City, State, Zip Code

West Columbia, SC 29170

Name of Applicant Group

Midlands Middle College Charter Committee

Contact Information

Contact Person

Carole Fearrington

Title/Position

Director

Office Telephone

Fax

Other Phone (cellular)

E-mail

Mailing Address

City, State, Zip Code

Additional Information about Proposed Charter School

Grade Levels during Opening Year: 11 and 12

Grade Levels at Full Student Matriculation:

Sponsor (local school district board or SCPCSD) Name: SC Public Charter School District

Certification: I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant's governing body has approved this document and pledges to comply with the attached assurances.

5/1/2012

Signature of Charter School Planning Committee Chair

Date

FOR SCDE OFFICE USE ONLY

Authorization: We hereby certify that this charter application has been duly authorized by the sponsor listed above. This authorization indicates that the terms of the application constitute a contractual agreement between the two organizations represented below.

Charter School Planning Committee Chair Name:

Signature

Date

Sponsor Representative name:	
Signature	Date

Executive Summary

~~— Located on the Airport Campus of Midlands Technical College for six years, Midlands Middle College (MMC) serves the educational needs of at risk eleventh and twelfth grade students, ages 16-19. Located on the Airport Campus of Midlands Technical College for six year, Midlands Middle College (MMC) serves the educational needs of at risk eleventh and twelfth grade students. As a charter school and member of the S.C. Public Charter School District, MMC will invite the enrollment of students not only in Fairfield, Lexington, and Richland Counties, but also the school will be open to students in Kershaw, Calhoun, and other counties within traveling distance. As a charter school and member of the S.C. Public Charter School District, MMC will invite the enrollment of students throughout the state. Enrollment will be limited to 135 students. Enrollment will be limited to 135 students unless additional classroom space becomes available.~~

The **mission** of Midlands Middle College is to prepare 11th and 12th grade at-risk high school students for a successful work and educational future through the integration of high school, technical college, and the world of work by providing targeted students with a rigorous and relevant academic program.

A primary component of the MMC mission is to provide the instruction and support to ensure that all MMC students earn a high school diploma. The curriculum is developed to accommodate individual student needs for completing high school diploma requirements. Consequently, the curriculum includes core classes in English, math, science, and social studies, as well as various required electives. Although most course work is taught in MMC classes by certified, highly qualified teachers or in classes offered by Midlands Technical College, some course credits are earned through enrollment in online programs such as Apex and the SC Virtual School.

MMC carries out its mission to integrate high school and technical college by providing opportunity for students to cross enroll in classes at Midlands Technical College. Students register for classes that can result in dual credit, and they attend classes that allow them to earn credits that result in a certificate or associate degree related to specific workplace skills. In addition, students can earn transferable college credits. As an integral part of its program, MMC provides numerous opportunities for students to explore career interests with the goal of connecting career interest and skills to the S.C. workplace. Among the opportunities provided are job shadowing, field studies, interaction with guest speakers, panel discussions, Career and College Access Seminars, and the Workkeys Career Assessment.

The mission of Midlands Middle College encompasses the characteristics of a high quality charter school. **Student achievement** is the basis for planning and instruction; achievement is monitored through formal and informal classroom assessments, graduation rates, EOC and HSAP results, and data reported in compliance with No Child Left Behind legislation. Assessment results serve as the foundation for any adjustment to planning and instruction. All data related to student achievement will be included in annual reports for review by the local school board and the SCPCSD board. Through grants and financial partnerships, annual audits, maintenance of required fiscal controls, and adherence to state and federal funding guidelines, MMC has remained **sustainable and financially solvent** for six years. MMC is an established **school choice**, supported by the S.C. Department of Education, a Board of Directors, school district leaders in three Midlands counties, and, especially, students and their parents. MMC serves at-risk high school students, is located on a college campus, and provides opportunity for high school students to earn dual credit. MMC's **innovative** approach to serving its students' academic and social needs has resulted in a graduation rate that averages 96%. The MMC staff has worked collaboratively

for the past four years; school enrollment has maintained stability although district funding has declined. MMC has the **support** of numerous community groups and business leaders. MMC promotes a professional learning community among its experienced, highly qualified teachers, and has been under the **leadership** of the same director for four years.

TABLE OF CONTENTS

1. Application Narrative

a. Purpose and Support	
(1) Charter School Mission Statement	6
(2) Admissions Policies and Procedures	8
(3) Support for Formation of the Charter School	10
b. Academic Plan	
(1) Educational Program	15
(2) Student Assessment	48
c. Operational Plan	
(1) Budget and Accounting System	54
(2) Governance and Operation	58
(3) Administrative and Teaching Staff	69
(4) Racial Composition	74
(5) Transportation	76
(6) Facilities and Equipment	78
(7) Employee Relations	80
(8) Grievance and Termination Procedures	84
(9) Student Conduct, Rights and Responsibilities, and Discipline Procedures	90
(10) Indemnification	100
(11) Insurance	100
2. Appendices 1-16 – See file labeled Appendix.pdf	

Application Narrative Content

1. Purpose and Support

a. Charter School Mission Statement

Midlands Middle College (MMC) will prepare 11th and 12th grade high school students for a successful work and educational future through the integration of high school, technical college, and the world of work by providing students with a rigorous and relevant academic program. MMC provides opportunity for students to earn a high school diploma, cross enroll in courses at Midlands Technical College and opportunity for students to explore career interests that are part of the High School Career Clusters.

Midlands Middle College, an established, successful high school program, and the MMC Board of Directors wish to establish a charter school for the purpose of expanding opportunities to increase achievement for at-risk high school students in order to promote dropout prevention. As a charter school, MMC will eliminate its dependence on tuition support from Midlands school districts and will instead qualify for funding from the state and, possibly, from the federal government. ~~Achieving this type of independence will allow MMC to recruit students directly rather than relying on school district referrals and will provide opportunity for our school to reach its capacity of 135 students.~~ Achieving this type of independence will allow MMC to recruit students directly rather than relying on school district referrals and will provide opportunity for the school to reach its capacity of 135 students or to exceed this capacity if more classroom space becomes available. This increase in the number of students that MMC can serve will increase opportunities for MMC's targeted population.

Among the increased opportunities will be expansion and uniformity of dual credit offerings rather than dependence on the district-to-district variations in policy. The opportunity to complete college credits while still in high school has been a strong motivator for MMC students over the past five year period with 58% of seniors earning at least 3 hours of college credit. The

MMC staff has developed a mentoring program to help to ensure the success of students taking college classes. As a charter school, MMC expects to increase opportunities for students to enroll in college classes. Student success in the college classes has promoted the continuation at Midlands Tech by a majority (70%) of the students who complete the program at MMC.

Midlands Middle College provides a solid approach to dropout prevention. The MMC approach derives its power from a structured school-community collaboration which, according to Sam Drew (2004), is imperative for developing an effective dropout prevention program. MMC provides a small environment (8 staff members, maximum of 18 students per class), opportunity for one-on-one instruction, differentiation of instruction, and the use of technology as a learning tool. MMC classes are scheduled for afternoon times of 12:45-5:30. This non-traditional schedules allows for flexibility of scheduling during the morning so that students can come in “early” to meet with teachers for tutoring or to complete course credits through an online program. In addition, the afternoon schedule allows students the flexibility of working at part-time jobs in the morning and then attending school, or attending school and then going to work until 11 or 12 and having the “luxury” of sleeping later the next morning. The school has developed a strong collaborative relationship with Midlands Technical College as a resource for providing dual credit opportunities and college access activities. Moreover, MMC, under the direction of the Midlands Education and Business Alliance (MEBA) for the past six years, has developed multiple career access opportunities and resources for students in relation to their career cluster interests. This structured collaboration has led to graduation rates that average 96% over a five year period. Although other public schools in the Midlands have developed dropout prevention initiatives, none has created a school with the primary focus of developing various methods, activities, and collaborative opportunities to achieve success for high school students

who have been identified as at risk. The SC Department of Education reports a dropout rate between 73 and 74% (2009-2010). Although most dropouts (27%) occurred in the ninth grade, twenty-five percent occurred in eleventh grade and another 19% occurred in the twelfth grade. This statistic verifies the need for strong dropout prevention programs such as that developed for 11th and 12th grade students at Midlands Middle College. Midlands Middle College proposes to serve the SC Public Charter School District as a model that integrates dropout prevention with college and career access initiatives.

b. Admissions Policies and Procedures

i. *Enrollment Procedures*

Midlands Middle College can serve a total of only 135 students due to space limitations in its current location in Congaree Hall on the Airport Campus of Midlands Technical College. In compliance with the South Carolina Charter Schools Act of 1996, MMC will admit all 11th and 12th grade students **eligible** to attend a public school, subject to space limitations. ~~Admission priority will be given to students already enrolled in MMC during the school year (2012-2013) prior to MMC officially operating as a charter school. In addition, enrollment priority will be given to a sibling of a pupil already enrolled, children of a charter school employee, and children of the charter committee, provided their enrollment does not constitute more than twenty percent of the enrollment of the charter school.~~ Enrollment priority may be given to a sibling of a pupil currently enrolled or attending, or who, within the last six years, attended the school for at least one complete academic year. MMC may also give priority to children of a charter school employee and children of the charter committee, if priority enrollment for children of employees and of the charter committee does not constitute more than twenty percent of the enrollment of the charter school. These specific priorities are in accordance with the South Carolina Public

Charter School Act, Section 59-40-50.

The MMC Charter Planning Committee (current Board of Directors and others) will establish a deadline for receipt of student **applications**. Applications will be stamped and dated on the day of their receipt. If, on the application deadline, the number of applications exceeds the capacity of MMC's space, students will be accepted by **lot, without appeal** to the sponsor. However, if MMC denies admission to a student for reasons other than the outcome of the lottery, then the **student may appeal** the denial to the SCPCSD (SC Public Charter School Act, Section 59-40-50).

~~—Once MMC begins operation as a charter school and has a new board, each year, the board members will establish the deadline for receipt of applications and will supervise the lottery and appeal process.~~ The MMC Board will supervise the lottery and appeal process.

ii. Students Outside the District

As a charter school, MMC will ask to become a member of the South Carolina Public Charter School District. ~~Thus, MMC will serve state wide students, theoretically, but in reality, MMC will likely serve students in surrounding geographic areas, such as Calhoun, Fairfield, Kershaw, Lexington and Richland Counties.~~ Thus, MMC will serve students throughout the state.

~~MMC does not provide transportation for its students but does implement procedures to facilitate transportation for any student for whom transportation is the only barrier to entry. Among the procedures are carpool lists, publication of Columbia bus schedules, help with the purchase of bus passes, and collaboration with community groups to solicit help with transportation. Currently, the Fairfield County Council provides a van that transports Fairfield students free of charge to and from MMC each day.~~

iii. Student Appeals Process

If, on the application deadline, the number of applications exceeds the number of students that MMC's space can accommodate, then students will be accepted by lot, without appeal to the sponsor. However, if MMC denies admission to a student for reasons other than the outcome of the lottery, then the student may appeal the denial to the SCPCSD (SC Public Charter School Act, Section 59-40-50).

c. Support for Formation of the Charter School

i. *Charter Planning Committee*

The Charter Planning Committee for Midlands Middle College is made up of twelve educators and business leaders who, for the past three years, have served as the Midlands Middle College Board of Directors. In addition, the Executive Director of the Midlands Education and Business Alliance (MEBA), the MMC English teacher, and the MMC Director are members of the planning group. The MMC Board of Directors, on February 10, 2012, voted its approval for MMC to begin the charter application process. The expectation was that MMC's charter information would largely reflect the program that has been in effect for the past five years but would also represent some revision and reform in order to increase opportunities for student achievement and for professional growth. Because the MMC program already exists and has been successful, the planning committee has provided recommendations for increasing and improving college and career access opportunities for MMC students, for securing legal, insurance, and payroll services information, and has assisted in writing, sending, and receiving letters of support from parents, educators, and business leaders throughout the Midlands.

Mr. John Barnes is the current chair of the MMC Board of Directors. Mr. Barnes is the Chief Operating Officer of WHM Capital Advisors. Mr. Barnes has been an active supporter of the program at MMC. He has made several visits to the school, has presented career information to

MMC students, and will preside at the MMC Senior Recognition Ceremony in May. Mr. Barnes met with Dr. Wayne Brazell, Superintendent of the SC Public Charter School District, to obtain information regarding charter schools and the advantages/disadvantages of MMC applying for charter school status. Mr. Barnes led the MMC Board discussion which, on February 10, led to board approval of applying for charter school status.

Ms. Barbara Blau has also served as the chair of the MMC Board. Ms. Blau is one of a very small number of Midlands females who own their own business. Ms. Blau created BP Professionals and has developed it into a million dollar business. Ms. Blau is also actively involved with students at MMC. She has visited several times and has led a presentation about starting one's own business. She provides significant career access leadership for MMC females.

Mr. Ben Green, a Columbia native, currently works in Tokyo, Japan. Before moving to Japan, Mr. Green visited MMC students several times and continues to communicate with them through mail, email, and Skype. Mr. Green also met with Dr. Brazell to discuss charter school as an option for MMC. Mr. Green provides the leadership of a young African-American business professional.

Dr. Venus Holland is the Superintendent of Lexington School District Two. Dr. Holland has served as a classroom teacher and is one of several Midlands superintendents who have endorsed MMC's decision to apply for charter status. Dr. Holland helped to lead the discussion that prompted the MMC board to vote for approval for MMC to apply for a charter.

Dr. Percy Mack is the Superintendent of Richland School District One. Although there is a middle college charter school in his district, Dr. Mack has provided funds for twenty Richland One students to attend MMC. Dr. Mack also voted to allow MMC to apply for charter status.

Mr. Jim Reynolds, CEO of Comfort Services, is actively involved in every event and activity at MMC. He works closely with members of the SDE on dropout prevention initiatives and provides leadership for career access for MMC students and all students in the Midlands.

Ms. Valerie Richardson is the Workforce Development Manager at Palmetto Health. Ms. Richardson is also very active in the program at MMC. She has led several health science presentations for students and has helped to connect students to Project Hope. She also serves on the SDE At-Risk Committee which provides funds for MMC to sponsor students in Midlands Tech classes, and she serves in other dropout prevention groups along with MMC and MEBA leaders.

Dr. Jasper Salmond brings the expertise of having served for many years on the Richland School District One Board of Trustees. His professional career includes service as a public school teacher, junior high assistant principal, and principal of three elementary schools in the former Columbia Public School System that was renamed Richland County School District One. In 1972, Dr. Salmon initiated a career change by joining Wilbur Smith Associates. Dr. Salmond has recently retired from the firm while serving as Vice President and continues to represent the firm as a self-employed senior consultant. Dr. Salmond understands and actively promotes the creation and maintenance of strong ties between business, community, and school leaders.

Mr. Rick Wheeler, Vice President of Loxcreen, Inc., through leadership in his Rotary Club has served as an advocate for MMC students. He provided opportunity for MMC to apply and to receive a \$2500 grant to help pay for dual credit classes for MMC students. In addition, Mr. Wheeler has served as a liaison between MMC and Blue Cross and Blue Shield, opening the way for MMC to receive \$250,000 in funding over a four-year period.

Dr. Marshall “Sonny” White is the President of Midlands Technical College. Dr. White and the MTC Board of Commissioners allow MMC staff the use of classroom space, equipment, utilities, and maintenance services. Dr. White and MTC leaders also allow MMC staff and students to have access to all Midlands Tech facilities such as computer labs, science labs, and the library. In addition, Dr. White allows MTC recruiters and advisers to promote college access for MMC students. Dr. White frequently meets with business and education leaders to promote ongoing support of the program at MMC. Dr. White, more than most leaders in South Carolina, understands the workplace job skill needs of the state and works to share this information with MMC students and parents. Dr. White worked with the S.C. Department of Education (SDE) to schedule a visit by Dr. Mick Zais, State Superintendent of Education, to Midlands Middle College to lead a presentation regarding school choice in South Carolina and to highlight the success of the MMC educational program.

