



Charter School Handbook



Greenville County Schools
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Section One

Introduction and Application

Greenville County Schools Charter School Handbook

INTRODUCTION

This handbook describes the multi-faceted relationship between Greenville County Schools and Charter Schools sponsored by the school district. It is the expectation of Greenville County Schools 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 unless contrary to express provisions of the charter.

This handbook was developed by Greenville County Schools in accordance with The SC Charter Schools Act of 1996 (amended 2006). The intent is to provide expectations, support, and direction to the Charter Schools within Greenville County. This handbook is the most current and supersedes any preceding versions. The impact of legislation may demand 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” (www.charterschoolcenter.org), Greenville County Schools will strive to facilitate communication, to offer guidance, and to promote accountability in Charter Schools as they endeavor to raise student achievement in Greenville County and meet the educational needs of their students.

What is a charter school?

A charter school is a public school. South Carolina law defines a charter school as “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.”

Why did the General Assembly pass charter school legislation?

Charter schools are a way to provide an opportunity for the organization and operation of flexible, innovative, and substantially deregulated public schools.

What are charter schools intended to do?

- Improve student learning.
- Increase learning opportunities for students.
- Encourage the use of a variety of productive teaching methods.
- Establish new forms of accountability for schools.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Assist South Carolina in reaching academic excellence.

[Charter School Program - SC Department of Education](#)

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DIRECTORY OF CONTACTS

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

Phillip Davie, Charter School Liaison (355-2756 / 355-3160)
Fax: 355-9300

Greenville County Schools:

Finance	Executive Director of Finance	355-1160
Special Education	Asst. Superintendent of Special Education	355-3395
PowerSchool	POWERSCHOOL Call Support	355-4357
Textbooks	Logistics Coordinator	355-8278
Accountability / Testing	Director of Research, Evaluation & Accountability	355-3368
	Director of Testing	355-2081
Title I	Director of Federal Programs	355-8892
ADEPT/PAS-T	Director of Evaluation	355-3173
Teacher Certification	HR Employment Specialist	355-3174
PACE/ HQ Status / NCLB	Teacher Quality Specialist	355-7549
Benefits / Retirement	Director, Payroll & Insurance Services	355-1182

Reports:

Special Education	Director/Compliance, Monitoring & Accountability	452-0003
DHEC / Health Services	Health Services Coordinator	355-3171
Attendance / Drop Out / Truancy	Coordinator for Attendance Services	355-2064
QDC POWERSCHOOL Reports	POWERSCHOOL Call Support	355-4357
PACT / Exit Exam / EOC tests	Director of Research, Evaluation & Accountability	355-3368
	Director of Testing	355-2081
AYP / District/School Report Cards	Director of Research, Evaluation & Accountability	355-3368
Enrollment	Director of Accounting Services	355-1172

State Dept. of Education:	Charter School Contact	803-734-8368
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**STATE DEPARTMENT OF EDUCATION
CHARTER SCHOOL APPLICATION STANDARDS
(Regulation R43-601)**

It is the expectation of the Greenville County Schools Board of Trustees that, as a condition of approval, Charter School applications submitted for either renewal or initial application meet or exceed all the charter school application standards as presented in State Dept. of Education Regulation R43-601 as modified herein.

(A) Mission Statement

The charter school application must include a mission statement that must be clear and must support the intent of the Charter Schools Act:

- (1) The purpose of the charter school must be clearly stated.
- (2) The purpose of the charter school must be consistent with the intent of the Charter Schools Act:
 - (a) S.C. Code Ann. § 59-40-20 (Supp. 2007):

This chapter is enacted to:

- (i) improve student learning;
- (ii) increase learning opportunities for students;
- (iii) encourage the use of a variety of productive teaching methods;
- (iv) establish new forms of accountability for schools;
- (v) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; and
- (vi) assist South Carolina in reaching academic excellence.

- (b) S.C. Code Ann. § 59-40-30 (Supp. 2007):

The purpose of the Charter Schools Act is 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.

(B) Admissions Policies and Procedures

The application must include a description of the charter school's admission policies and procedures:

- (1) The admission policies and procedures must reflect compliance 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.
- (2) The admission policies and procedures must provide that, subject to space limitations, the charter school admits all children who are eligible to attend public school in the school district where the charter school is operating. If the number of applications exceeds the capacity of a program, class, grade level, or building, students must be accepted by lot, as specified in federal or state guidance. There is no appeal to the local school board of trustees.

- (3) The policies and procedures must not limit or deny admission or show preference to any individual group; however, priority, which may not exceed twenty percent of the enrollment of the charter school, may be given to
 - (a) a sibling of a pupil already enrolled or previously enrolled,
 - (b) children of charter school employees, and
 - (c) children of the charter school committee.
- (4) Admission priority must be given to all students enrolled in a school undergoing a conversion.
- (5) The policies and procedures must include provisions to grant or deny permission for students to attend the charter school if they reside in a school district other than the one where the charter school is located.
 - (a) In-district students will be given priority.
 - (b) Out-of-district student enrollment must not exceed 20 percent of the total enrollment of the charter school without the approval of the receiving district board of trustees. The sending district must be notified immediately of the transferring students. Out-of-district students must be considered on the basis of the order in which their applications are received.
 - (c) If the 20 percent of the out-of-district students are from one school district, then the sending district must concur with any additional students' transferring from that district to attend the charter school.
- (6) If a charter school denies admission to a student for reasons other than the results of a lottery, the student may appeal the denial to the sponsor (local school board of trustees). The decision will be binding on the student and the charter school.

(C) Support for Formation of a Charter School

The application must include evidence that an adequate number of parents, teachers, pupils, or any combination of them support the formation of the charter school:

- (1) The charter committee must include at least one teacher.
- (2) The application must include documentation of support of parents, teachers, pupils, or any combination of them that demonstrates that the school would likely meet enrollment expectations. A list of prospective or tentatively enrolled students or prospective employees is not required. The application must set forth the anticipated enrollment for the school at each grade level.
- (3) Evidence of the interest level of parents, teachers, pupils, or any combination of them must be provided in the application and may include, but not be limited to, documentation of attendance and support at community meetings and survey results.
- (4) If the social situation of the proposed school's targeted population precludes establishing parental support, evidence should demonstrate support from community groups and agencies, including letters from these entities that specify the level of their commitment to the school.
- (5) In the case of a proposal to convert a school, the application must also include evidence that two-thirds of the faculty and instructional staff voted to support the filing of the application and evidence that two-thirds of the voting parents or legal guardians voted to support the filing of the application.

Parents or guardians shall have one vote for each of their children enrolled in the school (i.e., each student may be represented by only one vote). All parents or legal guardians of students enrolled in the school must be given the opportunity to vote.

(D) Educational Program, Goals, Objectives, Pupil Achievement Standards, and Curriculum

The charter school's educational program, goals, objectives, pupil achievement standards, and curriculum must be clearly described in the application and must meet or exceed any student academic standards adopted by the school district in which the charter school is located. The application must demonstrate that the educational program is designed to enable each student to achieve these standards.

- (1) The goals and objectives must be clearly stated and must provide enough detail to indicate specific outcomes.
- (2) The student population must be identified by grade level, unique educational needs, and projected enrollment. A converted charter school must offer the same grades, or nongraded education appropriate for the same ages and education levels of pupils, as offered by the school immediately before conversions and may also provide additional grades and further educational offerings.
- (3) The educational goals must reflect the school's mission statement.
- (4) Strategies to accomplish the educational goals must be included.
- (5) The school calendar must be at least 180 instructional days.
- (6) Academic standards must identify what students will achieve at each grade level and must meet or exceed the South Carolina curriculum standards, as adopted by the State Board of Education. A correlation or other documentation must be included or process identified to ensure that the school will provide an instructional program that meets or exceeds the academic standards.
- (7) If the charter school plans to offer the South Carolina State High School Diploma, the application must set forth the method for meeting the state requirements for the High School Diploma, including, but not limited to, course unit requirements, seat time for Carnegie Units, and passage of the required examination.
- (8) Provisions must be included for determining if all students are achieving or attaining the standards, including the methods by which student performance information will be gathered and monitored.
- (9) The application must include an explanation as to how the school will comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.

(E) Student Assessment

The application must include a description of the charter school's plan for evaluating pupil achievement and progress toward accomplishment of the school's achievement standards. The school's evaluation plan must include state-mandated assessments and other assessments as well as the timeline for meeting these standards and the procedures to be taken if pupil achievement falls below the standards.

- (1) Methods for evaluating pupil achievement at each grade level must be specified. These methods must include but should not be limited to the state assessments.
- (2) The timeline must identify the expected yearly progress toward meeting the school's long-term performance goals. The expected yearly progress must meet or exceed the expectation of adequate yearly progress as established in the No Child Left Behind Act.
- (3) Provisions must be included to address the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program.

