Charter School Handbook
2010-2011

Dr. Valerie Truesdale, Superintendent
Dr. Jacqueline Rosswurm,
Chief Administrative and Human Resources Services Officer,
Charter School Liaison
2900 Mink Point Boulevard, Beaufort South Carolina 29910
http://www.beaufort.k12.sc.us
(843) 322-2300 Fax: (843) 322-2389
# Table of Contents

**Section One: Introduction and Application**
- Introduction ........................................... 3
- Directory of Contacts ................................ 4
- Beaufort County School District Charter School Application .................................. 5
  - Requirements for Board Approval ................ 6
  - Statement of Assurances for the Beaufort County School District ..................... 6
  - General Terms ...................................... 7

**Section Two: General Information**
- Funding .................................................. 8
- Fees ...................................................... 8
- Student Count Audits ................................ 9
- Technology ............................................. 10
- Student Information System (SIS) Reporting ...................................................... 11
- Special Education .................................... 12
  - Time and Effort Documentation .................. 13
  - Non-Supplanting ................................... 14
- Federal Programs/Title I ......................... 14
- Student Records ...................................... 15
  - Permanent Records ................................ 15
  - Special Education Records ...................... 16
- Accountability/Testing ............................ 16
- Staff Development and Training ................ 17
- Textbooks .............................................. 17
- Human Resources .................................... 18
  - ADEPT .............................................. 18
  - PACE .............................................. 19
  - Certificate Renewal ................................ 19
  - Professional Certified Staff List .............. 20
  - NCLB – Highly Qualified Status ................ 20
  - Non-Highly Qualified ............................. 20
  - Highly Qualified .................................. 20
  - Employee Benefits ................................ 20
  - Retirement ........................................ 20
- Commercial/Statutory Insurance Coverage Requirements .......................................... 21
- Food Service and Nutrition ....................... 21
- Transportation .................................... 21
- Communications ................................... 21
- Health Services .................................... 21
- ESOL Services ...................................... 21
- Changes to the Original Charter ................ 22
  - Renewal ........................................... 22
  - Material Revisions ............................... 22
- Athletics ............................................ 23
- PTA/SIC .............................................. 23
Section Three: Reports

Timeline of Important Actions and Reports

Reports
- Attendance/Enrollment
- Teacher Supply Reimbursement
- National Board Certification
- Professional Certified Staff List
- Financial Statements
- Special Revenue/EIA
- End-of-Year Report
- SDE SIS Extracts
- Special Education
- Health Services/DHEC
- Title I
- Teacher Certification
- Highly Qualified Status
  - Non-Highly Qualified
  - Highly Qualified
- Federal Fund Report

Appendices

Appendix A: The SC Charter Schools ACT of 1996
Appendix B: Funding grid
Appendix C: Nonresident Tuition Information
Appendix D: Template for proposed budget re: expenditure of IDEA funds
  - Withdrawal/Transfer form
  - Child Find Procedures for School-Age Charter School Students
  - Memo of Agreement – Special Education
  - Special Education Timeline
Appendix E: District Enrollment Packet
  - Record Transmittal Request
Appendix F: Professional Certified Staff list template
Appendix G: Highly Qualified letter of certification template
Appendix H: Commercial/Statutory Insurance Coverage Requirements
Appendix I: Financial Audits
  - Sub-recipient monitoring
Appendix J: Title I Eligibility and Plan Development
Section One
Introduction and Application
Introduction

This handbook describes the multi-faceted relationship between the Beaufort County School District and all Charter Schools sponsored by the School District. It is the expectation of the Beaufort County School District, under the condition of approval for initial application or renewal that all Charter Schools that function under the umbrella of the School District accept and abide by the standards and requirements laid forth in the handbook and the Beaufort County School District Statement of Assurances unless contrary to express provisions of the charter contract or state law or regulation.

This handbook was developed by the Beaufort County School District in accordance with The SC Charter Schools Act of 1996 (Appendix A). The intent is to provide expectations, support, and direction to the Charter Schools sponsored by the Beaufort County Board of Education. The impact of legislation may require revisions, and, if this occurs, the handbook will be revised accordingly. As the handbook is updated, the most current will replace earlier versions.

Recognizing that Charter Schools are innovative public schools that provide choices for families and greater accountability for results, the Beaufort County School District will strive to facilitate communication, to offer guidance, and to promote accountability in Charter Schools as they endeavor to raise student achievement in Beaufort County and meet the educational needs of their students.
# Directory of Contacts

All questions, concerns and comments from Charter Schools should initially be directed to

Jackie Rosswurm, PhD, Chief Administrative and Human Resources Services Officer  
843-322-2339, Fax: 843-322-2389, E-mail: jacqueline.rosswurm@beaufort.k12.sc.us

**Beaufort County School District:**

<table>
<thead>
<tr>
<th>Department</th>
<th>Name</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance</td>
<td>Phyllis White, Chief Operational Services Officer</td>
<td>843-322-2346</td>
</tr>
<tr>
<td>Special Education</td>
<td>Sean Alford, Chief Instructional Services Officer</td>
<td>843-322-5931</td>
</tr>
<tr>
<td>PowerSchool</td>
<td>Sean Alford, Chief Instructional Services Officer</td>
<td>843-322-5931</td>
</tr>
<tr>
<td>Instructional Materials Center</td>
<td>Sean Alford, Chief Instructional Services Officer</td>
<td>843-322-5931</td>
</tr>
<tr>
<td>Textbooks</td>
<td>Sean Alford, Chief Instructional Services Officer</td>
<td>843-322-5931</td>
</tr>
<tr>
<td>Accountability / Testing</td>
<td>Sean Alford, Chief Instructional Services Officer</td>
<td>843-322-5931</td>
</tr>
<tr>
<td>Federal Programs / Title I</td>
<td>Terry Bennett, Director of Grants Management</td>
<td>843-322-2333</td>
</tr>
<tr>
<td>ADEPT/SAFE-T</td>
<td>Alice Walton, Director of Certified Personnel</td>
<td>843-322-2419</td>
</tr>
<tr>
<td>Teacher Certification</td>
<td>Alice Walton, Director of Certified Personnel</td>
<td>843-322-2419</td>
</tr>
<tr>
<td>PACE/ HQ Status / NCLB</td>
<td>Alice Walton, Director of Certified Personnel</td>
<td>843-322-2419</td>
</tr>
<tr>
<td>Benefits / Retirement:</td>
<td>Darah Latourelle, Director of Employee Benefits</td>
<td>843-322-2354</td>
</tr>
</tbody>
</table>

**Reports:**

<table>
<thead>
<tr>
<th>Department</th>
<th>Name</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>Sean Alford, Chief Instructional Services Officer</td>
<td>843-322-5931</td>
</tr>
<tr>
<td>DHEC / Health Services</td>
<td>Cynthia Hayes, Student Services Officer</td>
<td>843-322-5431</td>
</tr>
<tr>
<td>Attendance / Drop Out / Truancy</td>
<td>Cynthia Hayes, Student Services Officer</td>
<td>843-322-5431</td>
</tr>
<tr>
<td>Discipline</td>
<td>Cynthia Hayes, Student Services Officer</td>
<td>843-322-5431</td>
</tr>
<tr>
<td>PowerSchool Reports</td>
<td>Sean Alford, Chief Instructional Services Officer</td>
<td>843-322-5931</td>
</tr>
<tr>
<td>PASS / Exit Exam / EOC tests</td>
<td>Sean Alford, Chief Instructional Services Officer</td>
<td>843-322-5931</td>
</tr>
<tr>
<td>AYP/District/School Report Cards</td>
<td>Sean Alford, Chief Instructional Services Officer</td>
<td>843-322-5931</td>
</tr>
<tr>
<td>Enrollment</td>
<td>Sean Alford, Chief Instructional Services Officer</td>
<td>843-322-5931</td>
</tr>
</tbody>
</table>

**State Dept. of Education:**

Charter School Contact: Julie Anna Hartwell, Ph.D.  
803-734-8368
Charter School Application Requirements

Charter School applications are to be submitted both in print and electronically - via a CD or as an email attachment.

Print applications will be date stamped upon arrival at the Beaufort County School District Office. Incomplete applications will be returned to the Charter School applicant for completion.

To be approved by the Beaufort County Board of Education, either for an initial application or renewal, Charter School application needs the following information in the Appendices, including but not limited to:

- Statement of Assurances for the Beaufort County School District
- General Terms (Beaufort County School District)
- Certificate of Occupancy for Educational Purposes or detailed Facilities Plan and Timeline
- Verification of Insurance Protection for the Charter School and employees as defined as standard coverage comparable to the district’s coverage in all areas (Health, General Liability, Worker’s Compensation, Retirement)
- Non-profit Corporation Articles of Incorporation and By-laws

Failure to include these essential items as part of the charter constitutes denial of approval by the Board of Education.
Statement of Assurances

For Inclusion in Charter School Contracts

This form must be signed by a duly authorized representative of the applicant group and submitted with the Charter School Application.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that, if awarded a charter, the school and its governing board:

A. Will comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.

B. Will comply with the District’s Title VI Desegregation Plan Agreement as amended January 2010.

C. Will not charge tuition or other charges of any kind except as may be allowed by the sponsor.

D. Will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to other public schools operating in the same School District.

E. Will meet, but may exceed, the same minimum student attendance requirements as are applied to public schools operating in the same School District.

F. Will adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools operating in the same School District.

G. Will report to its sponsor and the Department of Education documentation of the appropriate use of federal funds the Charter School may receive.

H. Will use the same pupil accounting system as is required of all public schools and districts.

I. May employ noncertified teachers in a ratio of up to twenty-five percent of its entire teaching staff (ten percent for conversion schools). Teachers in the core academic areas of English/language arts, mathematics, science, or social studies will be certified in those areas or possess a baccalaureate or graduate degree in those areas. All teachers will be highly qualified as defined in the No Child Left Behind Act of 2001.

J. Will employ one administrative staff member who is certified or experienced in the field of school administration.

K. Will be secular in its curriculum, programs, governance, and all other operations.

L. Will comply with the Freedom of Information Act.

M. Will comply with the No Child Left Behind legislation

N. Will adhere to all provisions of reporting student truancy, discipline incidents and persistently dangerous situations as required by No Child Left Behind and state law.
O. Will assume liability for the activities of the Charter School and will indemnify and hold harmless the School District, its servant, agents, and employees, from any and all liability, damage, expense, causes of action, suits, claims, or judgments arising from injury to persons or property or otherwise which arises out of the act, failure to act, or negligence of the Charter School, its agents and employees, in connection with or arising out of the activity of the Charter School.

P. Will report to its sponsor and the Department of Education any changes to information provided under its application in a timely manner.

Q. Will report at least annually to its sponsor and the Department of Education all information required by the sponsor and by the Department, including, at a minimum, the number of students enrolled in the Charter School, the success of students in achieving the specific educational goals for which the Charter School was established, and the identity and certification status of the teaching staff.

R. Will adhere to all provisions of federal law relating to students with disabilities, including Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 that are applicable.

S. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.

T. Will comply with S.C. Code Ann. § 59-63-235, which provides for the expulsion of any student who brings a firearm to school.


V. Will adhere to all requirements of the Office of School Facilities as detailed in the Charter School Facilities Approval Form.

W. “The contract between the Charter School and the sponsor shall reflect all agreements regarding the release of the Charter School from local School District policies” (SC Charter Schools Act of 1996, Section 59-40-60 (B)).

Name of Charter School Planning Committee Chair

Date

Signature of Charter School Planning Committee Chair

Date
General Terms

These General Terms are to be included in all Charter School Contracts

1. The Charter School will develop and install all infrastructure systems (including, when appropriate, personnel) necessary to ensure compliance with all state and federal laws, regulations, and procedures applicable to the Charter School or necessary to enable the district to monitor the Charter School’s compliance with such laws, regulations, and procedures. The Charter School may contract with any third party provider to comply with its obligations under this item.

2. The School District will provide support with respect to services such as special education audits, initial SIS (Student Information System) database configuration, State Dept. of Education report extracts and other similar activity. The School District will provide any services beyond these only pursuant to written agreement specifying the service and the fee for providing the service.

3. The Charter School agrees that the district will not pay to the Charter School any money for a student in the Charter School unless the Charter School has properly enrolled and accounted for that student in accordance with all district, state and federal requirements.

4. The Charter School agrees to make all records reasonably available to the District and the Board upon request.

5. The Charter School agrees that the District may in its discretion apply funds held by the District for distribution to the Charter School to debts owed by the Charter School to the District.
Section Two
General Information
Funding

The State Department of Education (SDE) Funding Manual provides information to Charter Schools on funding sources. http://www.ed.sc.gov/agency/Finance-and-Operations/Finance. In addition, the funding grid provided in this handbook (Appendix B) is also a source of information for Charter Schools. The chart briefly explains the criteria for eligibility on most funding sources.

Charter Schools must provide documentation to the School District to prove eligibility for any funding source before the Charter School receives the appropriate allocation from the district. (See Appendix B)

Distributions of eligible categorical funds for Charter Schools will be made on a quarterly basis. Payments will be made on the first Friday in September, December, March and June with the exception of IDEA and IDEA Stimulus funds (which will follow the guidelines indicated in the Special Education section below). Any state budget cuts or increases will be passed along to the Charter School upon the District's notification by the SC Department of Education.

To facilitate the budget process, all Charter Schools are to provide a projected enrollment for the next fiscal year, including student EFA classifications, to the Finance division by the end of the second week of February of each year in order that a projected annual allocation can be computed.

For the purpose of per pupil allocation, all Charter Schools are to provide the Finance division, by the second Thursday in June, a spreadsheet containing a list of enrolled/registered students, including but not limited to student legal name, parent/guardian name, home phone number, home address, social security number, last school student attended, EFA classifications, and the student grade for the next year. If known, the geocode should be included.

A charter agreement specifies an annual student enrollment. Any deviation in the annual student enrollment must be presented for approval to the Beaufort County Board of Education. If the Charter School wants to increase the allowable student enrollment, for the next school year, the request must be submitted to the district in writing prior to the end of the second week of January of the current school year. The Charter School will then be notified of further actions that may be required in seeking approval from the Board of Education.

Charter Schools are to be aware that four-year kindergarten (4K) students do not have a State Department of Education (SDE) Education Finance Act (EFA) student weighting factor. These students, therefore, are not included in the SDE allocation formula.

Charter Schools that have reported PowerSchool data for one year will receive monthly payments for the next fiscal year based on the preceding year's 135th day PowerSchool ADM. Any authorized increases in enrollment will be included. Monthly payments will be adjusted as final 45th day PowerSchool ADM and 135th day PowerSchool ADM data is submitted to the State Department of Education.

If a Charter School accepts an out-of-district student, the Charter School may charge tuition not to exceed that authorized according to the Beaufort County School District tuition program for out-of-district students (Appendix C). A Charter School shall only receive state and federal funds for out-
of-district students and no county or School District funds, according to the requirements of § 59-40-140 and -145. No out-of-state students shall be admitted.

**Fees**

The School District will provide support with respect to services such as special education audits, SDE report extracts and other similar activity. Services beyond this level are at the discretion of the School District as to whether the district provides such fee-type services. The School District will provide any services beyond these only pursuant to written agreement specifying the service and the fee for providing the service. The rate of pay for contracted technical assistance will be the hourly rate of the given employee at his/her current salary. This fee shall include the cost of district-funded benefits for those district employees hired to provide services to the Charter Schools. The School District will not charge fees for a profit. The fees charged will approximate the total actual cost to the district.

The Charter School is to understand that district services are available to traditional district schools first and then, afterwards, as resources allow, the Charter School may solicit and/or purchase School District services. An administrative fee or administrative fee percentage may be charged for some services.

The Charter School has the option of contracting with a vendor, other than the School District, for services. If a Charter School desires to contract with the Beaufort County School District for any services, the terms of the contract must be written and signed by the Charter School’s authorized representative and the district’s representative. All agreed upon services will be deducted from the Charter School’s allocation at a minimum twice per year.

**Student Count Audits/Financial Audits**

During the first year of operation, new Charter Schools will undergo an audit of student enrollment prior to the 45th day count. Other Charter Schools will undergo one audit of student enrollment during the school year unless circumstances warrant more than one.

An End-of-Year Financial Statement Report is required of all Charter Schools (see Report section) which gives a detailed accounting of the expenditure of all funds at the Charter School. Deadline for submission to the Beaufort County School District is mid-September after the end of the fiscal year. The School District strongly suggests that the Charter School audit their accounts quarterly. To avoid year-end problems, the Beaufort County School District recommends the sharing of these quarterly reports with the district Finance division.

The Beaufort County School District receives various federal funds which are then passed through to Charter Schools that meet eligibility requirements. Beaufort County School District is required to comply with sub-recipient monitoring regulations from the Federal Office of Management and Budgets (OMB) when Charter Schools receive these federal funds. (See Appendix J.) In order to effectively account for these federal funds, the following obligations must be met:
1. Upon the determination of the federal fund allocation and before the allocation is made by the Beaufort County School District to a Charter School, the Charter School must provide a detailed budget specifying the manner in which federal funds will be spent.

2. Charter Schools will receive notification of federal dollar allocations promptly after the district receives the district allocation from the State Department of Education.

3. At the end of a fiscal year in which a Charter School receives federal funds from the Beaufort County School District, the Charter School must provide a copy of their general ledger accounts reflecting the manner in which these federal funds were expended. Expenditures must be consistent with the budget submitted in #1 above. This documentation must be provided by August 1st.

4. The documentation for #1 and #3 above must be provided to the Finance division for the Beaufort County School District.

5. State Law requires the component units of a School District to “adhere to the same financial audits, audit procedures, and audit requirements that are applied to public schools operating in the same School District.” Charter Schools meet the criteria for a component unit. Therefore, Charter School’s external auditors must apply the “Single Audit Procedure”, per OMB Circular A – 133, and state in the financial statements the compliance with Circular A - 133, when auditing federal funds received from the Beaufort County School District.

**Technology**

The School District does not support computers and other technology hardware located at the Charter Schools. The maintenance of the Charter School’s hardware and internet connection are the sole responsibility of the Charter School.

Charter Schools will use the State supplied/district supported SIS software. The SIS software vendor’s hardware specifications for both servers and stand alone maybe requested from either the Beaufort County School District or the vendor.

Charter Schools must meet all state, federal, and district computing and technical standards and SIS specifications for reporting and accounting. Beaufort County School District will provide the Charter Schools a list of standard computing hardware and software.

Charter Schools will lease a secure network (Metro-Ethernet) connection between the Charter Schools’ network and Beaufort County School District’s SIS Database located in the Beaufort County School District Technology Services Data Center. The specifications for this secure network connection will be provided by the Beaufort County School District’s Technology Services Officer. This network connection is similar to other Beaufort County School District locations. Charter Schools will purchase, install and maintain up to date Anti-Virus and Anti-Malware software on all Charter School computers and file servers.

Charter Schools will purchase, install and maintain an up to date internet filtering system that is compliant with the Child Internet Protection Act (CIPA).
Charter Schools will purchase, install, and maintain a secure internet Firewall system that is approved by Beaufort County School District. Software training related to reporting and accounting requirements will be provided through designated district classes and offered to all schools. Any special classes outside of these regularly scheduled classes can be provided at a per class cost to the Charter School.

A Charter School is to have at least one staff member designated as the SIS representative for the Charter School. This person is expected to have completed classes in various SIS modules that will be used by the Charter School. The Beaufort County School District will provide Charter Schools with notice of SIS training opportunities within the district or provided by the State Department of Education. The SIS representative is required to register for training opportunities as soon as they become available.

**Student Information System (SIS) reporting**

Charter Schools are required by law to provide accurate information from a variety of data points, including the state provided software. The Charter School will be responsible for the accuracy, timeliness, and completeness of all state required data. The responsibility of the Beaufort County School District will only be for the transmission of data to the State Department of Education at the district mandated report times. The Beaufort County School District will not be held responsible if a Charter School fails to report data or enters inaccurate or incomplete data. The Charter School will be informed by email or other means of any state extractions as soon as the Beaufort County School District becomes aware of them. It will be the responsibility of the Charter School to ensure that their data is ready for transmission on the date provided by the Beaufort County School District. The Beaufort County School District will support Charter School configuration only if it is the same configuration as district schools.

**Special Education**

The Beaufort County School District requires Charter Schools to adhere to all federal laws, mandates, and policies for providing instructional and support services for regular public school students and special education students.

The charter application must describe how the charter will assure compliance with IDEA and section 504 in the Charter School. The Charter School agrees that the district has the authority to exercise oversight of the Charter School's compliance with IDEA and Section 504 at the Charter School.