Dr. Karen Woodward is the Superintendent of Lexington School District One. Dr. Woodward leads one of the fastest-growing, high-achieving, innovative districts in South Carolina. Dr. Woodward’s district serves as the fiscal agent for MMC and hires the MMC personnel. Dr. Woodward served on the task force that wrote the federal grant that established Midlands Middle College and has continued to provide strong support by funding thirty students per year to attend MMC. Dr. Woodward attends most events, including the annual Senior Recognition Ceremony.

Mr. George Zara is President and CEO of Providence Hospitals. He too has served as the chair of the MMC Board and has visited MMC to promote career access in the health science cluster.

Ms. Dianne Butler currently teaches English at MMC. She is a National Board

Certified teacher who has more than 25 years' experience in public school classrooms. She has served as a SDE Education Specialist and was assigned to a school in the eastern part of the state and challenged with the task of improving student test scores. At MMC, Ms. Butler consistently implements best practice research to ensure the success of her English III and IV students. In addition, she tutors students who enter MMC and have not passed the ELA portion of the HSAP exam. She prepares the students to retake the exam and to meet or exceed the state standard.

Dr. Kaye Shaw is the Executive Director of the Midlands Education and Business Alliance (MEBA) and is the coordinator for the Midlands Regional Education Center (REC). As the Executive Director of MEBA, Dr. Shaw supervises the director of MMC and actively promotes the integration of workplace opportunities into the curriculum at MMC. In addition, Dr. Shaw provides leadership at most MMC functions, working directly with staff, students, and parents. In addition to her work with MEBA and the REC, Dr. Shaw serves on the statewide Curriculum Framework and IGP Committee which was set up to implement the Education and Economic Development Act (EEDA) in South Carolina. Moreover, she serves on the Education Committee Council of the United Way of the Midlands. Dr. Shaw provides valuable educational and workforce development expertise to the program at MMC.

Carole Fearington's service on the Charter Committee completes its membership. Ms. Fearington has served as a public school educator for more than thirty years. In various high schools, she has worked as a teacher, lead teacher, mentor, peer evaluator, and served on numerous committees that provided assistance to administrators in promoting school improvement. Ms. Fearington currently serves as the director of MMC and has held this position for almost five years. In her administrative role, Ms. Fearington oversees the day-to-day operation of MMC, supervises and evaluates staff members, shares professional development

opportunities with faculty members, reports directly to Dr.Shaw and the MMC Board, oversees the budget and all accountability responsibilities as required.

The MMC Charter Planning Committee is a group of experienced, dedicated business and education professionals who have first-hand knowledge and understanding of the program, staff, and students at MMC and who are committed to providing leadership for MMC’s transition to charter school and to membership in the SC Public Charter School District. (Additional information regarding planning committee members is included in Appendix item 1.)

ii. Evidence of Support

Evidence that parents, teachers, students, secondary and post-secondary educators, business, and community leaders support the formation of MMC as a charter school is included in Appendix item 2.

iii. Conversion Schools

MMC is not applying to convert a public school into a charter school. Although MMC is an established educational program, it does not operate as an independent school. MMC serves students who remain enrolled in their home district high schools. MMC reports attendance and grades to the students’ home schools, and the home schools enter the information in Power School and maintain the students’ academic records. The home high school issues the official transcripts, and each student’s diploma bears the name of the home high school.

2. Academic Plan

a. Educational Program

i. Student Population

1) MMC will recruit and admit students who are identified as at risk for not completing high school. Use of the term *at-risk* is controversial and was recognized as such

almost thirty years ago in the report *A Nation at Risk: The Imperative for Educational Reform* (National Commission on Excellence in Education, 1983). This report never used the terms *at-risk youth* or *students at risk*. Today the term is even more controversial because it attaches a negative label to students already facing many challenges (Smink, 2004). Also, there are many perspectives, academic and social, regarding the meaning of the term *at-risk*. The legislation known as the No Child Left Behind Act of 2001 includes the at risk term in the title of Part D: *Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk*. According to the legislation, one purpose of Part D is to prevent at-risk youth from dropping out of school. Section 1432 of the legislation offers a definition of at-risk:

The term *at-risk*, when used with respect to a child, youth, or student, means a school aged individual who is at-risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least one year behind the expected grade level for the age of the individual, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school (No Child Left Behind, 2002).

Some suggest that the at-risk term is not static and may vary due to individual circumstances (Schonert-Reichl, 2000). Thus, according to this researcher, the term should be applied to situations, not to students. Ms. Schonert-Reichl and Jay Smink (2004) approve of the use of the phrase *students in at-risk situations*. Students who currently attend MMC fit one or more of the at-risk categories provided in legislation and research. Thus, the students that MMC will continue to recruit and admit are students whose academic records and personal experiences indicate the need for dropout intervention strategies. Moreover, MMC will continue to recruit and admit students without regard to race, religion, gender, national origin, disability, or need for special services. (See Student Enrollment Projections table in Appendix item 3.)

MMC serves 11th and 12th grade students. ~~Eleventh grade students admitted to MMC may not have earned “official” junior status at their transferring school due to failure of a~~

~~core course such as Algebra I or Biology I, but they may still qualify for admission and will be provided opportunity to earn the lost credit.~~ Eleventh and twelfth grade students who enter are provided with the core courses and electives needed to earn a S.C. high school diploma. As at risk students who will enter MMC with diverse experiences with teaching methods, with instructional resources, and expectations for achievement, MMC students will be provided a small learning environment that incorporates one-on-one instruction, differentiated instruction, project and problem-based learning, and learning that requires use of 21st century information and technology tools, including but not limited to, computer labs, laptops, mobile devices, Ipods, Smart Board, and a Smart Response system. All MMC staff members are part of a Professional Learning Community that actively promotes the best practice research that states that students learn best when they are engaged and when they are taught to be self-directed learners (Pearlman, 2010). The expectation is that accommodation of students' individual learning needs and styles will result in increased achievement for all MMC learners.

ii. *Goals and Objectives*

In compliance with the SC Charter School Act, the goals and objectives of Midlands Middle College are based upon fulfillment of its mission and obligation to assist South Carolina in reaching academic excellence.

GOAL ONE: MMC will create a learning environment that enables all students to fulfill high school graduation requirements at a rate that exceeds S.C. Department of Education graduation statistics.

Objectives	Strategies	Evidence
a. Develop and implement diploma requirements and classes for each MMC student.	Review individual student transcripts to identify courses needed to meet or exceed S.C. diploma requirements.	Develop transcript analysis worksheet for each student.
	Develop Individualized Graduation Plan (IGP)	Record of parent/teacher/guidance counselor conference; signed IGP.
	Develop student class schedule based on IGP.	Schedule for each nine weeks'/semester grading period
	Schedule annual IGP review conferences.	Updated IGP signed by counselor, parent, student
b. Develop and maintain a Professional Learning Community (PLC) for all staff members.	Conduct a minimum of 4 (quarterly) leadership seminars to review components of PLC (learning for all, collaboration, focus on results)	Agendas of quarterly meetings
	Provide opportunity for teacher leadership of quarterly seminars.	Agendas of quarterly meetings
	Schedule weekly meetings of teachers, guidance counselor, administrator to discuss concerns/interventions for particular students.	Agendas of weekly meetings
	Provide daily common collaborative time for teachers.	
c. Develop and implement learning procedures that result in mastery of course content at a standard of 77% (C) or higher.	Assess learning needs, styles, and interests of each student.	Record of student inventories/questionnaires.
	Implement a variety of instructional methods that include, but are not limited to, direct instruction, differentiated instruction, questioning, modeling, pairing, collaborative groups, and Socratic seminars.	Teacher lesson plans, materials Daily classroom agendas

	Implement a variety of learning assessments that include, but are not limited to, tests, electronic publications, research papers, research-based projects, portfolios, art work, essays, creative prose, and poetry.	Copies of assessment instructions, rubrics Copies of students' completed assessments.
	Schedule one-on-one conferences with each student to review completed assessment and score.	Log of conferences Record of student performance on each assignment.
	Schedule one-on-one tutoring for students whose assessments do not meet the 77% standard.	List of students, teacher, subject, tutoring times
	Schedule time for student to revise and resubmit assignment in order to improve performance.	Copy of revised, graded assignment Record of grade improvements
	Implement opportunities for students to complete "incomplete" or missing assignments.	Record of students and list of assignments that each is missing.
	Schedule time for each student to meet with teacher and complete assignments as needed.	Copies of completed assignments Individual student grade sheets that reflect completed work with no zeroes
d. Develop and maintain a positive culture of learning.	Provide opportunities for recognition of student achievement.	Student newsletter, student photos on MMC bulletin board, Student of the Week awards, Payday candy bar in return for positive contribution to classroom environment, thank you card from teacher and/or administrator, positive phone call or email to parents, student Literary Magazine, senior video, student talent show, posted quarterly Honor Roll list, Senior Recognition Ceremony
	Provide opportunities for student leadership.	African-American Male Leadership Institute, Female Leadership

		Luncheons/Seminars, field studies, job shadowing, Rise Above It, Youth Empowerment Academy (YEA), classroom presentations, Table for Six with Columbia Chamber of Commerce
e. Assess effectiveness of MMC's program to ensure graduation rates to exceed SDE standards	Review all senior transcripts to ensure completion of all high school diploma requirements	Copies of final transcripts Copies of transcript analysis check list
	Compile list of seniors who completed all diploma requirements.	Senior list
	Compare number with the number of seniors enrolled in MMC; record data	Data worksheet
	Compare data with graduation data collected by SDE	Summary of data analysis
	Report graduation statistics to MMC Board of Directors	Copy of Report to Board
	Revise MMC program as needed.	Copy of revised procedures

GOAL TWO: MMC will provide opportunities for students to apply, register for, and complete classes at Midlands Technical College (MTC), with a minimum of 50% of students earning at least 3 hours of college credit by their anticipated graduation date.

Objectives	Strategies	Evidence
a. Implement procedures to ensure that all students (100%) take the Compass, the MTC placement test	Mail explanatory letter regarding MTC classes to parents/guardians of all students. Include a Compass Test Parent Consent form and a Compass Testing schedule.	Copy of letter Mailing list

	Schedule a meeting with all students to explain the Compass Test procedures and the testing times.	Attendance list Agenda
	Confer with each student to determine the time that the student expects to take the Compass Test. Communicate the time with parents/guardians via email or phone.	Record of student name/testing time Copy of email or phone log
	Follow up with each student to determine who completed the test and who still needs to take the test.	Copy of individual test scores
	Reschedule testing time according to student needs. Communicate new time to parent; follow up until all students have completed the test.	Record of student name and revised testing time. Email or phone log Copy of individual test scores
b. Provide opportunity for all students to apply to MTC.	Schedule meeting between MTC recruiters, MMC students, MMC guidance counselor and MMC director to access and complete online application to Midland Tech.	Attendance list Agenda Printed confirmation of receipt of application for each student.
	Schedule groups of students to verify citizenship as required by MTC.	Copy of individual verification forms
c. Provide opportunity each semester for all students to register for MTC class for which they qualify.	Schedule meeting between MTC advisers and MMC students.	Attendance list Agenda
	Assist each student with electronic search for designated classes.	Printed copy of MTC registration worksheet.
	Assist each student with finalizing the registration process.	Printed copy of MTC class schedule, meeting time and place, name of instructor
d. Implement MMC Mentoring Program procedures to promote success for all MMC	Mail letter to parent/guardian of each MMC student registered in a MTC class; explain requirements of MMC	Copy of letter Mailing list

students enrolled in MTC classes.	Mentoring Program. Include copy of student MTC class schedule.	
	Schedule meeting between students registered for college class, MMC guidance counselor, and MMC director to explain the requirements of the MMC Mentoring Program.	Attendance list Copy of procedures
	Schedule a conference with each student to determine the MMC faculty member who will serve as the student's mentor and the weekly meeting time agreed upon by student and mentor.	List of student names, MMC mentors, meeting schedule
	Mail letter to parents/guardians, providing name of their student's mentor and the scheduled meeting time.	Copy of letter
	At weekly meetings, review MTC class syllabus, completed assignments, grades, etc.; provide interventions or assistance as needed.	Each mentor's log of weekly meeting, items discussed, and recommendations.
	Collect data regarding success of each student enrolled in MTC class.	Copy of each student's MTC Transcript.
	Analyze data to determine average GPA and credit hours earned for all students enrolled in MTC class.	Copy of summary of data analysis
	Use data results to revise mentoring program as needed.	Copy of revised procedures

GOAL THREE: MMC will provide career access to all students by providing opportunities to explore and experience career interests included in the sixteen high school Career Clusters, emphasizing those identified as “hot jobs in South Carolina.”

Objectives	Strategies	Evidence
a. Identify student career interests	Schedule conference with individual students to determine areas of interest.	List of students and interests
b. Provide information regarding career clusters that represent “hot jobs in South Carolina.”	Collaborate with the Midlands Education and Business Alliance (MEBA) and MTC to schedule an information session for MMC parents and students regarding S.C.’s job market and the skills needed to obtain available jobs.	Presentation Agenda Attendance list Evaluation by all attendees.
c. Provide opportunities for students to explore various careers, especially those in high demand in S.C.	Collaborate with Midlands Education and Business Alliance to schedule classroom speakers representing the identified careers.	List of speaker names and occupations Presentation agendas Student evaluations of speaker presentations Speakers’ written reflections of Experience with MMC students
	Collaborate with MMC business sponsors to schedule panel discussion of business leaders representing various occupations.	Profile of each panel member Agenda of panel discussion List of participating students Student evaluations of panel session.
	Collaborate with MEBA to schedule field studies in careers identified by students.	List of field study places, dates, times List of participating students Agendas Students’ written evaluations/reflections of field study opportunities

		Evaluations of field study leaders' experiences with MMC students
d. Provide opportunities for students to experience elements of various careers.	Collaborate with MEBA and MMC business sponsors to schedule job shadowing in various occupations that represent career interests and S.C. workplace demands.	List of student names/job shadowing place, date, time Student evaluations of job shadowing experiences Evaluations of job shadowing sponsors' experiences with MMC students
	Collaborate with MEBA and MMC business sponsors to schedule volunteer or paid internships in occupations that reflect S.C. workplace demands.	List of student names/place of internship, dates Students' written reflection/evaluation of internship experiences Internship sponsors' evaluation of experiences with MMC students
e. Analyze MMC career interest program to determine need for revision or expansion of opportunities.	Compile data from students' evaluations/reflections of career interest opportunities, from evaluations of parents, and from business sponsors' evaluations of experiences with MMC students.	Folder of collection of all evaluation/reflection responses
	Analyze data to determine effectiveness of career interest exploration and experiences.	Summary of data analysis
	Revise or expand MMC career interest program as reflected in the data.	Copy of revised procedures

GOAL FOUR: MMC will promote post-secondary college access for all

seniors.