(F) Budget and Accounting System

The application must include a plan for the charter school that is economically sound and in compliance with state and federal requirements:

- (1) A budget for each year of the term of the charter must be included. The charter school must use the same budget codes as are required of school districts. The budget must be based on documented State Department of Education estimated revenues in accordance with the allocations in S.C. Code Ann. § 59-40-140(A)–(C). If the budget includes funds acquired through grants, the application must present evidence that the funds, including federal public charter school start-up grants, are likely to be received, and the terms of the projected grants must be explained. Anticipated expenditures must include all costs associated with initial implementation and continued operation, including but not limited to instructional and support costs for
 - (a) salaries,
 - (b) employee benefits,
 - (c) purchased services (includes insurance and transportation),
 - (d) supplies and materials (includes noncapital equipment), and
 - (e) capital outlay.
- (2) The application must include a description of the annual audit of the financial and administrative operations of the charter school, including evidence that the charter school will adhere to the accounting, auditing, and reporting procedures and requirements that are applied to public schools operating in South Carolina. Accounting, auditing, and reporting requirements must be in compliance with the principles set forth in the following publications, published annually by the Office of Finance:
 - (a) *Single Audit Guide*,
 - (b) *Financial Accounting Handbook*, and
 - (c) *Funding Manual*.
- (3) The application must include documentation regarding the pupil accounting system, including evidence that the charter school will adhere to the procedures and regulations that are applied to public schools operating in South Carolina. Pupil accounting and reporting requirements must be in compliance with the *S.C. Pupil Accounting Manual* and the *S.C. Student Accountability Manual*, published by the State Department of Education.

- (4) The application must include documentation of any negotiated services provided by the school district, including but not limited to financial accounting, payroll services, food services, custodial services, maintenance, curriculum, library and media services, and warehousing.

(G) Governance and Operation

The application must include a description of the governance and operation of the charter school:

- (1) The charter school must be organized as a South Carolina non-profit corporation and the application must include a copy of the non-profit corporation's articles of incorporation and bylaws.
- (2) The governing board must be elected annually by employees of the charter school and all parents or guardians of enrolled students.
- (3) The governing board must assume the following responsibilities:
- (a) employing and contracting with teachers and nonteaching employees;
 - (b) ensuring that teachers, whether certified or noncertified, undergo the background checks and other investigations required for certified teachers, as provided by law, before they may teach in the charter school;
 - (c) contracting for other services;
 - (d) developing pay scales, performance criteria, and discharging policies for its employees;
 - (e) deciding all other matters related to the operation of the charter school, including budgeting, curriculum, and operating procedures; and
 - (f) ensuring that the charter school will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to all public schools operating in the same school district.
- (4) The application must include a description of the administrative structure of the charter school, including the roles and responsibilities of each administrative staff member.
- (5) Evidence of the nature and extent of parental, community, and professional educator involvement in the governance and operation of the school must be provided.
- (6) Evidence must be provided that the charter school and its governing body will comply with the Freedom of Information Act. Such evidence may include the bylaws of the nonprofit corporation, which must be established prior to application.

(H) Administrative and Teaching Staff

The charter school must employ administrators and teachers in a manner consistent with the Charter Schools Act:

- (1) At least one member of the administrative staff must hold current South Carolina certification in administration or have at least one year of experience in the field of school-based administration. The application must provide evidence that the qualifications of at least one administrator will meet this requirement.
- (2) A newly created charter school may hire noncertified teachers not to exceed 25 percent of its faculty.

- (3) A converted charter school may hire noncertified teachers not to exceed of 10 percent of its faculty.
- (4) A teacher of a core academic area (English/language arts, mathematics, science, or social studies) must be certified in that area or must hold a baccalaureate or graduate degree in that subject. Teachers with elementary certification may teach in any academic area and in any grades allowable by the status of their certification.
- (5) Part-time noncertified teachers must be considered pro rata in calculating staff percentages based on the hours which they are expected to teach.
- (6) A noncertified teacher must be appropriately qualified for the subject matter taught, must have completed at least one year of study at an accredited college or university, and must meet the qualifications outlined in S.C. Code Ann. § 59-25-115.
- (7) A certified teacher must hold current certification by the State of South Carolina to teach in a public elementary, middle, or secondary school.

(I) Racial Composition

The application must describe how the charter school intends to ensure that the enrollment of the school is similar to the racial composition of the school district or to the targeted student population the charter school proposes to serve and must also provide assurance that the school complies with any school district desegregation plan or order in effect:

- (1) The application must demonstrate timely, fair, and realistic policies and procedures for recruiting, registering, and admitting students that reflect the racial composition of the school district or the targeted school population.
- (2) The proposed procedures and policies must reflect an understanding of the racial composition of the district and the targeted student population.

*****Greenville County Schools is not subject to any desegregation plan or order, and accordingly the school will not be subject to any desegregation plan or order and no policies or procedures are required respecting desegregation.

(J) Transportation

The application must include a description of how the charter school intends to meet the transportation needs of its pupils:

- (1) If the charter school will provide transportation by school bus, the application must include a plan that complies with the state requirements for drivers and training and the state safety requirements for school buses.
- (2) If the lack of transportation is preventing a child from attending school, the charter school must provide or facilitate transportation for that student.
- (3) If the charter school intends to contract with the district or a third party for transportation services, a description of those services and a proposed contract must be provided in the application.
- (4) A charter school is not required to provide or facilitate transportation for out-of-district students.

(K) Facilities and Equipment

The application must include a description of the building, facilities, and equipment and an explanation as to how they will be obtained:

(1) Facilities Identified in Application

- (a) If a facility suitable for use by the charter school is identified at the time of application, the application must provide the following information with regard to the facility that the charter school intends to occupy:
 - (i) the address of the facility;
 - (ii) a description of the facility;
 - (iii) a floor plan of the facility, including a notation of its size in square footage;
 - (iv) the name and address of the owner of the facility; and
 - (v) a copy of the proposed lease or rental agreement if the facility will be leased or rented.
- (b) If the facility that the charter school will occupy is being used as a public school at the time of application, the application must specify the name and location of that school and must include documentation setting forth the specific days and times during which the charter school is authorized to use that facility.
- (c) The application must either demonstrate that the proposed facility is in compliance with applicable building codes, laws, and regulations for school occupancy or must provide a description of that facility and must demonstrate that it will meet the requirements:
- (d) The application must either demonstrate that the proposed facility is in compliance with requirements set forth in the South Carolina School Facility Planning and Construction Guide for charter school occupancy or must provide a description of that facility and must demonstrate that it will meet the requirements:
 - (i) A certificate of occupancy or a letter from the Office of School Facilities stating that the facility meets the appropriate codes is adequate to show compliance with this standard with regard to school facilities.
 - (ii) If a certificate of occupancy is not issued or cannot be obtained at the time of application, the application must provide evidence that the charter school committee is working with an architect and/or the Office of School Facilities to correct any deficiencies in the facility.

(2) Facilities Not Identified in Application

If the charter school has not identified a suitable facility, the application must specify a plan for obtaining such a facility and must include

- (a) a description of the facility needs,
- (b) a statement as to whether an existing facility will be remodeled or a new facility will be built, and
- (c) a schedule for completing or obtaining a suitable facility and, if applicable, a description of and timeline for any plan to raise funds for completing or obtaining the facility.

- (3) The application must include a description of the equipment that will be used to support the proposed curriculum and an explanation as to how the equipment will be obtained.

(L) Employee Relations

The application must explain the relationship that will exist between the charter school and its employees, including evaluation procedures:

- (1) The application must include a description of the process that will be used to advertise for, select, and employ instructional staff and other employees.
- (2) The procedure for the evaluation of teachers of the charter school must be outlined in the application.
 - (a) With the agreement of the Board of Trustees, the charter school may choose to use the ADEPT (Assisting, Developing, and Evaluating Professional Teaching) program. If ADEPT is to be used, the school must meet all requirements of the program.
 - (b) If the charter school selects another method of evaluation, that method must be explained with adequate detail.
- (3) The application must explain how the terms and conditions of employment will be addressed with affected employees.

(M) Grievance and Termination Procedures

The charter school must have a reasonable grievance and termination procedure for its employees:

- (1) The charter school may, with agreement from the sponsor, adopt the procedures for the employment and dismissal of teachers outlined in S.C. Code Ann. § 59-25-410 *et seq.* (1990).
- (2) If the charter school does not adopt procedures for the employment and dismissal of teachers outlined in S.C. Code Ann. § 59-25-410 *et seq.* (1990), the charter school must establish employment and termination procedures that provide for notice and a right to a hearing before the governing board.
- (3) The charter school application must include grievance or termination procedures for paraprofessionals and other staff.
- (4) Teachers and other staff members who are employed at a public school that converts and who desire to continue to teach or work at the converted school may do so but will remain employees of the local school district with the same compensation and benefits including any future increases.

(N) Student Conduct, Rights, and Responsibilities

The charter school application must include a policy governing student conduct, student rights and responsibilities, and student discipline standards and procedures:

- (1) The charter school may adopt the district's policy on student conduct and discipline.

- (2) If the charter school does not adopt the district's policy on student conduct and discipline, the charter school application must include a policy that sets forth clear expectations for student conduct.
- (3) The policy must set forth disciplinary actions to be taken by the administration for breaches of the student conduct policy.
- (4) The application must set forth an appeal process for students recommended for expulsion that includes a right to appeal a decision to the charter school board.
- (5) The application must set forth an assurance that the charter school will comply with S.C. Code Ann. § 59-63-235 (Supp. 2001), which provides for the expulsion of any student who brings a firearm to school.
- (6) The application must include an assurance that the charter school will comply with the Family Education Rights and Privacy Act (20 U.S.C. § 1232).
- (7) The application must contain the explanation of the policies with regard to student conduct, rights, and responsibilities that will be given to parents and students at the beginning of the school year.

(O) Indemnification

The charter school must assume the liability for the activities of the charter school and must agree to 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 that arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school.

(P) Insurance

The application must include a description of the types and amounts of insurance coverage to be obtained by the charter school. The application must address, but is not limited to, the following types of insurance: worker's compensation, liability, property, indemnity, and automotive.