The district will monitor the Charter School's compliance with IDEA and section 504. The monitoring function may include reviewing all special education paper work, contacting parents, students, and teachers, and assuring compliance with due process requirements, both procedural and substantive. In addition, the compliance function covers admissions and "disenrollments" from the Charter Schools. The School District will provide support with respect to services such as special education audits and other similar activity. If Charter School personnel request the services of School District personnel and if the School District agrees to provide such services, the Charter School agrees to pay the hourly fee. The rate of pay for contracted technical assistance will be the hourly rate of the given employee at his/her current salary. This fee shall include the cost of district-funded benefits for those district employees hired to provide services to the Charter Schools. The
School District will not charge fees for a profit. The fees charged will approximate the total actual cost to the district, including administrative overhead. (Appendix D)

Whenever a grievance or complaint arises from the Charter School’s implementation of IDEA or section 504, the Charter School will notify the district upon receiving formal notice of any of the following situations: (a) a request for a due process or grievance hearing or (under IDEA or section 504), (b) a complaint to the State Department of Education (e.g., a “level one complaint”), and (c) a charge filed with OCR. The Charter School is not to maintain a position in any of these situations without the prior involvement and approval of the School District’s administration. The authority to resolve any such matter will rest with the District. The District has the authority to manage and direct such matters on behalf of the Charter School, as the District deems appropriate. The Charter School will pay the district a fee sufficient to cover the cost to the district of handling these matters.

The Charter School is to appoint a special education coordinator who must attend district meetings for special education coordinators and who will serve as the contact person between the Charter School and the district on special education matters. The Charter School’s special education coordinator will keep appropriate district officials informed of special education issues and potential problems in the Charter School.

The Charter School will require its special education personnel to attend district training sessions on special education. The district shall determine the amount and nature of the training and will deal with the Charter School on this issue as it deals with its non-Charter Schools.

IDEA funds are allocated to a Charter School based on the previous year’s December 1 count report. (see Reports section) Allocation of these funds is dependent upon:

   a) the Charter School’s submission of a proposed budget for these funds (see next paragraph)

   b) the School District having received the funds from the Department of Education.

A Charter School will receive notification of their funding allocation upon the district’s having received notification of funding from the State Department of Education.

Based on other South Carolina District external audits, the Beaufort County School District is required to comply with sub-recipient monitoring regulations from the Federal Office of Management and Budgets (OMB) when Charter Schools received federal funds. As a result, each Charter School is responsible for submitting to the district by January 30 a proposed budget giving information related to the expenditure of their IDEA funds, in order to receive those funds (allocation based on the December 1 count from the prior school year). The template for this budget is in Appendix D.

Charter Schools in their initial year of operation will receive funding based on enrollment on the 45th day membership count.

Each Charter School is required to submit information on Special Education students who enroll and/or are withdrawn via the Enrollment/Withdrawal form (Appendix D). During the month of
October, each Charter School will receive a roster to verify Special Education student enrollment. These rosters will need to be returned by November 1st, indicating any changes. Charter Schools will continue to send additions and deletions on the 27th of each month. Once all of the additions and deletions have been made, the count will be recorded for both the December 1 report and IDEA funding. The Charter School is required to notify the District of services provided according to the Special Education Timeline (Appendix D).

The Charter Schools will utilize forms and processes as stipulated by the District for the Child Find Process (Appendix D).

**Time and Effort Documentation**

Regulations under Appendix C, Part II (B)(10)(b), Education Division General Administrative Regulations (EDGAR), require that:

"Amounts charged to grant programs for personnel services, regardless of whether treated as direct or indirect costs, will be based on payrolls documented and approved in accordance with generally accepted practice of the State and local agency. Payrolls must be supported by time and attendance or equivalent records for individual employees. Salaries and wages of employees chargeable to more than one grant program or other cost objective will be supported by appropriate time distribution records. The method used should produce an equitable distribution of time and effort."

As the majority of salaried positions under IDEA entitlements/grants are one hundred percent (100%) federally funded, these would not need the documentation of time and effort. However, in the event the district/agency has salaried personnel who are partially funded with IDEA entitlement funds, this documentation will be necessary.

Documentation must include information that the employee has worked sufficient hours on the entitlement or grant activities to justify the amount of salary earned from the entitlement or grant. The agency may use their own documentation for this requirement, but it is recommended that it be based on an approved job description or management tool which describes job responsibilities for staff members.

**Non-Supplanting**

IDEA requires the each LEA use funds provided under Part "B" to supplement and, to the extent practicable, increase the level of State and local funds (300.202).

As the State funds available for programs for children with disabilities are audited by the Office of School District Auditing, determination of compliance with the non-supplanting requirement will be made by the Office.
Federal Programs/Title I

Charter Schools may apply for Title I designation. Title I Charter Schools shall qualify as school-wide programs in accordance with established policies and procedures. Principals shall provide documentation of the poverty level of each student enrolled in order to support the process of determining the school's poverty level and potential eligibility for program participation. (Appendix K for eligibility requirements, plan development, and monitoring.)

Student Records

Charter Schools are to include in their student applications packets the appropriate materials included in the District's application packets. (Appendix E)

Cumulative Permanent Records for Entry/Withdrawal of Students in Charter Schools

When a student is withdrawn from a current District school, including a charter school, by parent/guardian and transferred to a new District school, including a charter school the following procedure is to be followed:

- Withdrawal Form is given to data specialist at leaving school to inactivate/transfer student to new school in PowerSchools
- Teacher Notification is given to teachers
- Transfer Form is completed to provide grades, missing books, cafeteria balance, etc.
- When student is enrolled at new school, student becomes inactivated in leaving school database
- New school sends Records Request to data specialist at leaving school
- A-9 record is sent to new school via school District courier
- Student is transferred out of leaving school in PowerSchools
- "Re-enroll" is completed in PowerSchools at new school

Transfer of Special Education Records

To ensure appropriate services for all students with disabilities, the following procedure is implemented:

When a student enrolls in a District Charter School, the designated District Charter School Lead Special Education Representative will contact the BCSD Special Services Department to inquire as to the current educational status of the student. If verification is made that a student is receiving special education and/or related services, the Special Services Student Folder will be obtained and delivered to District Charter School by a BCSD Special Services Representative. At the time of delivery, the BCSD Special Services Representative will review the student's special education and/or related services with the designated District Charter School Lead Special Education Representative to ensure appropriate special education services can be provided for the student.

When a student withdraws from a District Charter School, the designated District Charter School Lead Special Education Representative will contact the BCSD Special Services Department to
return the records to the District. The Special Services Transfer of Records Form (Appendix E) must be completed at the time any student records are transferred.

**Accountability/Testing**

Each Charter School shall designate one Testing Coordinator to be trained in testing administration, monitoring, and security. Training is mandatory and provided by the district’s Testing Coordinator. This Coordinator is responsible for training, security, and logistics of all required testing programs at the charter site.

All Charter Schools are responsible for meeting federal and state accountability laws, policies, and regulations. For example, all Charter Schools shall be responsible for meeting NCLB mandates, SC Accountability Standards, Testing Administration Guidelines, Student Accounting Requirements, and all other federal standards established for public schools.

Throughout the year, the Beaufort County School District is required to report to State and Federal entities (e.g., Summer Data Collection). It is the responsibility of the Charter School to transmit accurate, timely data in the required format. The Beaufort County School District will notify Charter Schools of impending report deadlines.

An End-of-Year written report must be presented to the District Board of Education by July 31 of each school year. This report will represent results from the previous year and is to be based directly on the Charter School’s goals. The report must provide a longitudinal view of the school’s academic achievements and results. The report must include, at a minimum, a description of students’ outcomes in achieving the school’s specific educational goals as stated in the charter contract (see Reports section).

The report will be presented to the BCSD Board of Education in collaboration with the division of Instructional Services.

**Staff Development and Training**

Charter Schools are responsible for the professional development of their employees. The District will provide opportunities for Charter School employees to participate in selected district-related staff/professional development and trainings during the school year. Such professional development will be provided based on appropriateness of the training and space availability.

Each Charter School will be set up as an individual group in *My Learning Plan* with its individual catalog of scheduled trainings.

The School District will provide any training that supports the reporting of data for state and federal requirements. This training may support reports such as Power School, Attendance (Truancy Drop Out), DHEC, NCLB, Ed-of-Year Report, and Title I.

**Textbooks/Instructional Services Materials**

The School District’s Textbook Manager (TM) will facilitate the ordering of textbooks for each Charter School. Charter Schools should contact the district liaison as early as possible, preferably in the early spring (March/April), before opening their school in the fall. The district liaison will
facilitate communication with the TM. The TM will share guidelines and procedures with Charter School representatives when the contact is made.

**Human Resources**

Charter Schools are responsible for their own recruiting and employment initiatives. Faculty and staff of a charter school are employees of the Charter School, not the School District.

**ADEPT Evaluation**

Charter Schools are responsible for evaluation of their teachers. With the agreement of the Board of Education, a Charter School may choose the ADEPT model for evaluation of staff. If a Charter School chooses to evaluate employees using ADEPT, then the Charter School agrees to comply with all SDE regulations governing this evaluation model. Charter Schools choosing to have their teachers evaluated using ADEPT will be required to follow the ADEPT statute (S.C. Code Ann. §§ 59-26-30 and 59-26-40, to be codified at Supp. 2004).

Charter Schools that elect not to implement the ADEPT system may assist and/or evaluate their teachers according to the policies of their respective Charter School committees. Certified teachers in these schools will accrue experience credit in a manner consistent with the provisions of State Board of Education Regulation 43-57 (24 S.C. Code Ann. Regs. 43-57 (1976)). However, teachers in non-ADEPT Charter Schools who hold an initial teaching certificate are not eligible to advance to a professional certificate. In these instances, the initial certificate may be extended indefinitely, provided that the administrator of the Charter School requests the extension in writing on an annual basis from the Office of Teacher Certification. Such requests will be granted provided that the teacher has met the certificate renewal requirements as specified in State Board of Education Regulation 43-55 (24 S.C. Code Ann. Regs. 43-55 (Supp. 2003). The district is not responsible for evaluating a teacher in a non-ADEPT Charter School who requires formal evaluation to move from an initial certificate to a professional one. If a Charter School has teachers who meet that criterion and requests that they be evaluated, the Charter School would be required to implement the ADEPT system for all teachers at the Charter School as outlined below.

Charter Schools that elect to implement the ADEPT system must comply with all provisions of the amended ADEPT statute (S.C. Code Ann. §§ 59-26-30 and 59-26-40, to be codified at Supp. 2004), this regulation, and the State Board of Education’s ADEPT implementation guidelines. Charter Schools that choose to implement the teacher evaluation system, must notify the School District on or before May 1 for the next following year. This will insure that the districts reporting of its ADEPT plan for the next school year will include the Charter Schools participation. In fulfilling these requirements, the contract between the Charter School and the School District must include an ADEPT provision. All certified teachers in the Charter School must be placed under an induction, annual, or continuing contract, as appropriate, and must be assisted and evaluated in a manner consistent with the School District’s State Board of Education-approved plan. The ADEPT provision must address the Charter School’s responsibilities for ensuring the fidelity of the implementation of the ADEPT system. The provision also must address the district’s responsibilities in terms of staff training and program implementation. At a minimum, the district must agree to disseminate all ADEPT-related information from the SDE to the Charter School and to abide by reporting guidelines for educator certificate renewal as established by the SDE. The provision must be included in the district’s evaluation plan and approved by the State Board prior to implementation.
PACE Participation

PACE (Program of Alternate Certification for Educators) teachers at Charter Schools do not count as "certified" teachers if the Charter School does not use the ADEPT evaluation model for their entire staff. If the Charter School does evaluate all its teachers using ADEPT, then PACE teachers can be considered as certified. Confirmation of Employment Letters for teachers hired and considered PACE certified, must be submitted to the district within 5 days of employment at the Charter School.

Certificate Renewal

The Principal or designee of the Charter School shall serve as Coordinator for Certificate Renewal (CCR). The Coordinator shall receive, approve, and submit to the State Department of Education all certificate renewal documentation including official transcripts. Since the Charter School is approved by the Beaufort County Board of Education, it shall follow the District's Certificate Renewal Plan. Human Resource staff will provide needed training in the District Certificate Renewal Plan to the Charter School's CCR.

Professional Certified Staff List

New Charter Schools are responsible for completing the PCS template (Appendix G) prior to the school opening its first year. All Charter Schools, using the template, will be responsible for providing updated information the second week of June for the school year that just ended, the newly started school year, and any other dates as determined by requests from the SDE.

NCLB – Highly Qualified Status

Charter Schools may not have more than 25% of their teachers non-certified; at least 75% of their teachers must be certified in South Carolina. All Charter School teachers who teach English, math, social studies, science, music, and art must be certified in SC and/or highly-qualified either by completing the appropriate content exams or possessing a baccalaureate or graduate degree in the area they are teaching. Special education teachers who teach any of those subjects also must be certified in SC and/or highly-qualified. Helpful links: http://www.scteachers.org/TitleII/index.cfm

Non-Highly Qualified Charter School Teachers: (only applies to certified teachers)

Charter Schools are to submit to the district by August 1, a copy of the completed Highly Qualified letter of certification (Appendix H) for each non-HQ certified teacher at the Charter School. In addition, the Charter School should attach to each letter a plan with a timeline for the steps being taken to bring the certified teacher into compliance. After August 1, Charter Schools are asked to give this Highly Qualified letter of certification to each new certified teacher, hired after August 1, by their first day of employment if he/she is NOT Highly Qualified. The letter is to be returned within ten (10) working days after employment of the new teacher and a copy submitted to the district with the attached plan/timeline. This gives assurance to the district that the Charter School's non-HQ certified teachers are working toward compliance with this federal requirement.

Highly Qualified Charter School Teachers: (only applies to certified teachers)

For the certified teachers who ARE Highly Qualified, Charter Schools are to send a copy of the screen from the State Dept of Ed website (www.scteachers.org) that shows that the teacher
is Highly Qualified. The principal or teacher can access the appropriate screen via his/her certificate number.

**Employee Benefits**

Charter Schools are eligible to participate in the Beaufort County School District employee benefits program. Once employees select their individual coverage and premiums have been established, the Beaufort County School District will deduct from the Charter School monthly allocation for participating employees. Charter School employees who have state benefits are provided with an Insurance Benefits Guide from the Beaufort County School District Benefits Department.

**Retirement**

If a Charter School selects the SC Retirement System (SCRS) as its primary retirement plan, the Charter School will work directly with SCRS. If the Charter School does not participate in SCRS, and it hires an employee who is a member of SCRS who wishes to continue membership in SCRS, the Charter School must make the appropriate retirement deduction from the employee’s paycheck and follow State guidelines for submitting supplemental service reports and corresponding payments directly to SCRS.

**Commercial/Statutory Insurance Coverage Requirements** - (Appendix I)

**Food Services and Nutrition**

The Beaufort County School District does not provide food service to Charter Schools.

**Transportation**

The Beaufort County School District does not provide transportation services to Charter Schools.

**Communication**

The District website [http://www.beaufort.k12.sc.us/](http://www.beaufort.k12.sc.us/) provides a link to Charter Schools websites.

**Health Services**

Annually the Department of Health Education Control (DHEC) requires a 45 Day report on the immunization status of each student. The DHEC representative will coordinate the delivery of the report packet and the collection of data.

Charter Schools must designate a staff member to be the OSHA representative for their school. Designated staff members as defined by District BPP (Blood Born Pathogen) protocol as most at risk (Category I) will receive a full course in BBP and offered the Hepatitis B vaccine by the Charter School.

**ESOL Services**

By federal law, all schools are required to identify and assess PHLOTE (Primary Home Language Other Than English) students, to determine English proficiency. If they are non-English or Limited
English Proficient based on the results of a formal assessment instrument, schools must provide services.

The law requires this to be accomplished through a Primary Home Language form or other survey method which documents if a language other than English is spoken in the home. Three questions must be on the form/survey.

1. What is the first language you learned to speak?
2. What is the language you speak most often?
3. What language is spoken most often in your home?

If a language other than English is spoken in the home, the Charter School is required, by law, to provide services to those students who are identified as LEP after being formally assessed.

Identification also involves administration of a formal language assessment such as the IPT, Woodcock-Munoz, or LOS to establish the level of proficiency. If a child scores in the LEP range, then he/she is classified as LEP until such time as the child scores "fluent" three consecutive years on a state approved testing instrument such as ELDA. ELDA (English Language Development Assessment) is administered statewide in the spring and is used to determine AYP.

He/she must also score proficient in ELA and Math on PACT or pass HSAP before formally exiting the ESOL program. Exited students must be monitored for two years after program exit.

Changes to the Original Charter

Renewal

The charter renewal date will occur ten years from the approval date specified in the letter granting approval from the Beaufort County Board of Education. For example, if a Charter application is approved on August 10, 2010, then the date for renewal, which will also be specified in the letter of approval, is August 10, 2020.

Charter Schools should submit their "renewal" charter to the district no later than January 1 of the year for renewal. (The year for renewal is the year specified in the letter granting approval from the Beaufort County Board of Education.) The district will review the "renewal" charter and make a recommendation to the Beaufort County Board of Education no later than March 1 of that year regarding approval for renewal. If denial is the recommendation of the administration, then a letter stating this and the reasons for denial will be sent to the Charter School at least 60 days prior to the Board's final decision on whether to renew the charter.

Any additions, revisions, and/or deletions to the original charter contract, when submitted to the Beaufort County Board of Education for approval, should be placed in the original charter directly below the original text that is to be changed, in BOLD RED. A list of all the page numbers of the "changed pages" should be placed at the front of the application. In all cases of requests for revisions to a charter or renewal of a charter application, the Charter School should make two complete copies in color for submission by the deadline of January 1.

Material Revisions

Charter Schools who submit additions, revisions, and/or deletions to the original charter contract must do so in a timely manner. Changes to an original charter are to be submitted at least two
months prior to their consideration by the Board of Trustees. Requests for changes to the projected enrollment must be submitted by the end of the second week in January.

**Middle and High School Athletics and Extracurricular Activities**

Charter School students do not participate in Beaufort County School District Athletic programs or other extracurricular activities.

**PTA/SIC**

If a Charter School desires to be chartered as a PTA or PTSA, they are to contact the State PTA office and work through State and District PTA leaders. In addition, if the Charter School wishes to establish a School Improvement Council, they are to contact the State SIC office and work through the State SIC leaders. The District contact for PTA’s and SIC’s will assist a Charter School if the Charter School wants to establish these organizations.
Section Three
Reports
<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Report/Data/Information Due</th>
<th>Submit To</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Friday in July</td>
<td>First payment to new approved Charter Schools</td>
<td>District mails payment</td>
</tr>
<tr>
<td>July 31</td>
<td>List of National Board Certified teachers submitted to District (Nat. Board supplement)</td>
<td>Director of Certified Personnel</td>
</tr>
<tr>
<td>August 1</td>
<td>Highly Qualified reporting (HQ and Non-HQ Charter School teachers)</td>
<td></td>
</tr>
<tr>
<td>August 1</td>
<td>Federal Fund Expenditure Report</td>
<td>Chief Operational Services Officer</td>
</tr>
<tr>
<td>August</td>
<td>Beginning of the year PowerSchool training</td>
<td>Registration through Powerschool listserv</td>
</tr>
<tr>
<td>August</td>
<td>Beginning of the year Attendance training</td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>Beginning of the year Charter School Special Ed training</td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>Beginning of the year Charter School ESOL training</td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>State Dept of Ed requests list of certified teachers – Charter Schools are to use their updated PCS report (teacher supply reimbursement)</td>
<td>Chief Operational Services Officer SDE*</td>
</tr>
<tr>
<td>Prior to an Out-of-District student being enrolled</td>
<td>Parent must pay tuition to the School District and receive a receipt to take to the Charter School as payment verification</td>
<td>Chief Operational Services Officer</td>
</tr>
<tr>
<td>Prior to beginning of school year for new Charter School and as requested by SDE</td>
<td>Professional Certified Staff Report</td>
<td>Chief Operational Services Officer</td>
</tr>
<tr>
<td>First 10 days of school</td>
<td>Blood Borne Pathogen training - conducted by the Charter School for its employees</td>
<td>Charter responsibility</td>
</tr>
<tr>
<td>Beginning of the school year</td>
<td>Charter Schools assess PLOTE (English proficiency- Identification of students)</td>
<td>Charter responsibility</td>
</tr>
<tr>
<td>Mid-September after the end of the fiscal year</td>
<td>End-of-Year Financial Statement Report</td>
<td>Chief Operational Services Officer</td>
</tr>
<tr>
<td>September</td>
<td>DHEC Report (paper) on immunization status of students</td>
<td>DHEC</td>
</tr>
<tr>
<td>Charter School's 15th day of school year</td>
<td>Attendance/enrollment report (PowerSchool extract) Private school data submitted</td>
<td></td>
</tr>
</tbody>
</table>

* (asterisk) indicates that Reports and/or Information is to be copied to ______

Items in bold indicate data that is collected for a specific department.