Objectives	Strategies	Evidence
a. Provide information to MMC seniors and parents regarding the need for post-secondary education in the S.C. workplace.	Collaborate with MTC and MEBA to host a College Access/Career Information Night for seniors and parents.	Copy of program and speakers for College/Career Night List of attendees
	At College/Career Night, provide information regarding	Printed materials

	S.C. job demands and the post-secondary educational requirements for each job.	
	Schedule conference with each senior and parent to outline the post-secondary educational requirements of the senior's career choice or interest.	Log of conferences Copy of senior's career choice and post-secondary educational requirements
b. Provide opportunities for MMC seniors to apply for two year and four year post-secondary educational institutions.	Schedule meeting between MTC recruiters and MMC seniors planning to attend MTC to complete a first-time application to MTC or to revise student application submitted to enroll in college classes as a high school student.	List of participating seniors List of MTC recruiters Agenda
	Assist students in completion of online MTC application for regular high school graduate admission.	Copy of confirmation of MTC receipt of application
	Coordinate with Commission on Higher Education to schedule College Application Day for Commission volunteers and MMC seniors planning to apply to two year educational institution other than MTC or planning to apply to a four year educational institution.	List of participating seniors List of volunteers from Commission on Higher Education
	Assist seniors with online applications to two year or four year educational institutions	Copy of confirmation of receipt of application to various educational institutions
c. Provide Financial Aid and scholarship information to MMC seniors and their parents.	Schedule meeting between Educational Opportunity Center (EOC) representatives and MMC seniors and their parents.	List of MMC parent/student attendees List of EOC representatives Meeting agenda Copy of materials
	Assist parents with completion and submission of online FAFSA forms.	Copy of completed FAFSA applications

	Distribute and explain scholarship information and application procedures.	Copy of scholarships
	Distribute and explain scholarship and FAFSA information to parents and seniors unable to attend EOC meeting.	Letter to parents of seniors unable to attend EOC meeting Log of guidance counselor's conference with individual seniors
d. Provide information regarding Compass, ACT, and SAT to seniors and their parents.	Schedule conferences with seniors to explain application/registration process for placement/admissions tests.	Log of guidance counselor's conference with individual seniors. Copy of Compass, ACT, SAT procedures
	Provide letter to parents, explaining procedures for ACT, SAT, Compass	Copy of parent letters
e. Assess MMC college access opportunities for seniors.	Compile data regarding acceptance of MMC seniors by MTC and other two year and four year educational institutions.	Copies of student acceptance letters
	Compile data regarding scholarship and financial awards to MMC seniors.	Copies of award letters
	Provide follow-up questionnaire to seniors and their parents regarding students' attendance at post-secondary institution at which they were accepted.	Copies of returned questionnaires.
	Compile data regarding number of students who began attendance at post-secondary institution in fall semester after high school graduation.	List of students who began college attendance as planned. Data Worksheet
	Analyze data to determine effectiveness of MMC college access opportunities.	Summary of data analysis
	Revise college access procedures as needed.	Copy of revised procedures.

iii. *Academic Standards*

Midlands Middle College is a non-traditional public school dropout prevention program, designed not only to ensure that students earn high school diplomas but also to provide college and career access components to promote achievement beyond high school graduation. As an example of “alternative” education, the professional learning community at MMC recognizes that all students do not learn in the same way. As stated by R.A. Morley of the National Dropout Prevention Center at Clemson University (1991), “Alternative education is based upon the belief that there are many ways to become educated....” The non-specificity of the conclusions that students learn differently and that there are many ways to demonstrate learning do not provide permission for a non-traditional school to ignore the need for standards or to develop standards that lack substance or methods of accountability. In accordance with the SC Public School Charter Act, MMC develops and implements academic standards that meet or exceed S.C. Department of Education requirements, while ensuring that students successfully complete all courses needed to fulfill S.C. diploma requirements.

Academic standards should represent what students should know and be able to do. The professional learning team at MMC aligns South Carolina curriculum standards (found at <http://ed.sc.gov/agency/standards-and-learning/academic-standards>) to their individual subjects taught to eleventh and twelfth grade students. As Common Core Standards are finalized and become official components of the SDE curriculum requirements, they will also become the basis for realignment of the MMC core curricula in order to meet or exceed the new standards. The MMC faculty will participate in professional development sessions during 2012-2013 to review and gain familiarity with the state-adopted Common Core Standards for English Language Arts and Mathematics. As required by the SDE, the Common Core State Standards for

ELA and Math will be used for instructional purposes in 2013-2014 and will be fully implemented in 2014-2015. As Common Core Standards for other subjects are adopted, the MMC faculty will participate in training to revise curriculum and assessments to meet or exceed the requirements of the standards. (See Appendix item 4.)

Generally, the MMC curriculum includes the core classes of English, math, science, and social studies. All classes are taught with the expectation of mastery at 77% (C) or higher, with interventions built into the curriculum to ensure completion of all assignments according to this standard. The specific classes vary according to the academic needs of individual students; a full description and explanation of this is included in the educational and curricular section (section 4) which follows. During most semesters, English III, English IV; U.S. history and Constitution, American government/economics; Chemistry I, Biology II, Physics; Geometry, Algebra II, and Probability/Statistics are included in the master schedule.

1) Summary of what students will achieve in each core subject area for 11th and 12th grade.

In **English 3**, students refine their knowledge of language through a focused study of American literature. They read and view a variety of informational texts as well as four major types of literary texts – fiction, literary nonfiction, poetry, and drama – both inside and outside of class. Through literary texts, students study the author’s craft by making inferences, determining point of view, and analyzing theme and figurative language. By reading a variety of informational texts, students analyze an author’s development and support of a thesis and create a variety of responses to texts. In addition, students continue to develop and use in their reading, writing, oral communication, and a knowledge of vocabulary that includes roots, affixes, euphemisms, and idioms.

In writing, students produce essays that are coherent and well organized with a thesis and

supporting evidence. In implementing the writing process, students compose various types of written works, including narratives and information (expository/persuasive/argumentative) pieces. They proofread and edit their work for the correct use of the conventions of written Standard American English, and they use revision strategies to improve such elements as voice, content and development, and organization.

Students in English 3 are more sophisticated and self-directed in their learning. In carrying out the research process, they identify a topic, collect information from primary and secondary sources, and present their findings and conclusions in oral, written, and visual formats. Students must determine the particular type of information they need for a specific topic, and they must know how to locate that information efficiently. Students must also evaluate the validity of their sources. In addition, after incorporating their own ideas with information from other sources, they must clearly distinguish their own ideas from those of others by providing accurate and complete documentation.

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

As these students increase the sophistication of their writing, they produce coherent and well-organized writing that includes a thesis and supporting evidence. In implementing the writing process, they create various types of written works, including informational (expository/persuasive/argumentative) pieces and narratives. They proofread and edit their work for the correct use of the conventions of written Standard American English, and they use revision strategies to improve such elements as voice, content and development, and organization.

In carrying out the research process, students identify a topic, collect information from primary and secondary sources, and present their findings and conclusions in oral, written, and visual formats. They must determine what particular type of information they need for a specific topic, and they must know how to locate that information efficiently. Students must also evaluate the validity of their sources. In addition, after incorporating their own ideas with ideas from other sources, they must distinguish their own ideas from those of others by providing accurate and complete documentation. In this capstone English course, high school students assimilate and strengthen the reading, writing, communicating, and researching skills they have acquired in previous courses as solid preparation for entering college or the workplace.

The **U.S. history and Constitution course** is designed to promote knowledge and understanding of the growth of the United States from the age of discovery to the present. Students will explore history as a series of interrelated events and cause/effect relationships. Recurring concepts in history such as conflict, change, peace, nationalism, and migration will also be examined through the reading and analysis of a variety of primary and secondary sources. Students are expected to demonstrate in various ways (writing, research, oral presentations, projects, portfolios, etc.) their knowledge and understanding of the following:

- the principles that guided the establishment of the United States and the development of the Constitution.
- the geographic, political, and economic development of the United States.
- the expansion of slavery, the secession of the southern states, the civil war, and the reconstruction of the United States.
- the struggle of different groups of Americans for equal rights.
- the problem of political corruption and solutions.
- the expansionist movement and the increasing influence of the United States in world affairs.
- American involvement in armed conflict.
- the development of the United States into a superpower.

The **American government course** is designed to promote knowledge and understanding of the structure and function of the American government and the American political system. Students will examine and evaluate the constitutional principles underlying federalism, the legislative process, the role of political parties, and citizen participation. Students will read, analyze, and interpret a variety of primary and secondary sources to determine the relationship between political institutions and the citizens who develop and are affected by them. Students will demonstrate in various ways (writing, research, projects, portfolios, oral presentations, etc.) the extent of their knowledge and understanding of the following:

- government, its origins and foundations, including civic life and politics
- the foundations of American democracy, including its basic principles, and the foundations of the American political system
- the role of the U.S. Constitution in American democracy, including ways in which the

American Government established by the Constitution embodies the purposes, values, and principles of American democracy

- the relationship and interactions between the United States and other nations of the world
- the role of the American citizen in democracies, including personal and civic rights and responsibilities

The **Economics course** promotes student knowledge, understanding, and application of economic concepts and principles, types of businesses, money and banking, economic systems of other nations, and consumer awareness. Classroom speakers, job shadowing, projects, and field studies are incorporated into the curriculum to promote relevance for high school students. Students will demonstrate in various ways the extent of their knowledge and understanding of the following:

- how scarcity and choice impact economic activity
- markets and the role of demand and supply in determining price and resource allocation
- the sources of income and growth in a free enterprise economy
- in the operation of markets
- national economy and economic policies
- the principles of trade and economic development

The **Geometry course** promotes knowledge and understanding of properties of basic geometric figures; properties of triangles, quadrilaterals and other polygons, circles, lines, and segment intersecting circles; transformations; vectors; surface area and volume of three-dimensional objects; and proofs. Students demonstrate reading comprehension and analysis, problem-solving, and application. Students use appropriate tools such as rulers, compasses, protractors and technology such as graphing calculators.

The **Algebra 2 course** is designed to promote knowledge and understanding of functions, systems of equations and linear inequalities, quadratic equations, complex numbers, algebraic expressions, nonlinear relationships including exponential, logarithmic, radical, polynomial, and rational; conic sections, and sequences and series. Hand-held graphing calculators are required for instruction and assessment. Students demonstrate a variety of ways to represent data, reading comprehension and analysis of written problems, and real-world applications of course content.

The **Probability & Statistics course** is designed to promote the knowledge and understanding of the design of a statistical study; collection, organization, display, and interpretation of data; basic statistical methods of analyzing data; and basic concepts of probability. Students demonstrate processes that require problem-solving, decision making, critical thinking, and applied learning. Hand-held graphing calculators are required for instruction and assessment.

The **Physical Science course** is designed to promote knowledge and understanding of the basic concepts of chemistry and physics. Students will engage in activities and labs that promote their discovery of the properties of matter and energy and their application of these concepts to daily experiences. Topics that are examined are the following:

- structure of atoms
- structure and properties of matter
- chemical reactions
- motions and forces
- conservation of energy and the increase in disorder
- interactions between energy and matter

The **Biology 2 course** is designed to continue student knowledge and understanding of

biological concepts introduced in Biology 1. During the first unit of study in Biology 2, students will identify and analyze the concepts of evolution and biodiversity; during the second unit, students will identify and analyze concepts related to human anatomy and physiology. Through various methods (writing, oral presentations, projects, portfolios, etc.), students will demonstrate the extent of their understanding of biological change over time and its relationship to great species of diversity. Topics that are examined are the following:

- characteristics and development of life
- evolution and diversity
- the evolution of biological diversity/genetics
- evolution of microbial life
- evolution of plants
- evolution of animals
- history of humans
- anatomy and physiology of human systems

The **Environmental Science course** is designed for students who have successfully completed biology and physical science and want to acquire more knowledge and understanding of the world around them. Students will identify and analyze the relationships of organisms to other organisms and to the non-living components of the ecosystems. Students will employ various methods to assess the human role and impact on the environment. Students will demonstrate in various ways (written and oral reports, lab reports, projects, etc.) the extent of their knowledge and understanding of the following:

- abiotic factors of ecosystems

- organisms in ecosystems
- types of ecosystems
- biodiversity
- atmosphere and climate
- water-cycle, resources, pollution
- air – carbon/oxygen cycle, air pollution
- land use and abuse
- waste – reduce, re-use, recycle
- providing for the masses
- energy resources/alternatives

The **Physics course** is designed to promote the knowledge and understanding of forces and motion, conservation of energy and momentum, heat and heat transfer, electromagnetism, waves, nuclear physics, and relativity. Students will engage in activities that promote the application of physics concepts to daily life and to natural phenomena. Students will demonstrate in various ways (written and oral reports, lab activities and reports, projects, etc.) the extent of their knowledge and understanding of the following:

- forces and motion
- vectors and projectiles
- forces in motion
- momentum
- energy and machines
- circular motion

- gravity
- heat
- sound
- light
- electricity and magnetism

All science students at MMC complete lab activities in the Midlands Technical College science labs.

All core subjects taught at MMC are designed to meet or exceed SDE curriculum standards. Teachers in each subject area develop a syllabus which identifies S.C. curriculum standards and examples of alignment with the curriculum outlined in the syllabus. A copy of each syllabus is reviewed by the MMC Director. In addition, each teacher's lesson plans are developed around an essential question relating to what the student should know and be able to do (standard) as a result of the daily instruction and learning activities. Each teacher posts a daily agenda either on the chalkboard, a handout provided to each student, or on a large-screen LCD panel. The agenda not only outlines the focus of the lesson and activities but also displays the academic standard which is an integral part of the lesson and activities. In addition, MMC teachers use S.C. state adopted textbooks as a primary instructional resource. The content of each textbook has been aligned to S.C. academic standards.

MMC teachers have engaged in training and professional development sessions to ensure their knowledge and understanding of SDE curriculum standards. In addition, MMC teachers are experienced in developing and implementing instructional methods to promote achievement for all students. All MMC teachers have successfully completed the South Carolina ADEPT evaluation process which requires teachers to demonstrate their knowledge, understanding, and

implementation of curriculum which is aligned to S.C. academic standards. In addition, all MMC teachers are certified and highly qualified, and each has more than five years of public school experience. Each teacher has taught at MMC for the past four years, and each has demonstrated that adherence to academic standards, accompanied by frequent assessment, and personal accountability form the basis for the success of MMC students.

MMC uses various methods to determine whether all students are achieving or attaining the academic standards. Classes at MMC are small. Generally, there are no more than fifteen students per class. Teachers employ daily, frequent, one-on-one monitoring of student progress during each class period. In addition, teachers can use questioning as a means of monitoring the understanding of a concept. In a small environment where everybody knows each other, students are less reluctant to answer questions. In addition, teachers can pair or group students to allow them to collaborate on an instructional task and to check each other's progress. If formal assessments such as graded assignments are part of a lesson and students do not meet the 77% standard, the students are expected to correct any errors and resubmit the assignment in order to earn back some points. If re-teaching is required, students are expected to schedule a time before regular classes begin (12:45) to meet with the teacher to obtain one-on-one assistance. Students then are expected to retake the test at a scheduled time. All of these expectations are communicated to parents by phone, email, and letters which are mailed with each Interim report and each quarterly report card. Parents are always invited to schedule a conference with a teacher to discuss academic or personal issues of their student.

Teachers electronically record all information regarding student achievement. If any student has a missing grade, indicating a missing or incomplete assignment, then the teacher notifies the student and the parent and schedules a time for submission of the work. The expectation is that

all work will be completed at a standard of 77% or higher. Since this expectation is communicated on the first day of class and is consistently enforced by **all members of the professional learning team** which includes not only teachers, but also the MMC guidance counselor and director, students meet the standard. MMC students know that their teachers care about each of them, and this nurturing relationship promotes cooperation by students. The MMC faculty adheres to the best practice principle that all students can learn when they are part of an environment that supports, encourages, and offers resources that accommodate their learning needs and their individual experiences (Cash, 2004).