- (1) The application must include a description of worker's compensation insurance and amounts and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance.
- (2) The application must include a description of liability insurance and the amounts to be obtained by the charter school and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance. The minimum policy must cover the limits of the South Carolina Tort Claims Act (S.C. Code Ann. § 15-78-120 (Supp. 2001)).
- (3) The application must include a description of the insurance to cover loss to the school building and contents for fire and theft and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance.
- (4) The application must include a description of indemnity insurance against civil and criminal liability for the charter school to protect the sponsor, the members of the board of the sponsor, and the employees of a sponsor acting in their official capacity with respect to all activities related to the charter school. A statement from a South Carolina licensed insurance company or the state

insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance must also be included.

- (5) The application must include a description of automobile insurance, both property and liability insurance and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's ability to secure the insurance and an estimate of the cost of the insurance.

III. CONDITIONAL CHARTERS

The local school board may grant a conditional charter, instead of a full charter, to an applicant whose application meets the standards as determined by the Advisory Committee if a charter school has not yet secured its space and been issued a certificate of occupancy by the Office of School Facilities, secured its equipment, facilities, and/or personnel.

IV. ADVERSE IMPACT ON STUDENTS

A local school board of trustees may deny an application if the charter school would adversely affect the other students in the district.

- (A) The local school board of trustees must demonstrate adverse impact on students. The impact must be specific and must have a negative affect on students. If the local school board of trustees finds that the charter school would adversely affect other students of the district, the written explanation of the reasons for denial required by § 59-40-70(C) must describe detrimental effects upon other students of the district.
- (B) If the district is claiming an adverse impact based upon the redirection of funding to the charter school, the district must demonstrate that the funds being redirected to the charter school will have a direct negative impact on students.
 - (1) The district must show options it has considered in an effort to reduce the adverse financial impact of the charter school.
 - (2) The district has considered the net fiscal impact of the charter school, including the fiscal benefits that the charter school may bring to the district.

GREENVILLE COUNTY SCHOOLS
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 Greenville County Schools Central Office. Incomplete applications will be returned to the Charter School for completion.

To be considered for approval by the GCS Board of Trustees, either for renewal or for an initial application, Charter School applications need the following information in the Appendices, including but not limited to:

- 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)
- A report on the progress of the Charter School in attaining its goals, objectives, and achievement standards in the previous charter (if a renewal)
- A financial statement that discloses costs of administration, instruction, and other spending categories that is understandable to the general public. (if a renewal)

Failure to include these items as part of the charter constitutes denial of approval by the GCS Board of Trustees.



Section Two

General Information

GENERAL INFORMATION

Funding

The State Department of Education (SDE) *Funding Manual* provides information to Charter Schools on funding sources: [SC Department of Education Guidelines](#)

In addition, the funding grid provided in this handbook (Appendix I) 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 I)

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 January** 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.

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 and the district has actually received money for that student.

A charter agreement specifies an annual student enrollment. Any deviation in the annual student enrollment, which exceeds the enrollment as specified in the charter agreement, must be presented for approval to the Greenville County Schools (GCS) Board of Trustees. 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 Trustees.

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 data for one year will receive monthly payments for the next fiscal year based on the preceding year's 135th day ADM. Monthly payments will be adjusted as final 45th day ADM and 135th day ADM data is verified and submitted to the State Department of Education.

If a Charter School accepts an out-of-district student, the Charter School must charge tuition not to exceed that authorized according to the GCS tuition program for out-of-district students (Appendix B). 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.

Fees

The school district will provide support with respect to services such as special education audits, initial SIS installation, 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 be the actual cost to the district.

The Charter School is to understand that district services are available to district schools first and then, afterwards, as resources allow, the Charter School may solicit and/or purchase school district 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 GCS for any services, the terms of the contract must be written and signed by the Charter School's Board chairman and the district's representative.

Technology

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.

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 software. The software vendor's hardware specifications for both servers and stand alone can be requested from either GCS or the vendor.

Charter schools must meet all state, federal, and district computing and technical standards and SIS specifications for reporting and accounting.

All upgrades and patches to the state required software will be provided by GCS. All administrative functions of the software and database may be the responsibility of the Charter School. GCS will also provide additional assistance with software issues by telephone, but any on-site visits or remote assistance will be a billable service.

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 an ETS training lab at a per class cost to the Charter School.

As with all GCS schools, the SIS Support team will log all requests for help in HEAT, the incident database that tracks technical support calls, solutions to problems and assistance statistics.

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. GCS will provide Charter Schools with notice of 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.

The school district has determined that Charter School faculties do not have to be technology certified. However, the district recognizes that it would be in the best interests of the school to have a staff that is proficient in technology. In addition, Charter Schools do not have to submit a Technology Plan to the school district. However, Charter Schools are required to submit the Technology Counts Survey. Information about this survey, deadlines and procedures will be communicated to Charter Schools.

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 data software. The Charter School will be responsible for the accuracy, timeliness, and completeness of all state required data. The responsibility of GCS will only be for the transmission of data to the State Department of Education at the district mandated report times. GCS 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 GCS 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 GCS. GCS will support Charter School configuration only if it is the same configuration as district schools.

Special Education and Section 504

GCS 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 is responsible for oversight of the Charter School's compliance with IDEA and section 504 at the Charter School.

The district will monitor and supervise the Charter School's compliance with IDEA, Section 504, and other special education services and functions. Electronic monitoring will be conducted utilizing the IEP software system throughout the year to ensure compliance with due process requirements including student admissions and withdrawals from the Charter Schools. The school district will provide access to designated professional development to support the IEP process and Section 504 process. However, services beyond this level are at the discretion of the school district. 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 be the actual cost to the district, including administrative overhead.

If a Charter School experiences significant issues of non-compliance with state or federal IDEA regulations, the Charter School will be held responsible for the additional monitoring and technical assistance costs related to attempts to resolve those issues.

Whenever a matter arises from the Charter School's implementation of IDEA or section 504, the Charter School will immediately 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, (c) a violation filed with OCR and (d) contact from any legal services provider in regard to a student with a disability receiving special education services through an IEP or accommodations provided through a 504 plan. 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 special education 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 each district employee involved in handling these matters.

The Charter School is to appoint a special education contact teacher 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 contact will keep appropriate district officials informed of special education issues and potential problems in the Charter School.

If the district determines, in lieu of receiving the share of special education funds designated for training, 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** Child 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) 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 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 Child 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.

Charter Schools will periodically receive Special Education student rosters for review and correction. Instructions for updating each roster will be included at distribution time. Charter school teachers are expected to maintain their caseloads on an on-going basis. Instructions for updating caseloads are available on the main EasyIEP screen in the Daily Message section. It is important that an accurate count of students receiving special education services is maintained at all times.

The Charter School agrees to utilize processes stipulated by the district such as the *Child Find Procedures for School-Age Charter School Students* and the budget template (Appendix D).

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, the Title I Office 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 Title I Office of Greenville County Schools (GCS) within thirty (30) days of charter approval or by another stipulated date of the planning year.** The Title I Office 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 [National Clearinghouse for English Language Acquisition Website](#) 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. Greenville County Schools Title I Office 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 GCS Business Services the 135th day Average Daily Membership (ADM) report each year. ADM number is due to the Business Services staff within 5 working days of the 135th day of the charter school's year. GCS staff of Business Services and Educational Technology Services will communicate periodically and directly with charter school staffs 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. Business Services staff will provide all of the ADMs of schools to Title I Office.
 - b. The charter school staff must provide acceptable documentation during the month of March of each school year a list of charter school students and their addresses along with the name of the public school the student would attend if they were not attending the charter school. (See Appendix L)
 - c. Complete one form per charter school sponsored by the district (See "Determination of Poverty Percentage for Charter Schools using Proportionality" in Appendix L)
 - d. List the name of the school(s) in the first column that the students would have attended if they were not attending the charter school.
 - e. Provide the poverty percentage for each school where charter students reside in column A.
 - f. List the number of charter school students that would have attended the district school based on the information you obtained from step 1 and 2 in column B.

- g. Multiply columns A and B. This will provide the number of poor children at the charter school based on the poverty percentage of the district school they would have otherwise attended. (Column A x Column B = C) Then list that figure in Column C.
- h. Divide the total number of poverty students from the charter school into the total charter school enrollment to obtain the percent poor of the charter school. (Column C divided by Column B= Column D).
- i. Poverty rankings are funded according to poverty bands that are subject to change each year depending upon district allocation and program needs. Title I funds are allocated first to the schools with the highest poverty rankings. Schools with higher poverty levels are funded first and receive higher allocations than eligible schools with lower poverty levels.
- j. Once available money for school allocations is expended, no other schools are funded, regardless of poverty eligibility. For the purpose of example only, the poverty bands for 2005-06 are the following and are subject to change yearly, depending upon available funds and program needs:

<u>Percentage of Poverty in School</u>	<u>Funding Per Disadvantaged/Poor Student</u>
100 – 90.01	varies annually
90 – 80.01	
80 – 75.01	
75 – 70.01	
70 – 65.01	
65 – 60.01	
60 – 50.01	

- k. The allocation to a charter school that is eligible for funding will be based on the school’s poverty ranking, poverty band, and number of students eligible for funding.
4. The Title I Office will compute eligibility based on documents submitted and 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 comprised of any combination of grades K-12 is eligible for funding, the staff must develop a required Title I plan according to strict requirements of the SDE and GCS. 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 GCS Title I Office

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.
 - 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 GCS Title I Office 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 GCS Title I Office. Final application pages will be due in the spring on a date to be announced each year. The GCS Title I Office will communicate directly with charter school staffs about any changes in preparation format.
 - m. The GCS Title I Office 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. GCS Title I Office 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 GCS Title I Office will announce any changes in preparation format.
- c. The GCS Title I Office 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 GCS Title I Office 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 GCS Title I Office in a timely manner.
2. The GCS Title I Office 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 GCS and implemented through finance software used by the District. The GCS Title I Office 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 GCS or the SDE considers the charter school's expenditures to be unacceptable for Title I funding.
5. The GCS Title I Office 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.”