See Handbook for more info.
<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
<th>Assignee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School's 15th day of school year</td>
<td>Charter School student name and demographic data</td>
<td></td>
</tr>
<tr>
<td>Charter School's 15th day of school year</td>
<td>Ethnic Distribution Report</td>
<td></td>
</tr>
<tr>
<td>15th day of District's school year</td>
<td>Special Education Roster</td>
<td></td>
</tr>
<tr>
<td>Prior to the 45 day count</td>
<td>New Charter Schools will undergo a student enrollment audit</td>
<td></td>
</tr>
<tr>
<td>October 1</td>
<td>Teacher Certification Stats Report</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>Charter Schools verify Special Ed enrollment via rosters</td>
<td></td>
</tr>
<tr>
<td>September 15</td>
<td>Professional Certified Staff Report Updates</td>
<td>Chief Operational Services Officer</td>
</tr>
<tr>
<td>Charter School's 45th day of school year</td>
<td>Attendance/enrollment report (PowerSchool extract)</td>
<td></td>
</tr>
<tr>
<td>Charter School's 45th day of school year</td>
<td>Ethnic Distribution report</td>
<td></td>
</tr>
<tr>
<td>Charter School's 45th day of school year</td>
<td>Charter School student name and demographic data</td>
<td></td>
</tr>
<tr>
<td>November 1</td>
<td>Checked and Verified Special Ed rosters returned to District; December 1 Count Report prepared by the District</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Bi-annual Special Education program audits (site visits)</td>
<td></td>
</tr>
<tr>
<td>Second week in February</td>
<td>Projected Enrollment for next school year (Includes Requests for changes in Charter Contract enrollment cap)</td>
<td>Chief Operational Services Officer</td>
</tr>
<tr>
<td>January 30</td>
<td>Proposed Budget for use of Special Education Funds (IDEA)</td>
<td>Chief Operational Services Officer</td>
</tr>
<tr>
<td>Charter School's 90th day of school year</td>
<td>Attendance/enrollment report (PowerSchool extract)</td>
<td></td>
</tr>
<tr>
<td>Charter School's 90th day of school year</td>
<td>Ethnic Distribution report</td>
<td></td>
</tr>
<tr>
<td>Charter School's 90th day of school year</td>
<td>Charter School student name and demographic data</td>
<td></td>
</tr>
<tr>
<td>March 31</td>
<td>End of Year Report (CD / Narrative)</td>
<td></td>
</tr>
<tr>
<td>May 1</td>
<td>Charter Schools that choose to implement the ADEPT/PAS-T teacher evaluation must notify the District in writing on or before May 1 for the next following year.</td>
<td></td>
</tr>
<tr>
<td>Charter School's 135th day of school year</td>
<td>Attendance/enrollment report (PowerSchool extract)</td>
<td></td>
</tr>
<tr>
<td>Charter School's 135th day of school year</td>
<td>Ethnic distribution report</td>
<td></td>
</tr>
<tr>
<td>Event Description</td>
<td>Data Source</td>
<td>Responsible Officer</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Charter School's 135th day of school year (on or about March 12)</td>
<td>Professional Certified Staff report</td>
<td>Chief Operational Services Officer</td>
</tr>
<tr>
<td>Second Thursday in June</td>
<td>Students enrollment spreadsheet for next school year</td>
<td>Chief Operational Services Officer</td>
</tr>
<tr>
<td>June 11</td>
<td>Professional Certified Staff Report Update</td>
<td>Chief Operational Services Officer</td>
</tr>
<tr>
<td>Charter School's 180th day of school year</td>
<td>Attendance/enrollment report (PowerSchool extract)</td>
<td></td>
</tr>
<tr>
<td>Charter School's 180th day of school year</td>
<td>Ethnic Distribution report</td>
<td></td>
</tr>
<tr>
<td>Charter School's 180th day of school year</td>
<td>Charter School student name and demographic data</td>
<td></td>
</tr>
<tr>
<td>During the school year</td>
<td>Veteran Charter Schools will undergo at least 1 student enrollment audit</td>
<td></td>
</tr>
<tr>
<td>During the school year</td>
<td>Dropout data as requested by the State Dept of Ed</td>
<td></td>
</tr>
<tr>
<td>During the school year</td>
<td>Charter School student name and demographic data</td>
<td></td>
</tr>
<tr>
<td>During the school year</td>
<td>Discipline, Exit, Staff, and other data (Special Ed)</td>
<td></td>
</tr>
<tr>
<td>Throughout the year as needed</td>
<td>Updates to Special Ed enrollment communicated via Student Enrollment/Withdrawal forms</td>
<td></td>
</tr>
<tr>
<td>Every 2 weeks during the school year</td>
<td>OSHA training</td>
<td></td>
</tr>
<tr>
<td>Two months prior to review by Board of Trustees</td>
<td>Requests for changes to the original charter-with the exception of requests for a change in the projected enrollment cap  (Must be approved by the Board of Education)</td>
<td></td>
</tr>
<tr>
<td>Throughout the year as dictated by the State Dept of Ed</td>
<td>PowerSchool extract reports</td>
<td>BCSD Data Services</td>
</tr>
<tr>
<td>Title I reporting dates</td>
<td>See Charter School Handbook</td>
<td>Title I Office</td>
</tr>
</tbody>
</table>
Reports

Each Charter School is responsible for complete, accurate, and timely reporting of information including but not limited to each of the following required reports. Charter Schools are to be aware that deadlines for reports are often changed by the State Dept. of Education; therefore, in cases where dates are not given, the School District will make the Charter Schools aware of upcoming report deadlines when those deadlines become available.

Attendance/Enrollment – collected based on reporting dates (15th, 45th, 90th, 135th, 180th day)

- Attendance information submitted through PowerSchool
- EFA allocations are calculated based on this information.

Charter Schools must submit projected enrollment by the end of the second week of February using student classifications in order that an annual allocation can be computed.

Charter Schools must provide to the Finance division, by the second Thursday in June, a list of enrolled/registered students, including but not limited to student legal name, parent/guardian name, home phone number, home address, social security number, last school student attended, EFA classification, and the student grade for the next year. If known, the geocode should be included.

Charter School must provide private school data: Private school – number leaving/returning based on 15th day of school.

Charter Schools’ dropouts are included with Beaufort County School District dropouts. The Coordinator of Attendance will request dropout information periodically as it is requested by the State Department of Education.

Charter Schools must provide ethnic data to the District based on the reporting dates above.

Teacher Supply Reimbursement
Qualified and eligible teachers are identified through the Professional Certified Staff Listing that is submitted to the State Department of Education each school year through the PCS system. These funds are sent to the Charter Schools when received from the State Department of Education.

National Board Certified Teachers
A list of qualified and eligible teachers must be submitted annually to the Beaufort County School District by July 31. Funds for qualifying teachers are sent to the Charter Schools when received from the State Department of Education. The Charter School will be responsible for any local supplement paid to its NBPTS certified teachers.

Professional Certified Staff List
Information on a new Charter School’s professional certified staff will be collected prior to the beginning of the first year of operation. All Charter Schools will be required to submit annual updates to the PCS by the following dates: September 15 (deadline for PCS staff update for accreditation reports); March 12 (deadline for PCS update for 135 date funding); and June 11 (deadline for final changes to PCS for next school year and technology proficiency).
Financial Statements
Financial statements must be prepared in GASB 34 format and in accordance with the requirements of the SC Department of Education. Deadline for submission to the Beaufort County School District is mid-September after the end of the fiscal year.

Special Revenue and EIA Funds
The Charter Schools will estimate the allocations for special revenue and EIA funds for which they think they are eligible and submit these estimates annually to the Beaufort County School District, by March 31st, for the following fiscal year. The estimates need to be provided by fund and documentation supporting the estimates.

End-of-Year Report
By July 31 each year, Charter Schools will submit to the board of Education their End-of-Year report giving results from the previous academic year. This report will represent results from the previous year and is to be based directly on the Charter School’s goals. The report must provide a longitudinal view of the school’s academic achievements and results. The report must include, at a minimum, a description of students’ outcomes in achieving the school’s specific educational goals as stated in the charter contract. The report will be presented to the BCSD Board of Education in collaboration with the division of Instructional Services. The documents will be submitted to the Office of School Quality at the SDE. Beaufort County School District will keep a CD copy of what each school submits.

SDE SIS Extracts
The State Dept. of Education periodically requires data from the School District to be extracted from PowerSchool for transmittal to the SDE. Charter Schools are responsible for facilitating these extractions by keeping their data in PowerSchool up-to-date.

Special Education
IDEA funds are allocated to a Charter School based on the previous year’s December 1 count report. Allocation of these funds is dependent upon
(a) the Charter School’s submission of a proposed budget for these funds and
(b) the School District having received the funds from the Department of Education.
A Charter School will receive notification of their funding allocation upon the district’s having received notification of funding from the State Department of Education.

Each Charter School is responsible for submitting annually to the district by January 30 a proposed budget giving information related to the expenditure of their IDEA funds, in order to receive those funds (allocation based on the December 1 count from the prior school year). The template for this budget is in Appendix D.

Each Charter School is required to submit information on Special Education students who enroll and/or are withdrawn via the Enrollment/Withdrawal form (Appendix D). During the month of October, each Charter School will receive a roster to verify Special Education student enrollment. These rosters will need to be returned by November 1st, indicating any changes. Charter Schools will continue to send additions and deletions on a regular basis. Once all of the additions and deletions have been made, the count will be recorded for both the December 1 report and IDEA funding. The Special Ed division will no longer be requiring the Charter School to fill out a
singular roster since the Charter Schools will be submitting the additions and deletions as they occur on a regular basis.

Health Services/DHEC
The Department of Health Education Control (DHEC) requires an annual paper report on the immunization status of each student by September 30. The DHEC representative will coordinate the delivery of the report packet and the collection of data. The report is generally due by the first week of October.

Title I
See Appendix K for various reporting dates pertaining to schools that wish to seek Title I eligibility.

Teacher Certification Stats
The Charter Schools will submit information to the District office related to their staff of certified and non-certified teachers by October 1 of the school year and periodically thereafter as requested by the District.

HQ Qualified Status

Non-Highly Qualified Charter School Teachers: (only applies to certified teachers)

Charter Schools will submit annually to the District by August 1, a copy of the completed Highly Qualified letter of certification (Appendix H) for each non-HQ teacher at the Charter School. In addition, the Charter School should attach to each letter a plan with a timeline for the steps being taken to bring the teacher into compliance. After August 1, Charter Schools are asked to give this Highly Qualified letter of certification to each new teacher, hired after August 1, by their first day of employment if he/she is NOT Highly Qualified. The letter is to be returned within ten (10) working days after employment of the new teacher and a copy submitted to the District with the attached plan/timeline. This gives assurance to the district that the Charter School’s non-HQ teachers are working toward compliance with this federal requirement.

Highly Qualified Charter School Teachers: (only applies to certified teachers)

For the teachers who ARE Highly Qualified, the Charter School is to send a copy of the screen from the State Dept of Ed website (www.scteachers.org) that shows that the teacher is Highly Qualified. The principal or teacher can access the appropriate screen via his/her certificate number.

Federal Fund Report

Upon the determination of the federal fund allocation and before the allocation is made by the Beaufort County School District to a Charter School, the Charter School must provide a detailed budget specifying the manner in which federal funds will be spent. This budget information must be submitted to the Financial Services Officer on or before January 30.

At the end of a fiscal year in which a Charter School receives federal funds from the Beaufort County School District, the Charter School must provide a copy of their general ledger accounts reflecting the manner in which these federal funds were expended. Expenditures must be consistent with the detailed budget submitted previously. This documentation must be provided by August 1st.
APPENDICES
APPENDIX

A
CHAPTER 40.

CHARTER SCHOOLS

SECTION 59-40-10. Short title.

This chapter may be cited as the "South Carolina Charter Schools Act of 1996".

SECTION 59-40-20. Purpose.

This chapter is enacted to:
(1) improve student learning;
(2) increase learning opportunities for students;
(3) encourage the use of a variety of productive teaching methods;
(4) establish new forms of accountability for schools;
(5) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; and
(6) assist South Carolina in reaching academic excellence.


(A) In authorizing charter schools, it is the intent of the General Assembly to create a legitimate avenue for parents, teachers, and community members to take responsible risks and create new, innovative, and more flexible ways of educating all children within the public school system. The General Assembly seeks to create an atmosphere in South Carolina's public school systems where research and development in producing different learning opportunities are actively pursued and where classroom teachers are given the flexibility to innovate and the responsibility to be accountable. As such, the provisions of this chapter should be interpreted liberally to support the findings and goals of this chapter and to advance a renewed commitment by the State of South Carolina to the mission, goals, and diversity of public education.

(B) It is the intent of the General Assembly that creation of this chapter encourages cultural diversity, educational improvement, and academic excellence. Further, it is not the intent of the General Assembly to create a segregated school system but to continue to promote educational improvement and excellence in South Carolina.


As used in this chapter:
(1) A "charter school" means a public, nonreligious, nonhome-based, nonprofit corporation forming a school that operates within a public school district or the South Carolina Public Charter School District, but is accountable to the school board of trustees of that district which grants its charter. Nothing in this chapter prohibits charter schools from offering virtual services pursuant to state law and subsequent regulations defining virtual schools.

(2) A charter school:
(a) is considered a public school and part of the South Carolina Public Charter School District or local school district in which it is located for the purposes of state law and the state constitution;
(b) is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services;
(c) must be administered and governed by a governing body in a manner agreed to by the charter school applicant and the sponsor, the governing body to be selected, as provided in Section 59-40-50(B)(9);
(d) may not charge tuition or other charges pursuant to Section 59-19-90(8) except as may be allowed by the sponsor and is comparable to the charges of the local school district in which the charter school is located.

(3) "Applicant" means the person who or nonprofit corporate entity that desires to form a charter school and files the necessary application with the South Carolina Public Charter School District Board of Trustees or the local school board of trustees in which the charter school is to be located. The applicant also must be the person who applies to the Secretary of State to organize the charter school as a nonprofit corporation.
(4) "Sponsor" means the South Carolina Public Charter School District Board of Trustees or the local school board of trustees in which the charter school is to be located, as provided by law, from which the charter school applicant requested its charter and which granted approval for the charter school's existence.
(5) "Certified teacher" means a person currently certified by the State of South Carolina to teach in a public elementary or secondary school or who currently meets the qualifications outlined in Sections 59-27-10 and 59-25-115.
(6) "Noncertified teacher" means an individual considered appropriately qualified for the subject matter taught and who has completed at least one year of study at an accredited college or university and meets the qualifications outlined in Section 59-25-115.
(7) "Charter committee" means the governing body of a charter school formed by the applicant to govern through the application process and until the election of a board of directors is held. After the election, the board of directors of the corporation must be organized as the governing body and the charter committee is dissolved.
(8) "Local school district" means any school district in the State except the South Carolina Public Charter School District and does not include special school districts.

SECTION 59-40-50. Exemption; powers and duties; admission to charter school.

(A) Except as otherwise provided in this chapter, a charter school is exempt from all provisions of law and regulations applicable to a public school, a school board, or a district, although a charter school may elect to comply with one or more of these provisions of law or regulations.
(B) A charter school must:

(1) adhere to the same health, safety, civil rights, and disability rights requirements as are applied to public schools operating in the same school district or, in the case of the South Carolina Public Charter School District, the local school district in which the charter school is located;
(2) meet, but may exceed, the same minimum student attendance requirements as are applied to public schools;
(3) adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools;
(4) be considered a school district for purposes of tort liability under South Carolina law, except that the tort immunity does not include acts of intentional or willful racial discrimination by the governing body or employees of the charter school. Employees of charter schools must be relieved of personal liability for any tort or contract related to their school to the same extent that employees of traditional public schools in their school district or, in the case of the South Carolina Public Charter School District, the local school district in which the charter school is located are relieved;
(5) in its discretion hire noncertified teachers in a ratio of up to twenty-five percent of its entire teacher staff; however, if it is a converted charter school, it shall hire in its discretion noncertified teachers in a ratio of up to ten percent of its entire teacher staff. However, in either a new or converted charter school, a teacher teaching in the core academic areas as defined by the federal No Child Left Behind law must be certified in those areas or possess a baccalaureate or graduate degree in the subject he or she is hired to teach. Part-time noncertified teachers are considered pro rata in calculating this percentage based on the hours which they are expected to teach;

(6) hire in its discretion administrative staff to oversee the daily operation of the school. At least one of the administrative staff must be certified or experienced in the field of school administration;

(7) admit all children eligible to attend public school to a charter school, subject to space limitations. However, it is required that the racial composition of the charter school enrollment reflect that of the local school district in which the charter school is located or that of the targeted student population of the local school district that the charter school proposes to serve, to be defined for the purposes of this chapter as differing by no more than twenty percent from that population. This requirement is also subject to the provisions of Section 59-40-70(D). If the number of applications exceeds the capacity of a program, class, grade level, or building, students must be accepted by lot, and there is no appeal to the sponsor;

(8) not limit or deny admission or show preference in admission decisions to any individual or group of individuals; however, a charter school may give enrollment priority to a sibling of a pupil already enrolled or previously enrolled, children of a charter school employee, and children of the charter committee, if such priority enrollment does not constitute more than twenty percent of the enrollment of the charter school;

(9) elect its board of directors annually. 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 student enrolled in the charter school. A person who has been convicted of a felony must not be elected to a board of directors;

(10) be subject to the Freedom of Information Act, including the charter school and its governing body.

(C)(1) If a charter school denies admission to a student, the student may appeal the denial to the sponsor. The decision is binding on the student and the charter school.

(2) If a charter school suspends or expels a student, other charter schools or the local school district in which the charter school is located has the authority but not the obligation to refuse admission to the student.

(3) The sponsor has no obligation to provide extracurricular activities or access to facilities of the school district for students enrolled in the charter school; however, the charter contract may include participation in agreed upon interscholastic activities at a designated school within the sponsor district. Notwithstanding another provision of law, the local school district has no obligation to provide charter schools, sponsored by the South Carolina Public Charter School District, extracurricular activities or access to facilities of the school district for students enrolled in charter schools unless the school district, by contract, has agreed to provide activities or access. Students participating under this agreement must be considered eligible to participate in league events if other eligibility requirements are met.

(D) The State is not responsible for student transportation to a charter school unless the charter school is designated by the local school district as the only school selected within the local school district's attendance area.

(E) The South Carolina Public Charter School District Board of Trustees may not use program funding for transportation.

SECTION 59-40-60. Charter application; revision; formation of charter school; charter committee; application requirements.
(A) An approved charter application constitutes an agreement, and the terms must be the terms of a contract between the charter school and the sponsor.

(B) The contract between the charter school and the sponsor shall reflect all agreements regarding the release of the charter school from school district policies.

(C) A material revision of the terms of the contract between the charter school and the approving board may be made only with the approval of both parties.

(D) Except as provided in subsection (F), an applicant who wishes to form a charter school shall:

1. organize the charter school as a nonprofit corporation pursuant to the laws of this State;
2. form a charter committee for the charter school which includes one or more teachers;
3. submit a written charter school application to the charter school advisory committee and the school board of trustees from which the committee is seeking sponsorship.

(E) A charter committee is responsible for and has the power to:
1. submit an application to operate as a charter school, sign a charter school contract, and ensure compliance with all of the requirements for charter schools provided by law;
2. employ and contract with teachers and nonteaching employees, contract for services, and develop pay scales, performance criteria, and discharge policies for its employees. All teachers whether certified or noncertified must undergo the background checks and other investigations required for certified teachers, as provided by law, before they may teach in the charter school; and
3. decide all other matters related to the operation of the charter school, including budgeting, curriculum, and operating procedures.

(F) The charter school application shall be a proposed contract and must include:
1. the mission statement of the charter school, which must be consistent with the principles of the General Assembly's purposes pursuant to Section 59-40-20;
2. the goals, objectives, and pupil achievement standards to be achieved by the charter school, and a description of the charter school's admission policies and procedures;
3. evidence that an adequate number of parents, teachers, pupils, or any combination of them support the formation of a charter school;
4. a description of the charter school's educational program, pupil achievement standards, and curriculum which must meet or exceed any content standards adopted by the State Board of Education and the chartering district must be designed to enable each pupil to achieve these standards;
5. a description of the charter school's plan for evaluating pupil achievement and progress toward accomplishment of the school's achievement standards in addition to state assessments, the timeline for meeting these standards, and the procedures for taking corrective action if that pupil achievement falls below the standards;
6. evidence that the plan for the charter school is economically sound, a proposed budget for the term of the charter, a description of the manner in which an annual audit of the financial and administrative operations of the charter school, including any services provided by the school district, is to be conducted;
7. a description of the governance and operation of the charter school, including the nature and extent of parental, professional educator, and community involvement in the governance and operation of the charter school;
8. a description of how the charter school plans to ensure that the enrollment of the school is similar to the racial composition of the local school district in which the charter school is to be located or the targeted student population of the local school district that the charter school proposes to serve and provide assurance that the school does not conflict with any school district desegregation plan or order in effect for the school district in which the charter school is to be located;
9. a description of how the charter school plans to meet the transportation needs of its pupils;
10. a description of the building, facilities, and equipment and how they shall be obtained;
(11) an explanation of the relationship that shall exist between the proposed charter school and its employees, including descriptions of evaluation procedures and evidence that the terms and conditions of employment have been addressed with affected employees;

(12) a description of a reasonable grievance and termination procedure, as required by this chapter, including notice and a hearing before the governing body of the charter school. The application must state whether or not the provisions of Article 5, Chapter 25 of Title 59 apply to the employment and dismissal of teachers at the charter school;

(13) a description of student rights and responsibilities, including behavior and discipline standards, and a reasonable hearing procedure, including notice and a hearing before the board of directors of the charter school before expulsion;

(14) an assumption of liability by the charter school for the activities of the charter school and an agreement that the charter school must indemnify and hold harmless the 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 which arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school; and

(15) a description of the types and amounts of insurance coverage to be obtained by the charter school.