In addition to developing and implementing a curriculum and student learning opportunities that promote meeting or exceeding state academic standards, MMC enforces diploma standards required by the S. C. Department of Education. In accordance with SDE standards, MMC student transcripts and Individual Graduation Plans (IGPs) are reviewed each semester, and students are scheduled into classes that will lead to the successful completion of 24 units of credit. As specified by the SDE, the 24 units must include four units of English, four units of math, three units of lab science, one unit of U.S. History/Constitution, a ½ unit of economics and a ½ unit of U.S. government, another social studies unit, one unit of computer science (including keyboarding) one physical education credit or Junior ROTC, one unit of foreign language or a career and technology education credit, and seven elective units. Individual MMC student academic needs in relation to high school diploma credits form the basis of each student's class schedule. Students who are scheduled into core classes taught by MMC teachers are provided with opportunities for varied instruction, tutoring, and correction and resubmission of assignments as described in Goal One, Objectives b and c, pages 17-18. ~~As explained in an earlier section, some students' academic needs which do not conform to the "normal"~~

~~progression through high school may not be able to be met by sitting in one of the MMC classes. Courses such as English II, computer science, or those related to career and technology education may be among the needs. To meet these academic needs, MMC offers “early bird” classes in which teachers offer direct support for any online class in which students are enrolled, or the teachers provide one-on-one instruction in a particular course.~~

~~In addition to providing strategies to support students who need courses outside the scope of the usual 11th and 12th grade curriculum, MMC faculty offer opportunities for preparation and remediation for students who have not yet taken the High School Assessment Program (HSAP) or who have taken the HSAP but have not met the standard for ELA and/or math.~~

In addition to providing strategies to support students in core classes, MMC faculty offer preparation and remediation for students who have not yet taken the High School Assessment Program (HSAP) or who have taken the HSAP but have not met the standard for ELA and/or math. The MMC guidance counselor and director review the transcripts of each ~~incoming~~ student during fall or spring semester and identify the students who will need to take or retake one or both portions of the HSAP. The names of the identified students are communicated to the MMC English and math teacher. The MMC English teacher provides instruction and practice in an “early bird” setting at least two mornings per week during the months prior to the testing month (August-September or January-March). Once the testing month arrives (October or April), the teacher provides instruction and practice on a daily basis. The same schedule is followed by the MMC math teacher to provide instruction and practice in math for students who have to take or retake that portion of the HSAP exam. These schedules are communicated to the parents of each of the targeted students. The MMC faculty is dedicated to doing whatever it takes to ensure that all of our students meet the S.C. high school diploma standards as outlined by the State

Department of Education.

iv. *Educational and Curriculum Program*

Proposed Curriculum

The specific courses taught at MMC vary according to the needs of the students who are attending at the beginning of each semester. Students currently attend from six school districts and represent 18 high schools. This geographic and demographic scope will likely broaden if MMC is approved for operation as a charter school within the SCPSCD. Obviously, students who represent this broad spectrum also represent a community of diverse learners who have had varying levels of success in traditional high school classes. MMC class schedules reflect this. Subjects taught to eleventh grade students at MMC generally include, but are not limited to, English III, Chemistry or Biology II, U.S history, Algebra II and/or Geometry, and an elective. Courses that are taught to twelfth grade students include, but are not limited to, English IV, Algebra II, Probability & Statistics, American government, economics, Physics, and an elective. As stated in the previous section (iii), each course is outlined in a syllabus developed by the certified teacher who teaches the class at MMC. Each teacher's syllabus, daily lesson plans, and daily agendas communicate the integration of standards into the curriculum, and each formal and informal assessment exemplify the adherence to standards as described in the South Carolina curriculum standards located on the SDE website

~~—MMC also provides opportunity for eleventh and twelfth grade students to take courses that are not generally part of a schedule for juniors and seniors. These courses are offered because of academic issues that students experienced while still at their former high school. Consequently, students may take English II, Biology I, Physical Science, Algebra I, a computer science class, or a CATE class. These courses are not taught through direction~~

~~instruction by one of our MMC teachers. Instead, students complete some courses through the Apex online instructional program endorsed by the South Carolina Department of Education. Students who take an Apex class are required to attend an “early bird” class at MMC, usually scheduled from 11:00-12:30 each day. Although the course is self-paced, each student is given direct instructional support by the MMC teacher who is certified in the subject which the students is taking. This direct assistance and monitoring ensures that the student stays on task and successfully completes the course. Students also complete some courses, especially the computer science and CATE credits, through the South Carolina Virtual School Program, sponsored by the SDE. Again, students are required to attend an “early bird” class and work with an MMC teacher even though the student receives direct assistance through the certified teachers employed by the S.C. Virtual School Program.~~

To fulfill credit needs that may not be offered in classes during regular instruction time (12:45-5:30), MMC teachers provide direct instruction and/or assistance to students completing courses through the Apex online program endorsed by the SDE or the South Carolina Virtual School Program (SCVS)) sponsored by the SDE. Such courses include, but are not limited to, computer science, electives, music and/or art appreciation, Algebra 3, and CATE classes. Students who take a class through Apex or the South Carolina Virtual School Program are required to attend an “early-bird” class at MMC, usually scheduled from 11:00-12:30 each day. Students enrolled in Apex classes are given direct instructional support by the MMC teacher who is certified in the subject which the student is taking. Students enrolled in the SCVSP classes are also given direct assistance even though the classes are taught by certified teachers employed by the S.C. Virtual School Program. The expectation at MMC is that all instruction and learning, whether implemented directly or indirectly by a MMC teacher, will result in achievement that meets or

exceeds state standards.

2) See Appendix item 5 for school calendar and daily schedule for 180 instructional days.

3) Strategies to Enable Students to Attain the Curriculum Standards

MMC teachers develop and implement various strategies to ensure that students learn standard-aligned course content. They employ various instructional methods such as direct instruction for whole groups or small groups, one-on-one instruction in the small classroom environment or before school begins, peer coaching by pairs of students, collaborative groups, differentiated instruction in accordance with diverse learning styles and/or interests of students. In addition, teachers provide frequent interventions such as those described in the previous section on *academic standards*. The MMC expectation is that all students will complete all assignments at the 77% level, regardless of the number of opportunities that have to be provided. All interventions that require time that is not part of the regular classroom schedule are communicated to parents to help to ensure that each student is completing assignments as directed and in accordance with the 77% mastery level. Follow-up parent contacts are made by the MMC guidance counselor and director as needed. Parent-teacher conferences may be scheduled by a parent, teacher, guidance counselor, or the MMC director as needed. In addition, the MMC guidance counselor meets with each student at least once per nine weeks' grading period to review student progress. The consistent enforcement of learning expectations for each student is a collaborative effort among MMC teachers, the guidance counselor, and the director. This professional-learning-team-approach has helped to ensure the MMC average graduation rate of 96% over a five-year period.

4) Innovation of the Program at Midlands Middle College

MMC has developed a solid innovative approach to dropout prevention in the Midlands. Although other high schools have developed an at-risk component within the schools' curricula, MMC's entire program, its people, and its environment are dedicated to the goal of ensuring high school graduation, promoting college access while still in high school and post-secondary education after high school graduation. In addition, MMC provides opportunity for all students to engage in career exploration and opportunity for students and parents to obtain first-hand information regarding the S.C workplace, the workplace skills, and the education required to qualify for available jobs. The MMC students have numerous opportunities that result from the partnership between MMC, Midlands Technical College, and the Midlands Education and Business Alliance (MEBA). This consistent, intentional collaboration is one of many things that set MMC apart.

Other innovative aspects of Midlands Middle College are the following:

- Authentic alliance between MMC, Midlands Technical College and MEBA
- Location on a college campus
- ~~Diverse student population, entering from three counties, 8 school districts, 25 high schools~~
- Diverse student population entering from throughout the state
- Small classes (maximum of 18 students per class)
- Small environment (maximum of 135 students unless additional space becomes available)
- Daily tutoring time by students' individual teachers
- Varied instruction on a daily basis (instruction methods and strategies are described in previous section)
- Class schedule (core classes scheduled from 12:45-5:30; "early bird" from 11:00-12:30)

- Availability of all Midlands Tech facilities, including media center, science labs, computer labs, auditorium, conference rooms
- Frequent, consistent, and immediate interventions
- Daily common planning time for teachers
- Proven results (graduation rate of 96% during MMC's operation)

5) MMC's Plan to Meet SC High School Diploma Requirements

MMC is a high school program designed to promote high school graduation for all students. The MMC curriculum and class schedules are developed according to students' academic needs in relation to meeting the South Carolina diploma requirement of earning 24 Carnegie units in specified subjects. The complete listing of courses, strategies, and methods to ensure meeting or exceeding standards is explained in the prior section on *academic standards, p. 26 and Goal One, Objectives a-e*. In addition, MMC has developed and implemented instructional and practice opportunities for students who need to take or retake the HSAP examination in order to meet the ELA and math standards of 200,(see section on *academic standards, p. 26*). Each MMC class is taught daily, Monday-Friday, from 11:00-12:30 and from 12:45 until 5:30, (see Appendix item 5). Each class that results in one unit of Carnegie credit is 90 minutes long, and students complete at least 3 classes per day during each 90-day semester. Total instructional time for each one-unit of credit is 135 hours which exceeds the state standard of 120 seat hours. Students earn one unit of credit for successful completion of the course at the end of the semester. Each class that results in a .5 unit of credit also meets daily, Monday-Friday, for 90 minutes, but the content is covered during a 9 weeks' instructional period rather than a semester. Total instructional time is 67.5 hours; at the end of the 9 weeks, students are awarded the .5 unit

for successful completion of the course. At MMC, American government and economics are .5 courses. During each semester, students have the opportunity to earn at least three Carnegie units of credit. The following chart provides a visual of the S.C.SDE diploma requirements.

**SDE Regulation No. 43-259
GRADUATION REQUIREMENTS**

Subject	Unit Requirements
English/language arts (English 1, 2, 3, 4)	4.0
Mathematics (geometry, Algebra 1, 2, Probability/statistics or Algebra 3 or Pre-calculus/calculus)	4.0
Science (Physical Science, Biology 1, class of Biology 2 or Chemistry or Physics or Environmental Science)	3.0
U.S. history and Constitution	1.0
Economics	0.5
U.S. government	0.5
Other social studies course(s)	1.0
Computer science (including keyboarding)	1.0
Foreign language or Career and Technology Education (CATE)	1.0
Physical Education or Junior ROTC	1.0
Electives	7.0

In addition to meeting or exceeding Carnegie unit requirements, MMC students who complete the U.S history/Constitution course must take the state End-Of-Course Exam in that subject; exam score will count as 20% of the final course grade. Also, in addition to passing the required courses, each student must meet or exceed the standards of the South Carolina High School Assessment Program (HSAP) in accordance with SBE Regulation 43-262.

- 6) Compliance with the Individuals with Disabilities Education Improvement Act of 2004,

Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act

Procedures for Identification of Students with Special Needs and Implementation of Services

~~Midlands Middle College currently serves high school students, ages 16-19, in grades eleven and twelve and, as a charter school, MMC will continue to serve this age group.~~

Midlands Middle College currently serves high school students in grades eleven and twelve and, as a charter school, MMC will continue to serve students in these grades. Although students with disabilities are generally identified prior to the eleventh grade, MMC will fulfill its “Child Find” obligations under the Individuals with Disabilities Education Act (IDEA) and applicable state and federal regulations. If a student enrolls in MMC and is identified as needing special education or related services, then the student will be evaluated to determine the presence or absence of a disability, the effect the disability has on the student’s educational performance, and the extent of the special education services necessary to provide the student with a Free Appropriate Public Education (FAPE).

MMC currently serves students who have individualized educational programs (IEP’s) that were developed prior to the students’ attendance at MMC. MMC teachers, guidance counselor, and director review and implement the terms of any student IEP and coordinate with the student’s home high school psychologist and special services personnel to review progress and make changes at specified times and/or as needed.

As a charter school, MMC will continue to comply fully with the terms of IDEA and Section 504 of the Americans with Disabilities Act and all federal and state laws and regulations regarding individuals with disabilities. All students who attend MMC will be identified and accepted through a publicized first-come-first-serve process or, in the case of more applications than seats, will be a part of the lottery process described in the *Enrollment Procedures* section on

page 8. Once students are admitted, MMC teachers, guidance counselor, and director will work as a team to create student schedules based on academic needs and to develop strategies and procedures for meeting the needs of any student whose records indicate the presence of an IEP or 504 plan. MMC will assume full responsibility for creation, implementation and progress monitoring of students' IEP and 504 plans. MMC will schedule and conduct annual reviews for all students with IEPs and will hold other IEP meetings as appropriate, or as requested by the student's parents. MMC regular education teachers, special education teacher (either one employed by MMC or one shared with another school in the charter school district), parents, related services personnel where appropriate, and other individuals (at the discretion of parents or MMC) who have knowledge or special expertise regarding the student will develop and implement appropriate services for the student. Services will include an individualized transition plan (ITP) that identifies the types of transition services that are needed for a particular student, methods of attaining each service, the individuals or agencies responsible for ensuring that each student's goals and objectives are met, and a timeline for implementation. Services may also include assistive technology and/or other related services as determined by an individual's disability, such as, but not limited to, visual impairment, auditory impairment, and/or mobility problems. MMC will also *comply* with all regulations regarding reevaluations of students previously diagnosed with disabilities under the IDEA and Section 504.

MMC will comply with all federal and state laws regarding accommodations for students with disabilities and will not discriminate against individuals who are believed to have handicapping conditions. The school will meet the criteria for eligibility, reporting, and official records for accommodations under Section 504 and IDEA. MMC faculty and staff will receive professional development on an ongoing basis so that students who may qualify for special

services are identified in a timely manner and so that instructional strategies, procedures, and other program needs are conducted appropriately and effectively. Compliance with applicable regulations will be assured for each student.

All MMC students are included in standards-based curriculum classes. However, in addition to regular instruction time, students with IEP's as well as other MMC students may receive additional time for task completion, one-on-one instruction, opportunity to retake and resubmit assessments, and tutoring by their designated teachers. Also, all students who attend MMC will be provided the instruction, strategies, and individual support needed to attain all goals and objectives outlined in pages 17-26 of this application. All ESOL services will be provided by appropriately certified personnel. MMC's mission is to identify and serve academic and social needs of all of its students, preparing them for high school graduation as well as college and career access.

- v. *Virtual Schools* (The MMC Charter School will not be virtual.)

b. Student Assessment

i. Student Achievement and Progress Evaluation

Rigorous academic standards must be accompanied by frequent common assessments in the classroom (Reeves, 2005). The importance of the role of the classroom teacher was recognized in 1990 when the American Federation of Teachers, the National Council on Measurement in Education, and the National Education Association jointly issued *Standards for Teacher Competence in Educational Assessment of Students*, a document which asserted the national standards for teacher competence in student assessment. According to the document, teachers should not only choose appropriate assessment methods but should also demonstrate competence in administering, scoring, and interpreting assessment results. This latter process is particularly

important because it should form the basis for planning further instruction or for developing curriculum. In addition, teachers should assume responsibility for communicating assessment results and grading procedures to students, parents, and other members of the MMC professional learning team. Classroom-based assessment measures will include, but not be limited to, teacher observations, questioning, oral and written quizzes, projects, electronic publications, art work, multiple-choice, short-answer and essay tests, portfolios, journal entries, and other demonstrations of performance occurring daily in the classroom setting.

Although classroom instruction and assessment practices provide the basis for students to earn course credits required for graduation, the evaluation of student progress toward meeting the South Carolina diploma standards is led by the MMC guidance counselor. The counselor meets with each student and the student's parent at least once each year to review the student's Individual Graduation plan (IGP) to determine whether the student is on target to complete the designated 24 Carnegie units within the four year period as required to meet state on-time graduation standards. All conference participants sign the updated IGP, and any changes or additions are added to the student's MMC schedule.

In order to be awarded a high school diploma, all students are not only required to earn 24 Carnegie units in specified subject areas, but they must also meet or exceed the state standard on the High School Assessment Program (HSAP). The HSAP exam meets the state requirement of the South Carolina Education Accountability Act (EAA) of 1998 that each public school student pass an exit examination to receive a high school diploma. The HSAP is also used to measure students' academic achievement on high school standards in accordance with the federal No Child Left Behind Act of 2001 (<http://ed.sc.gov/agency/programs-services/43>).

High school students are also required to take and pass end-of-course examinations as

outlined in the End-of-Course Examination Program (EOCEP) and mandated by the South Carolina Education Accountability Act of 1998. Students who enter MMC in the 11th or 12th grade who have not taken the U.S. History and Constitution course are scheduled in to that class. The MMC U.S. history curriculum is designed in accordance with the South Carolina social studies standards revised in 2011. Students in the U.S. history course study the principles and provisions of the U.S. Constitution, the Declaration of Independence, the Federalist papers, and the American institutions and ideals, using a text recommended by the State Department of Education and approved by the State Board of Education as well as other materials needed to provide frequent classroom instruction, practice, and assessment. The U.S. history course is taught for 90 minutes each day for an entire semester. Students take the U.S. history EOC exam at the end of the semester during which they took the course. Currently, students return to their home high schools to take the exam, and student scores are reported back to MMC. Each student's EOC exam scores counts as 20% of the student's semester grade.