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 GCS, 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 GCS Title I Office 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.

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.

- Financial software
- SIS
- 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

Courier Transfer of Records (Cumulative Permanent / Special Education*) for Entry/Withdrawal of Students in Charter Schools

Charter Schools are allowed to use the district courier service ONLY for the transfer of student records. Charter Schools will adhere to the same guidelines and procedures used by all district schools for the transferring of records with the addition of certain conditions outlined below.

- Each Charter School will be partnered by the district with a district school that is in close proximity.
- The district “partner” school will have a designated courier box for the Charter School to use for the transfer of records.
- The Charter School requesting records must send the *Record Transmittal Request* (Appendix C) form to the district school where the student was enrolled. The Charter School may send the form via fax, email or the courier service. The courier service will perform pick up service at the Charter School’s district “partner” school (at a designated charter school box).
- If sent by courier, the request is then forwarded to the appropriate district school by the courier system.

- The sending school must then complete the *GCS Transfer* (Appendix C) form and obtain a signature from the parent/guardian before the record can be sent to the Charter School. The *GCS Transfer* form remains in the files at the sending school. A copy of the *GCS Transfer* form is to be given to the student/parent to be presented to the Charter School.
- When the sending school has obtained a parent signature on the *GCS Transfer* form, it may then send the student's record via the courier to the Charter School's district "partner" school. (designated charter school box)
- At the time that the Charter School comes to pick up the record from their district "partner" school, the Charter School representative must sign for the student record at the partner school.
- *Special Education Due Process files are to be picked up from or returned to Special Education Services at MT Anderson Support Center, or hand-delivered by the Charter School Liaison. A signature acknowledging receipt of the file must be obtained from the Charter School representative.

Charter Schools are to use this courier service only for the transfer of student records unless a special request is made by the Charter School Liaison.

The same process will function in reverse if records are requested by a district school to be transferred from a Charter School to a district school. See **Record Transmittal Request form** and the **GCS Transfer form** (Appendix C).

- ❖ The Special Education Due Process file includes special education services, including speech, and any related services.
- ❖ The Cumulative Permanent Record folder will be marked with a red dot to indicate that there is a Special Education Due Process folder to be secured from Special Education Services.

Textbooks

The Charter School will be responsible for textbook acquisition via the State Dept. of Education's online application (Destiny) with support from the school district's Textbook Office.

Resources

Special Education materials are not available for checkout by Charter School teachers. Charter schools are given an allotment of IDEA funds which they are to use to purchase Special Education materials and resources.

School furniture, housed at the district Central Warehouse, is available at auctions arranged by the Procurement division of the district. Auction dates and times are advertised through public notice.

Human Resources

Charter Schools are responsible for their own recruiting and employment initiatives.

ADEPT Evaluation

Charter Schools are responsible for evaluation of their teachers. With the agreement of the Board of Trustees, 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 Performance Assessment System for Teachers (PAS-T): the evaluation model adopted by Greenville County Schools and approved by the State Board of Education.

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 School's 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 using the Performance Assessment System for Teachers as the evaluation model. 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. In the event that a teacher at a Charter School wishes to grieve the results of the ADEPT evaluation, the teacher will be referred to the grievance policies located in the Charter School's charter application contract.

PACE and ABCTE Alternative Certification Participation

PACE (Program of Alternate Certification for Educators) and ABCTE (American Board Certification Teacher Excellence Program) 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 and ABCTE teachers can be considered as certified. Confirmation of Employment Letters for teachers hired and considered PACE and ABCTE certified, must be submitted to the district within 5 days of employment at the Charter School.

Educator - 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 Greenville County Schools Board of Trustees, it shall follow the District's Certificate Renewal Plan. The SC State Department of Education will provide training, as needed, in the District Certificate Renewal Plan to the Charter School's CCR. Human Resources staff will provide any assistance in providing information about contacting the SC State Department of Education to receive training and writing their Renewal Plan.

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 updates to the PCS by the following dates: September 19 (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).

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, foreign language, 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 academic subject(s) they are teaching. Self-contained special education teachers also must be certified in SC and/or highly-

qualified. NCLB Helpful links: [Greenville County Schools - National Board for Professional Teaching Standards](#)
[National Board for Professional Teaching Standards Website](#)

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 G) 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 GCS employee benefits program. Once employees select their individual coverage and premiums have been established, GCS will bill the Charter School monthly for participating employees. Charter School employees who have state benefits may pick up an Insurance Benefits Handbook from the GCS 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 that is a member of SCRS that wishes to continue membership in SCRS, the Charter School must make the appropriate retirement deduction from the employee's paycheck and follow GCS guidelines for submitting supplemental service reports and corresponding payments through the school district.

Commercial/Statutory Insurance Coverage Requirements (See Appendix E)

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 Greenville County Schools 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, GCS recommends the sharing of these quarterly reports with the district Finance division.

Greenville County Schools receives various federal funds which are then passed through to Charter Schools that meet eligibility requirements. Greenville 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, Greenville County Schools requires:

1. Upon the determination of the federal fund allocation and before the allocation is made by Greenville County Schools 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 Greenville 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**.
4. The documentation for #1 and #3 above must be provided to the Executive Director of Finance for Greenville County Schools.
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 Greenville County Schools.

Accountability / Testing

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 federal ESEA mandates, SC Accountability Standards, Testing Administration Guidelines, Student Accounting Requirements, and all other federal standards established for public schools.

Throughout the year, GCS 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. GCS’s Accountability Department will notify Charter Schools of impending report deadlines.

An End-of-Year written report must be presented to the district’s Accountability and Quality Assurance Department by **March 31st 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)

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

PASS, HSAP and *EOC scores of Charter Schools are aggregated into the school district’s AYP calculations. Charter Schools’ data is listed as a separate line item on the School District’s annual Report Card. Charter schools receive an annual AYP report and an annual School Report Card by school).

Training and Staff Development

Reporting Training

The school district will provide any training that supports the reporting of data for state and federal requirements: Title I, SIS, NCLB, Attendance (Truancy/Drop Out), DHEC, End-of Year Report

Staff Development

The school district recognizes two categories in the area of staff development.

1. In the case of staff development funded by federal grants that contain a participatory role for Charter Schools, Charter Schools will have access to the activities funded by the grant, such as tuition reimbursement, National Board Certification workshops, Praxis Prep classes or other staff development opportunities as outlined in the grant application. In cases where the grant requires the participant to meet eligibility criteria, the Charter School employee would need to comply with the requirements for proving eligibility in order to participate in the activity. District staff will be responsible for making the Charter Schools aware of these opportunities.
2. In the case of staff development funded by state monies, the Charter School will need to submit proof of eligibility and provide that documentation to the Finance division. If eligible, the Finance division will then provide funding for staff development based on the state allocation formula for these particular funds applied to the district as a whole.

Food Services and Nutrition

Greenville County Schools does not provide food service to Charter Schools.

Transportation

Greenville County Schools does not provide transportation services to Charter Schools.

Communication

All district-approved charter schools are shown in alphabetical order on their grade-level appropriate page under “schools” on the school district website. The school district also provides an information page on its website that highlights charter schools:

[Greenville County Schools - Charter Schools](#)

Health Services

In **September** each year 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. The report is generally due to the Health Department in Greenville by the **first week of October**.

Charter Schools must designate a staff member to be the OSHA representative for their school. Designated staff members determined by District BBP (Blood Borne 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. BBP training needs to be documented by signature for all Category 1 employees.

ESOL Services (English for Speakers of Other Languages)

The SC definition of limited English proficient (LEP)/English language learner (ELL) is referenced to NCLB, [P.L. 107-110, Title IX, Part A, § 9101, (25)]:

“(25) LIMITED ENGLISH PROFICIENT. – The term ‘limited English proficient’, when used with respect to an individual, means an individual –

(A) who is aged three through 21

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

- (C) (i) who was not born in the United States or whose native language is a language other than English;
- (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 (II) who comes from an environment where a language other than English has had a significant impact on the individual's English language proficiency; or
 (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulty in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
- (i) the ability to meet the State's proficient level of achievement on State assessments described in Section III (b)(3);
- (ii) the ability to successfully achieve in classrooms where the language of instruction is English;
- or
- (iii) the opportunity to participate fully in society.”

By federal law, all schools are required to survey all students upon enrollment to determine if a language other than English is spoken in the home. Once a student is identified as a PHLOTE (Primary Home Language Other Than English) student, he/she must be screened to determine English proficiency (listening, speaking, reading, writing, and comprehension) using a formal assessment instrument. The current state-approved formal language assessment instruments are the IPT, Woodcock-Muñoz, or LAS. These instruments will establish the level of proficiency and determine eligibility. If they are non-English or Limited English Proficient (LEP) based on the results of the formal assessment instrument, schools must provide services. Parents must be notified initially and annually of the child's proficiency level. Parents may also waive program services. However, all ELLs must be assessed yearly to determine progress in English acquisition. Parents must also be notified of a student's program exit.