(G) Nothing in this section shall require a charter school applicant to provide a list of prospective or tentatively enrolled students or prospective employees with the application.

SECTION 59-40-65. Online or computer instruction; requirements; enrollment in South Carolina Virtual School Program.

(A) If the governing body of a charter school offers as part of its curriculum a program of online or computer instruction, this information shall be included in the application and the governing body shall be required to:

(1) provide each student enrolled in the program with a course or courses of online or computer instruction approved by the State Department of Education that must meet or exceed the South Carolina content and grade specific standards. Students enrolled in the program of online or computer instruction must receive all instructional materials required for the student's program;

(2) ensure that the persons who operate the program on a day-to-day basis comply with and carry out all applicable requirements, statutes, regulations, rules, and policies of the charter school;

(3) ensure that each course offered through the program is taught by a teacher meeting the requirements of Section 59-40-50;

(4) ensure that a parent or legal guardian of each student verifies the number of hours of educational activities completed by the student each school year;

(5) adopt a plan by which it will provide:

(a) frequent, ongoing monitoring to ensure and verify that each student is participating in the program, including proctored assessment(s) per semester in core subjects graded or evaluated by the teacher, and at least bi-weekly parent-teacher conferences in person or by telephone;

(b) regular instructional opportunities in real time that are directly related to the school's curricular objectives, including, but not limited to, meetings with teachers and educational field trips and outings;

(c) verification of ongoing student attendance in the program;

(d) verification of ongoing student progress and performance in each course as documented by ongoing assessments and examples of student coursework;

(6) administer to all students in a proctored setting all applicable assessments as required by the South Carolina Education Accountability Act.
(B) Nothing in this section shall prohibit a charter school that provides a program of online or computer instruction from reimbursing families of enrolled students for costs associated with their Internet connection for use in the program.

(C) A charter school shall provide no more than seventy-five percent of a student's core academic instruction in kindergarten through twelfth grade via an online or computer instruction program. The twenty-five percent of the student's core academic instruction may be met through the regular instructional opportunities outlined in subitem (A)(5)(b).

(D) Charter school students may enroll in the South Carolina Virtual School Program pursuant to program requirements.

(E) Private or homeschool students choosing to take courses from a virtual charter school may not be provided instructional materials, or any other materials associated with receiving instruction through a program of online or computer instruction at the state's expense.

(F) Only students enrolled in the charter school as a full-time student shall be reported in the charter school's average daily membership to the State Department of Education for the purposes of receiving state or federal funds. Private and homeschool students may not be included in the student weighted pupil units or average daily membership reported to the State Department of Education for the purposes of receiving state or federal funds.

SECTION 59-40-70. Charter School Advisory Committee; appointment of members; review of charter school applications.

(A) The Charter School Advisory Committee must be established by the State Board of Education to review charter school applications for compliance with established standards that reflect the requirements and intent of this chapter. Members must be appointed by the State Board of Education unless otherwise indicated.

(1) The advisory committee shall consist of eleven members as follows:

(a) South Carolina Association of Public Charter Schools, the president or his designee and one additional representative from the association;

(b) South Carolina Association of School Administrators, the executive director or his designee;

(c) South Carolina Chamber of Commerce, the executive director or his designee and one additional representative from the chamber;

(d) South Carolina Education Oversight Committee, the chair or a business designee;

(e) South Carolina Commission on Higher Education, the chair or his designee;

(f) South Carolina School Boards Association, the executive director or his designee;

(g) South Carolina Alliance of Black Educators, the president or his designee; and

(h) one teacher and one parent to be appointed by the State Superintendent of Education.

(2) As an application is reviewed, a representative from the board of trustees from which the committee is seeking sponsorship and a representative of the charter committee shall serve on the advisory committee as ex officio nonvoting members. If the applicant indicates a proposed contractual agreement with the local school district in which the charter school is located, a representative from the local school board of trustees of that district shall serve on the advisory committee as an ex officio, nonvoting member.

(3) Appointing authorities shall give consideration to the appointment of minorities and women as representatives on the committee.

(4) The committee shall establish bylaws for its operation that must include terms of office for its membership.

(5) An applicant shall submit the application to the advisory committee and one copy to the school board of trustees of the district from which it is seeking sponsorship. In the case of the South Carolina Public Charter School District, the applicant shall provide notice of the application to the local school board of trustees in which the charter school will be located for informational purposes only. The advisory committee shall receive
input from the school district in which the applicant is seeking sponsorship and shall request clarifying information from the applicant. An applicant may submit an application to the advisory committee at any time during the fiscal year and the advisory committee, within sixty days, shall determine whether the application is in compliance. An application that is in compliance must be forwarded to the school district from which the applicant is seeking sponsorship with a letter stating the application is in compliance. The letter also shall include a recommendation from the Charter School Advisory Committee to approve or deny the charter. The letter must specify the reasons for its recommendation. This recommendation is nonbinding on the school board of trustees. If the application is in noncompliance, it must be returned to the applicant with deficiencies noted. The applicant may appeal the decision to the Administrative Law Court.

(B) The school board of trustees from which the applicant is seeking sponsorship shall rule on the application for a charter school in a public hearing, upon reasonable public notice, within thirty days after receiving the application. If there is no ruling within thirty days, the application is considered approved. Once the application has been approved by the school board of trustees, the charter school may open at the beginning of the following year. However, before a charter school may open, the State Department of Education shall verify the accuracy of the financial data for the school within forty-five days after approval.

(C) A school district board of trustees only shall deny an application if the application does not meet the requirements specified in Section 59-40-50 or 59-40-60, fails to meet the spirit and intent of this chapter, or adversely affects, as defined in regulation, the other students in the district in which the charter school is to be located. It shall provide, within ten days, a written explanation of the reasons for denial, citing specific standards related to provisions of Section 59-40-50 or 59-40-60 that the application violates. This written explanation immediately must be sent to the charter committee and filed with the State Board of Education and the Charter School Advisory Committee.

(D) In the event that the racial composition of an applicant's or charter school's enrollment differs from the enrollment of the local school district in which the charter school is to be located or the targeted student population of the local school district by more than twenty percent, despite its best efforts, the school district board of trustees from which the applicant is seeking sponsorship shall consider the applicant's or the charter school's recruitment efforts and racial composition of the applicant pool in determining whether the applicant or charter school is operating in a nondiscriminatory manner. A finding by the school district board of trustees that the applicant or charter school is operating in a racially discriminatory manner justifies the denial of a charter school application or the revocation of a charter as provided in this section or in Section 59-40-110, as may be applicable. A finding by the school district board of trustees that the applicant is not operating in a racially discriminatory manner justifies approval of the charter without regard to the racial percentage requirement if the application is acceptable in all other aspects.

(E) If the school district board of trustees from which the applicant is seeking sponsorship denies a charter school application, the charter applicant may appeal the denial to the Administrative Law Court pursuant to Section 59-40-90.

(F) If the school district board of trustees approves the application, it becomes the charter school's sponsor and shall sign the approved application, which constitutes a contract with the charter committee of the charter school. A copy of the charter must be filed with the State Board of Education.

(G) If a local school board of trustees has information that an approved application by the South Carolina Public Charter School District adversely affects the other students in its district, as defined in regulation, or that the approval of the application fails to meet the spirit and intent of this chapter, the local school board of trustees may appeal the granting of the charter to the Administrative Law Court. The Administrative Law Court, within forty-five days, may affirm or reverse the application for action by the South Carolina Public Charter School District in accordance with an order of the state board.
SECTION 59-40-75. Removal of sponsor or member of district or governing board; prosecution.

(A) A member of the South Carolina Public Charter School District or of the governing board or sponsor of the charter school who is indicted in any court for any crime, or has waived the indictment if permitted by law, may be suspended by the Governor, who shall appoint another in his stead until he is acquitted. In case of conviction, the office must be declared vacant by the Governor and the vacancy filled as provided by law.

(B) A member of the South Carolina Public Charter School District or of the governing board of the charter school who is guilty of malfeasance, misfeasance, incompetency, absenteeism, conflicts of interest, misconduct, persistent neglect of duty in office, or incapacity may be removed from office by the Governor. Before removing the officer, the Governor shall inform him in writing of the specific charges brought against him and give him an opportunity on reasonable notice to be heard.

(C) Whenever it appears to the satisfaction of the Governor that probable cause exists to charge a member of the South Carolina Public Charter School District or of the governing board of the charter school who has the custody of public or trust funds with embezzlement or the appropriation of public or trust funds to private use, then the Governor shall direct his immediate prosecution by the proper officer.


A sponsor may conditionally authorize a charter school before the applicant has secured its space, equipment, facilities, and personnel if the applicant indicates such authority is necessary for it to meet the requirements of this chapter. Conditional authorization does not give rise to any equitable or other claims based on reliance, notwithstanding any promise, parole, written, or otherwise, contained in the authorization or acceptance of it, whether preceding or following the conditional authorization.

SECTION 59-40-90. Appeal to Administrative Law Court.

A final decision of the school district may be appealed by any party to the Administrative Law Court as provided in Sections 1-23-380(B) and 1-23-600(D).

SECTION 59-40-100. Conversion to charter school.

(A) An existing public school may be converted into a charter school if two-thirds of the faculty and instructional staff employed at the school and two-thirds of all voting parents or legal guardians of students enrolled in the school agree to the filing of an application with the local school board of trustees for the conversion and formation of that school into a charter school. Parents or legal guardians of students enrolled in the school must be given the opportunity to vote on the conversion. Parents or guardians of a student shall have one vote for each student enrolled in the school seeking conversion. The application must be submitted pursuant to Section 59-40-70(A)(5) by the principal of that school or his designee who must be considered the applicant. The application must include all information required of other applications pursuant to this chapter. The local school board of trustees shall approve or disapprove this application in the same manner it approves or disapproves other applications. The existence of another charter granting authority must not be grounds for disapproving a school desiring to convert to a charter school.

(B) A converted charter school shall offer at least the same grades, or non-graded education appropriate for the same ages and education levels of pupils, as offered by the school immediately before conversion, and also may provide additional grades and further educational offerings.

(C) All students enrolled in the school at the time of conversion must be given priority enrollment.
(D) All employees of a converted school shall remain employees of the local school district or the South Carolina Public Charter School District with the same compensation and benefits including any future increases. The converted charter school quarterly shall reimburse the local school district or the South Carolina Public Charter School District for the compensation and employer contribution benefits paid to or on behalf of these employees and provide to the school district any reports, forms, or data necessary for maintaining retirement coverage and providing South Carolina Retirement Systems benefits to converted school employees. The provisions of Article 5, Chapter 25 of Title 59 apply to the employment and dismissal of teachers at a converted school.

(E) The South Carolina Public Charter School District may not sponsor a public school to convert to a charter school. However, the South Carolina Public Charter School District may sponsor a converted charter school renewal if the charter school has not committed a material violation of the provisions specified in subsection (C) of Section 59-40-110 and the local school district board of trustees refuses to renew the charter. In such cases, the charter school shall continue to receive local funding pursuant to Section 59-40-110(A). However, the charter school is not eligible to receive one hundred percent of the base student cost from the State. The charter school only is eligible to receive the percentage of the base student cost previously received as a school in its former district.

SECTION 59-40-110. Duration of charter; renewal; revocation; termination.

(A) A charter must be approved or renewed for a period of ten school years; however, the charter only may be revoked or not renewed under the provisions of subsection (C) of this section. The sponsor annually shall evaluate the conditions outlined in subsection (C). The annual evaluation results must be used in making a determination for nonrenewal or revocation.

(B) A charter renewal application must be submitted to the school’s sponsor, and it must contain:

1. a report on the progress of the charter school in achieving the goals, objectives, pupil achievement standards, and other terms of the initially approved charter application; and

2. a financial statement that discloses the costs of administration, instruction, and other spending categories for the charter school that is understandable to the general public and that allows comparison of these costs to other schools or other comparable organizations, in a format required by the State Board of Education.

(C) A charter must be revoked or not renewed by the sponsor if it determines that the charter school:

1. committed a material violation of the conditions, standards, or procedures provided for in the charter application;

2. failed to meet or make reasonable progress, as defined in the charter application, toward pupil achievement standards identified in the charter application;

3. failed to meet generally accepted standards of fiscal management; or

4. violated any provision of law from which the charter school was not specifically exempted.

(D) At least sixty days before not renewing or terminating a charter school, the sponsor shall notify in writing the charter school’s governing body of the proposed action. The notification shall state the grounds for the proposed action in reasonable detail. Termination must follow the procedure provided for in this section.

(E) The existence of another charter granting authority must not be grounds for the nonrenewal or revocation of a charter. Grounds for nonrenewal or revocation must be only those specified in subsection (C) of this section.

(F) The charter school’s governing body may request in writing a hearing before the sponsor within fourteen days of receiving notice of nonrenewal or termination of the charter. Failure by the school’s governing body to make a written request for a hearing within fourteen days must be treated as acquiescence to the proposed
action. Upon receiving a timely written request for a hearing, the sponsor shall give reasonable notice to the school's governing body of the hearing date. The sponsor shall conduct a hearing before taking final action. The sponsor shall take final action to renew or not renew a charter by the last day of classes in the last school year for which the charter school is authorized.

(G) A charter school seeking renewal may submit a renewal application to another charter granting authority if the charter school has not committed a material violation of the provisions specified in subsection (C) of this section and the local school district board of trustees refuses to renew the charter. In such cases, the charter school shall continue to receive local funding pursuant to Section 59-40-140(A). However, the charter school is not eligible to receive one hundred percent of the base student cost from the State. The charter school only is eligible to receive the percentage of the base student cost previously received as a school in its former district.

(H) A decision to revoke or not to renew a charter school may be appealed to the Administrative Law Court pursuant to the provisions of Section 59-40-90.


A charter school may terminate its contract with a sponsor before the ten-year term of contract if all parties under contract with the charter school agree to the dissolution. A charter school that terminates its contract with a sponsor directly may seek application for the length of time remaining on its original contract from another sponsor without review from the Charter School Advisory Committee.

SECTION 59-40-120. Dissolution of charter school.

Upon dissolution of a charter school, its assets may not inure to the benefit of any private person. Any assets obtained through restricted agreements with a donor through awards, grants, or gifts must be returned to that entity. All other assets become property of the sponsor.

SECTION 59-40-125. Eligibility for retirement coverage.

(A) All charter schools, other than converted charter schools whose employees remain employees of the local school district or the South Carolina Public Charter School District pursuant to Section 59-40-100(D), are eligible covered employers in the South Carolina Retirement Systems and may elect to participate in the system by filing the appropriate application with the South Carolina Retirement Systems. If the charter school chooses not to become a covered employer, employees of that charter school are not allowed to participate in the South Carolina Retirement Systems except as provided in Section 59-40-130.

(B) The South Carolina Public Charter School District shall be a covered employer in the South Carolina Retirement Systems.

SECTION 59-40-130. Leave to be employed at charter school; continuation of benefits; exceptions.

(A) If an employee of a local school district makes a written request for leave to be employed at a charter school before July 1, 2006, the school district shall grant the leave for up to five years as requested by the employee. The school district may require that the request for leave or extension of leave be made by the date provided for by state law for the return of teachers' contracts. Employees may return to employment with the local school district at its option with the same teaching or administrative contract status as when they left but without assurance as to the school or supplemental position to which they may be assigned.

(B) A charter school employing an individual on leave from a local school district shall participate in the South Carolina Retirement Systems as a covered employer with respect to the employee on leave it hires. The employee
on leave from a local school district employed by a charter school shall accrue benefits and credit in the South Carolina Retirement Systems. The charter school shall remit to the Retirement Systems the employer contributions required by law for participating employers. The employee shall make the employee contributions to the Retirement Systems required by law and the contributions must be picked up in accordance with Section 9-1-1020. The South Carolina Retirement Systems may impose reasonable requirements to administer this section.

(C) The provisions of this section do not apply to teachers and other employees of a converted school whose employment relation is governed by Section 59-40-100.

SECTION 59-40-140. Distribution of resources; periodic reports; technical assistance from sponsor; property rights; tax exemption.

(A) A local school board of trustees sponsor shall distribute state, county, and school district funds to a charter school as determined by the following formula: the previous year's audited total general fund revenues, divided by the previous year's weighted students, then increased by the Education Finance Act inflation factor, pursuant to Section 59-20-40, for the years following the audited expenditures, then multiplied by the weighted students enrolled in the charter school, which will be subject to adjustment for student attendance and state budget allocations based on the same criteria as the local school district. These amounts must be verified by the State Department of Education before the first disbursement of funds. All state and local funding must be distributed by the local school district to the charter school monthly beginning July first following approval of the charter school application and must continue to be disbursed to the charter school for the duration of its charter and for the duration of any subsequent renewals.

(B) The South Carolina Public Charter School District shall receive and distribute state funds to the charter school as determined by the following formula: the current year's base student cost, as funded by the General Assembly, multiplied by the weighted students enrolled in the charter school, which must be subject to adjustment for student attendance and state budget allocations. These state funds are in addition to other funds to be received and distributed by the South Carolina Public Charter School District pursuant to subsections (C) and (D) of this section and Section 59-40-220(A). However, the South Carolina Public Charter School District may not retain more than two percent of its gross revenue for its internal administrative and operating expenses.

(C) During the year of the charter school's operation, as received, and to the extent allowed by federal law, a sponsor shall distribute to the charter school federal funds which are allocated to the school district on the basis of the number of special characteristics of the students attending the charter school. These amounts must be verified by the State Department of Education before the first disbursement of funds.

(D) Notwithstanding subsection (C), the proportionate share of state and federal resources generated by students with disabilities or staff serving them must be directed to the school district board of trustees. The proportionate share of funds generated under other federal or state categorical aid programs must be directed to the school district board of trustees serving students eligible for the aid pursuant to state and federal law.

(E) All services centrally or otherwise provided by the sponsor or local school district, if any, including, but not limited to, food services, custodial services, maintenance, curriculum, media services, libraries, and warehousing are subject to negotiation between a charter school and the sponsor or local school district.

(F) All awards, grants, or gifts collected by a charter school must be retained by the charter school.

(G) The governing body of a charter school is authorized to accept gifts, donations, or grants of any kind made to the charter school and to expend or use the gifts, donations, or grants in accordance with the conditions prescribed by the donor. A gift or donation must not be required for admission. However, a gift, donation, or grant must not be accepted by the governing board if subject to a condition contrary to law or contrary to the
terms of the contract between the charter school and the governing body. All gifts, donations, or grants must be reported to the sponsor in their annual audit report as required in Section 59-40-50(B)(3). (H) A charter school shall report to its sponsor and the Department of Education any change to information provided under its application. In addition, a charter school shall report at least annually to its sponsor and the department all information required by the sponsor or the department and including, at a minimum, the number of students enrolled in the charter school, the success of students in achieving the specific educational goals for which the charter school was established, and the identity and certification status of the teaching staff. (I) The sponsor shall provide technical assistance to persons and groups preparing or revising charter applications at no expense. (J) Charter schools may acquire by gift, devise, purchase, lease, sublease, installment purchase agreement, land contract, option, or by any other means, and hold and own in its own name buildings or other property for school purposes and interests in it which are necessary or convenient to fulfill its purposes. (K) Charter schools are exempt from all state and local taxation, except the sales tax, on their earnings and property. Instruments of conveyance to or from a charter school are exempt from all types of taxation of local or state taxes and transfer fees.

SECTION 59-40-145. Students attending charter schools outside district of residence.