If MMC is granted charter school status and is accepted as a member of the SCPCSD, these state and federal-mandated exams will be administered by the MMC test coordinator according to all SC State Department of Education regulations. MMC understands that a violation of such regulations and guidelines will subject the individual(s) to liability and may lead to criminal proceedings (resulting in fines and/or imprisonment), termination, suspension, or revocation of administrative and/or teaching credentials. Individuals will adhere to all procedures specified in all manuals governing the mandated assessment programs. MMC understands that state regulations specifically prohibit the use of current tests as instructional materials.

Another MMC achievement standard, unrelated to state and federal requirements, is the successful completion of three hours' dual enrollment credit through Midlands Technical

College. The standard is for at least 50% of MMC students to earn a minimum of 3 hours of college credit before graduation. MMC students apply, register for, and attend classes as outlined by Midlands Tech regulations. Midlands Tech instructors develop curriculum, and provide instruction and assessment in accordance with standards set by the Board of Commissioners of the Technical College. The evaluation record used by Midlands Tech is the student transcript which provides the name of the class, grade earned, and number of credit hours awarded. Midlands Tech provides MMC with a copy of the student transcript which is reviewed to determine achievement rates. Student grades become part of their official college record and are included in their high school transcripts.

ii. *Performance Goals Timeline*

Midlands Middle College's yearly progress is expected to meet the Annual Yearly Progress (AYP) standard required of South Carolina schools as detailed in the No Child Left Behind Act. However, the MMC Charter Planning Committee acknowledges that schools may require longer than one year to meet their performance goals. It is likely that MMC, as has been true for other new charter schools, may lag in its first year of operation as a *school*, rather than as an educational *program*. First-year performance data will provide the base for determining the need for improvement in student services related to achievement. Analysis of subsequent years' data will provide a clearer understanding of how MMC is performing and will indicate new areas to be improved.

Expected yearly progress will be determined using the same procedures that the state used to set all AYP objectives. MMC will determine annually whether each performance goal has been met. If it is determined that a goal has not been met, then that year's data will become the baseline figure. MMC will calculate expected yearly progress by taking the difference between

the baseline figure and the performance goal and dividing by the number of years between 2022/2023.

iii. Academic Assistance

Although teachers individually or collaboratively select, implement, and interpret assessments, they are not the only members of the school team who are responsible for ensuring that all students, and thus the school, achieve the standards of the school. The expectation is that students will meet or exceed standards on state-mandated assessments such as the HSAP exam and U.S. history EOC exam. However, meeting classroom assessment standards is fundamental to earning course credits required for the award of a high school diploma as well as for the achievement required by the HSAP exam and U.S. history EOC exam. Consequently, the MMC professional learning team provides academic assistance to ensure achievement in all aspects of the MMC program.

The MMC teachers, guidance counselor, and director provide frequent, consistent monitoring and evaluation of each student's and thus the school's progress toward achieving standards at each grade level (11th and 12th). Informal evaluations are conducted at weekly staff meetings during which individual student academic and/or social issues are reported, and an intervention plan is devised. The plan is presented to the student by his/her teachers and communicated to the parent via phone or email, and results are reported at the next weekly meeting. If anticipated progress has not occurred, the issue is reported by the teachers to the parent, and the parent is invited for a conference with the student, the student's teachers, the guidance counselor, and the director. All students receive Interim Progress Reports (mailed to parents) that indicate the students' progress toward achieving the school standard of a minimum of 77% (C) mastery of each subject. The director reviews all grades posted for all students in each class and creates a

record of any student who is achieving at less than the 77% level. The director meets with each teacher and any student who is not meeting the 77% standard to determine whether all assignments have been completed and submitted, to review the strengths and weaknesses of student responses on each assignment, to devise and implement an intervention plan and to communicate the plan to the student's parent. In addition, all students receive quarterly report cards (mailed to parents), the grades of which are reviewed by all MMC learning team members to evaluate progress toward the 77% (C) standard expected of all students in all subject areas by the end of the semester in which final grades and course credit will be awarded.

MMC also offers direct academic assistance to students who will take the HSAP exam for first time or who will need to retake one or both portions of the HSAP exam in order to meet or exceed the state standard. When any student enters MMC, the student's records are reviewed to determine grades and course credits earned at the previous high school, and to identify the student's HSAP scores. If a student did not meet standard on either the English Language Arts section and/or the mathematics section, then the student is scheduled into an "early bird" class from 11:00 -12:30 each day to meet with the MMC English teacher and/or the math teacher for remediation preparation to retake the entire exam or a portion at the next testing date. Any student who enters MMC who has never taken the HSAP is also scheduled to participate in the English and math preparation classes. The English teacher and the math teacher provide direct instruction using teacher-made materials or those provided by the SC Department of Education, or they may use online curriculum provided by the Apex Online Program or the South Carolina Virtual School. Once HSAP exams are taken, and results are reported, MMC teachers, guidance counselor, and director will review results to determine any revisions or additions to HSAP preparation strategies and methods. Meeting the HSAP exam standards is critical since the

results of this exam will determine whether a student will be awarded a S.C. diploma, regardless of the student's classroom achievement.

MMC students who take U.S. history are required to take the U.S. history EOC exam and are provided academic assistance to ensure that each student passes (70%) the exam. MMC students have taken the exam over the past three and a half year period. Different groups have sat through the 7 test administrations during this time, and only about 52% have earned a score of 70 or higher, although the average score for all test takers has been 70.1%. The same person has served as the U.S history teacher during this time. The MMC director has met with the U.S. history teacher to review and revise strategies to implement to increase the number of students who earn passing scores. Devising methods to increase student achievement will be critical if MMC gains approval as a charter school and is allowed to join the SCPSCD.

In order to promote the standard of at least 50% of MMC students earning a minimum of 3 hours of college credit before graduation, MMC students also receive academic assistance with the dual credit classes in which they are enrolled at Midlands Tech. All members of the MMC learning team serve as mentors to individual students enrolled in MTC classes. (The details of the mentoring program are outlined in section 2, educational program, goal 2, pp. 20-22. Once students complete the classes, and MTC transcripts are provided to Midlands Middle College, the transcript is reviewed by all mentors to determine achievement rates and any revisions or additions that need to be made to the MMC Mentoring Program.

3. Operational Plan

a. Budget and Accounting System

i. *Annual Budget*

(See Appendix item 7 for proposed five-year budget revenues and expenditures).

1) Revenues

a) Revenue account codes included in Appendix item 7 are in accordance with the SCDE's *Financial Accounting Handbook* for South Carolina school districts.

b) The MMC budget as outlined in Appendix item 7 includes documentation from the SCDE of estimated revenues in accordance with the allocations in S.C. Code Ann. 59-40-140(A)-(D).

c) The South Carolina Department of Education administers Public Charter Schools Program Planning-Implementation Subgrants with federal funds from the United States Department of Education. According to the SC SDE, "the purpose of this program is to expand the number of high quality charter schools in South Carolina, increase the awareness and understanding of the charter school model in South Carolina, improve school outcomes for secondary charter school students who are at risk of not meeting state standards, and support charter school at sustainability through fiscal responsibility, sound governance, and effective leadership." The maximum available per Subgrant applicant depends on the purpose and the availability of funds as well as the projected number of students and schools who enter the phase.

Upon submitting a charter application to the Charter School Advisory Committee and the proposed sponsor, MMC will become eligible to apply for funding and will apply and submit the application according to guidelines posted on the SC Department of Education website.

The MMC Charter Committee understands that Subgrant funds are intended to supplement, not replace, other state or local funds. Also, all grantees will be required to meet and provide benchmark information and receive approval before moving to each phase of funding. All reports, budget worksheet, updated school data sheets, and an inventory of assets purchased with implementation funds must be submitted according to the timeline specified in the grant and SC

Charter Law. Funds for the next phase will be delayed if deadlines are not met. For each phase of funding, maximum and minimum award amounts will be set.

MMC will apply for funding to support program planning and design activities, including but not limited to:

- The refinement of the desired educational outcomes and the methods for assessing progress toward achieving those outcomes, and
- Professional development for teachers and other staff members

Implementation activities may include, but are not limited to:

- Dissemination of information to the community about the school;
- Acquisition of equipment and educational materials and supplies;
- Acquisition or development of curriculum materials; and
- Other initial costs not funded by state or local sources.

2) Expenditures

a) Expenditure budget codes (Appendix item 7) are in accordance with the SCDE's *Financial Accounting Handbook* for South Carolina school districts.

b) The MMC budget as outlined in Appendix item 7 includes a list of anticipated expenditures and all costs associated with initial implementation and continued operation, including but not limited to instructional and support costs for

- salaries and employee benefits,
- purchased services (including insurance and transportation),
- supplies and materials (including noncapital equipment),
- capital outlay, and

- other.

3) Budget and Accounting Management

Lexington School District One currently serves as the fiscal agent and provides payroll services for MMC. The MMC Charter Planning Committee has contacted Dr. Karen Woodward, Superintendent of Lexington One and Mr. John Butler, Chief Finance Officer of Lexington One, to determine whether the district will continue to provide these services on a contractual basis if MMC gains charter school approval. Lexington School District One leaders have not yet made a decision regarding the request.

ii. *Annual audit*

Currently, the annual audit for Midlands Middle College is conducted by a Certified Public Accountant (CPA) under contract with Lexington School District One and the results are included in Lexington School District One's Annual Audit Report. As a charter school, Midlands Middle College will secure the services of a Certified Public Accountant to conduct an annual audit of all financial records. The audit will be conducted in the same manner as that conducted for all schools in the S.C. Public Charter School District. MMC will adhere to the accounting, auditing, and reporting procedures and requirements of the SCPCSD and all other 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 outlined in the *Financial Accounting Handbook*, *Funding Manual*, and *Single Audit Guide*. The MMC Board will receive, review, and approve the Auditor's Report prior to official reporting.

iii. *Pupil Accounting System*

In accordance with the guidelines set forth by the *S.C. Public Accounting Manual*

and the *South Carolina Student Accountability Manual*, MMC will adhere to the reporting procedures, policies, and regulations that apply to all public schools in South Carolina. MMC will maintain and file reports in accordance with district, state, and federal requirements.

iv. *Negotiated Services Documentation*

To date, Midlands Middle College has not negotiated any services with an outside vendor. Currently, Lexington School District One serves as the fiscal agent and provides payroll services for MMC. The MMC Charter Committee is investigating the possibility of Lexington One continuing to provide these services. Other services such as maintenance, food, media, library, and custodial are outlined in a Memorandum of Agreement between Midlands Technical College and MMC and have been provided since MMC's first year of operation in 2006. (See Appendix item 8.)

b. Governance and Operation

i. *Nonprofit Corporation Status*

Midlands Middle College is organized as a South Carolina nonprofit corporation and is *classified* as a 501(C)3 public charity by the Internal Revenue Service. (See Appendix item 9, copy of Articles of Incorporation and bylaws.)

ii. *Governing Board*

1) Election Process

For the 2012 planning year, the current MMC Board will continue to serve in its previous capacity for MMC staff, students, and parents. By September 1 of its 2013 inaugural year, the MMC Board will announce its intent to create a new board of nine members and will publicize its nomination form through newspapers, newsletters, electronic publications, website, and social

media. The nomination form will specify the categories that a person may wish to represent:

Midlands Technical College Representative (1)

Midlands Middle College Parent Representatives (2)

Midlands Education and Business Alliance Board or Staff Representative (1)

~~School District Representative (1)~~

~~Representative from Another College (1)~~

K-12 Educators (2)

Business Sponsor Representatives (2)

Community Representative (1)

In accordance with revisions to SC Public Charter School Law, Section 59-40-50

(B)(9), members of a board of directors may serve a term of two years, and may serve additional terms. A choice of the membership of the board must take place every two years. Fifty percent of the members of the board as specified by the bylaws must be individuals who have a background in K-12 education or in business. According to MMC bylaws, all Board members shall be elected for a two-year term and may be elected for additional terms. All members must be residents of South Carolina. In accordance with SC Public Charter School Law, the MMC Board will consist of five (5) members who have a background in K-12 education or in business. During each election, all employees of the charter school and all parents or guardians of students enrolled in the charter school are eligible to participate in the election. Parents or guardians of a student shall have one vote for each of their students enrolled in the charter school.

An election for a nine-member MMC Board will be held in October, 2013, on an announced date which allows ample time for parents and employees to receive information about the nominees and to meet the nominees and talk with them prior to the election. The election process will be as follows:

- A ballot will list the top nominees by category.
- Ballots with a self-addressed, stamped return envelope will be mailed to all MMC parents. Parents will receive one ballot for each student enrolled in the school.
- A ballot will be distributed to each school employee.
- All ballots will be returned by mail or in person in the sealed envelope provided.
- Ballots will be counted on an announced date before October 31, 2013, by neutral observers appointed by the Board Chair. The counting process will be open to the public for observation.
- The person who receives the most votes (plurality) in the category they represent will be elected to the Board.
- The newly elected members will be publicized through the school's newsletter, website, and social media as well as through an official letter from the school to parents/guardians and employees.

2) Replacement of Charter Planning Committee with First Elected Governing Board

The first MMC Board will hold an organizational meeting no later than November 1, 2013, and at that meeting will elect officers in accordance with the articles of incorporation.

Beginning in January, 2015, the timeline for the biennial Board election will be published and provided to all families enrolled in the school by the last school day of January of the election year. Board candidates (both new and incumbent) will be required to file for the election from February 1 through March 15 prior to the election for the purpose of being listed on the printed ballot. The principal's secretary must receive filing forms by 3:00 pm on March 15 or the next business day should March 15 not be a business day. All employees of the charter school and all parents or guardians of students enrolled in the charter school are eligible

to participate in biennial elections. Parents or guardians of a student shall have one vote for each of their students enrolled in the charter school.

The Board members shall be elected every two years at an election scheduled before the last school day of April each election year. The members shall be elected by a plurality of the votes cast. A tie for the last seat on the Board will be determined by a toss of a coin. Board members will take office at 12:01 am on July 1 of the election year. New Board members will be sworn in prior to this date and time. Once the election has taken place, and results duly tabulated and published, orientation training for all new board members will be held within one year of taking office on the board, in accordance with state law.

3) Authority of the Governing Board

The MMC Governing Board will have the authority to develop policy, make decisions, and execute each of the following responsibilities:

- a) employing and contracting with teachers and nonteaching employees;
- b) ensuring that all certified personnel, teachers, and noncertified teachers undergo background checks and other investigations before they are employed in the school;
- c) contracting for other services, including but not limited to, transportation, accounting, and legal;
- d) developing pay scales, performance criteria, and discharging policies for its employees, including the school's administrator;
- e) deciding all other matters related to the school's operation, including budgeting, curriculum, and operating procedures; and

- f) ensuring that the school will adhere to the same health, safety, civil rights, and disability rights requirements applicable to all public schools operating in the South Carolina Public Charter School District.
- g) adopting a budget
- h) submitting required reports annually to the local school Board and the State Department of Education;
- i) submitting a charter renewal request at the appropriate time: and
- j) enforcing the adherence of the charter school to the same financial audits, procedures, and audit requirements as are applied to the public schools operating in the South Carolina Public School District.
- k) establishing a method of engaging parents, business persons and other community members in planning, implementing, evaluating, and improving the school

~~The MMC Board will meet monthly on the third Thursday in a public meeting on the Midlands Technical College Airport Campus where the school's facilities are located.~~

The MMC Board will adopt a schedule of at least four regular meetings each year; meetings will be held in places within Lexington County and at times as specified in meeting notices. An annual schedule of the Board's regular meetings shall be provided to each member at the first regular meeting of the Board year. Each member of the Board shall also be notified by email not less than twenty-four (24) hours before the meeting. Such notice shall state the date, time, and the place where the meeting is to be held, and for special meetings, in addition, the purpose or purposes for which the meeting is held. All Board members will receive email at accounts provided by Midlands Middle College.

An annual schedule of the Board's regular meetings shall also be provided by email to the South Carolina Public Charter School District, and notification of the Board's meeting date, time, and place will be provided by email not less than forty-eight (48) hours before the meeting.