A Primary Home Language form, or other survey method which documents if a language other than English is spoken in the home, must include the following three questions:

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 child scores in the LEP range, then he/she is classified as LEP until such time as the child scores “fluent” one year 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. English Language Learners (ELLs) may not exit services prior to grade 4. Exited students must be monitored for two years after program exit. For additional information: ([SC Dept of Ed - ACCESS for ELLs Information](#))

Changes to the Original Charter (Renewal, Revisions)

Renewal:

For New Charter Schools, the renewal date will occur ten years from the approval date specified in the letter granting approval from the GCS Board of Trustees. For example, if a Charter application is approved on August 10, 2009, then the date for renewal, which will also be specified in the letter of approval, is August 10, 2019.

For Charter Schools that have successfully completed the renewal process prior to May 21, 2008, the next renewal date will be the same as that approved by the GCS Board of Trustees and communicated to the Charter School via letter after the Board meeting at which the Charter School's renewal application was approved.

Charter Schools that are up for renewal after May 21, 2008 are to 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 GCS Board of Trustees.) The district will review the “renewal” charter and make a recommendation to the GCS Board of Trustees 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 GCS Board of Trustees 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.

Renewal applications must include the following items and each should be listed in the Table of Contents:

- A report on the progress of the Charter School in attaining its goals, objectives, and achievement standards in the previous charter (if a renewal).
- A financial statement that discloses costs of administration, instruction, and other spending categories that is understandable to the general public (if a renewal).

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**.

Changes that significantly alter the complexion, focus and/or description of the Charter School, and the experiences offered to its students, may warrant that a new charter be submitted.

Teacher of the Year

Charter School teachers are included in the Greenville County Schools Teacher of the Year selection and events. Charter Schools are notified about this district recognition and requirements in the fall of each year.

Middle and High School Athletics

According to a state statute that was added to the SC Code of Laws in 2012, Charter School students are allowed to tryout for and, if selected, participate in extracurricular activities at their resident schools. An application packet can be obtained at: [Greenville County Athletics Website](#)

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.

Accreditation

Charter Schools are considered “accredited” by the State Dept. of Education as a result of having the State Charter Advisory Committee’s approve their charter application. They do not have to go through any form of review by an accreditation institution such as SACS.



Section Three

Reports

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 January** 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.
 - Must provide private school data: Private School – number leaving/returning based on 15th day of school.
 - Charter Schools' dropouts are included with Greenville County Schools' 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 to Greenville County Schools by **July 31 each year**. Funds for qualifying teachers are sent to the Charter Schools when received from the State Department of Education.

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 updates to the PCS by the following dates: September 19 (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

Must be prepared in GASB 34 format. Deadline for submission to Greenville County Schools is **mid-September** after the end of the fiscal year.

Special Revenue and EIA Funds

Submit to Greenville County Schools, by **March 31st**, estimated allocations for the next fiscal year. The Charter Schools need to estimate the allocations for special revenue and EIA funds for which they think they are eligible. The estimates need to be provided by fund and documentation supporting the estimates.

End-of-Year Report

By **March 31** each year, each Charter School will need to submit to the Accountability and Quality Assurance Department a CD copy of the 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 documents will be submitted to the Office of School Quality at the SDE. The school district Accountability and Quality Assurance Department 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 the SIS for transmittal to the SDE. Charter Schools are responsible for facilitating these extractions by keeping their data up-to-date.

Special Education

IDEA funds are allocated to a Charter School based on the **previous year's** Child 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 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 Child Count from the prior school year). The template for this budget is in Appendix D.

Charter Schools will periodically receive Special Education student rosters for review and correction. Instructions for updating each roster will be included at distribution time. Charter school teachers are expected to maintain their caseloads on an on-going basis. Instructions for updating caseloads are available on the main EasyIEP screen in the Daily Message section.

Health Services / DHEC

In September each year the Department of Health Education Control (DHEC) requires a paper report on the immunization status of each student. The DHEC representative will coordinate the delivery of the report packet and the collection of data. The report is generally due to the Health Department in Greenville by the **first week of October**.

Title I

See section on *Title I* in *General Information* for various reporting dates pertaining to schools that wish to seek Title I eligibility.

Staff Certification Stats

The Charter Schools will need to 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 are to submit to the district by **August 1**, a copy of the completed Highly Qualified letter of certification (Appendix J) 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.sctechners.org) that shows that the teacher is Highly Qualified. The principal or teacher can access the appropriate screen via his/her certificate #.

Federal Fund Report

Upon receipt of the approved award from the State Department of Education (SDE) a budget form with the charter allocation and allocation methodology will be sent to the Charter School. In order for funds to be allocated the Charter School must email the completed budget form (see Appendix M for example) specifying the manner in which federal funds will be spent to the Executive Director of Finance.

At the end of a fiscal year in which a Charter School receives federal funds from Greenville County Schools, the Charter School must email a detailed expenditure form reflecting the manner in which the federal funds were expended. Expenditures must be consistent with the detailed budget submitted previously. This documentation must be provided by **August 1st**.

Charter School Timeline for Reporting & Important Actions

- (asterisk) indicates that Reports and/or Information is to be copied to Phillip Davie
- Items in bold indicate data that is collected through ETS for a specific dept.

See Handbook for more info.

Date/Time	Report/Data/Information Due	Submit To
July 1	First payment to approved charter schools for fiscal year	District initiates payment
July 31	List of National Board Certified teachers submitted to district (Nat. Board supplement)	Davie for Business Services
August 1	Highly Qualified reporting (HQ and Non-HQ Charter School teachers)	Davie for HR Dept.
August 1	Federal Fund Expenditure Report	Executive Director of Finance*
August	Beginning of the year Charter School POWERSCHOOL training	Registration notification through POWERSCHOOL listserv
August	Beginning of the year Attendance training	RSVP - Davie
August	Special Education Overview of Process/Procedures training	RSVP - Special Education Services
August	Beginning of the year Special Education Enrollment Verification Rosters	Special Education Services
August	Beginning of the year Charter School ESOL training	RSVP - Davie
August	State Dept of Ed requests list of certified teachers – Charter Schools are to use their updated PCS report (teacher supply reimbursement)	SDE*
Prior to an Out-of-District student being enrolled	Parent must pay tuition to the school district and receive a receipt to take to the Charter School as payment verification	Finance Dept.
Prior to beginning of school year for new Charter School and as requested by SDE	Professional Certified Staff Report	Davie for Benefits/ Insurance Dept.
First 10 days of school	Blood Borne Pathogen training - conducted by the Charter School for its employees	Charter responsibility
Beginning of the school year	Charter Schools assess PHLOTE (English proficiency- Identification of students)	Charter responsibility
Mid-September after the end of the fiscal year	End-of-Year Annual Audit Report	Executive Director of Finance*
September	DHEC Report (paper) on immunization status of students	DHEC

DISTRICT'S 15 th day of school year	Attendance/enrollment report (POWERSCHOOL extract)	ETS PowerSchool Group
DISTRICT'S 15 th day of school year	Charter school student name and demographic data	Planning Dept.
DISTRICT'S 15 th day of school	Ethnic Distribution Report	Accounting Services
15 th day of district's school year	Special Education Roster	Special Ed Services
September 19	Professional Certified Staff Report	Davie for Benefits/ Insurance
Prior to the 45 day count	New Charter Schools will undergo a student enrollment audit	Conducted by GCS Internal Auditor
Prior to the 45 day count	New Charter Schools will be required to submit Proportionality of Poverty report and data to district	Davie for Office of Title 1
October 1	Staff Certification Stats Report	Davie
October	Special Education Child Count Report	Special Education Services
1 st Friday in October	Professional Certified Staff Report Updates	Davie for Benefits/ Insurance Dept. and Office of Title 1
October	Charter schools verify Special Ed enrollment via rosters	Special Ed Services
DISTRICT'S 45 th day of school year	Attendance/enrollment report (POWERSCHOOL extract)	ETS PowerSchool Group
DISTRICT'S 45 th day of school year	Ethnic Distribution report	Accounting Services
DISTRICT'S 45 th day of school year	Charter school student name and demographic data	Planning Dept.
November 1	Checked and Verified Special Ed rosters returned to district; December 1 Count Report prepared by the district	Special Ed Services
First Friday in November	Professional Certified Staff Report Update (as needed)	Davie for Office of Title 1
Fall	Annual Special Education program audits (site visits)	Special Ed Services
December 31	SDE Required Charter Annual Report due (template from Kayla Audette)	Phillip Davie
Second week in January	Projected Enrollment for next school year (Includes Requests for changes in Charter Contract enrollment cap)	Davie for Finance Dept
January 30	Proposed Budget for use of Special Education Funds (IDEA)	Davie for Special Ed Dept
DISTRICT'S 90 th day of school year	Attendance/enrollment report (POWERSCHOOL extract)	ETS PowerSchool Group

DISTRICT'S 90 th day of school year	Ethnic Distribution report	Accounting Services
DISTRICT'S 90 th day of school year	Charter school student name and demographic data	Planning Dept.
Feb. 18-April 11	ELDA Testing	ESOL Dept.
Third week of March	Professional Certified Staff report / 135 th day of school report	Davie for Benefits/ Insurance
Third week of March	Provide a projected enrollment number for next school year	Davie
March 31	End of Year Report (CD / Narrative)	Davie
April 1	Poverty Percentage Data for Proportionality Method	Davie for Office of Title 1
May 1	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.	Davie/Fox
DISTRICT'S 135 th day of school year	Attendance/enrollment report (POWERSCHOOL extract)	ETS PowerSchool Group
DISTRICT'S 135 th day of school year	Ethnic Distribution report	Accounting Services
DISTRICT'S 135 th day of school year	Charter school student name and demographic data	Planning Dept.
Second Thursday in June	Students enrollment spreadsheet for next school year	Davie
Second week in June	Professional Certified Staff Report Update	Davie for Benefits/ Insurance
DISTRICT'S 180 th day of school year	Attendance/enrollment report (POWERSCHOOL extract)	ETS PowerSchool Group
DISTRICT'S 180 th day of school year	Ethnic Distribution report	Accounting Services
DISTRICT'S 180 th day of school year	Charter school student name and demographic data	Planning Dept.
During the school year	Veteran Charter Schools will undergo at least 1 student enrollment audit	Conducted by GCS Internal Auditor
During the school year	Dropout data as requested by the State Dept of Ed	Davie for Student Services Dept.
During the school year	Charter school student name and demographic data	Planning Dept.
During the school year	Electronic compliance monitoring of IEP processes	Special Education Services
During the school year	Discipline, Transition, Graduation, Exit, Staff and other data (Special Ed)	Special Education Services
Throughout the year as needed	Updates to Special Ed enrollment communicated via Easy IEP	Special Education Services

Every 2 weeks during the school year	OSHA training at Sullivan Center	Provided by GCS Health Services
Two months prior to review by Board of Trustees	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 Trustees)	Davie
Throughout the year as dictated by the State Dept of Education	POWERSCHOOL extract reports/ Correction of POWERSCHOOL Error reports	ETS
Title I reporting dates	See Charter School Handbook	Office of Title 1



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.