A child who resides in a school district other than the one where a charter school is located may attend a charter school outside his district of residence; however, the receiving charter school shall have authority to grant or deny permission for the student to attend pursuant to Sections 59-40-40(2)(b) and 59-40-50(B)(7) and (8) according to the terms of the charter after in-district children have been given priority in enrollment. However, the out-of-district enrollment shall not exceed twenty percent of the total enrollment of the charter school without the approval of the sponsoring district board of trustees. The district sending children to the charter school under the terms of this section must be notified immediately of the transferring students. Out-of-district students must be considered based on the order in which their applications are received. If the twenty percent out-of-district enrollment is from one school district, then the sending district must concur with any additional students transferring from that district to attend the charter school. The charter school to which the child is transferring shall be eligible for state and federal funding according to the formula defined in Section 59-40-140(A), (B), and (C), as applicable. However, this section does not apply to a charter school sponsored by the South Carolina Public Charter School District Board of Trustees.

SECTION 59-40-150. Duties of Department of Education.

(A) The Department of Education shall disseminate information to the public, directly and through sponsors, on how to form and operate a charter school and how to utilize the offerings of a charter school. (B) At least annually, the department shall provide upon request a directory of all charter schools authorized under this chapter with information concerning the educational goals of each charter school, the success of each charter school in meeting its educational goals, and procedures to apply for admission to each charter school. (C) The department shall bear the cost of complying with this section.

SECTION 59-40-155. Orientation programs for board members and administrators.

(A) Within one year of taking office, all persons elected or appointed as members of a charter school board of trustees after July 1, 2006, shall complete successfully an orientation program in the powers, duties, and responsibilities of a board member including, but not limited to, topics on policy development, personnel,
instructional programs, school finance, school law, ethics, and community relations. The orientation must be provided at no charge by the State Department of Education or an association approved by the department. (B) Within ninety days of employment, an administrator employed by the charter school, who is not certified, shall complete successfully an orientation program in the powers, duties, and responsibilities of a school administrator including, but not limited to, topics on personnel, instructional programs, school finance, school law, ethics, and community relations. The orientation must be provided at no charge by the State Department of Education or an association approved by the department.


(A) The State Board of Education shall compile evaluations to include, but not be limited to, school report cards of charter schools received from sponsors. They shall review information regarding the regulations and policies from which charter schools were released to determine if the releases assisted or impeded the charter schools in meeting their stated goals and objectives.

(B) An impact study must be conducted by the State Board of Education two years after the implementation of the Charter School Advisory Committee review process to determine the effectiveness of the application process.


The Department of Education shall make available, upon request, a list of vacant and unused buildings and vacant and unused portions of buildings that are owned by school districts in this State and that may be suitable for the operation of a charter school. The department shall make the list available to applicants for charter schools and to existing charter schools. The list must include the address of each building, a short description of the building, and the name of the owner of the building. Nothing in this section requires the owner of a building on the list to sell or lease the building or a portion of the building to a charter school or to any other school or to any other prospective buyer or tenant. However, if a school district declares a building surplus and chooses to sell or lease the building, a charter school's board of directors or a charter committee operating or applying within the district must be given the first refusal to purchase or lease the building under the same or better terms and conditions as it would be offered to the public.


The State Board of Education shall promulgate regulations and develop guidelines necessary to implement the provisions of this chapter, including standards which the Charter School Advisory Committee shall use to determine compliance with this chapter and an application process to include a timeline for submission of applications that will allow for final decisions, including Administrative Law Court appeal, by December first of the year preceding the charter school's opening.

SECTION 59-40-190. Liability of governing body, sponsor, board and employees; employment of member of governing body.

(A) The governing body of a charter school may sue and be sued. The governing body may not levy taxes or issue bonds.

(B) A sponsor is not liable for any of the debts of the charter school.

(C) A sponsor, members of the board of a sponsor, and employees of a sponsor acting in their official capacity
are immune from civil or criminal liability with respect to all activities related to a charter school they sponsor. The governing body of a charter school shall obtain at least the amount of and types of insurance required for this purpose.

(D) A member of a school governing body may not receive pay as an employee in the same school.


An application already on file with the charter school advisory committee before the effective date of Section 59-40-220 is subject to the time line in effect at the time the application was filed. An application filed after the effective date of Section 59-40-220 is subject to the new time lines established pursuant to this chapter.


A school established as a private school, on the effective date of this section, which desires to convert to a charter school shall dissolve and must not be allowed to open as a charter school for a period of twelve months.


(A) The South Carolina Public Charter School District is created as a public body. The South Carolina Public Charter School District must be considered a local education agency and is eligible to receive state and federal funds and grants available for public charter schools and other schools to the same degree as other local education agencies. The South Carolina Public Charter School District may not have a local tax base and may not receive local property taxes.

(B) The geographical boundaries of the South Carolina Public Charter School District are the same as the boundaries of the State of South Carolina.

(C) The office of the South Carolina Public Charter School District Board of Trustees must be housed in the State Department of Education.

SECTION 59-40-230. Board of trustees; membership; powers and duties.

(A) The South Carolina Public Charter School District must be governed by a board of trustees consisting of not more than eleven members:

(1) two appointed by the Governor;
(2) one appointed by the Speaker of the House of Representatives;
(3) one appointed by the President Pro Tempore of the Senate; and
(4) seven to be appointed by the Governor upon the recommendation of the:

(a) South Carolina Association of Public Charter Schools and one additional representative from the association;
(b) South Carolina Association of School Administrators;
(c) South Carolina Chamber of Commerce;
(d) South Carolina Education Oversight Committee;
(e) South Carolina School Boards Association;
(f) South Carolina Alliance of Black Educators.
The nine members appointed by the Governor pursuant to this subsection are subject to advice and consent of the Senate. Membership of the committee must reflect representatives from each of the entities in item (A)(4) or their designee as reflected in their recommendation. Each member of the board of trustees shall serve terms of three years, except that, for the initial members, two appointed by the Governor, one by the Speaker of the House, and one by the President Pro Tempore of the Senate, shall serve terms of one year and three appointed by the Governor shall serve terms of two years. A member of the board may be removed after appointment pursuant to Section 1-3-240. In making appointments, every effort must be made to ensure that all geographic areas of the State are represented and that the membership reflects urban and rural areas of the State as well as the ethnic diversity of the State.

(B) The South Carolina Public Charter School District Board of Trustees has the same powers, rights, and responsibilities with respect to charter schools as other school district boards of trustees of this State including, but not limited to, sponsoring charter schools and applying for federal charter school grants, except that the South Carolina Public Charter School District Board of Trustees may not offer application for a charter school, issue bonds, or levy taxes.

(C) The South Carolina Public Charter School District Board of Trustees annually shall elect a chairman and other officers, as it considers necessary from among its membership.

(D) Members of the South Carolina Public Charter School District Board of Trustees are not eligible to receive compensation but are eligible for per diem, mileage, and subsistence as provided by law for members of state boards, committees, and commissions.

(E) The South Carolina Public Charter School District Board of Trustees shall:

(1) exercise general supervision over public charter schools sponsored by the district;

(2) grant charter status to qualifying applicants for public charter schools pursuant to this chapter;

(3) adopt and use an official seal in the authentication of its acts;

(4) keep a record of its proceedings;

(5) adopt rules of governance;

(6) determine the policy of the district and the work undertaken by it;

(7) prepare a budget for expenditures necessary for the proper maintenance of the board and the accomplishment of its purpose;

(8) keep financial records in accordance with state and federal accounting codes and procedures;

(9) comply with and ensure compliance of applicable state and federal regulations;

(10) procure an outside annual certified financial audit on funds and submit to the State Department of Education as required by the State Department of Education;

(11) be subject to the Freedom of Information Act;

(12) have the power to hire and fire the superintendent of the district who may have staff as needed.

(F) The South Carolina Public Charter School District Board of Trustees may contract, sue, and be sued.

SECTION 59-40-240. Severability.

If any section, subsection, paragraph, subparagraph, sentence, clause, phrase, or word of this chapter is for any reason held to be unconstitutional or invalid, such holding shall not affect the constitutionality or validity of the remaining portions of this chapter, the General Assembly hereby declaring that it would have passed this chapter, and each and every section, subsection, paragraph, subparagraph, sentence, clause, phrase, and word thereof, irrespective of the fact that any one or more sections, subsections, paragraphs, subparagraphs, sentences, clauses, phrases, or words thereof may be declared to be unconstitutional, invalid, or otherwise ineffective.
Charter Schools must provide documentation to the district to prove eligibility for any funding source before they will receive the appropriate allocation.

<table>
<thead>
<tr>
<th>Source</th>
<th>Rev. Code</th>
<th>Sub-Fund</th>
<th>Title of Funding</th>
<th>Allocation Method by SDE to Districts</th>
<th>Program Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Restricted</td>
<td>3125</td>
<td>905</td>
<td>Career and Technology Education Equipment</td>
<td>Base allocation per district ($20,000) and any remaining funds are distributed to school districts and multidiistrict career centers based on prior year student enrollments for career and technology education</td>
<td>Funding is provided for the purchase of equipment to be used in the vocational classroom.</td>
</tr>
<tr>
<td>State Restricted</td>
<td>3126</td>
<td>326</td>
<td>Refurbishment of K-8 Science Kits</td>
<td>Reimbursement of actual costs of kits on the approved ratio of science kite to science teachers.</td>
<td>Funding is provided to refurbish science kits as supplies and materials are consumed.</td>
</tr>
<tr>
<td>State Restricted</td>
<td>3180</td>
<td>100</td>
<td>Fringe Benefits Employer Contributions</td>
<td>Included in base allocation to charter schools.</td>
<td>Funding should be used to cover the employer portion of state retirement, group life insurance, social security, and health insurance for public school employees.</td>
</tr>
<tr>
<td>State Restricted</td>
<td>3181</td>
<td>100</td>
<td>Retiree Insurance</td>
<td>Included in base allocation to charter schools.</td>
<td>Funding should be used to cover a portion of the premium costs of medical benefits for retired school district employees.</td>
</tr>
<tr>
<td>State Restricted</td>
<td>3193</td>
<td>919</td>
<td>Education License Plates</td>
<td>For each education license plate sold, $34 of the $54 cost will be returned to the district or school designated.</td>
<td>Funds are used to supplement technology funds and must be used to purchase computer hardware for classroom instruction.</td>
</tr>
<tr>
<td>State Restricted</td>
<td>3198</td>
<td>911</td>
<td>School Technology Initiative</td>
<td>Based on ADM and District Free/Reduced lunch counts.</td>
<td>Funds must be used to support the local implementation of the SC Educational Technology Plan, district technology, school renewal plans.</td>
</tr>
<tr>
<td>EFA</td>
<td>3300</td>
<td>100</td>
<td>Education Finance Act</td>
<td>Included in base allocation to charter schools.</td>
<td>Base funding for SC public schools based on weightings of students.</td>
</tr>
<tr>
<td>EIA</td>
<td>3501</td>
<td>301</td>
<td>Increase High School Diploma Requirements</td>
<td>District 2nd preceding year ADM divided by the state 2nd preceding year multiplied by the total funds available.</td>
<td>Funds are used to support high school programs and the increase of high school credits to 24.</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-----</td>
<td>------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>EIA</td>
<td>3515</td>
<td>315</td>
<td>Advanced Placement</td>
<td>Number of students reported in Advanced Placement courses as of the 135-day</td>
<td>Funds must be used to pay for supplies and materials for AP classes.</td>
</tr>
<tr>
<td>EIA</td>
<td>3520</td>
<td>320</td>
<td>Gifted &amp; Talented Academic</td>
<td>The number of students reported in Gifted and Talented from the preceding year 135-day count multiplied by the per pupil rate.</td>
<td>Funds are used to support the Elementary and Secondary Gifted and Talented Academic program in grades 3-12.</td>
</tr>
<tr>
<td>EIA</td>
<td>3522</td>
<td>322</td>
<td>Gifted &amp; Talented Artistic</td>
<td>The number of students reported in the preceding year ADM in grades 3-12.</td>
<td>Funds are used to support the Elementary and Secondary Gifted and Talented Artistic program in grades 3-12.</td>
</tr>
<tr>
<td>EIA</td>
<td>3525</td>
<td>325</td>
<td>Career and Technology Education Equipment</td>
<td>Base allocation per district ($20,000) and any remaining funds are distributed to school districts and multidistrict career centers based on prior year student enrollments for career and technology education classes.</td>
<td>Funding is provided for the purchase of equipment to be used in the vocational classroom.</td>
</tr>
<tr>
<td>EIA</td>
<td>3530</td>
<td>330</td>
<td>Trainable and Profoundly Mentally Handicapped Student Services</td>
<td>District Trainable Mentally Handicapped (TMH) &amp; Profoundly Mentally Handicapped (PMH) 135-day ADM divided by the state totals multiplied by the funds available</td>
<td>Direct Instructional and Support costs associated with TMH and PMH students.</td>
</tr>
<tr>
<td>EIA</td>
<td>3532</td>
<td>332</td>
<td>National Board Certification</td>
<td>$7,500 per Nationally Certified teacher in a qualifying position. The salary supplement is to be added to the annual pay of the teacher of the period of time the national certificate is valid.</td>
<td>Public school classroom teachers and classroom teachers working directly with other classroom teachers who are certified by the State Board of Education and who have been certified by the National Board for Professional Teaching Standards will be paid a $7,500 salary supplement in the year of their achieving certification.</td>
</tr>
<tr>
<td>EIA</td>
<td>3533</td>
<td>333</td>
<td>Teacher of the Year</td>
<td>$1,000 per each district Teacher of the Year; The state Teacher of the Year receives $25,000; each of the four Honor Roll Teachers receive $10,000.</td>
<td>For a teacher to be eligible, his or her school district must participate in the state Teacher of the Year program sponsored by the State Department of Education.</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>------</td>
<td>---------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>EIA</td>
<td>3534</td>
<td>334</td>
<td>Professional Development on Standards (PDSI)</td>
<td>Funds issued as a base amount and additional allocation based on number of K-12 teachers.</td>
<td>PDSI funds shall be used for Professional Development for certified instructional personnel in K-12 for academic areas in which standards have been developed.</td>
</tr>
<tr>
<td>EIA</td>
<td>3540</td>
<td>340</td>
<td>4 Year Early Childhood Programs</td>
<td>Based on the number of Kindergarten children who qualify for free/reduced lunch</td>
<td>Provide at least half-day early childhood development programs for four-year-olds who have indicated significant readiness deficiencies.</td>
</tr>
<tr>
<td>EIA</td>
<td>3542</td>
<td>342</td>
<td>Preschool Children with Disabilities</td>
<td>Funding amount per student multiplied by the number of students reported multiplied by the district percentage of state</td>
<td>Provide funds for preschool handicapped students ages 3 and 4</td>
</tr>
<tr>
<td>EIA</td>
<td>3546</td>
<td>346</td>
<td>Act 135 Academic Assistance K-3</td>
<td>Based on the number of K-3 students reported in free/reduced lunch at a weight of .26 of the Base Student Cost</td>
<td>Funds must be used to support approved district strategic plans school renewal plans and improving early childhood education as required by the Early Childhood Development And Academic Assistance Act.</td>
</tr>
<tr>
<td>EIA</td>
<td>3548</td>
<td>348</td>
<td>Act 135 Academic Assistance 4-12</td>
<td>Based on the derived free/reduced eligibility counts for grades 4-12 obtained by applying the state percentage of K-3 eligible for Free/Reduced to the grades 4-12 ADM.</td>
<td>Funds must be used to support approved district strategic plans school renewal plans and or Southern Association of Colleges and Schools school improvement plans in lieu of school renewal plans.</td>
</tr>
<tr>
<td>EIA</td>
<td>3549</td>
<td>349</td>
<td>Reading Recovery</td>
<td>Based on the number of Reading Recovery teachers in the district</td>
<td>Reading Recovery is a one-to-one tutoring intervention for first-time first graders who are at risk of reading failure.</td>
</tr>
<tr>
<td>EIA</td>
<td>3550</td>
<td>350</td>
<td>Teacher Salary Increase</td>
<td>Included in base allocation to Charter Schools</td>
<td>Used to supplement the teacher salary at $300 above the Southeastern average.</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-----</td>
<td>------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>EIA</td>
<td>3555</td>
<td>355</td>
<td>School Employer Contributions</td>
<td>Included in base allocation to Charter Schools</td>
<td>Associated fringe benefits for Teacher Salary Increase</td>
</tr>
<tr>
<td>EIA</td>
<td>3577</td>
<td>3777</td>
<td>Teacher Supplies</td>
<td>$250 will be made to each eligible individual who is employed by a school district or a special school as of November 30 of the current fiscal year.</td>
<td>To offset expenses incurred by classroom teachers for instructional supplies and materials.</td>
</tr>
<tr>
<td>EIA</td>
<td>3578</td>
<td>378</td>
<td>High Schools That Work</td>
<td>Competitive Grant process</td>
<td>To support the High Schools That Work and Making Middle Grades Work programs through professional development and training and to purchase software and other instructional materials to support these initiatives.</td>
</tr>
<tr>
<td>EIA</td>
<td>3582</td>
<td>382</td>
<td>Principal Salary/Fringe Increase</td>
<td>District 2nd preceding year ADM divided by the state 2nd preceding year multiplied by the total funds available.</td>
<td>Funds are allocated to reimburse school districts for salary expenditures and related employee benefits for certified public school principals and assistant principals.</td>
</tr>
<tr>
<td>EIA</td>
<td>3583</td>
<td>383/384</td>
<td>EAA Summer School/Comprehensive Remediation</td>
<td>Number of academic subject area scores that are below basic on the prior year's PACT results.</td>
<td>Funds are to be used to support Summer School or comprehensive remediation programs for students who are not at grade level as determined by their academic plan.</td>
</tr>
<tr>
<td>EIA</td>
<td>3588</td>
<td>388</td>
<td>EAA Palmetto Gold/Silver Awards</td>
<td>Awarded to schools attaining high levels of absolute performance and schools attaining high rates of improvement</td>
<td>Districts/schools must use funds to improve or maintain exceptional performance according to school renewal plans.</td>
</tr>
<tr>
<td>Program</td>
<td>Code</td>
<td>Description</td>
<td>Allocation Criteria</td>
<td>Purpose</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td>-------------</td>
<td>---------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>EIA</td>
<td>3591</td>
<td>Excellence in Middle Schools</td>
<td>Full allocation, based on funds available, for schools housing grades 6-8 totaling greater than 250 students; schools with less than 250 in grades 6-8 receive a proportionate share based on total enrollment.</td>
<td>Funds should be used for full-time or part-time guidance counselors, school resource officers and/or school nurses.</td>
<td></td>
</tr>
<tr>
<td>EIA</td>
<td>3593</td>
<td>EAA Reduce Class Size</td>
<td>Free/reduced lunch counts in grades 1-3</td>
<td>Funds are to be used to implement a student: teacher ratio of 15:1 in grades 1-3.</td>
<td></td>
</tr>
<tr>
<td>Lottery</td>
<td>3607</td>
<td>6-8 Enhancement</td>
<td>Base amount plus a per pupil figure based on the grades 6-8 ADM</td>
<td>Funds must be used to enhance the teaching of grade specific standards and to improve the teaching of the standards and academic performance of 6-8 students in the core academic areas of reading, mathematics, social studies and science.</td>
<td></td>
</tr>
<tr>
<td>Lottery</td>
<td>3610</td>
<td>K-5 Enhancement Reading, Math, Science and Social Studies</td>
<td>Base amount plus a per pupil figure based on the grades K-5 ADM</td>
<td>Funds must be used to enhance the teaching of grade specific standards and to improve the teaching of the standards and academic performance of K-5 students in the core academic areas of reading, mathematics, social studies and science.</td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>4210</td>
<td>Cart Perkins - Vocational Education</td>
<td>Formula basis based on approved local plans.</td>
<td>To fully develop the academic, vocational, and technical skills of secondary students who elect to enroll in vocational and technical education programs.</td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>4220</td>
<td>Tech Prep</td>
<td>Formula basis to Tech Prep Consortia that have approved Tech Prep plans.</td>
<td>To fully develop the academic, vocational, and technical skills of secondary students who elect to enroll in vocational and technical education programs.</td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>4240</td>
<td>School to Work</td>
<td>EFA formula</td>
<td>Funds will be used to develop and implement School-To-Work act ivies as outlined in the approved plan.</td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>4310</td>
<td>201</td>
<td>Title I</td>
<td>Allocation based on the number of low-income students residing in the district</td>
<td>Funds should be used to improve the education achievement through targeted assistance schools, school wide programs, increased parental involvement and accountability.</td>
</tr>
<tr>
<td>Federal</td>
<td>4330</td>
<td>241</td>
<td>Title V</td>
<td>70% of funds will be distributed based on the relative enrollments in public and participating nonpublic schools per district. 30% of funds will be distributed based on the Title I allocation count per district to those districts having the greatest numbers or percentages of low-income students.</td>
<td>Funds should be used for targeted assistance in a number of areas. Please review SDE Funding Manual for allowable activities.</td>
</tr>
<tr>
<td>Federal</td>
<td>4331</td>
<td>253</td>
<td>Title II, Part D (Enhancing Education Through Technology - E2T2)</td>
<td>Formula allocation using the ratio of district Title I counts to state Title I counts and competitive subgrants.</td>
<td>Funds must be used to provide assistance to school districts with the highest levels of student poverty, and the greatest need for technology.</td>
</tr>
<tr>
<td>Federal</td>
<td>4341</td>
<td>264</td>
<td>Title III, ESOL/LEP</td>
<td>Based on the number of Limited English proficient (LEP) and immigrant children within the district</td>
<td>Funds may be used to assist LEP and immigrant children in attaining high academic content in English.</td>
</tr>
<tr>
<td>Federal</td>
<td>4351</td>
<td>267</td>
<td>Title II (Part A) Improving Teacher Quality</td>
<td>Based on the population of households at or below the poverty level with children ages 5-17 and on the number of individuals ages 5-17 who live in</td>
<td>Funds should be used to enhance teacher and principal quality as it relates to student achievement</td>
</tr>
<tr>
<td>Federal</td>
<td>4510</td>
<td>203</td>
<td>IDEA - Individuals with Disabilities Education Act</td>
<td>Eighty-five percent of the funds will be distributed based on a pro rata share of school enrollment and the remaining fifteen percent shall be distributed on the number of student eligible for free/reduced lunch.</td>
<td>Funds must be used for the excess costs of providing special education and related services to students with disabilities.</td>
</tr>
<tr>
<td>Federal</td>
<td>4920</td>
<td>209</td>
<td>Title IV part D - Safe and Drug Free</td>
<td>Sixty percent based on Title I allocations and forty percent based on relative enrollments of publish and provide schools within the district</td>
<td>Funds must be used to support comprehensive violence prevention and comprehensive alcohol and other drug abuse prevention programs designed for all students.</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td>-----</td>
<td>-----------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

Programs Not Available to Charters

- Homework Centers
- Retraining Funds
- Bus Driver Salary Supplement
- Transportation Salary and Fringe
- State Building Funds
- Parenting/Family Literacy
- Adult Education
MEMORANDUM

TO: Charter School Principals
FROM: Chief Operational Services Officer
SUBJECT: Nonresident Tuition Information

Guidelines for payment and enrollment of out-of-county students who wish to attend a Beaufort County Charter School are listed below.