In addition, a notice and agenda will be posted in the MMC administrative area and on its website. Students will be given a notice/agenda to take home at least one week prior to each Board meeting. Media will be notified of the time, date, place, and agenda for the meeting. As a charter school, MMC and all school Board operations will conform to state and federal laws and regulations, school policies, and professional ethics, including the Freedom of Information Act (FOIA). Only those matters as prescribed in the FOIA will be discussed in executive session. Provisions related to student records, personnel issues, and administrative records will comply with the Family Education rights and Privacy Act, in accordance with the FOIA (SC Code Title 30, Chapter Four), and standard practices of the SC Public Charter School District.

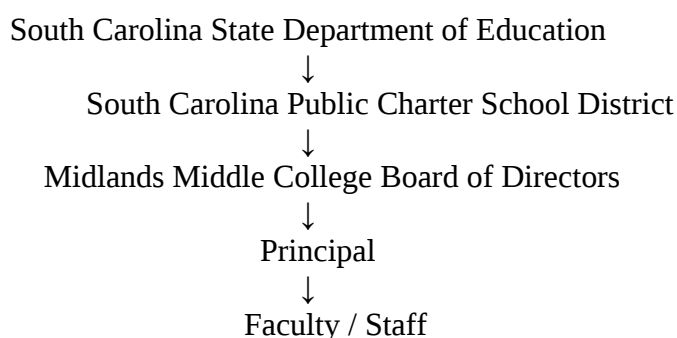
iii. Administrative Structure

Within the guidelines established by Board policy, the administration of MMC is responsible for the direction and coordination of students and staff in their efforts to reach educational goals adopted by the Board. The Board is legally charged with the responsibility to provide an instructional program for the students it serves. MMC will be organized to accomplish this purpose through the elected Board and professional staff members who are employed by the school.

The Board will rely on its school administrator, the Principal, to provide professional administrative leadership. The Principal is responsible for executing the professional staff responsibilities through the design of an administrative organization that will meet the needs of

the school and will most efficiently and effectively use its resources. The function of administration is to plan for, control, coordinate, supervise and direct the school in accordance with the purposes, policies, plans, procedures and programs authorized by the Board.

The Board will delegate to the principal the authority for the management and execution of day-to-day school activities, including management of personnel and instructional leadership. The Principal will serve as the liaison between the Board and the school. The administrative structure is as follows:



The Principal will lead, guide, and direct every member of the instructional and support services teams in setting and achieving the highest standards of excellence, so that each individual student enrolled in the school may have the highest quality educational experience possible. The Principal is responsible for providing a supportive environment for MMC employees, and must promote academic freedom, trust, and respect among all employees. The Principal's specific responsibilities will include the following:

- a) serve as the instructional leader of the school so that MMC can realize its mission and accomplish its goals;
- b) ensure that MMC curricula is developed and implemented by integrating best practices with SCDE standards;
- c) recommend policies, guidelines, and procedures for consideration by the Board:

- d) implement and enforce the policies, guidelines, and procedures adopted by the Board;
- e) prepare the annual budget and other reports required for Board approval;
- f) develop and implement strategies to recruit and retain professional personnel who will provide instructional support to promote achievement of all students;
- g) communicate in writing and orally the needs and achievements of the school program;
- h) promote leadership training and professional development for all staff members;
- i) identify and examine assessment procedures to determine instructional effectiveness and to redesign curricula as needed;
- j) prepare and implement the master schedule in collaboration with faculty;
- k) evaluate faculty and staff members in accordance with observation/evaluation procedures designated for each position and specified by the SCDE;
- l) ensure that student and personnel records are current and accurate and in compliance with established procedures;
- m) represent the school and district in public functions;
- n) develop, implement, and enforce procedures that promote the safety and security of each member of the school;
- o) collaborate with faculty, parent, and community leaders to develop and implement procedures that promote a positive learning environment;
- p) oversee the maintenance and cleanliness of facilities designated for MMC's students and staff
- q) serve as a liaison between MMC and Midlands Technical College
- r) serve as a liaison between MMC and the Midlands Education and Business Alliance
- s) collaborate as required or needed with the leaders of the SCPCSD

- t) carry out all duties that may be assigned by the Board.

In the current MMC program, the principal (director) is the only administrative member of the staff. The principal serves not only as the executive officer of the school but also as the instructional leader for faculty and students and as the person most directly responsible to the MMC Board. The principal is the only person at MMC with whom the Board needs to be directly involved in making decisions regarding appointment of personnel. Since the administration of the school is the responsibility of the principal, the MMC Board should assume the responsibility of developing a definitive means of evaluating the principal's effectiveness in implementing Board policies, promoting the achievement of all students, and ensuring the adherence to MMC's mission and goals.

The principal may involve other personnel, MTC leaders, or MEBA leaders in decision-making as appropriate, but the principal will maintain the responsibility for any action taken by those whose advice or assistance is requested. Although the principal is the administrative authority of the school, the principal's speech and actions are regulated by law and by Board policies. Consequently, the principal is responsible for full knowledge of laws, regulations, and instructions governing the position.

iv. Parental, Community, and Educator Involvement

Support beyond the school and the Board are vital for MMC to achieve its goals of facilitating college and career access for all students and for promoting a positive learning environment. Consequently, there are numerous opportunities for parental, community, and educator involvement in the MMC program.

Parents are the foundation of MMC. They learn about the program and place confidence in the staff to provide frequent, consistent, and innovative opportunities for their students to achieve

academic success. Parents are invited to Fall Orientation, usually held on the day before the first official day of fall classes, to meet their students' teachers and gain information about the students' classes and their teachers' expectations. During Orientation, parents have the opportunity to ask questions of teachers as well the guidance counselor, administrative assistant, and director (principal). Parents are also invited to counselor-led Individual Graduation Plan (IGP) conferences to review and discuss their students' graduation requirements and the plan for meeting these requirements in a timely manner. In addition, parents are encouraged to schedule conferences with their students' teachers after each Interim Progress Report and each Report Card are received. Of course, a parent can schedule a conference with any teacher or other faculty member whenever the parent desires, not just at a time when grades are reported. Although MMC encourages each parent's direct involvement in their student's academic progress, MMC also welcomes involvement in non-academic activities such as fundraising and chaperoning field studies. Moreover, MMC is proud of parent participation in teacher appreciation activities and in the annual celebration ceremony held for graduating seniors. The MMC Charter Planning Committee has reached out to current and former parents to request support for the charter application process and has received numerous written and oral expressions of support and offers of assistance. As the MMC Charter School is organized, MMC parents will be an important part of the nomination and selection of the MMC Board and will be encouraged to seek Board seats or to serve in leadership roles on MMC committees as these are formed to address specific needs.

Educators also provide a significant contribution to MMC's ability to serve students' needs. Currently, MMC collaborates with numerous educators in the home high schools of each student who attends MMC. While this type of direct collaboration may not continue as MMC develops

charter school status, MMC will continue to collaborate with educators in other group settings such as district-wide meetings, Midlands Education and Business Alliance events, SDE programs and workshops, SCASA conferences, etc. In addition, MMC currently collaborates with various Midlands Tech instructors, recruiters, and department leaders to promote MMC student participation in dual credit courses and in service learning projects. The current MMC Board members include three Midlands area superintendents and the president of Midlands Technical College. MMC will welcome continued participation of educators when its first charter school board is nominated and selected and will welcome any educators elected to the new MMC Board.

The current MMC program represents a broad spectrum of the Midlands community, serving students who reside in three counties and eight school districts. As a charter school and a member of the SCPCSD, MMC will continue to serve students from a broad geographic community and will encourage continued participation from various community members. MMC will continue to invite business and other community leaders to visit MMC as mentors and/or speakers to promote career access for students. In addition, through the Midlands Education and Business Alliance, MMC will schedule student field study and job shadowing opportunities in career areas aligned with the students' career clusters. MMC will also continue to attend meetings of various Rotary groups in order to promote awareness of the school and needs of the students. The Greater Columbia Chamber of Commerce COR members have been actively involved with MMC students, and this relationship will be ongoing. The MMC director has been actively involved with the Dropout Focus Group which represents a consortium of business and community leaders as well as educators who collaborate to promote awareness of effective dropout prevention programs in the Midlands and to identify and implement new models to reach

un-served or under-served students. MMC will continue its participation in this group and will continue to invite female community leaders to be guests and presenters at monthly female leadership seminars organized to promote leadership skills among MMC's female students. Community involvement and support for MMC staff and students has also been provided by business sponsors who have made financial contributions to the MMC program. This financial commitment will continue to be requested so that MMC can continue current student opportunities and, hopefully, can increase opportunities for career and college access for students. Continued involvement by parents, educators, and community leaders is an integral part of MMC's mission.

c. Administrative and Teaching Staff

i. *Administrative Staff*

MMC will employ administrators in a manner consistent with the South Carolina Charter Schools Act and the Elementary and Secondary Education Act (No Child Left Behind, NCLB). MMC will employ the Principal as the school's instructional leader. The principal will meet the following minimum qualifications: valid South Carolina Teaching Credential, Master's degree, and administrative certification or at least one year of experience in the field of school-based administration.

The MMC Charter Planning Committee will expect the principal to fulfill responsibilities as indicated in the Performance Dimensions outlined below:

Supervision and Leadership

- delegates appropriately and effectively
- conducts meetings
- observes and assesses staff performance

- makes effective decisions
- involves others in decision-making as appropriate
- solves problems by demonstrating good judgment
- assumes duties of supervisor as assigned
- plans, organizes, and implements activities and programs in an effective manner

Interpersonal Skills

- demonstrates sensitivity
- displays good listening skills
- demonstrates ability to motivate people
- communicates and displays high ethical standards
- shows dependability throughout all phases of the job
- counsels and assists others
- follows-up on commitments
- displays enthusiasm

Community Relations/Services

- is involved in civic or professional projects or activities
- utilizes community resources
- involves all segments of school community appropriately
- represents school or district at special functions
- represents school or district at special functions
- is actively involved as a member of professional affiliate association(s)

Professional Development

- manages time effectively
- attends formal and informal courses/workshops/training sessions
- appraises personal strengths and weaknesses
- exercises sound judgment
- displays self-discipline and control
- seeks and applies professional growth feedback and coaching from peers and/or mentors

Staff Development/Instruction

- assesses staff development needs within school and plans accordingly
- conducts in-service programs/workshops
- assists in recognizing and rewarding achievement
- applies knowledge to daily activities and duties
- demonstrates instructional leadership
- initiates program development and/or refinement within school/district

The MMC guidance counselor leads the school counseling program, collaborating with students, parents, teachers, administrators and the overall community in order to benefit students. As required by the SC Public Charter Schools Act and the ESEA, the MMC counselor will be qualified and certified by the SC Department of Education. The counselor will have earned a Master's Degree in Counseling.

The school counseling program is an integral part of students' daily educational environment, and the school counselor is a partner in student achievement. The school counselor is expected to ensure that each student has equitable access to the school counseling program, to identify and

deliver the knowledge and skills that all students should acquire, and to design a comprehensive program that is systematically delivered to all students. The school guidance counselor is expected to fulfill the following responsibilities:

- designing individual student academic programs (IGP's)
- interpreting cognitive, aptitude, and achievement tests
- counseling students with excessive tardiness or absenteeism
- counseling students with disciplinary problems
- counseling students about appropriate school dress
- collaborating with teacher to present guidance curriculum lessons
- analyzing grade-point averages in relationship to achievement
- interpreting student records
- providing teachers with suggestions for better classroom management
- ensuring student records are maintained in accordance with state and federal regulations
- assisting the school principal with identifying and resolving student issues, needs, and problems
- collaborating with teachers to present proactive, prevention-based guidance curriculum lessons
- counseling students in regard to college admissions/testing requirements and procedures

(See Appendix 10).

i. *Teachers*

MMC will employ teachers in a manner consistent with the S.C. Public Charter Schools

Act and the Elementary and Secondary Education Act. Core academic teachers will meet qualifications that are aligned with the South Carolina Public Charter Schools Act and the ESEA, meeting the minimum qualifications as follows: bachelor's degree, content knowledge demonstrated per current State Board of Education requirements, and valid applicable South Carolina Teaching Certificate with no waivers of any requirement in the appropriate areas. Since the MMC curriculum is based primarily on core academic areas required for 11th and 12th grade students to meet graduation requirements, the expectation is that all MMC teachers will be certified and highly qualified in their content area. MMC content areas are as follows:

- Science – Physical Science, Biology, Chemistry, Physics, Environmental Science
- Social Studies – U. S. History/Constitution, American Government, Economics
- Math – Geometry, Algebra 2, Algebra 3, Probability/Statistics
- English – English 3 (American Literature), English 4 (British Literature)
- Electives – based on student needs (taught by teachers in core areas)

Faculty	Year One	Year Two	Year Three	Year Four	Year Five
English	2 FTE <u>1 FTE</u>	2 FTE <u>1 FTE</u>	2 FTE <u>1 FTE</u>	2 FTE	2 FTE
Math	1 FTE	1 FTE	1 FTE	2 FTE <u>1 FTE</u>	2 FTE <u>1 FTE</u>
Science	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Social Studies	2 FTE	2 FTE	2 FTE	2 FTE	2 FTE
<u>Special Education</u>	<u>1 FTE</u>	<u>1 FTE</u>	<u>1 FTE</u>	<u>1 FTE</u>	<u>1 FTE</u>

Guidance Counselor	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Administrative Assistant	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Principal	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE

~~If MMC expands its curriculum and offers courses for fine arts, foreign language, or other subjects related to high school academic and career interests that meet the school's mission, then MMC may exercise its right to hire non-certified teachers, not exceeding twenty five percent of the faculty.~~

If MMC expands its curriculum and offers courses that are not identified as "core," then MMC may exercise its right to hire non-certified teachers, not exceeding twenty-five percent of the faculty. NCLB requirements will not apply to these teachers, but any non-certified teacher must meet the following minimum criteria: bachelor's degree earned at an accredited college or university, appropriate qualifications for the subject matter to be taught as demonstrated by a baccalaureate or graduate degree in the subject area, and qualifications as outlined in S.C. Code Section 59-25-115.

The MMC professional learning team (~~8 faculty members~~) will identify the types of special services already established for an 11th or 12th grade student entering MMC and will make decisions to identify services for any student who enters MMC but has not previously been identified as in need of services. The MMC team will consider staffing implications for delivering these services, and the Principal will make recommendation to the board regarding any additional staffing need. The MMC proposed budget includes funds for one FTE special education teacher. Any teacher employed to meet the needs of exceptional children must meet qualifications that are in alignment with the South Carolina Public Charter Schools Act, No Child Left Behind Act, and applicable changes to IDEA which currently requires that special education teachers meet the "highly qualified" standard of NCLB. Thus, any MMC

teacher(s) of exceptional children will meet the following minimum criteria: bachelor's degree, content knowledge demonstrated per current State Board of Education requirements, and valid South Carolina Teaching Certificate in the area of specific disability with no waivers of any requirements.

d. Racial Composition

i. *Racial Composition*

Data from the U.S. Census Bureau (2010) indicates the following percentages by race:

PERCENT	SOUTH CAROLINA	LEXINGTON COUNTY	RICHLAND COUNTY	FAIRFIELD COUNTY
WHITE	64.1	84.18	50.29	39.58
BLACK	27.7	12.63	45.16	59.09
ASIAN	1.3	1.05	1.72	.19
HISPANIC OR LATINO	5.1	1.92	2.72	1.07
OTHER	1.8	.22	.11	.07

~~—Midlands Middle College will target eleventh and twelfth grade students in Fairfield, Lexington, and Richland Counties and surrounding communities.~~

Midlands Middle College will target eleventh and twelfth grade students throughout South Carolina. MMC will recruit, register, and admit students in a manner that ensures the enrollment of the school reflects the racial composition of the South Carolina Public Charter School District, with a variance of no more than twenty (20) percent, while also reflecting the community of students in the vicinity who would most likely enroll in the school. This will be accomplished through an extensive public information campaign that provides widespread notification throughout all segments of the community and district.

ii. *Policies and Procedures*

Prior to each year of operation, MMC will seek to inform all eligible applicants about the charter school and invite applications in a variety of ways in order to recruit, register, and admit a diverse student body, giving students of all genders, races, national origins, colors and disabilities an equal opportunity to attend. During each year, MMC will publicize information in a series of media releases, through website and social media postings, at neighborhood meetings, by mail, by telephone, and by electronic and printed informational pamphlets and newsletters provided at points of interest and accessibility to eligible students. Informational meetings will be held at a variety of times and locations in order to accommodate the varying needs of families.