SECTION 59-40-30. Intent of General Assembly.

(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.

SECTION 59-40-40. Definitions.

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)(a) A charter school is eligible for federally sponsored, state-sponsored or district-sponsored interscholastic leagues, competitions, awards, scholarships, grants, and recognition programs for students, educators, administrators, staff, and schools to the same extent as all other public schools.
- (b) A charter school student is eligible to compete for, and if selected, participate in any extracurricular activities not offered by the student's charter school which are offered at the resident public school he would otherwise attend. A charter school student is eligible to compete for, and if selected, participate in an activity governed by the South Carolina High School League offered at the resident public school he would otherwise attend if the league-governed activity is not offered at the student's charter school.
- (c) A charter school student is eligible for extracurricular activities at the student's resident public school consistent with eligibility standards as applied to full-time students of the resident public school.
- (d) A school district or resident public school may not impose additional requirements on a charter school student to participate in extracurricular activities that are not imposed on full-time students of the resident public school.
- (e) Charter school students shall pay the same fees as other students to participate in extracurricular activities.
- (f) Charter school students shall be eligible for the same fee waivers for which other students are eligible.
- (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 sub item (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.

SECTION 59-40-80. Conditional authorization of charter school.

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 nongraded 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.

SECTION 59-40-115. Termination of contract with sponsor.

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 credits 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.

SECTION 59-40-160. Compilation of evaluations; impact study.

(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.

SECTION 59-40-170. Annual listing of buildings suitable for charter school use.

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.

SECTION 59-40-180. Regulations and guidelines.

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.

SECTION 59-40-200. Effect of establishment of South Carolina Public Charter School District on pending and future applications.

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.

SECTION 59-40-210. Conversion of private school to charter school.

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.

SECTION 59-40-220. South Carolina Public Charter School District.

(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.



APPENDIX B



MEMORANDUM

TO: Charter School Principals

FROM: Robin J. Stack

SUBJECT: **Nonresident Tuition Information**

Guidelines for payment and enrollment of out-of-county students who wish to attend a Greenville County Charter School are listed below. Please refer to the District's website for the annual Out-of-District Tuition Schedule. All out-of-county students attending Greenville County Charter Schools must adhere to this schedule.

Thank you for your assistance.

Nonresident Tuition Procedures for Charter Schools of Greenville County

1. **Nonresident tuition information is available via The School District of Greenville County's website ([Greenville County Schools Website](#)) or by calling the Finance Dept. at 355-1161.**
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 School District of Greenville County.**
3. **Parent should send/bring the "Nonresident Tuition" form and the appropriate amount of tuition to the Finance Department of The School District of Greenville County.**
4. **The School District of Greenville County 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 School District of Greenville County.**
6. **The Charter School should record a geocode of OUT1 for each student who resides in another county and attends the Charter School.**
7. **The School District will periodically review SIS data for compliance with nonresident tuition procedures.**
8. **Parents/Guardians not remitting a full year in advance will be billed in December for the remainder of tuition.**

The School District of Greenville County
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 Robin J. Stack in Business Services at The School District of Greenville County along with proper tuition.



APPENDIX C

**STUDENT PERMANENT RECORD
TRANSMITTAL /REQUEST FORM
FOR CHARTER SCHOOLS**

Purpose of this Form:

- A copy of this form is to be attached to the records that are being transferred from one school to another.
- Both the sending and the receiving school should keep a copy of this form for their files when it is attached to student records.

STUDENT NAME _____ **DATE OF BIRTH** _____

STUDENT PERM # (if known) _____ **Grade Level** _____

TYPE OF RECORDS BEING REQUESTED:

_____ **Permanent Cumulative Record (including all colored folders)**

_____ **Special Education Red Due Process**



School Requesting Record:

Name of School _____ / **Date of Request** _____

Name of School Official Requesting Record

Phone Number



School From Which Record Is Requested:

Name of School _____

- **GCS Transfer form has been completed with parent signatures PRIOR to release of records.** _____ **Yes** _____ **No**

- **ENTIRE student record is enclosed.** _____ **Yes** _____ **No**

Name of School Official Releasing Record

Phone Number



School Accepting Record:

Name of School _____

Name of School Official Accepting Record _____

Date Record Received _____



APPENDIX D

Child Find Procedures for Charter Schools

District Child Find procedures are currently being revised. If a charter school is considering a referral for eligibility, contact school psychologist Jason Mullis via email at jmullis@greenville.k12.sc.us.

GREENVILLE COUNTY SCHOOLS
FY _____ Charter Schools

Detailed Information for Dollar Baseline Budget Request

Amount Requested	Description	Accounting Function (Instructional) (Exceptional Programs) (Support Services)
TOTAL REQUESTED:		



APPENDIX E

Charter School Commercial Insurance Coverage Requirements

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

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. A copy of the executed certificate is to be sent to Phillip Davie at 355-3160 or pdavie@greenville.k12.sc.us.

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



APPENDIX F



July 13, 2015

TO: Charter School Principals/Directors

FROM: Jeff Knotts
Executive Director of Finance

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 their annual audit report as prescribed in the South Carolina Department of Education Annual 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 Robin Stack in the Business Services Department at 355-1172.

Thank you for your assistance in this matter.



July 13, 2015

TO: Charter School Principals/Directors

FROM: Jeff Knotts
Executive Director of Finance

RE: Sub-recipient monitoring requirements

Greenville County Schools receives various federal funds which are then passed through to charter schools that meet eligibility requirements. Based on a recent external audit, Greenville 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, Greenville 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 Greenville 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 Greenville 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 Executive Director of Finance for Greenville 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 Greenville County Schools.

If you or your auditors have questions concerning the requirements listed above, please contact Robin Stack in the Business Services Department at 355-1172.



APPENDIX G

_____ School Year Charter School _____

(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 _____ . ATTACH REGISTRATION CONFIRMATION**
(testing date)

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

Comment:

Please complete and return this form to your school's Principal. Principal please forward to Phillip Davie, Charter School Liaison by August 1 of the school year.



APPENDIX H

**Charter School
Staff Certification Statistics Report (Template)**

Name of Charter School:

Certified Teachers

Full Name	SSN	Certificate No. & State in which Certified	Certificate Validity Dates July 1, ____ to June 30, ____	Highly Qualified? (according to NCLB) Yes or No	Certification Area(s)	What course(s) and/or grade level(s) currently teaching	Are Transcripts & Certificate on file at the charter school? Yes or No	Former District (if applicable)

**Non-certified Teachers Teaching in a Core Academic Area:
English/LA, Math, Science, Foreign Languages, Civics, Government, Economics, History, Geography, Dance, Art, and Music.**

Full Name	SSN	What course(s) and/or grade level(s) currently teaching	College Major	College or University that granted the degree	Type of Degree: Bachelors or Graduate	Are Transcripts on file at the charter school? Yes or No	Former District (if applicable)

Non-certified Teachers Teaching in other areas (PE, Health, CTE, ESOL)

Full Name	SSN	What course(s) and/or grade level(s) currently teaching	Completed at least one year of college? Yes or No	College(s) where coursework was done	Are Transcripts on file at the charter school? Yes or No	Former District (if applicable)
1						
2						
3						

4							
Administration	Full Name	Certified in Administration? Yes or No	One Year of School Administrative Experience? Yes or No	Former District (if applicable)			
Principal							
Other							
Does the Administration possess records reflecting that all staff members at the school have undergone background checks (through SLED or Choice Point), as required by law?							
	YES	NO					