Thank you for your assistance.

Nonresident Tuition Procedures for Charter Schools of Beaufort County

1. Nonresident tuition information is available by calling 322-2397.

2. Appropriate Charter School representatives should complete the "Nonresident Tuition" form attached. This form must be signed by the Charter School Principal and given to the parent to include with the submission of tuition to The Beaufort County School District.

3. Parent should send/bring the "Nonresident Tuition" form and the appropriate amount of tuition to the Chief Operational Services Officer at Beaufort County School District.

4. The Beaufort County School District will provide written receipt of the funds to the parent.

5. No out of county student should be enrolled at the Charter School without a written receipt from the Beaufort County School District.

6. The School District will periodically review SIS data for compliance with nonresident tuition procedures.

7. Parent/Guardians not remitting a full year in advance will be billed in December for the remainder of tuition.
Beaufort County School District
Charter School Nonresident Tuition
Student Information

Name of Charter School ________________________________

Student Name _______________________________________

Student Social Sec # _________________________________

Parent/ Guardian Name ________________________________

Home Address _______________________________________

Parent/ Guardian Phone # ______________________________

Date of Anticipated Enrollment _________________________

Student EFA Classification ______________________________

If enrollment date is not first day of school, how many days will the student attend during the current school year?

Charter School Principal ______________________________

Date ________________________________

Signed form should be sent to the Chief Operational Services Officer at Beaufort County School District

C-2
### GENERAL INFORMATION

<table>
<thead>
<tr>
<th>School Name and Address</th>
<th>Amount of Budget Request</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budget Period:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name and address of person authorized to receive the grant.</th>
<th>Name and address of person completing the application.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

I certify that the information contained in this application is, to the best of my knowledge, correct and the agency named above has authorized me as its representative to file this application.

### PROJECT DESCRIPTION

In the space below provide a description of the activities that will be supported by this budget request. Include the target audience(s) and the approximate number of personnel participating in each activity.
WITHDRAWAL/TRANSFER FORM

Student's Full Name ____________________________________________

Date of Birth __________ Sex __________ Race __________

Name of Parent/Guardian ____________________________ Street Address enrolled, City, ST, Zip

Enrollment Date: __________ Withdrawal Date: __________

Reason for Withdrawal: ______________________________________

New School of Attendance: __________________________________

Address of New School, City, ST, ZIP __________________________

Days Present: _______ Days Absent: _______ Grade/Homeroom: _______

PLEASE CIRCLE:
Special Programs: OHI TBI PMD VH TMD OH SLD HH EH EMD AU Speech HO G&T*  
*Gifted & Talented

STUDENT CLASS RECORD

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher</th>
<th>Grade</th>
<th>Book Returned</th>
<th>Fees</th>
<th>Teacher Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

AUTHORIZATION TO LEAVE

Parent Signature & Date ____________________________

Counselor Signature & Date ____________________________

Media Center Signature & Date ____________________________

Nurse Signature & Date ____________________________

Data Specialist Signature & Date ____________________________

Cafeteria Signature & Date ____________________________
A. PUBLIC NOTICE FOR CHILD FIND

The first step in the child find process is to provide information to the public concerning the availability of special education services for children with disabilities, including procedures for accessing these services. This public notice is usually provided at the beginning of the school year and must be repeated annually. Copies of the information from child find activities are kept on file by the LEA as documentation for implementing policies and procedures.

The public notice may be provided through a variety of methods. Informational materials could be distributed to all LEA's in the area, including private schools, other agencies and to professionals who would likely encounter children with a possible need for special education. LEAs may publish yearly notices in local newspapers, provide pamphlets, furnish information on their websites, broadcast announcements on radio or television and provide information at parent-teacher conferences. Suggested methods to accomplish public notice include:

- Newspaper articles or ads,
- Radio, TV, or cable announcements,
- Community newspaper notices
- School handbook and calendar
- Letters to all patrons in the LEA
- Poster in child care programs
- Poster in health departments or doctor's offices
- Poster in grocery stores, department stores and other public places

Additional information about public notice as it relates to confidentiality requirements is included in Chapter 11. An example of a public notice about child find is included below. The notice is provided in all major newspapers having statewide coverage prior to any major identification, location, or evaluation activity.

B. SCREENING FOR CHILDREN

The LEA must operate a comprehensive system of child find in order to identify, locate, and evaluate children with disabilities who reside within the LEA. Child find activities usually involve a screening process to determine whether the child should be referred for a full evaluation to determine eligibility for special education and related services. These screenings usually focus on medical, communication, cognition, motor, adaptive behavior, and/or social and emotional development. Child find activities, including these screenings, are free of charge to parents. If the screening finds a problem in one or more of these areas, then a full and individual evaluation is necessary. This is also free to the parents.

Mass screening of all children is not required, but screening must be available for any child for whom there is concern about an area of development including communication, cognitive development, social-emotional development, self-help/adaptive behavior, and/or physical development; and hearing and vision. It is recommended that a child should not have to wait more than 30 calendar days for a screening. Young children's needs must be identified as soon as possible, so that early intervention may be provided. Screening is considered to be a quick look at the developmental areas to assist in determining whether a child should be referred for an initial evaluation. There are screening procedures that require minimal staff and time to complete. Screening should be equally available to all children in public and private schools within the LEA's boundaries. For preschool age children, the LEA of residence of each preschool child is responsible for child find (locate, evaluate and
identify) even though the child may be attending a preschool or other child care program outside the LEA of residence.

The Part B child find requirements begin at birth and therefore overlap with the Part C child find requirements. LEA's should work with their local Part C Baby Net providers to refer children birth through age 2 for Part C child find activities to ensure that all children have access to screening in a timely manner.

Children who are transitioning from Part C Infant and Toddler program are not required to participate in a Part B screening process at age 3. For children receiving Part C services who may need an initial evaluation to determine eligibility for Part B special education services, the Part C Infant-Toddler Program may make a referral to the LEA. The referral is to be made at least 90 calendar days prior to the child's third birthday and according to the LEA's policy for making a referral for an initial evaluation.

LEA's must maintain documentation on results of screening and must ensure that the collection and use of data under the child find requirements are subject to confidentiality requirements under the Family Educational Rights and Privacy Act (FERPA).

C. GENERAL EDUCATION INTERVENTION FOR CHILDREN FROM KINDERGARTEN THROUGH AGE 21

In South Carolina, this screening is conducted, in part through the implementation of general education interventions. The purpose of general education intervention is to intervene early for any child who is presenting academic, functional, or behavioral concerns. This early intervention leads to better understanding of the supports children need in order to be successful in the general education curriculum and school setting. Additionally, the data collected during general education intervention assists LEA personnel in determining which children may be children with disabilities who need to move into initial evaluation for special education. Collaboration between special education and general education staff is an important part of the general education intervention process. Both special education and general education personnel should be involved in this building-level, school-wide activity.
MEMORANDUM OF AGREEMENT
SPECIAL EDUCATION SERVICES
Year ____________

PURPOSE

The purpose of this document is to state the terms of a mutual agreement between the Beaufort County School District ("District") and ____________ ("Charter School"). The Charter School wishes to engage the District to perform certain professional services.

BACKGROUND

As a charter school of the Beaufort County School District, ____________ has the right to request professional services from the District to remain in compliance with the Individuals with Disabilities Education Act (IDEA).

SCOPE OF WORK AND DELIVERABLES

Services performed will include:

- School Psychological Services
- Occupational Therapy Services
- Physical Therapy Services
- Vision Services
- Hearing Services
- Hearing Interpreter Services
- Autism Services
- Orientation and Mobility Services (Contracted through the SC School for the Deaf and Blind)
- Assistive Technology Services

Services beyond the categories listed above may be performed upon approval of an Addendum to this Memorandum of Agreement signed by both parties.

District staff will complete daily time records supporting the performance of services and will sign in on the visitor time record at the Charter School. Time records will be submitted to the Director of Special Education then the Financial Services Officer for invoice processing.
TIMELINE

This agreement will be for the period from ________________.

FEES

Rate per hour will be District employee's rate per hour including ___% benefits (7.65% FICA/Medicare and ___% Retirement) plus a 2% administrative fee.

An invoice will be generated annually by June 15th. Payment shall be deducted from the following month's payment to the charter school.

CONTACTS

District: Beaufort County School District  
P.O. Drawer 309, 2900 Mink Point Blvd.  
Beaufort, SC 29902  
(843) 322-2346

Charter School:

EXECUTION

This Memorandum shall take effect upon its signing by authorized representation of the parties.

This Memorandum may be amended by mutual agreement of the parties and terminated by either party upon thirty (30) days' advance written notice to the contacts listed above.

Date ________________
Superintendent  
Beaufort County School District

________________________________________

Date ________________  
Charter School
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>PARAMETERS</th>
<th>TIME</th>
<th>Notification to BCSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caseload Reporting</td>
<td>Current Caseload of students receiving special education services</td>
<td>Caseloads due the 25th of each month</td>
<td>Submit caseloads the 25th of each month to BCSD Director of Special Education</td>
</tr>
<tr>
<td>Annual Review/IEP update</td>
<td>Date of IEP meeting until Annual Review IEP developed</td>
<td>Maximum of 364 days (No more than 6 weeks prior to the end of school if being developed for the next school year)</td>
<td>Submit original IEP with original signatures of IEP to the Special Services Office WITHIN 3 DAYS.</td>
</tr>
<tr>
<td>Discontinuation of Special Education Services</td>
<td>Date notice sent until discontinuation of services</td>
<td>Mutually agreed upon time for meeting – parent and school personnel must agree</td>
<td>Submit original IEP with original signatures of IEP to the Special Services Office WITHIN 3 DAYS.</td>
</tr>
<tr>
<td>Draft IEP</td>
<td>Draft IEP provided to parents and date of scheduled IEP meeting</td>
<td>At least 7 days prior to IEP meeting</td>
<td>Contact BCSD Special education Director a minimum of 10 days for review as needed</td>
</tr>
<tr>
<td>ESY services determined</td>
<td>Date of IEP meeting to determine ESY services</td>
<td>No more than 6 weeks prior to end of school year</td>
<td>Submit to BCSD names and delivery of services by June 1, of each for reporting purposes</td>
</tr>
<tr>
<td>IEP meeting for transfer student</td>
<td>Date special education student arrives until IEP meeting is held</td>
<td>Maximum of 10 school days</td>
<td>Contact BCSD Special Services Office the day of student's enrollment gain access to EXCENT.</td>
</tr>
<tr>
<td>Implementation of IEP</td>
<td>Date of IEP placement meeting until special education services are implemented</td>
<td>As soon as possible, but no later than seven calendar days following the IEP meeting (except when the meetings occur immediately prior to or during the summer or school break periods – explain in staffing)</td>
<td>Contact BCSD prior to the IEP meeting if or when Charter School is not able to provide Special education or related services</td>
</tr>
<tr>
<td>Initial screening data (vision, hearing, and speech)</td>
<td>Date of screening until evaluation</td>
<td>Within the past twelve months</td>
<td>Submit original IEP with original signatures of IEP to the Special Services Office WITHIN 3 DAYS.</td>
</tr>
<tr>
<td>Initiation of Special Education Services for transfer student</td>
<td>Date that IEP is verified (In writing or verbally by prior school district)</td>
<td>Date that it is verified that the student has an IEP (In writing or verbally by prior school district)</td>
<td>Contact BCSD Special Services Office the day of student’s enrollment gain access to EXCENT.</td>
</tr>
<tr>
<td>Invitation to IEP meeting</td>
<td>Date IEP invitation is mailed until date of scheduled IEP meeting</td>
<td>Mutually agreed upon time for meeting – parent and school personnel must agree</td>
<td>Submit original IEP with original signatures of IEP to the Special Services Office WITHIN 3 DAYS.</td>
</tr>
<tr>
<td>Parent(s) fail to attend IEP meeting</td>
<td>Date of IEP meeting until parent(s) receive copy of student’s IEP/LRE forms</td>
<td>Maximum of ten calendar days following the meeting</td>
<td>Submit original IEP with original signatures of IEP to the Special Services Office WITHIN 3 DAYS.</td>
</tr>
<tr>
<td>Parental Consent for Initial Evaluation</td>
<td>Date permission to evaluate is signed until assessments completed Info. gathered, eligibility determined, and development and finalization of the Individualized Education Program (IEP), if</td>
<td>Within 60 calendar days</td>
<td>Submit original IEP with original signatures of IEP to the Special Services Office WITHIN 3 DAYS.</td>
</tr>
<tr>
<td>Revocation of Consent</td>
<td>The parent must revoke their consent in writing. LEA must then provide parent with prior written notice within 7 days before the discontinuation of services.</td>
<td>Maximum of 7 calendar days once the prior written notice is provided to parent.</td>
<td>Contact BCSD Special Educator Director on date of Revocation of consent. Submit original IEP with original signatures of IEP to the Special Services Office WITHIN 3 DAYS.</td>
</tr>
<tr>
<td>Transfer of special education records within school district</td>
<td>Date of student entry in new school (within district) until receipt of records from sending school</td>
<td>Contact EXCENT system administrator to access student's records</td>
<td>Contact EXCENT system administrator to access student's records</td>
</tr>
<tr>
<td>Transition IEP</td>
<td>Date of IEP meeting until Transition IEP implemented (not including summer and holidays)</td>
<td>No earlier than six weeks prior to the end of the school year</td>
<td>Submit original IEP with original signatures of IEP to the Special Services Office WITHIN 3 DAYS.</td>
</tr>
<tr>
<td>Transition Services</td>
<td>Begin at age 13, or sooner if appropriate</td>
<td>Mutually agreed upon time for meeting – parent and school personnel must agree</td>
<td>Submit original IEP with original signatures of IEP to the Special Services Office WITHIN 3 DAYS.</td>
</tr>
</tbody>
</table>

**NOTE:** The term "day" indicates a calendar day, unless otherwise noted.
The team parent refers to parent/guardian/surrogate/adult student.
STUDENT APPLICATION FOR ADMISSION
Please print clearly for your child's safety

STUDENT INFO
1st Name
First Name
Middle Name
Child goes by
Grade (circle)  PK  K  1  2  3  4  5  6  7  8  9  10  11  12
Gender (circle)  Male  Female
Ethnicity (circle)
1. Are you Hispanic or Latino? [ ] yes  [ ] no
2. What is your race?
   □ A-Asian  □ B-African-American
   □ I-American-Indian  □ P-Hawaiian-Pacific Islander
   □ W-White

Birth Date  Month/Day/Year  /  /
Medicaid Number
Home Telephone
Physical Street Address
City
State, Zip
Mailing Address, if different
City
State, Zip
Last school attended
Last date attended
City and State
Child attended (circle)  Headstart / Kindergarten / Pre-K/ Daycare:
Birth Country
Date of Entry into US if applicable  Month/Year  /
Date first attended US School  Month/Year  /
AM Transportation  Bus  Car  Walk
PM Transportation  Bus  Car  Walk

Please list any special health concerns:

SIBLING INFO
Name/School  Age
Name/School  Age
Name/School  Age

FEDERAL INFORMATION:
Are you Military? Yes  No  Do you live in Federal Housing? Yes  No

[ ] I certify that the information provided on this form is accurate and complete:

Parent/Guardian signature  /  /
Date

E-1
SCHOOL DISTRICT OF BEAUFORT COUNTY
English for Speakers of Other Languages (ESOL) Services
Individualized Modifications/Accommodations Plan

__________________________, an English Language Learner (ELL), English level ____________, will receive the following classroom modifications and/or accommodations for the school year ____________. For all ELL’s, grade placement must be age appropriate and students cannot fail in any class due to language. This list may not be all-inclusive and may change over the course of the year depending on academic progress and English proficiency.

Instructional Modifications:
☐ Pre-teach content vocabulary
☐ Translate vocabulary as needed
☐ Construct vocabulary matching and fill-in-the-blank exercises with word list
☐ Use visuals, graphic organizers, charts, timelines, maps, and relia
☐ Group students in a variety of configurations such as cooperative learning groups and partners
☐ Highlight main points and eliminate unnecessary details
☐ Provide supplemental study aids such as outlines and study guides
☐ Utilize high-interest/low level text that supports content knowledge
☐ Supplement instruction through books on tape, specialized software, and computer assisted instruction
☐ Shorten assignments and allow students extra time to finish tasks
☐ Offer bi-lingual and word-for-word dictionaries
☐ Provide background knowledge necessary to understand concepts
☐ Speak slowly, enunciate clearly, and avoid using slang and idioms
☐ Schedule extra time and offer multiple sessions to complete tasks
☐ Other ________________________________

Assessment Modifications
☐ Rephrase questions and directions
☐ Translate directions in student’s native language
☐ Allow extra time and multiple sessions to complete assessments
☐ Offer small group testing
☐ Administer oral testing
☐ Provide CD-Rom of oral administration
☐ Test in familiar environment
☐ Provide word-for-word bilingual dictionary
☐ Administer assessment in native language
☐ Demonstrate knowledge using visuals, graphic organizers, charts, timelines, maps, and relia
☐ Reduce the number of choices and matching options
☐ Provide word lists and vocabulary banks
☐ Permit open-book test
☐ Permit use of notes and study guides during test
☐ Other ________________________________

ESOL Teacher’s Signature ___________________________ Date ____________
Teacher’s Signature ___________________________ Date ____________
Teacher’s Signature ___________________________ Date ____________
Teacher’s Signature ___________________________ Date ____________
Teacher’s Signature ___________________________ Date ____________
Teacher’s Signature ___________________________ Date ____________

Completed form to be placed in Student’s ESOL File

ESOL-17 (Revised 8/08)
Special Programs Form

Student __________________________________________  Date __________________________

School __________________________________________  Grade Entering _____________

It is extremely important for your child’s educational welfare and continuity of program
for the school staff to be informed of any special services that your child may have received in previous schools.
This information will assist us in the initial placement of your child until official records arrive in our district.