If granted charter school status, MMC will immediately issue a press release notifying all media outlets of its intent to make the transition from educational program to charter school. MMC will request that public service announcements will be made for all scheduled community meetings. Also, the MMC and MEBA websites will provide school information and schedules and locations of community meetings. Agenda of public meetings will be posted as required by the Freedom of Information Act. MMC already has business cards which will continue to be distributed to all contacts at various meetings of educators, business, and community members. The MMC administrator will continue to present information about the school to various groups such as Rotary Clubs, women's clubs, church groups, etc. MMC students will also be expected to participate in information sessions. Information will also be distributed to medical practices that serve adolescents and to county libraries. In addition, business and community leaders will continue to be invited to visit MMC to learn first-hand about the school. Strategies to recruit all eligible applicants will be consistent and ongoing.

iii. *Desegregation Plan or Order*

The South Carolina Public Charter School District is not currently under any

desegregation plan or order. A letter of verification from the South Carolina Public Charter School District is included in Appendix 11. Should the district be placed under such an order during the operation of the Midlands Middle College, then the school will respond to the order as directed.

e. Transportation

i. *Transportation Needs*

MMC does not provide transportation for its students. ~~Students who attend MMC are 16-19 years old and provide their own transportation to and from school. However, it is not the intent of MMC to deny access to a student because of inadequate transportation. MMC will facilitate transportation for any student whose lack of transportation is the only barrier to attending MMC. MMC will facilitate the identification of students who live in neighborhoods in close proximity of each other and will promote car-pooling among such students. In addition, MMC will provide information about bus routes to and from the Midlands Tech campus and will provide assistance for any student who has limited resources for purchasing bus passes.~~ Students who attend MMC are expected to provide their own transportation.

ii. *School Bus*

MMC does not intend to provide school bus transportation for its students.

iii. *Contracted Services*

MMC does not intend to contract with the district or a third party to provide transportation services.

iv. *Special Needs Students*

Students with special needs may have physical or mental conditions that may interfere with their mobility, hearing, vision, speech, and/or mental functions. Students with

disabilities must be given access to a free and appropriate public education and be educated alongside their non-disabled peers whenever possible. Moreover, school districts must offer related educational services, including transportation, to students with disabilities. Special education requirements are governed by Federal Public Law 94-142 of 1975 and more recently by the Individuals with Disabilities Education Act of 1990 (IDEA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA). In addition, Chapter 33 of Code of Laws of South Carolina 1976: Title 59 (Sections 59-33-10 through 59-33-110) details special education requirements for students with disabilities, and The Code of Laws 1976: Title 590-67-520 address transportation of special needs students. ~~As mandated by law, students with special needs will be provided bus transportation as necessary.~~ As mandated by law, students with special needs will be provided bus transportation as required. The student's Individualized Education Plan (IEP), a legal document, will specify special circumstances such as transportation equipment, adult supervision, type of bus, etc., that must be provided to meet the student's needs. Any arrangements for transportation for special needs students to attend school activities at MMC will be in accordance with all state and federal laws and regulations.

f. Facilities and Equipment

i. *Identified Facility*

(1) Midlands Middle College is located in Congaree Hall on the Airport Campus of Midlands Technical College, 1260 Lexington Drive, West Columbia, SC 29170.

(2) In 1974, three separate career-oriented institutions merged to form Midlands Technical College (MTC), one of 16 colleges included in the S.C. Technical College System. The System is governed by the State Board for Technical and Comprehensive Education, an agency of the state of South Carolina. The college maintains its facilities through continual

preventive maintenance and component replacements. The architectural assessment of each facility was based on nine areas: *building aesthetics, code compliance, interior finishes, physical condition, building systems, site issues, technology systems, renovation potential, and expandability.*

Congaree Hall was constructed in 1980 as a specialized industrial laboratory building. Renovations were completed in 1990 to convert all of the specialized laboratories into general-purpose classrooms. In 2006, minor life-safety modifications were made to accommodate the new Midlands Middle College. It is a one-story brick veneer on concrete unit masonry with steel frame interior. The interior walls are concrete unit masonry.

(3) The MMC space in Congaree Hall includes 7 general-purpose classrooms, a space designated as a workroom for MMC teachers, an office for the guidance counselor, administrative assistance, and the director. There is also a space designated as a storage room. The location of Congaree Hall is designated on a map included in Appendix item 13.

(4) Midlands Tech facilities are owned by the state of South Carolina.

(5) Midlands Tech provides all MMC classroom and office space at no cost to MMC. There is no lease or rental agreement. There is a Memorandum of Understanding which is included in Appendix item 13.

(6) Documentation regarding the facility's compliance with appropriate codes is included in Appendix item 13.

ii. Facility Not Identified (NA)

iii. Equipment

Midlands Middle College currently has or has access to the following equipment which is used to support its educational program:

- work and storage space, personal computers for 3 offices
- work and storage space, personal computers for 6 teachers
- telephones for 9 staff members
- access to copier/printers for 9 staff members
- office furniture
- classrooms equipped with overhead LED system and desktop computer
- classrooms equipped with sufficient number of student desks
- classroom set of laptop computers stored in portable unit
- classroom set of I-pods
- classroom set of Smart Response Clicker Systems
- one Smart Board
- access to library materials
- access to science lab equipment
- fax machine

If MMC receives a start-up grant, some of the funds will be used to replace outdated equipment and supplement office furnishings.

g. Employee Relations

i. *Employment Process*

There are currently 8 MMC staff members employed through Lexington School District One. If any staff member desires to continue in his/her position in the MMC Charter School, he/she will be recommended to the MMC Board. For all available staff positions, the MMC Board will recruit and select employees on the basis of qualifications and merit. As required by

federal and state laws, executive orders, rules and regulations, MMC will not discriminate on the basis of race, religion, color, disability, sex, national origin, citizenship or age. The school is committed to nondiscrimination in its employment practices and will adhere to these principles in all phases of the personnel selection process. School policies and practices regarding equal opportunity employment will apply to all levels and phases of personnel administration. These include recruitment or recruitment advertising, job vacancy posting and advertisement, selection, and employment. Minority educators will receive fair and equal treatment under each program and each section of the Education Improvement Act of 1984 including, but not limited to, employment opportunities and selection for training programs.

The Principal will analyze each job vacancy prior to initiating the recruitment process in order to determine which recruitment strategies will be the most effective for the specific job vacancy.

The Principal may consider strategies that include the following:

- Advertisements in local, state, and regional newspapers; in professional publications; and with college and university placement services
- Interviews with students enrolled in teacher education programs
- Internal and external searches
- Inquiries and referrals
- Professional contacts with community organization which promote the interests of minority groups
- Publications and pamphlets
- Special activities and events for prospective applicants
- Audio visual packages and recruiting programs
- The school and district website

Each individual seeking employment in the school must apply in writing. The school will require each individual making application to submit at a minimum the following documents to the school as part of the application process: application form; South Carolina teaching certificate or other certifications or credentials; copy of diploma, degree or certificates or a transcript, if applicable; and three professional references, when possible. The school will not consider the individual's application file complete until it has received these documents. Videos of sample lessons may be requested, but not required.

The principal will receive all applications for job vacancies and perform the initial screening to ensure the applicant meets the minimum training, education and experience requirements for the position. The screening process includes verification and evaluation of references and credentials. The applicant's "credentials" are defined as high school or equivalent, college or university transcripts, teaching credentials and/or other professional credentials, professional experience, health certificates, professional examination scores and the like.

The Principal will review the information gained during the screening process and make a determination as to which applicants will be invited to participate in the interview process. The Principal and/or a designee will schedule and conduct interviews. Following the completion of interviews, the Principal will evaluate application materials and interview information to make a decision regarding the applicant who seems most qualified and suited for the available position. The Principal will then obtain a name-based criminal record history check from the State Law Enforcement Division (SLED) on the selected applicant prior to recommendation for employment. If the background check is "clean", then the Principal will complete a new hire package for submission to the MMC Board. Upon approval by the Board, the Principal will offer a written one-year letter of employment to the selected applicant.

ii. *Teacher Evaluations*

The MMC Principal will evaluate the performance of every teacher in accord with state law and the South Carolina Department of Education's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) system. Teachers in their first year of teaching will be evaluated using the Induction program under ADEPT. Other teachers such as out-of-state teachers with less than one year of experience or other out-of-state teachers may also be included in the ADEPT Induction evaluation program. The Principal will implement the Induction program adopted by the state and will provide guidance and assistance to all induction teachers. The yearlong Induction program will include the assignment of an assistance team including one mentor; monthly support group meetings; observations and seminars, and support for implementation of the ten ADEPT Performance Dimensions of teaching. The Induction Team will provide written feedback regarding the teachers' strengths and weaknesses relative to state standards for teacher effectiveness. Teachers who do not successfully complete the Induction program during the first year may be offered, at the Principal's discretion, a letter of employment for the following year. These teachers will continue the Induction process through the second year. Teachers who do not successfully complete the Induction process during the second year will not receive a letter of employment for the following year.

Any teachers who successfully completes the Induction program will continue under the school's Annual agreement evaluation procedures which require a formal process during which the ADEPT instrument, SAFE-T, will be used to conduct formal evaluations. The yearlong SAFE-T evaluation will include the assignment of a team of ADEPT-trained evaluators, observations, audiotape interviews, formal conferences, and written feedback from the team just before the December holiday break and before April 15th. Feedback will be given based on the

consensus of the team regarding the teacher's performance in each of the evaluation instrument's ten performance dimensions. The criteria or requirements that must be met by teachers to successfully complete an Annual agreement year include the satisfactory completion of the formal evaluation process, meeting all requirements for a professional South Carolina teaching certificate as specified by the State Board of Education, and the demonstration of satisfactory teaching performance and professional conduct as determined by the teacher's principal.

Teachers who have successfully completed the ADEPT process will be designated as at-will employees and may be evaluated using either a formal or an informal evaluation process. The Principal will determine which teachers will be evaluated under a formal process such as SAFE-T and which teachers will be evaluated using an informal process of Goals-Based Evaluation Programs (GBE) such as Competency-Based GBE or Research and Development GBE. The purpose of the competency-based GBE is to target specific performance weaknesses that have been identified and documented over time and to support the educator in remediating these weaknesses. In many cases, appropriate and effective use of competency-based professional growth and development plans can help avert the need for full-scale formal evaluations for educators. Teachers who are part of the Research and Development GBE process must meet at least annually with the GBE supervisor to discuss progress toward meeting the goal(s).

iii. *Terms and Conditions of Employment*

The MMC Board will approve the terms and conditions of employment of all employees. These terms will comply with Para 41-10-30 of the SC Code of Laws regarding notification to employees of wages and hours agreed upon, recordkeeping, and the requirement of itemized statements of gross pay and deductions for each pay period. MMC will include the terms of

employment in the employment agreement. All terms and conditions for employment will be fully detailed in a handbook developed by the MMC Charter Committee and reviewed annually by legal counsel and by the Board. MMC will provide a handbook to all employees at the beginning of each school year. MMC employees will sign a statement indicating their receipt of the handbook and acceptance of the policies and procedures it denotes. All policies and procedures will comply with state and federal law.

h. Grievance and Termination Procedures

i. Teacher Employment and Dismissal Procedures

The MMC Charter Committee will not adopt the procedures for the employment and dismissal of teachers outlined in SC Code 59-25-410 (2004). In compliance with the SC Public Charter School Act, all employees of MMC will be hired as at-will, with a one year employment agreement. MMC will maintain a high standard of excellence and an exemplary code of ethics to ensure the safety and well-being of its students. The MMC employment agreement will include thorough, consistent, reasonable, employment and dismissal provisions. Immediate disciplinary action ranging from verbal warning to termination will result from violations, including but not limited to, the following:

- Excessive absenteeism and tardiness
- Poor performance
- Insubordination
- Violation and/or lack of enforcement of school rules
- Breach of confidentiality
- Theft
- Harassment

- Fraud
- Dishonesty
- Threats and weapons in the workplace
- Illegal use, sale, or possession of drugs or narcotics
- Conviction of a violation of a law of this State or the United States

The MMC Board may at any time exercise its discretion to terminate immediately any employee or to decide the level or type of discipline that is warranted. As employees of the MMC Board, employees are at-will and can be terminated at any time, even though no previous discipline has been administered. However, the MMC Board may choose to use any one or a combination of the following:

- Verbal warning
- Written warning
- Final warning and/or probation
- Termination

The MMC Principal will make every attempt to retrain and provide improvement for teachers who require instructional and/or behavioral interventions. The Principal will provide a written improvement plan, outlining areas of deficiencies, as well as strategies, expectations, and a timeline for improvement.

In the event that the Principal has reason to believe that cause exists for dismissal of a teacher and is of the opinion that immediate suspension is necessary to protect the well-being of MMC students or to remove substantial and material disruptive influences in school functioning, the Principal may suspend the teacher without prior notice or without a hearing. The Principal will

notify, in writing, the teacher of the suspension. Such written notice will include the cause for suspension and the fact that a hearing before the Board is available upon request by the teacher provided that the request is made in writing within fifteen days as noted below. The salary of a suspended teacher shall cease as of the date the Board sustains the suspension. If sufficient grounds for suspension are not subsequently found, the teacher shall be reinstated without loss of compensation.

The suspended teacher may serve upon the chairperson of the MMC Board or the Principal a written request for a hearing before the MMC Board. If the teacher fails to make such a request or after a hearing as herein provided for, the Board shall take such action and shall enter such order as it deems lawful and appropriate. The hearing shall be held by the Board not less than ten nor more than fifteen days after the request is served, and a notice of the time and place of the hearing shall be give the teacher not less than five days prior to the date of the hearing.

Any such hearing will be public unless the teacher requests in writing that it be private. The MMC Board may issue subpoenas requiring the attendance of witnesses at any hearing and, at the request of the teacher against whom a charge is made, may issue such subpoenas, but it may limit the number of witnesses to be subpoenaed in behalf of the teacher to not more than ten. All testimony at any hearing shall be taken under oath. Any member of the Board may administer oaths to witnesses. The Board shall cause a record of the proceedings to be kept and shall employ a competent reporter to take stenographic or stenotype notes of all of the testimony. If the Board's decision is favorable to the teacher, the Board shall pay the cost of the reporter's attendance and services at the hearing. If the decision is unfavorable to the teacher, one-half of the cost of the reporter's attendance and services shall be borne by the teacher. Either party desiring a transcript of the hearing shall pay for the costs thereof.

The teacher has the privilege of being present at the hearing with counsel and of cross-examining witnesses and may offer evidence and witnesses and may present any and all defenses to the charges. The complainants shall initiate the introduction of evidence in substantiation of the charges. Within ten days following the hearing, the Board shall determine whether the evidence showed good and just cause for the notice of suspension or dismissal and shall render its decision accordingly, either affirming or withdrawing the notice of suspension or dismissal. The decision of the Board is final.

In the event that a teacher is charged with a violation of state or federal law which upon conviction may lead to, or be cited as a reason for, dismissal, such teacher shall be suspended pending resolution of the charges and receive usual compensation during the suspension period. If the teacher is convicted, including pleading guilty or nolo contendere to the charges, he or she may then be subject to dismissal proceedings. If no conviction results, the suspension shall be terminated.