APPENDIX I

GREENVILLE COUNTY SCHOOLS
2018-2019 SPECIAL PROJECTS BUDGETS

Line #	Description	Source of Funding	Fund Description
1	K-12 Technology Initiative	Lottery	Funds must be used for technology infrastructure or Personalized Learning (one to one) initiatives. Funding ended in FY17. FY18 is a result of carryover funds from FY17.
2	Mobile Device Access	Lottery	Funds for the Mobile Device Access Management Initiative (MoDAM) are offered through the K-12 School Technology Initiative Committee for school districts to procure high-speed mobile internet services for students who lack such internet service at home and are participating in a course of study that requires such access. One time allocation received in FY17 to be spent over a 5 year period.
3	Early Childhood Program (Four-Year-Olds)	State	The regulations require all school districts to provide a half-day early childhood development program for four-year-olds who have indicated significant readiness deficiencies.
4	Aid To Districts	State	Aid to Districts funding is used to support programs similar to those of the Education Finance Act. FY19 includes a combination of Professional Development and Reading funds.
5	Aid to Districts - Technology	State	Funds are provided to the school district to develop or expand one-to-one computing initiatives.
6	Student Health and Fitness Act Elementary Nurses	State	Funds are used to provide a licensed nurse in elementary schools.
7	Formative Assessment	State	Provides partial funding for formative assessment tools such as MAP and TE21.
8	Student Health and Fitness Act PE Teachers	State	Provides funding for certified elementary physical education teachers.
9	Career Development Specialists and Guidance	State	Funds guidance and career specialist positions at middle and high schools as required by the Education and Economic Development Act (EEDA).
10	Adult Education - State	State	Funds are allocated to adult education programs to provide academic services to adults for adult education and literacy services, including workplace literacy services and English literacy services. Adult education and literacy services, include, but are not limited to: basic-education instruction, preparation for a high school equivalency test, the development of academic skills and in contextual workplace basic skills, or the completion of requirements for a high school diploma.
11	Roper Mountain Science Center Science PLUS Grant	State	Roper Mountain Science Center receives this allocation to provide multiple one day fall workshops and weeklong summer workshops for public school science teachers.
12	Professional Development	State	Funds are provided for professional development across all content areas for instructional and instructional leadership personnel. Future funding moved to Aid to District starting in FY19.
13	Reading	State	Funds are provided to support literacy instruction at all levels and across all content areas. Future funding moved to Aid to District starting in FY19.

GREENVILLE COUNTY SCHOOLS
2018-2019 SPECIAL PROJECTS BUDGETS

Line #	Description	Source of Funding	Fund Description
14	Assisting, Developing, and Evaluating Professional Teaching (ADEPT)	State	This program provides teachers with comprehensive guidance and support during their first and second year in the profession.
15	EEDA Supplies and Professional Development	State	Funds provide professional development in applied techniques, integration of curriculum, career guidance training, and mentor training.
16	Career Technology Education (CTE) State Funds	State	Funds are used for Work Based Learning coordinators, School-To-Work activities, supplies and equipment for vocational training.
17	Industry Certificates	State	Funds are used for costs related to certification preparation and testing.
18	National Board Certification Supplement	State	Funds the supplement earned by National Board Certified teachers.
19	Teacher Supplies	State	Funds are provided to offset expenses incurred by eligible employees for supplies directly related to the education of students. An allocation of up to \$275 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. The 2017-2018 allocation was \$275.
20	Refurbishment of K-8 Science Kits	State	Funds are appropriated for the purchase of instructional materials to refurbish science kits on the state-adopted textbook inventory.
21	Teacher Salary and Fringe Supplement	State	This allocation funds teacher salaries and benefits. Revenue is transferred into the General Fund where the expenditures are recorded.
22	Reading Coaches	State	Funds provide elementary schools with reading coaches.
23	At Risk Student Learning	State	Funds are for instruction and instructional support for students classified as at academic risk.
24	Summer Reading Camps	State	Funds are for summer reading camps focused on reading intervention for third graders who are not reading proficient.
25	SC Vocational Rehabilitation	State	Funding provided by the SC Vocational Rehabilitation Department for 1.40 FTE Transition Services Specialists who provides and coordinates career assessments, occupational exploration, and participation in meaningful work experience for students with disabilities.
26	Title I, Vocational Aid - Perkins	Federal	Funds are provided to develop the academic, vocational, and technical skills of secondary students who elect to enroll in vocational and technical programs.

GREENVILLE COUNTY SCHOOLS
2018-2019 SPECIAL PROJECTS BUDGETS

Line #	Description	Source of Funding	Fund Description
27	Title I	Federal	Title I, Part A funds (Improving Basic Programs Operated by Local Educational Agencies) ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. This purpose shall be accomplished through school wide programs, increased parental involvement and accountability.
28	Title I Neglected and Delinquent	Federal	Title I, Part D funds, (Neglected and Delinquent), are designed to improve the educational services of children in local and state institutions for neglected and delinquent children and youth, to ensure children and youth have the opportunity to meet the same challenging state achievement content, and achievement standards that all children in the state are expected to meet.
29	Title II - Improving Teacher Quality	Federal	FY19 funds 21.0 first grade reduced class size teachers and also provides funding for improving teacher quality through training.
30	Title III - English Language Acquisition	Federal	Funds are used to help ensure that children, who are limited English proficient, attain English proficiency and meet academic standards.
31	Title IV, Part A	Federal	Funds are used for mental health services, STEM and Makerspace materials to support schools, and professional development for teachers in reading and reading intervention.
32	Individuals with Disabilities Education Act (IDEA)	Federal	Funds are used to supplement, not supplant the level of state and local funds expended for the education of children with disabilities.
32a	IDEA Maintenance of Effort (MOE)	State	One-time IDEA MOE Settlement of \$3.8M provided through state EIA funding. This funding was received in FY17 and was eligible to carryover for one year.
33	Preschool Grant - Federal	Federal	Funds are used to supplement, not supplant the level of state and local funds expended for the education of children with disabilities ages three, four and five.
34	Adult Education - Federal	Federal	Funds are allocated to adult education programs to provide academic services to adults for adult education and literacy services, including workplace and English literacy services.

**GREENVILLE COUNTY SCHOOLS
2018-2019 SPECIAL PROJECTS BUDGETS**

Line #	Description	Source of Funding	Fund Description
35	ROTC Programs	Federal	The federal government reimburses a portion of the instructor's salary according to military salary ranges. The District provides a matching allocation from the General Fund. The high schools participating in these programs are: Berea, Blue Ridge, Carolina, J.L. Mann, Mauldin, Southside, Wade Hampton, and Woodmont.
36	21st Century Community Learning	Federal	This is a four year federal grant used to operate a 21st Century Community Learning Center program for students in grades 3-5. This grant is for students at Monaview Elementary. FY19 is year 3 of 4. The goal of the program is to improve the students' academic achievement, health and wellness.
37	Javits G&T Grant	Federal	This is a five year grant to enhance the existing gifted and talented (GT) programs in two schools (Cherrydale and Alexander) and establish an Enrichment & Trial Placement Program in two schools that currently do not have the program (Armstrong and Woodmont Middle). Activities include stipends for curriculum and summer camp planning, resource libraries, summer camp supplies, state conference, and GT endorsement courses.
38	OnTrack Greenville	Local Grants	This started as a three year grant ending FY18 that will enable at-risk students at Berea, Lakeview, and Tanglewood middle schools and Greenville Early College to gain an understanding of the importance and impact education has on their future. This will be accomplished through expanded access to community and school-based resources designed to address the needs of the whole student. Additional funding for this grant is available for FY19.
39	Math & Science Unit Coaching Initiative	Clemson	Supports the statewide systematic initiative for math and science by providing for math and science specialists.
40	Beverage Contract	Beverage	Funds are generated by the beverage contract.
41	Agricultural Education	Clemson	Pays a portion of salaries and fringe for agricultural education teachers.
42	ETS E-Rate	Rebates	The funding generated by E-rate is intended to build and maintain a network infrastructure to ensure internet access and telecommunication at all schools.
43	Medicaid Health Services Program	Medicaid Billing	Rehabilitative and related health care services are provided to Medicaid eligible school children. The Department of Health and Human Services (DHHS) reimburses the District for administrative activities provided by district staff that relate to the administration of the Medicaid program.

GREENVILLE COUNTY SCHOOLS
2018-2019 SPECIAL PROJECTS BUDGETS

Line #	Description	Source of Funding	Fund Description
44	Sirrine Scholarship	Sirrine Trust	Funds are received from the Sirrine Trust to distribute Sirrine Scholarships awarded to students attending institutions of higher learning.



APPENDIX J

District PCS Reporting spreadsheet

Employee Name	SS#	Cert #	BEDS#	Annual Salary	Federal Funds (if any)	Days Employed	First 135 days	Position Code	FTE 1	FTE 2	FTE 3	FTE 4
John Doe	123-45-6789	123456	123	\$29,608.00	\$15,000.00	190	135	8	1.0			

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 do 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



APPENDIX K



GREENVILLE COUNTY SCHOOLS CHARTER SCHOOL APPROVAL (or RENEWAL) CHECKLIST

Name of School: _____ Grades: _____

Standard Component	Yes	No
Does the Charter School Application include the GCS Statement of Assurances and General Terms with all appropriate signatures?	<input type="checkbox"/>	<input type="checkbox"/>

(A) MISSION STATEMENT

Standard Components	Yes	No	Comments
Is the purpose of the charter school clearly stated?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(A)(1); App.(A)
Is the purpose of the charter school consistent with the intent of the Charter Schools Act?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(A)(2); App.(A)

(B) ADMISSIONS POLICIES AND PROCEDURES

Standard Components	Yes	No	Comments
Do the admission policies and procedures provide that, subject to space limitations, the charter school will admit all children who are eligible to attend public school in the school district in which the charter school is operating?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(B)(2); App.(B)(1)
Does the charter application specify a "targeted population" which they propose to serve?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(B)(2); App.(B)(1)
If so, does the application describe the criteria for determining the "targeted population?"	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(B)(2); App.(B)(1)
If so, does the application adequately describe the process or method by which the charter school will determine whether students meet that criteria?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(B)(2); App.(B)(1)
If the number of applications exceeds the capacity of a program, class, grade level, or building, will the students be accepted by lot, as specified in federal or state guidance?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(B)(2); App. (B)(1)