1. HAS YOUR CHILD EVER RECEIVED ANY SPECIAL EDUCATIONAL SERVICES:
   _____No (If no, please go to question #4)   _____Yes (If yes, please mark all applicable blanks below.)
   □ EMD  (Mentally Disabled/ Educable (Mild)  □ TMD  (Mentally Disabled / Trainable (Moderate)
   □ ED   (Emotional Disability)               □ PMD  (Mentally Disabled / Profound (Severe)
   □ LD   (Specific Learning Disability)       □ HI    (Hearing Impairment)
   □ SL   (Speech / Language)                 □ VI    (Visual Impairment)
   □ AU   (Autism)                            □ OHI   (Other Health Impairment)
   □ DB   (Deaf-Blind)                        □ MD    (Multiple Disabilities)
   □ TBI  (Traumatic Brain Injury)            □ DD    (Developmental Delay)

2. For which program model?
   □ Self-Contained   □ Resource   □ Inclusion   □ Itinerant

3. When he/she was officially dismissed? ________________

4. □ Section 504

5. □ Counseling  □ Gifted & Talented Artistic
   □ Gifted & Talented Academic □ ESOL (English For Speakers of Other Languages)
   □ Migrant Program

6. Early Childhood Placement
   □ C – Center Based Care  □ M – Home w/ Family Member
   □ F – Family Child Care Center  □ N – Home w/ Non-Family Member
   □ H – Head Start

Signature of Parent or Guardian ______________________  Date _______________________

E-3
The Office of Civil Rights requires schools to determine the language spoken by each student. This information is essential in order for schools to provide meaningful instruction for all students. Your cooperation in helping us meet this important requirement is requested.

Name of student ____________________________

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First</th>
<th>MI</th>
<th>Grade</th>
<th>Age</th>
</tr>
</thead>
</table>

1. What is your child’s country of birth? ______________________________________

2. If your child was born outside the United States, when was the first day your child attended a U.S. school anywhere in the U.S.? ____________________________

   Name of school: ____________________________ State ______ Dates attended ______

3. What language did your child learn to speak when he or she first began to talk? ______________________________________

4. What language does your child most frequently use at home? ____________________________

5. Name the language most often spoken by adults at home? ____________________________

6. Please describe the language understood by your child. (Check only one)
   - [ ] understands only the home language and no English.
   - [ ] understands mostly the home language and some English.
   - [ ] understands the home language and English equally.
   - [ ] understands mostly English and some of the home language.
   - [ ] Understands only English.

7. Name the language you prefer for school correspondence. ____________________________

Signature of parent or guardian ____________________________ Date ____________________________

Updated 7/08
English for Speakers of Other Languages (ESOL) - Policy issues

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color or national origin in programs and activities that receive federal financial assistance. The Office of Civil Rights (OCR) has interpreted this to prohibit denial of equal access to education because of a student’s limited-proficiency in English.

Many districts are undergoing a South Carolina Department of Education (SCDE) Title VI audit for compliance in this area that includes questions about board and/or district policy and procedures. In speaking with SCDE for guidance on how to best assist districts with this issue, the department recommends districts do many things for LEP/immigrant students, mainly driven by OCR, and has corresponded with the districts as to these requirements.

SCSBA’s interest is to advise districts on the need for board policy action to fulfill any requirements of the SCDE audit.

No specific board policy for ESOL is required. However, there are adjustments that can be made to several existing policies that will satisfy the needs of the audit, both in the modification of policy language as well as additional legal references as follows. The listing of policy codes indicates the model policies reflecting these changes.

Please contact Betty Black at the South Carolina Department of Education bblack@ed.sc.gov or (803-734-8219) for any questions concerning the actual Title VI audit. Contact Pat Kinsey at pkinsey@scsba.org or 1-800-326-3679 if you have policy questions.

Local district action required: Any policies regarding students with nondiscrimination/equal opportunity language should be revised to add “immigrant status or English-speaking status” to the race, color, religion, national origin, sex or disability list. Title VI of the Civil Rights Act of 1964 and Plyler vs. Doe, 1982 should be added to the legal references under federal statutes and Supreme court cases.

Policy reference: AC (Nondiscrimination/Equal Opportunity), JB (Equal Educational Opportunity/Nondiscrimination), JFB (School Choice), JI (Student Rights and Responsibilities), JII (Student Concerns, Complaints and Grievances).
Policy

NONDISCRIMINATION/EQUAL OPPORTUNITY

Purpose: To establish the basic structure for conduct of district programs in compliance with applicable laws.

The district is required by federal and state laws, executive orders, rules and regulations not to illegally discriminate on the basis of race, religion, color, disability, sex, age, national origin, immigrant status or English-speaking status, or marital status. The district, therefore, commits itself to nondiscrimination in all its education and employment activities.

Further the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and/or harassment.

Harassment/discriminatory behavior that denies civil rights or access to equal educational opportunities includes comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, color, religion, national origin, immigrant status or English-speaking status, sex or disability of the individual or individuals or creates an intimidating, hostile or demeaning environment for education.

Resolution of discrimination complaints

The district will use the grievance procedures set forth in policy to process complaints based on alleged violations of Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments Act of 1972; Section 504 of the Rehabilitation Act of 1973; and Titles I and II of the Americans with Disabilities Act of 1990 (referred to as "civil rights grievances").

Cf. GBA, GBAA, GBK, JB, JI, JII

Adopted

Legal references:

A. Federal statutes:
   1. Title VI of the Civil Rights Act of 1964 - Prohibits discrimination on the basis of race, color, national origin, religion or sex.
   2. Title VII of the Civil Rights Act of 1964 - Prohibits employment discrimination on the basis of race, color, national origin, religion or sex.
   3. Section 504(b) of Rehabilitation Act of 1973 - Prohibits discrimination against "otherwise qualified" handicapped persons by federal grantees.
   4. Title IX of the Education Amendments of 1972 - Prohibits sex discrimination by federal education grantees.
   5. Title IV of the Civil Rights Act of 1964 - Public school desegregation.
   6. Equal Pay Act of 1972 - Nondiscrimination as to wages on basis of sex.
   7. Age Discrimination in Employment Act - Nondiscrimination on the basis of age in employment.
   8. Americans with Disabilities Act - Prohibits discrimination in employment and access to programs and facilities on the basis of disability.

B. South Carolina Code of Laws, 1976 as amended:
   1. Section 1-13-30 - Unlawful employment practices.

C. U.S. Supreme Court:
Parental Authorization to Release Records

Date ___________________________ Grade __________

Student's Full Name __________________________________________

Records to be released From: Records to be Received By:
________________________________________________________________________
________________________________________________________________________

Phone: ______________ Fax: ______________

My Signature below authorizes the Beaufort County School District to release / receive all personally identifiable data as indicated in reference to my child.

If records are being received by the Beaufort County School District, my signature gives the district permission to consider and use, for appropriate placement of my child.

Signature of Parent / Guardian / Surrogate ____________________________ Relationship to child ____________________________

Address: _______________________________________________________
________________________________________________________________________

Send all information including the following, if applicable:
☐ Transcript ☐ Attendance ☐ Counseling
☐ Current grades/report card ☐ Medical Reports ☐ Discipline Records
☐ Test Scores ☐ Vision/Hearing ☐ SP ED (IEP, Speech)
☐ Placement Forms ☐ Psychologicaal ☐ ESOL (English for Speakers of Other Languages)
☐ Gifted & Talented Academic
☐ Gifted & Talented Artistic

Date Sent ___________________________ By ___________________________

Via Fax ___________________________ Mail ___________________________
Attendance Agreement

Students shall be expected to attend school regularly and shall present a written excuse, signed by parent/guardian in all cases of absence. Any student who fails to bring a valid excuse to school (within 3 days) will automatically receive an unexcused absence. A valid excuse must list the dates of absences, the reason, telephone number and signature of parent/guardian. False excuses shall be referred to the school administration for appropriate disciplinary action.

By law, all students in Grades K-12 must attend class a minimum of 170 days of the 180-day school year, excluding excused absences as defined by state or local board policy.

SOME LAWFUL ABSENCES INCLUDE:

- Students who are ill and whose attendance in school would endanger their health or the health of others may be temporarily excused from attendance.

- Serious illness or death in student’s immediate family (parents, legal guardians, siblings, children, grandparents).

- Recognized religious holidays of their faith.

- Medical, dental, mental health or other health services that must be scheduled during school hours.

*Failure to comply with this plan will result in referrals to the Department of Social Services and for educational neglect and or family for truancy.*

TARDINESS
Students are allowed in the classrooms at _____ a.m. for elementary and _____ a.m. for middle/high and are considered tardy by _____ a.m. for elementary and _____ a.m. for middle/high. Please make sure the children are in school on time. Tardiness is only excused when there is a valid excuse such as a late bus or medical appointment.

Student’s Name: _______________________________ Grade __________________

Teacher ______________________________________

Parent/Guardian Signature _______________________ Date __________

(A complete copy of the attendance policy is kept in the attendance office.)
BEAUFORT COUNTY SCHOOL DISTRICT
CONSENT FOR TREATMENT, RELEASE OF INFORMATION, AND
FOR MEDICAID REIMBURSEMENT

The Beaufort County School District and the State Department of Education have my permission to provide health-related services to my child and to release and exchange medical and other confidential information, as necessary, to the Department of Health and Human Services and any third party insurance carrier regarding health-related services provided to my child prior to the date of this consent or thereafter for services that the school district/agency will provide in the future.

By signing this form, I give Beaufort County Schools and the State Department of Education my permission to bill Medicaid and any third party insurance and receive payment from Medicaid or any third party insurer for health-related services as set forth in my child’s Individualized Education Program (IEP), and for psychological evaluation services, nursing services, and other health-related treatment services billable to Medicaid without the requirement of an IEP.

I understand that Medicaid reimbursement for health-related services provided by Beaufort County Schools and the State Department of Education will not affect any other Medicaid services for which my child is eligible. I understand that my child will receive the services listed in the IEP regardless of whether I enroll my child in public or private benefits or insurance programs. I also understand that my refusal to allow access to the Department of Health and Human Services or any third party insurance carrier does not relieve Beaufort County Schools of its responsibility to ensure that all required services are provided at no cost to me.

I understand that the granting of consent is voluntary on my part and may be revoked at anytime. If I later revoke consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

I also understand that Beaufort County Schools and the State Department of Education will operate under the guidelines of the Family Educational Rights and Privacy Act (FERPA) to ensure confidentiality regarding my child’s treatment and provision of health-related services.

Student’s Name

Student’s Date of Birth

☐ My child does not have Medicaid.

Medicaid #

Signature of Parent/Guardian

Date
For faster service, complete application ONLINE at http://www.beaufort.k12.sc.us
Beaufort County School District

HOUSEHOLD APPLICATION FOR FREE AND REDUCED-PRICE MEALS
(see opposite page for instructions/véase la hoja adjunta para las instrucciones)

One Application per Household and one per Foster Child (Una Aplicación por hogar y por cada niño/a de crianza)

Student Information (La informacion del Estudiante): List all Beaufort County Schools students living with you except Foster Children. (SEE PART 3) If you have a SNAP or TANF case number, enter the case number and GO TO PART 5. (Indique los niños en escuelas de Beaufort County que viven con usted. No incluye acogidos (VEA LA PARTE 3). Si tiene un número de SNAP o TANF, escriba el número y vaya a la Parte 5.)

### Office Use Only

<table>
<thead>
<tr>
<th>Name of Student(s) Attending Beaufort County Schools</th>
<th>Date of Birth (Fecha de Nacimientos)</th>
<th>School Grade (Grado)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Homeless, Migrant or Runaway child (Sí, el/la Estudiante es hogar de niños fugitivos)

- [ ] Homeless
- [ ] Migrant
- [ ] Runaway

3. Foster Child (Complete only if Student is a FOSTER CHILD - Use a separate application for each Foster Child) (Use una solicitud para cada niño acogido)

- [ ] Check here if this is for a child who is the legal responsibility of a welfare agency or court. List the child’s monthly income.
  
  (Si esta solicitud es por parte de un niño que está bajo la responsabilidad legal de una agencia de asistencia social o del juez, marque aquí y anote la cantidad de ingresos que está disponible)

  $  [ ] [ ] [ ] [ ]

  [ ] Skip to Part 5 (Vaya a la Parte 5)

4. Household Members (Miembros de su hogar) SNAP part 5. If this is a Foster Child or if you are receiving SNAP or TANF, enter the amount of income and how often it is received. Complete PART 5. (Para completar esta parte si es acogido o si reciben SNAP o TANF, escriba los ingresos y frecuencia con que se reciben).

<table>
<thead>
<tr>
<th>First (Nombre Del Estudiante)</th>
<th>Last (Apellido)</th>
<th>MI</th>
<th>School</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List the names of all household members including student(s). (Indique los nombres de todos los miembros de su hogar incluyendo estudiantes(s))

5. Signature and Social Security Number (Firma y número de seguro social)

An adult household member must sign the application. If Part 4 is completed, the adult signing the form must also list his or her Social Security Number or mark the "I do not have a Social Security Number" box. (See Privacy Act Statement in parent letter). I certify (prometo) that all information on this application is true and that all the income is reported. I understand that the school will get Federal funds based on the information I give. I understand that if I purposely give false information, my children may lose meal benefits, and I may be prosecuted. Si Parte 4 es completada, el adulto que firma la aplicación debe listar su número de seguro social, o marcar el "No tengo un número de seguro social" caso. A firmar yo certifico (prometo) que toda la información en esta aplicación es verdadera y que todos ingresos se informan. Entiendo que la escuela obtendrá fondos federales basados en la información que doy. Entiendo que si doy deliberadamente información falsa, mis niños pueden perder los beneficios de comida, y yo puedo ser procesado según las leyes aplicables federales y estatales.

- [ ] I do not have a Social Security Number
  
  No tengo un número de seguro social

6. Children’s racial and ethnic identities (opcional)

Mark one or more racial identities (Marque una o más)

- American Indian or Alaska Native
- Black or African American
- White
- Hispanic or Latino
- Asian
- Native Hawaiian or Other Pacific Islander
- Other
- Not Hispanic or Latino

Note: This application cannot be processed without a signature in Part 5 from a listed adult on this application.

(Esta aplicación no puede ser procesada sin una firma en Parte 5 de un adulto que este registrado en esta forma)
Dear Parent/Guardian:

Children need healthy meals to learn. Beaufort County School District offers healthy meals every school day. Breakfast costs $1.00; Elementary lunch costs $1.35; Middle /High lunch costs $1.85. Your children may qualify for free or reduced price meals. Reduced price is $.30 for breakfast and $.40 for lunch.

**FEDERAL INCOME CHART**

<table>
<thead>
<tr>
<th>Household Size</th>
<th>Annual</th>
<th>Monthly</th>
<th>Twice Per Month</th>
<th>Every Two Weeks</th>
<th>Weekly</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>$20,036</td>
<td>$1,670</td>
<td>$835</td>
<td>$771</td>
<td>$386</td>
</tr>
<tr>
<td>(2)</td>
<td>26,955</td>
<td>2,247</td>
<td>1,124</td>
<td>1,037</td>
<td>519</td>
</tr>
<tr>
<td>(3)</td>
<td>33,874</td>
<td>2,823</td>
<td>1,412</td>
<td>1,303</td>
<td>652</td>
</tr>
<tr>
<td>(4)</td>
<td>40,793</td>
<td>3,400</td>
<td>1,700</td>
<td>1,569</td>
<td>785</td>
</tr>
<tr>
<td>(5)</td>
<td>47,712</td>
<td>3,976</td>
<td>1,988</td>
<td>1,836</td>
<td>918</td>
</tr>
<tr>
<td>(6)</td>
<td>54,631</td>
<td>4,553</td>
<td>2,277</td>
<td>2,102</td>
<td>1,051</td>
</tr>
<tr>
<td>(7)</td>
<td>61,550</td>
<td>5,130</td>
<td>2,565</td>
<td>2,368</td>
<td>1,184</td>
</tr>
<tr>
<td>(8)</td>
<td>68,469</td>
<td>5,706</td>
<td>2,853</td>
<td>2,634</td>
<td>1,317</td>
</tr>
</tbody>
</table>

Each additional person: $6,919 + $577 + $289 + $267 + $134

Your children may qualify for free or reduced price meals if your household income falls within the limits on this chart.

1. Do I need to fill out an application for each child? No. Complete one Free and Reduced Price School Meals Application for all students in your household. We cannot approve an application that is not complete, so be sure to fill out all required information. Return the completed application to: [name, address, phone number].

2. Who can get free meals? Children in households getting SNAP (formerly Food Stamps) or TANF and most foster children can get free meals regardless of your income. Also, your children can get free price meals if your household income is within the free limits on the Federal Income Guidelines.

3. Can homeless, runaway and migrant children get free meals? Please call [school, school food service director, homeless liaison or migrant coordinator] to see if your child(ren) qualify, if you have not been informed that they will get free meals.

4. Who can get reduced price meals? Your children can get low cost meals if your household income is within the reduced price limits on the Federal Income Chart, shown on this application.

5. Should I fill out an application if I got a letter this school year saying my children are approved for free or reduced price meals? Please read the letter you got carefully and follow the instructions. Call the school at [phone number] if you have questions. No.

6. My child's application was approved last year. Do I need to fill out another one? Yes. Your child's application is only good for the first few days of this school year. You must send in a new application unless the school told you that your child is eligible for the new school year.

7. I get WIC. Can my child(ren) get free meals? Children in households participating in WIC may be eligible for free or reduced price meals. Please fill out application.

8. Will the information I give be checked? Yes, we may ask you to send written proof.

9. If I don't qualify now, may I apply later? Yes. You may apply at any time during the school year if your household size goes up, income goes down, or if you start getting Food Stamps, TANF or other benefits. If you lose your job, your child(ren) may be eligible for free or reduced price meals.

10. What if I disagree with the school's decision about my application? You should talk to school officials. You also may ask for a hearing by calling or writing to: [name, address, phone number].

11. May I apply if someone in my household is not a U.S. citizen? Yes. You or your child(ren) do not have to be a U.S. citizen to qualify for free or reduced price meals.

12. Who should I include as members of my household? You must include all people living in your household, related or not (such as grandparents, other relatives, or friends). You must include yourself and all children who live with you.

13. What if my Income is not always the same? List the amount you normally get. For example, if you normally get $1000 each month, but you missed some work last month and only got $900, put down that you get $1000 per month. If you normally get overtime, include it, but not if you get it only sometimes.

14. We are in the military; do we include our housing allowance as Income? If your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income. All other allowances must be included in your gross income.

15. My spouse is deployed to a combat zone. Is his/her combat pay counted as income? No, if the combat pay is received in addition to her basic pay because of his/her deployment and it wasn't received before he/she was deployed, combat pay is not counted as income.

16. My family needs more help. Are there other programs we might apply for? To find out how to apply for SNAP or other assistance benefits, contact your local assistance office or call your school for assistance.

If you have other questions or need help, call 843-322-0800.
Si vous avez d autres questions, appelez-nous au numéro 843-322-0800.
Si vous avez d autres questions, appelez-nous au numéro 843-322-0800.

Sincerely,  
Sharon Peterson

Privacy Act Statement: This explains how we will use the information you give us. The Richard B. Russell National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your child for free or reduced price meals. You must include the social security number of the adult household member who signs the application. The social security number is not required when you apply on behalf of a foster child or you list SNAP or the Temporary Assistance for Needy Families (TANF) Program, or Food Distribution Program on Indian Reservations (FPDP) case number or other FPDP identifier for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for free or reduced price meals, and for administration and enforcement of the lunch and breakfast programs. We MAY share your eligibility information with education, health, and nutrition programs to help them evaluate, fund, or determine benefits for their programs, auditors for program reviews, and law enforcement officials to help them look into violations of program rules.

Non-discrimination Statement: This explains what to do if you believe you have been treated unfairly. "In accordance with federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write to USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (800) 795-3272 or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer."
To: All Parents
From: Beaufort County School District
Subject: Highly Qualified Teachers – Credentials

Under the federal No Child Left Behind Act of 2001, parents have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child’s classroom teacher, and requires us to give you this information in a timely manner, if you ask for it.

You have the right to ask for the following information:

1. Is the teacher licensed or qualified by the SC Department of Education to teach the grade or subjects he/she teaches?
2. Has the SC Department of Education decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances?
3. What was the teacher’s college major? Has he/she any advanced degrees?
4. Are the paraprofessionals that work with the teacher qualified according to the standards outlined in the federal law?

Thank you for your understanding and patience. We look forward to working with you this year to provide a quality education for your child.
Beaufort County School District (BCSD) and District Charter Schools

Special Services Transfer of Records Procedure

To ensure appropriate services for all students with disabilities, the following procedure is implemented:

When a student enrolls in a District Charter School, the designated District Charter School Lead Special Education Representative will contact the BCSD Special Services Department to inquire as to the current educational status of the student. If verification is made that a student is receiving special education and/or related services, the Special Services Student Folder will be obtained and delivered to District Charter School by a BCSD Special Services Representative. At the time of delivery, the BCSD Special Services Representative will review the student's special education and/or related services with the designated District Charter School Lead Special Education Representative to ensure appropriate special education services can be provided for the student.

Student Name: ____________________________________________

Student Disability/ies and Services: ____________________________________________

Special Services Student Folder was:

Delivered by: ____________________________________________ Date: ____________

Received by: ____________________________________________ Date: ____________

Reviewed by: ____________________________________________ Date: ____________

Reviewed by: ____________________________________________ Date: ____________
Beaufort County School District
District Charter School
PCS Reporting Terminology

SS#: Staff member's social security number

Cert#: Staff member's teaching certificate number

Annual Salary: This field must contain the amount paid annually to the staff member for the number of days employed. The state supplement for National Board Certification should be included in this amount. Other supplements such as coaching supplements and club leader supplements should not be included.