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

The selection, employment, and dismissal of non-teaching staff are the responsibilities of the school Principal, provided the positions are within budgetary provisions. In accordance with the SC Public Charter School Act, non-teaching staff member are at-will and employed on a one year agreement. The MMC employment agreement will include thorough, consistent, reasonable employment and dismissal provisions. Immediate disciplinary action ranging from verbal warning to termination may result from violations including, but not limited to, the following:

- Excessive absenteeism and tardiness

- Poor performance
- Insubordination
- Violation and/or lack of enforcement of school rules
- Breach of confidentiality
- Theft
- Harassment
- Fraud
- Dishonesty
- Threats and weapons in the workplace
- Illegal use, sale, or possession of drugs or narcotics
- Conviction of a violation of this State or the United States

In the event that the Principal has reason to believe that cause exists for the dismissal of an employee and is of the opinion that immediate suspension is necessary to protect the well-being of MMC students or to remove substantial and material disruptive influences in school functioning, the Principal may suspend the employee without notice or without a hearing. The Principals shall notify the employee in writing of the suspension. Such written notice will include the cause for the suspension and the fact that a hearing before the Board is available to the employee upon request provided that such request is made in writing within fifteen days as noted below. The salary of a suspended employee shall cease as of the date the Board sustains the suspension. If sufficient grounds for suspension are not subsequently found, the employee shall be reinstated without loss of compensation.

The suspended employee may serve upon the chairperson of the MMC Board or the Principal

a written request for a hearing before the MMC Board. If the employee fails to make such a request, or after a hearing as herein is provided for, the Board shall take such action and shall enter such order as it deems lawful and appropriate. The hearing shall be held by the Board not less than ten nor more than fifteen days after the request is served, and a notice of the time and place of the meeting shall be given the employee not less than five days prior to the date of the hearing.

Any such hearing will be public unless the employee requests in writing that it be private. The MMC Board may issue subpoenas requiring the attendance of witnesses at any hearing and, at the request of the employee against whom a charge is made, may issue such subpoenas, but it may limit the number of witnesses to be subpoenaed in behalf of the employee to not more than ten. All testimony at any hearing shall be taken under oath. Any member of the Board may administer oaths to witnesses. The Board shall cause a record of the proceedings to be kept and shall employ a competent reporter to take stenographic or stenotype notes of all of the testimony. If the Board's decision is favorable to the employee, the Board shall pay the cost of the reporter's attendance and services at the hearing. If the decision is unfavorable to the employee, one-half of the cost of the reporter's attendance and services shall be borne by the employer. Either party desiring a transcript of the hearing shall pay for the costs thereof.

The employee has the privilege of being present at the hearing with counsel and of cross-examining witnesses and may offer evidence and witnesses and present any and all defenses to the charge. The complainants shall initiate the introduction of evidence in substantiation of the charges. Within ten days following the hearing, the Board shall determine whether the evidence showed good and just cause for the notice of suspension or dismissal and shall render its decision accordingly, either affirming or withdrawing the notice of suspension or dismissal. The decision

of the Board is final.

In the event that an employee is charged with a violation of state or federal law which upon conviction may lead to, or be cited as a reason for, dismissal, such employee may be suspended pending resolution of the charges and receive usual compensation during the suspension period. If the employee is convicted, including pleading guilty or nolo contendere to the charges, he or she may then be subject to dismissal proceedings. If no conviction results, the suspension shall be terminated.

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

MMC has operated for the past six years using the Lexington School District One policies and procedures to provide direction for student conduct, rights and responsibilities, and discipline procedures. With the assistance and guidance of the Charter Committee and legal counsel, MMC will develop its own Student and Parent Handbook and include policies and procedures in compliance with state and federal law and regulations. The Handbook will include a comprehensive listing of student conduct expectations, rights and responsibilities, and discipline procedures.

All students have certain civil **rights** guaranteed by state and federal law. Among them are:

- the right to attend free public schools without regard to race, color or national origin;
- the right to due process with respect to suspension, expulsion, unreasonable searches and seizures, or administrative decisions which the student believes injured his or her rights;
- the right to free inquiry and expression; and
- the right to privacy.

With those rights come **responsibilities** which include:

- the responsibility to attend school as required by law;
- the responsibility not to harm or discriminate against others;
- the responsibility to observe reasonable rules established by school administrators.

i. *Student Conduct*

(1) Students are expected to respect authority, and obey laws that apply to the conduct of juveniles or minors. Any illegal activity occurring during school hours, within the vicinity of the Midlands Tech campus, or while participating in any school activity will result in immediate referral to the appropriate law enforcement officials. These activities include, but are not limited to: possession or use of tobacco or alcohol; activities related in any manner to the purchase, use of or distribution of drugs; gang related activities; sexual behavior; possession of weapons or abuse.

(2) Students are expected to respect the property of others. Theft, vandalism, inappropriate searches or any other form of mistreatment of property belonging to others, including the school, will result in consequences that may range from an informal conference to out-of-school suspension based on severity, prior history, and any other factors that the administrator chooses to take into consideration. Consequences may include restitution of stolen or damage items or police involvement.

(3) Students are expected to respect the rights, privileges and beliefs of others. Verbal abuse, intimidation, harassment, discrimination, disrespect of authority, fighting, extortion, and other related behaviors will result in consequences ranging from informal conferences to out-of-school suspension based on the severity, prior history, and any other factors that the administrator chooses to take into consideration.

(4) Students are expected to respect the school as an educational environment.

Tardiness, unexcused absences, plagiarism, cheating, lying, dress code violations, public displays of affection or any form of academic misconduct will result in consequences ranging from an informal conference to out-of-school suspension based on severity, prior history and any other factors that the administrator chooses to take into consideration.

ii. *Students with Disabilities – Expulsion and Suspension*

School personnel can remove a child with a disability, including suspending or expelling for behavior that is not a manifestation of the child's disability, to the same extent as is done for students without disabilities, for the same behavior. School personnel can report crimes to appropriate law enforcement and judicial authorities. School personnel can always ask a court for a temporary restraining order in order to protect children or adults from harmful behaviors. (See IDEA Regulations 300.519-529 and 521 (d)). MMC policies on suspension and expulsion of students with disabilities will adhere to the specific procedures for disciplinary actions that involve students with disabilities as outlined in IDEA and applicable amendments..

School personnel can remove a student with a disability for a period of ten consecutive days or less for a violation of the school code of conduct, to the same extent applied to children without disabilities. School personnel can immediately remove for up to ten consecutive days or less, the same student for separate incidences of misconduct.

School personnel can also order a change of placement for a student with a disability to an appropriate alternative educational setting for up to forty-five days for possession of weapons or drugs or the solicitation or sale of controlled substances while at school and school functions.

If school personnel believe that a student is a danger to himself or others, they can ask a hearing officer in an expedited due process hearing to remove a student to an interim educational setting for up to forty-five days. Forty-five-day interim alternative educational placements can

be extended in additional forty-five-day increments if the hearing office agrees that the student continues to be substantially likely to injure himself or others if returned to his prior educational placement.

iii. Student Rights – Suspension and Expulsion

While most student misbehaviors are generally minor and can be corrected through one-on-one conferences with the student and/or a phone call to a parent, some student offenses are serious and require serious disciplinary consequences. The MMC Board will direct the MMC administration to maintain rules and regulations necessary to preserve conditions essential to the orderly operation of the school. The Board will authorize its administrators to employ probation and suspension and to recommend expulsion, if necessary. If there is expulsion with change of placement, Free Appropriate Public Education (FAPE) will be provided.

It is the policy of MMC to provide due process of law to students, parents, and school personnel through procedures for the suspension of students which are consistent with federal law, state law and regulation and local policy. Suspension is the exclusion of a student from school and school activities for a period of time not to exceed ten school days for any one offense or thirty days in a school year. The Principal may suspend a student from school for commission of any crime, grow immorality, gross misbehavior, persistent disobedience or for violation of written rules and regulations. The Principal may also suspend a student when the presence of the student is detrimental to the best interest of the school. Review of suspension will be discretionary with the Principal. However, the Principal must review suspensions that occur within the last ten days of the school year which would make a student ineligible to receive credit for the school year. The exception to Board approval is if the presence of the student constitutes an actual threat to a class or a school or a hearing is granted within twenty-four hours

of the suspension. Whenever a student who is classified as disabled commits an offense that should result in suspension, the Principal or his designee will confer with the SCPCSD Director of Special Services before initiating suspension procedures.

Prior to suspending a student from class or school, the Principal will give an oral statement of the charges and, if the student denies them, an explanation of the evidence. The student will have an opportunity to present his or her version of what happened.

When a student is suspended, the Principal will attempt to contact the parent/guardian to request that the parent/guardian pick the student up from school. Otherwise the student will stay at school until the end of the school day. Occasionally, the Principal will ask a student to leave immediately and that student may be removed from school grounds immediately.

The student may appeal the action of the Principal to the MMC Board. The Principal will advise the parent/legal guardian of the right to appeal the Principal's decision to the Board. The parent/legal guardian must give to the Principal the notice of intent to appeal. The Principal, upon receipt of the notice, will promptly contact the Board and schedule a date for the appeal. The Board will promptly schedule a parental conference to review the appeal with the parent/legal guardian. The Board may vacate or revise the Principal's suspension action if the Board believes such action to be appropriate. The Board will inform the parent/legal guardian of the decision, either orally at the time of the conference or in writing after the conference and will provide the Principal of any written response. Should the MMC Board reject an administrative recommendation for suspension or should a court of final disposition reverse the suspension, the Principal will excuse all student absences resulting from said action.

A suspended student may not enter the school or school grounds, or attend any day or night school function. Students who have been suspended will have the opportunity to make up all

school work missed.

It is the policy of MMC to provide due process of law to students, parents and school personnel through procedures for the expulsion of students which are consistent with federal law, state law and regulation and local policy. Expulsion is the removal of a student from school for the remainder of the school year or until readmitted by the Principal. Authority to recommend students for expulsion from school rests solely with the Principal. Special education students must still receive FAPE even while expelled from classes on campus.

The following procedures will apply to the expulsion of students. The Principal will notify the parent/legal guardian of the alleged infraction(s) and will provide a summary of the evidence against the student, the time and place of a hearing, and the right of the parent/guardian and student. At the hearing, the parent/legal guardian will have the right to legal counsel and to all other regular legal rights, including the right to question all witnesses. The hearing will take place within ten days of the written notification at a time and place designated by the Principal, and a decision will be rendered within ten days of the hearing. The student will be suspended from school and all school activities during the time of expulsion procedures, except for scheduled conferences.

The student may appeal the action of the Principal to the MMC Board. The Principal will advise the parent/legal guardian of the right to appeal the Principal's decision to the Board. The parent/legal guardian must give notice of his intent to appeal to the Principal, who will promptly, upon receipt of such notice, contact the Board's Expulsion Committee and schedule a date for the appeal. The Board will promptly schedule a parental conference to review the appeal with the parent/legal guardian. The Board may vacate or revise the Principal's suspension action if he believes such action to be inappropriate. The Board will inform the parent/legal guardian, either

orally at the time of the conference or in writing after the conference and will provide the Principal with a copy of any written response. Should the MMC Board reject an administrative recommendation for suspension or should a court of final disposition reverse the suspension or expulsion action, the Principal will excuse all student absences resulting from said action.

The following are examples of conduct which will result in suspension and **may** result in a recommendation for expulsion:

- causing or intending to cause disruption or obstruction of school by use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance or any other similar conduct
- damaging, destroying, or stealing school or private property while on school grounds or during a school activity, function or even off school grounds
- causing, attempting to cause or threatening to cause physical injury to any person or behaving in such a way that could cause physical injury to any person
- possessing, handling, or using fireworks on school property or at any school-sponsored activity
- repeatedly failing to obey school rules or to obey teachers, student teachers, teacher assistants, administrators or other personnel
- coming on school grounds or attending extracurricular activities/school events while suspended
- joining a group when he/she knows or should know that the group is engaged in or is preparing to engage in an activity prohibited by school rules or the law
- distributing unauthorized, non-school-sponsored materials
- using extortion, blackmail or coercion to obtain money or property from anyone and/or

attempting to force anyone to do something against his/her will

- using obscene/vulgar language/gestures and/o showing marked disrespect to any school employee
- being suspended 10 or more times during a school year or five or more times during a semester
- intentionally touching anyone in an offensive or sexually provocative manner and/or making offensive or sexually provocative comments or gestures
- committing an act of harassment, intimidation, or bullying

The following conduct **will result in a recommendation for expulsion:**

- possessing, handling or transmitting a knife, gun/firearm or any other object that can be considered a weapon (including a look-alike weapon). A student who brings a firearm to school will be recommended for expulsion for at least one calendar year (S.C. Code 59-63-235) and will be referred to law enforcement.
- Possessing, using, transferring, associating with, selling or being under the influence of alcohol, controlled drugs, drug paraphernalia, look-alike drugs, narcotics, stimulant drugs, etc. All school personnel will cooperate fully with law enforcement agencies and will report to them all information that would be considered pertinent or beneficial in their efforts to stop the sale, possession and use of controlled substances.

The MMC Charter Committee intends that the MMC Board will expel all students who distribute any of the above-mentioned substances on school grounds.

iv. *Parental Notification – Grievance Process*

The MMC Charter Committee recognizes the value of student and parental participation in decision-making for the school. Parents will participate in the nomination and

election process for the Board and may choose to campaign for a seat on the Board. The Charter Committee intends that school personnel and the MMC Board will encourage parents and students to attend Board meetings and take part in the public participation periods. Parents and students should share with the Board, the administration, and the faculty the responsibility for developing a climate in the school that is conducive to wholesome learning living. Both parents and students will be encouraged to offer recommendations regarding student privileges and activities to the Principal and the Board.

The MMC Charter Committee also recognizes the value of a grievance procedure as a formal method for the resolution of any grievances concerning the treatment of students by school personnel. These grievances may arise from allegations of violations of student legal rights or school policy. In addition, the Committee recognizes that there may be conditions in the school system that the school could improve and that parents and students should have some means by which they can effectively express their concerns. The school will resolve complaints and grievances through orderly processes and at the lowest possible level.

A teacher will provide any student or his/her parent/guardian the opportunity to discuss a decision or situation that the student considers unjust or unfair. If the incident remains unresolved, the student, his/her parent/guardian or the teacher may bring the matter to the Principal's attention for consideration and action. The student may also bring the matter to the attention of class officers or the student council, in grades where such are elected, for possible presentation to the Principal. If the matter is still unresolved, the complaining party may bring it in writing for the Board to review.

Regarding Title IX complaints, students who believe that they have been discriminated against on the basis of their sex have the right to appeal to the Principal. If the student is not

satisfied with the decision of the Principal, he may appeal to the Board. Regarding Section 504 complaints, students who believe that they have been discriminated against on the basis of their disabling condition have the right to appeal to the Principal. If the student is not satisfied with the decision of the Principal, he may appeal to the Board. The Principal will schedule appeals to the Board.

See Appendix item 15 for information regarding parental notification of policies describing and explaining student conduct, rights, and responsibilities.

j. Indemnification

Midlands Middle College assumes the liability for the activities of the charter school and agrees to hold harmless the South Carolina Public Charter School District, its servants, agents, and employees from any and all liability, damage, expense, causes of action, suits, claims, or judgments arising from injury to persons or property or otherwise that arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school.

k. Insurance

i. *Workers' Compensation Insurance*

The South Carolina Worker's Compensation Law is designed to provide medical and monetary benefits for an employee who sustains an accidental injury arising out of and in the course of his employment. MMC will purchase worker's compensation insurance in the appropriate amounts.

See Appendix item 16 for a statement of MMC's insurability and an estimate of the cost of

the insurance.

ii. *Liability Insurance*

See Appendix item 16 for statements regarding liability insurance coverage for MMC in accordance with the South Carolina Tort Claims Act (SC Code Section 15-78-120).

iii. *Property Insurance*

See Appendix item 16 for statements regarding property insurance coverage for MMC.

iv. *Indemnity Insurance*

MMC will provide indemnity insurance against civil and criminal liability for the Charter school to protect the South Carolina Public Charter School District, the members of the Board of the SCPCSD, and the employees of the SCPCSD acting in their official capacity with respect to all activities related to the charter school. See Appendix item 16 for statements regarding MMC's insurability and an estimate of the cost of insurance.

v. *Automobile Insurance*

MMC anticipates that no automobile insurance will be required.

vi. *Other Insurance*

MMC anticipates that no other insurance will be required.

Please see Appendix items 1-16 in file labeled Appendix (PDF).