Federal Funds: The portion of the total annual salary paid by federal monies. If the staff member does not receive any federal funds, this will be zero. If the staff member does receive federal funds, the value must not exceed the annual salary. Staff does not receive teacher salary supplement for federally funded employees.

Days Employed: The total number of days of the school year for which the staff member receives compensation. Include all earned leave days for which the staff member receives compensation. The value may not exceed 260.

First 135-days: The total number of days compensated of the first 135 days of the school year. These days start with the first day that teachers work. The value may not exceed 135, nor may the value exceed that of the days employed.

Position Code: Primary position held by the staff member (see attached list)

FTE1 (Full-Time Equivalency #1): This field indicates percentage of time, as a decimal, that the staff member works in position code 1. This field must contain a value greater than 0.0, but not greater than 1.0, with one decimal place. The combined total of FTE1, FTE2, FTE3, and FTE4, must not exceed 1.0

Position Codes 2-4: Optional fields used if the staff member is employed in more than one position at the same time. The value may not be the same as that of position code 1.

FTE2, FTE3, FTE4: These optional fields indicated the percentage of time, as a decimal, that the staff member works in position codes 2-4. If a position code 2-4 has been entered, these fields must contain a value greater than 0.0 and less than 1.0, with one decimal place. The combined total of FTE1, FTE2, FTE3, and FTE4 must not exceed 1.0

District Charter School PCS Reporting
<table>
<thead>
<tr>
<th>Employee Position Name</th>
<th>SS#</th>
<th>Cert #</th>
<th>BEDS#</th>
<th>Annual Salary</th>
<th>Federal Funds (if any)</th>
<th>Days Employed</th>
<th>First 135 days</th>
<th>Position Code</th>
<th>FTE 1</th>
<th>FTE 2</th>
<th>FTE 3</th>
<th>FTE 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Doe</td>
<td>123-45-6789</td>
<td>123456</td>
<td>123</td>
<td>$29,608.00</td>
<td>$15,000.00</td>
<td>190</td>
<td>135</td>
<td>8</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(Teacher's Name)
(Current Teaching Assignment needing HQ)

Dear (First Name):

We are in the demonstration portion of showing "Good Faith Effort" to be in compliance with the No Child Left Behind Act. Compliance requires that all teachers must be highly qualified (HQ) in any core content area that they are teaching. The HQ process is a two step process that requires both full SC certification and demonstrating competency in your current teaching assignment. Demonstrating competency in your current teaching assignment may require a passing score on the appropriate NTE or Praxis Exam.

Based upon current research of our records, you are not highly qualified according to the criteria set forth by the No Child Left Behind Act in your current teaching assignment. The critical factor is the documentation of your "good faith" effort.

The areas checked below specify what our records indicate you are lacking for the HQ status in your current teaching assignment:

___ Lacking a valid full South Carolina Teaching Certificate for your current teaching assignment

___ Lacking the required passing scores for the appropriate teaching examination(s) in the core content area(s) for your current teaching assignment.

If our records, indicated above, are correct, please specify below your "good-faith" effort to become HQ in your current teaching assignment. If there are extenuating circumstances, please indicate this in the comment section.

**Documentation of a "good faith" effort:**

___ I attempted the required Praxis Exam(s), however I did not receive a passing score. ATTACH COPY OF SCORES

___ I am registered for the Praxis Examination on ____________________________ (testing date)

___ I have completed the following coursework for the purpose of becoming certified or HQ in my current teaching assignment: ATTACH TRANSCRIPT.

Comment:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

G-1
Please complete and return this form to your school's Principal. Principal please forward to Jackie Rosswurm, Charter School Liaison by August 1 of the school year.
## Charter School Staff Report Template

### Certified Teachers

<table>
<thead>
<tr>
<th>Full Name</th>
<th>SSN</th>
<th>Certificate Number &amp; State in which Certified</th>
<th>Certificate Validity Dates June 30, to June 30</th>
<th>Certification Area(s)</th>
<th>What course(s) and/or grade level(s)</th>
<th>Are Transcripts &amp; Certificate on file at the charter school?</th>
<th>Former District</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Non-certified Teachers Teaching in a Core Area: Math, Science, Social Studies, English/LA**

<table>
<thead>
<tr>
<th>Full Name</th>
<th>SSN</th>
<th>What course(s) and/or grade level(s) currently teaching</th>
<th>College Major</th>
<th>College or University that granted the degree</th>
<th>Type of Degree: Bachelors or Graduate</th>
<th>Are Transcripts on file at the charter school? Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Non-certified Teachers Teaching in other areas (PE, Art, etc.):**

<table>
<thead>
<tr>
<th>Full Name</th>
<th>SSN</th>
<th>What course(s) and/or grade level(s) currently teaching</th>
<th>Completed at least one year of college? Yes or No</th>
<th>College(s) where coursework was done</th>
<th>Are Transcripts on file at the charter school? Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>Full Name</td>
<td>Certified in Administration? Yes or No</td>
<td>One Year of School Administrative Experience? Yes or No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-----------</td>
<td>---------------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Administration possesses records reflecting that all teachers at the school have undergone background checks, as required by law. (SLED or YES NO}
Beaufort County School District  
Charter School Commercial Insurance Coverage Requirements

<table>
<thead>
<tr>
<th>Type of Coverage</th>
<th>Minimum Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worker's Compensation</td>
<td>Statutory</td>
</tr>
<tr>
<td>General Liability</td>
<td>$1,000,000 per occurrence</td>
</tr>
<tr>
<td>Umbrella Excess Liability</td>
<td>$1,000,000 - $3,000,000 per occurrence depending on size of school</td>
</tr>
<tr>
<td>Property</td>
<td>Replacement cost of buildings and contents</td>
</tr>
<tr>
<td></td>
<td>$ fold should be obtained as necessary; determined by property location</td>
</tr>
<tr>
<td></td>
<td>$ district should be named as loss payee if district owns the building</td>
</tr>
<tr>
<td>Educators Professional Liability</td>
<td>$1,000,000 each loss</td>
</tr>
<tr>
<td>Medical Professional Liability</td>
<td>$1,000,000 or equal to SC torts cap (could vary depending on school exposure)</td>
</tr>
<tr>
<td>Crime/Theft/Employee Dishonesty</td>
<td>$100,000 each loss</td>
</tr>
<tr>
<td>Automobile (if own or operate vehicles)</td>
<td>$1,000,000 per accident</td>
</tr>
</tbody>
</table>

It is the District's expectation that a Charter School applicant will meet or exceed the minimum coverage requirements defined above.

The District should be named as an additional insured on Certificates of Insurance and/or other verification of indemnification protection for the District.

The district requires copies of the insurance policies "declaration pages" to be included in the charter application for final verification.

CS Commercial Insurance Requirements
APPENDIX I
July 1, 2010

TO: Charter School Principals/Directors

FROM: Phyllis White, Chief Operational Services Officer

RE: Financial Statement Audit Requirements

State Law requires the component units of a school district to "adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools operating in the same school district." Since Charter Schools meet the criteria for a component unit, their financial data should be included in the audit report of the sponsoring school district. The Governmental Accounting Standards Board ("GASB") Statement #34 requires all component units of the sponsoring entity to implement the requirements of this Statement the same year as their primary government. Charter Schools must also provide required supplemental schedules to be included in the sponsoring entity's audit report as prescribed by the 2010-2011 South Carolina Department of Education Single Audit Guide. In addition, if charter schools receive federal funds through the District, the financial statements must include a section on compliance with OMB Circular A-133.

The above requirements must be met in order for the School District to present its financial statements within the guidelines set forth by GASB, the State Department of Education and the Federal Government. Therefore, if a charter school does not comply with these requirements, the School District will withhold EFA funds equivalent to the amount charged by our external auditors to prepare the required information.

If you or your auditors have questions concerning the requirements listed above, please contact Tonya Crosby at 322-2397.

Thank you for your assistance in this matter.
July 1, 2010

TO: Charter School Principals/Directors
FROM: Phyllis White, Chief Operational Services Officer
RE: Federal Funds and Sub-recipient monitoring requirements

Beaufort County Schools receives various federal funds which are then passed through to charter schools that meet eligibility requirements. Based on a recent external audit, Beaufort County Schools is required to comply with sub-recipient monitoring regulations from the Federal Office of Management and Budgets (OMB) when charter schools receive these federal funds.

In order to comply with the OMB, Beaufort County Schools is implementing the following requirements effective immediately:

1. Upon the determination of the federal fund allocation and before the allocation is made by Beaufort County Schools to a charter school, the charter school must provide a detail budget specifying the manner in which federal funds will be spent.

2. Charter schools will receive notification of federal dollar allocations promptly after the School District receives the district allocation from the State Department of Education.

3. At the end of a fiscal year in which a charter school receives federal funds from Beaufort County Schools, the charter school must provide a copy of their general ledger accounts reflecting the manner in which these federal funds were expended. Expenditures must be consistent with the budget submitted in #1 above. This documentation must be provided by August 1st.

The documentation for #1 and #3 above must be provided to the Financial Services Officer for Beaufort County Schools.

4. State Law requires the component units of a school district to "adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools operating in the same school district." Charter Schools meet the criteria for a component unit. Therefore, charter school's external auditors must apply the "Single Audit Procedures", per OMB Circular A - 133, and state in the financial statements the compliance with Circular A - 133, when auditing federal funds received from Beaufort County Schools.

If you or your auditors have questions concerning the requirements listed above, please contact Tonya Crosby 322-2397.
Appendix K: Federal Programs/Title I

A. Introduction

1. Title I information includes procedures for eligibility, plan development, and monitoring. Title I charter schools shall qualify as schoolwide programs in accordance with established policies and procedures. Principals shall provide documentation of the poverty level of each student enrolled in order to support the process of determining the school’s poverty level and potential eligibility for program participation.

2. There are several methods to provide documentation of students’ poverty levels. These methods include, but are not limited to, Temporary Assistance for Needy Families (TANF); eligibility for food stamps; and eligibility for Free and Reduced Meals Services (FARMS) during the current or previous school year at the home-based school may be another method of providing poverty status, depending on other circumstances.

3. With all approved methods of establishing the poverty level of the student and school, Federal Programs must be able to verify individual students’ and families’ eligibility for financial assistance and must be able to track eligibility documentation for each student to his or her home-based district school to verify information.

B. Program Eligibility

1. Any charter school staff desiring to apply for Title I eligibility must submit the school’s charter to the Federal Programs Office (FPO) of the Beaufort County School District within thirty (30) days of charter approval or by another stipulated date of the planning year. The FPO staff will forward the charter to the South Carolina State Department of Education (SDE) Title I Office for review by state staff. If the SDE staff confirm that the charter allows application for Title I funds, they will notify the FPO or the charter school staff. If the charter school staff desires to apply for Title I eligibility, they should abide by the following process in documenting eligibility, adhering to deadlines and procedures, and in completing both parts of the application.

2. Any charter school staff desiring to apply for Title I funds must meet the legal requirements of eligibility. Foremost, charter school staffs must abide by the No Child Left Behind Act of 2001: Title I: Improving the Academic Achievement of the Disadvantaged, Public Law 107-110. This law is subject to current interpretation by federal officials and must be applied according to the guidelines of the SDE, Title I Office. A complete copy of this law is available from several sources. Two sources include an Internet site at www.neela.gwu.edu or hardcopy documents from:

   The National Clearinghouse for English Language Acquisition
   and Language Instruction Educational Programs
   The George Washington University
   2121 K Street NW, Suite 260
   Washington, DC 20037
3. FPO will provide technical assistance to representatives of charter schools at a general training meeting for determining eligibility and for completing any other documents. The responsibility to provide the correct forms of documentation, to complete required forms, and to monitor the correct completion of forms by parents are solely the responsibilities of the charter school staff. The application for eligibility must provide the following information to the district’s FPO staff and must meet the following requirements:

a. The charter school staff must provide to the Beaufort County School District the 135th day Average Daily Membership (ADM) report each year that is available through PowerSchool. ADM number is due to the District staff within 5 working days of the 135th day of the charter school’s year. Beaufort County School District staff will communicate periodically and directly with charter school staff to update requirements and due dates. The 135th day of the school year usually occurs during the month of March but is subject to the date the school’s year began. District staff will provide all of the ADMs of schools to FPO.

b. The charter school staff must provide acceptable documentation during the month of March of each school year of the poverty level of each child in attendance and who either resides in Beaufort County or who is eligible to attend Beaufort County Schools as an in-county student. Students are not to be included in the poverty documentation who attend the charter school but who reside outside of Beaufort County or who are otherwise ineligible to attend Beaufort County schools without paying out-of-county tuition.

c. Students must be listed on the poverty documentation form by identification number and not by names in order to protect their privacy. “Acceptable documentation” of poverty may include eligibility for Free and Reduced Meals (FARMS), Aid for Families with Dependent Children (AFDC), Temporary Aid for Needy Families (TANF), and other sources with approval. FPO will provide the forms necessary to record the data; however, the school staff is responsible for retrieving information from parents or for completing the forms correctly. This documentation is due to FPO when the 135th day Average Daily Membership report is submitted to the District staff no longer than 5 business days after the 135th day of school attendance.

d. The FPO staff will divide the charter school’s eligible number of disadvantaged or poor students by the ADM to determine the school’s poverty ranking.

e. The allocation to a charter school that is eligible for funding will be based on the school’s poverty ranking, per pupil allocation, and number of students eligible for funding.

4. The FPO will compute eligibility based on documents submitted and will inform the charter school staff of the results within 20 business days after document submission. FPO staff will not review documents submitted that are incorrectly completed and will return them to the charter school.

5. The plan development for schools including grades 5K-8 includes the following:
a. Plan Development, Part 1: Application Pages

i. If a charter school is eligible for funding, the staff must develop a required Title I plan according to strict requirements of the SDE and the Beaufort County School District. The first part of the plan is known as the application pages with several required components. The charter school staff must comply with the following procedures of the development process:

a. The charter school staff will appoint a Title I planning team that will consist of representatives required by law, such as, but not limited to, the principal, parents, community members, teachers to be charged with carrying out the Title I plan, technical assistance provider (not employed by the school), local educational agency representative from another federal program, pupil personnel service provider, etc.

b. The planning team will complete the application cover page and all other pages associated with this section of the plan.

c. The planning team will meet regularly to address the academic, professional development, and parent involvement requirements of the plan. The team will provide the FPO with meeting sign-in sheets of all members in attendance; agendas, and minutes. All planning team members must attend and participate in the planning process.

d. The planning team and charter school staff will conduct a comprehensive needs assessment to document the academic needs and support resources of students in English language arts and mathematics. The needs assessment must encompass approximately a year's review of data on students' academic needs, the school staff's professional needs, and the parent involvement needs as specified by law.

e. Documentation will include quantitative and qualitative data sources and must be presented in the plan's required format. Such sources must include data analyses of State or other required achievement tests, such as PASS, and may include assessment instruments such as readiness tests, screenings, surveys, or archival data.

f. A formal summary of the needs assessment must be provided in narrative form according to a prescribed format specified by the SDE. The summary must address the following: description of the school and community; ELA data documentation, academic needs, and Title I fund use; mathematics data documentation, academic needs, and Title I fund use; corresponding staff development data documentation, needs, and Title I fund use; and parent involvement data documentation, needs, and Title I fund use.

g. All information presented in the Title I plan must be triangulated. Triangulation means that the needs assessment must reflect the allowable funding priorities of the Title I budget, and those priorities must be supported by scientifically-based research (SBR).

h. The charter school staff may learn more about the requirements of SBR through examination of the No Child Left Behind Act.

J-3
i. All uses of Title I funds for academic improvement must be supported by SBR. Hard copies of research must be on file in the charter school. All planning team members must be familiar with the research findings as part of the needs assessment and planning processes. The FPO will reject funding priorities or plans that do not reflect SBR.

j. The plan must provide means for dissemination of individual assessment results to parents. Assessment results must include PASS data.

k. The planning team will complete the assurances of the charter school’s compliance with all requirements of Title I law.

l. The application pages must be prepared electronically according to the requirements of the FPO. Final application pages will be due in the spring on a date to be announced each year. The FPO will communicate directly with charter school staffs about any changes in preparation format.

m. The FPO will provide the charter school’s planning team with an application form on a diskette, compact disk, or other comparable means.

n. Failure to complete the application pages correctly and punctually will result in the return of the plan to the charter school.

ii. Plan Development, Part 2: Funding Budget Pages

1. The second part of the plan is known as the funding budget pages. The planning team must include allowable activities that support each of the Reform Strategies required by Title I law. Title I targeted assisted schools will have 7 Reform Strategies to consider for planning. Title I schoolwide programs will have 11 Reform Strategies. All items for funding must be appropriate mathematics or English/language arts activities as determined by the district and by the SDE. All items for funding must triangulate with the needs assessment and scientifically-based research. FPO will not accept an application that does not meet the standards of triangulation.

a. All applicable columns on the funding budget form must be completed as instructed.

b. The funding budget pages must be completed in Excel and summarized on an Excel tally form. The FPO will announce any changes in preparation format.

c. The FPO will provide the charter school with the funding budget application form on diskette, compact disk, or other electronic means.

d. The funding budget pages will be due at or near the spring deadline for the application pages. Exact date will be announced each year.

e. Failure to complete the funding budget pages correctly and punctually will result in the return of the plan to the charter school.
f. Missed deadlines for the Application pages and Budget Funding pages may result in the delay in Title I funding of an eligible school.

iii. The Plan: Monitoring

1. The FPO will review the submitted plan with a representative of the charter school’s planning team. The planning team will be responsible for making any revisions required by the FPO in a timely manner.

2. The FPO will submit the Title I plan of the charter school to the SDE for review. After this review, the planning team will have the opportunity to fulfill any other SDE requirements.

3. Approved, budgeted Items for purchase must follow the purchase order process required by the Beaufort County School District and implemented through Munis software used by the District. The FPO will communicate directly with the charter school about the processes for expending funds. The charter school staff will be responsible for complying with timely financial processes to expedite the lawful use of Title I funds.

4. The charter school staff may not, under any circumstances, commit or expend funds until FPO approves the use of funds of each item or service for purchase. The charter school will be responsible for any fund repayment if the Beaufort County School District or the SDE considers the charter school’s expenditures to be unacceptable for Title I funding.

5. The FPO will generate and send periodic budget reports to assist charter schools with fund monitoring. The charter school will be responsible for monitoring appropriately on site all allocated Title I funds and for making any repayment of funds if the charter school is found to be noncompliant with financial management of its allocation.

6. The charter school staff must comply with all monitoring procedures for district, SDE, and federal audits. The FPO will provide the charter school staff with monitoring documents outlining expectations and with timelines for providing documentation.

7. Charter schools eligible for Title I funding are also subject to the requirements of No Child Left Behind, including highly qualified (HQ) teacher status and adequate yearly progress (AYP). ELA and math teachers and paraprofessionals hired with Title I funds must meet requirements of being “highly qualified.”

Instructional paraprofessionals hired to work in programs supported with Title I, Part A funds must:

- Have a high school diploma or its recognized equivalent

- Have at least two years of study at an institution of higher education, possess at least an associate’s degree
Paraprofessionals that perform non-instructional duties are not required to meet the regulation above.

8. This document does not address the requirements of being highly qualified. Charter school staffs should refer their questions about personnel to the SDE, to Human Resources of the Beaufort County School District, or to other information sources for No Child Left Behind.

9. This document does not address sanctions associated with failure to meet AYP. Charter school staffs should refer to Title I law for these specific sanctions related to school improvement, continuing school improvement, corrective action, restructuring planning year, and restructuring. Generally, these sanctions address choice, supplemental services, and alternative governance.

10. If a charter school goes into any level of school improvement based on inadequate yearly progress, the FPO staff will issue a separate document of technical assistance. Failure to improve adequate yearly progress may result in being in noncompliance and termination of the charter.

11. Charter schools that are not identified for improvement are eligible to become supplemental education service providers pursuant to the Title I requirements.

iv. Needed Resources and Reports

The following are resources recommended to assist charter school staffs in the Title I process. Charter school staffs may elect not to use these resources; however, data needed for eligibility, plan development, and monitoring are still required.

- PowerSchool
- Word, Excel, and Email Capability
- Poverty Documentation and Appropriate Forms
- Planning Committee
- Application Pages of Title I Plan
- Budget Funding Pages of Title I Plan
- 135th Day ADM and Other Attendance Reports
- Agendas, Sign-In Sheets, and Minutes of all Title I meetings
- Monitoring Documents
- No Child Left Behind Act of 2001: Title I: Improving the Academic Achievement of the Disadvantaged, Public Law 107-110