Standard Components	Yes	No	Comments
Do the policies and procedures indicate that the charter school will not limit or deny admission or show preference to any individual group? (Priority may be given to a sibling of a pupil already enrolled, children of charter school employees, and children of the charter school committee. Children of the charter school committee who are given priority may not exceed 20 percent of the enrollment of the charter school.)	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(B)(3); App.(B)(1)
Do the policies and procedures include provisions to grant or deny permission for students to attend the charter school if they reside in a school district other than the one in which the charter school is located?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(B)(5); App.(B)(2)
If the charter school plans to enroll out-of-district students, <ul style="list-style-type: none"> Will in-district students be given priority? Will the out-of-district student enrollment exceed 20 percent of the total enrollment of the charter school, only with the approval of the receiving district's board of trustees? Will the sending district be notified immediately of the transferring students? Will the out-of-district students be considered on the basis of the order in which their applications are received? Will the out-of-district student enrollment exceed 20 percent from one school district only with the approval of the sending district? 	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(B)(5)(a); App.(B)(2)
	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(B)(5)(b); App.(B)(2)
	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(B)(5)(b); App.(B)(2)
	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(B)(5)(b); App.(B)(2)
	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(B)(5)(c); App.(B)(2)
If a charter school denies admission to a student for reasons other than the results of a lottery, does the school allow for the student to appeal the denial to the local school board of trustees?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(B)(6); App.(B)(3)

(C) SUPPORT FOR FORMATION OF A CHARTER SCHOOL

Standard Components	Yes	No	Comments
Does the charter committee include at least one teacher?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(C)(1); App.(C)(1)
Does the application include documentation of support of parents, teachers, pupils, or any combination of them that demonstrates that the school would likely meet enrollment expectations?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(C)(2); App.(C)(2)
OR			
If the social situation of the proposed school's targeted population precludes establishing parental support, does evidence demonstrate support from community groups and	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(C)(3),(4); App.(C)(2)

Standard Components	Yes	No	Comments
agencies, including letters from these entities that specify the level of their commitment to the school?			

(D) EDUCATIONAL PROGRAM, GOALS, OBJECTIVES, PUPIL ACHIEVEMENT STANDARDS, AND CURRICULUM

Standard Components	Yes	No	Comments
Is the student population identified by grade level, unique educational needs, and projected enrollment?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(D)(2); App.(D)(1)
Are the goals and objectives clearly stated and in enough detail to indicate specific outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(D)(1); App.(D)(2)
Do the educational goals reflect the school's mission statement?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(D)(3); App.(D)(2)
Does the application include strategies to accomplish the educational goals?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(D)(4); App.(D)(2)
Do academic standards identify what students will achieve at each grade level?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(D)(6); App.(D)(3)
Do academic standards meet or exceed the South Carolina curriculum standards, as adopted by the State Board of Education?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(D)(6); App.(D)(3)
Is a correlation or other documentation included or process identified to ensure that the school will provide an instructional program that meets or exceeds the academic standards?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(D)(6); App.(D)(3)
Does the application contain a yearly calendar which clearly gives vacation days, holidays and days that are less than a full instructional day?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(D)(5); App.(D)(4)
Does the application contain a daily schedule that clearly indicates instructional periods, classes or experiences, beginning and ending of school day, and lunch times?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(D)(5); App.(D)(4)
Do the school calendar and daily schedule include at least 180 instructional days of six hours each?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(D)(5); App.(D)(4)
Does the charter school's calendar allow for collection of report data commensurate with the state and district's collection timeline?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(D)(5); App.(D)(4)
If the charter school plans to offer the South Carolina State High School Diploma, does the application describe the method for meeting the diploma requirements, including course unit requirements, seat time for Carnegie Units, and passage of the required examination?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(D)(7); App.(D)(4)

Standard Components	Yes	No	Comments
Are provisions included for determining if all students are achieving the standards, including the methods by which student performance information will be gathered and monitored?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the application include an explanation as to how the school will comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act by providing the following information:			Reg.(D)(9); App.(D)(4)
<ul style="list-style-type: none"> The school's procedure for identifying students with special needs, developing individualized education programs, and providing related and transition services? 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> A description of how the school will implement special education requirements for students with disabilities, including the full range of services and placements that will be made available to those students? 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> A description of how the school will implement transition services and how assistive technology needs will be addressed? 	<input type="checkbox"/>	<input type="checkbox"/>	

(E) STUDENT ASSESSMENT

Standard Components	Yes	No	Comments
Does the application specify methods for evaluating pupil achievement at each grade level?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(E)(1); App.(E)(1)
Do the evaluation methods include the state assessments?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(E)(1); App.(E)(1)
Does the application include a timeline that identifies the expected yearly progress toward meeting the charter school's long-term performance goals?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(E)(2); App.(E)(2)
Does the expected yearly progress meet or exceed the adequate yearly progress as established in the No Child Left Behind Act?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(E)(2); App.(E)(2)
Are provisions included to address the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(E)(3); App.(E)(3)

(F) BUDGET AND ACCOUNTING SYSTEM

Standard Components	Yes	No	Comments
Does the application include a budget for each year of the five-year term of the charter, using the same budget codes as are required of school districts?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(F)(1); App.(F)(1)

Standard Components	Yes	No	Comments
Is the budget based on documented SDE estimated revenues?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(F)(1); App.(F)(1)
If the budget includes funds acquired through grants, does the application (1) present evidence that the funds, including federal public charter school start-up grant, are likely to be received and (2) explain the terms of the projected grants?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(F)(1); App.(F)(1)
Do anticipated expenditures include all costs associated with initial implementation and continued operation, including but not limited to instructional and support costs for salaries, employee benefits, purchased services (includes insurance and transportation), supplies and materials (includes noncapital equipment), and capital outlay?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(F)(1); App.(F)(1)
Does the application include a description of the annual audit of financial and administrative operations, including evidence that the charter school will adhere to the accounting, auditing, and reporting procedures and requirements that are applied to public schools operating in South Carolina as set forth in the <i>Single Audit Guide, Financial Accounting Handbook, and Funding Manual</i> ?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(F)(2); App.(F)(2)
Does the application include documentation regarding the pupil accounting system, including evidence that the charter school will adhere to the procedures and regulations that are applied to public schools operating in South Carolina as set forth in the <i>S.C. Pupil Accounting Manual</i> and the <i>S.C. Student Accountability Manual</i> ?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(F)(3); App.(F)(3)
Does the application include documentation of any negotiated services to be provided by the school district, including but not limited to financial accounting, payroll services, food services, custodial services, maintenance, curriculum, library and media services, and warehousing?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(F)(4); App.(F)(4)

(G) GOVERNANCE AND OPERATION

Standard Components	Yes	No	Comments		
Does the application include a copy of the non-profit corporation's articles of incorporation, bylaws, and proof of South Carolina non-profit corporation status?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(G)(1); App.(G)(1)		
<p>Governing Board Elections</p> <ul style="list-style-type: none"> • Is the governing board elected annually? • Are all employees of the charter school and all parents or guardians of enrolled students eligible to participate in the election? • Are parents or guardians of a student given one vote for each student enrolled in the charter school? 	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(G)(2); App.(G)(2)		
			<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	
<p>Does the governing board assume the following responsibilities:</p> <p>(a) employing and contracting with teachers and nonteaching employees;</p> <p>(b) ensuring that teachers, whether certified or noncertified, undergo the background checks and other investigations required for certified teachers, as provided by law, before they may teach in the charter school;</p> <p>(c) contracting for other services;</p> <p>(d) developing pay scales, performance criteria, and discharging policies for its employees;</p> <p>(e) deciding all other matters related to the operation of the charter school, including budgeting, curriculum, and operating procedures; and</p> <p>(f) ensuring that the charter school will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to all public schools operating in the same school district?</p>	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(G)(3); App.(G)(2)		
	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>			
Is evidence provided that the charter school and its governing body will comply with the Freedom of Information Act?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(G)(6); App.(G)(2)		
Does the application include a description of the administrative structure of the charter school, including the roles and responsibilities of each administrative staff member?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(G)(4); App.(G)(3)		
Does the application provide evidence of the nature and extent of parental, community, and professional educator involvement in the governance and operation of the school?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(G)(5); App.(G)(4)		

(H) ADMINISTRATIVE AND TEACHING STAFF

Standard Components	Yes	No	Comments
Will at least one member of the administrative staff hold current South Carolina certification in administration or have at least one year of experience in the field of school-based administration?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(H)(1); App.(H)(1)
Will at least 75 percent of the teachers be certified?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(H)(2); App.(H)(2)
Does the charter application contain evidence that all the certified teachers are highly qualified as of July 1, 2006?	<input type="checkbox"/>	<input type="checkbox"/>	NCLB
Will each teacher of a core academic area (English/language arts, mathematics, science, or social studies) either be certified in that area or hold a baccalaureate or graduate degree in that subject? (Teachers with elementary certification may teach in any academic area and in any grades allowable by the status of their certification.)	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(H)(4),(7); App.(H)(2)
Does the application include provisions for special education teachers to be certified in each of the areas of disability for students needing special education?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(D)(9); App.(H)(2)
Will each noncertified teacher:			Reg.(H)(6); App.(H)(2)
<ul style="list-style-type: none"> • Be appropriately qualified for the subject matter taught? 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Have completed at least one year of study at an accredited college or university? 	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Meet the qualifications outlined in S.C. Code Ann.§59-25-115? 	<input type="checkbox"/>	<input type="checkbox"/>	

(I) RACIAL COMPOSITION

Standard Components	Yes	No	Comments
Does the application demonstrate timely, fair, and realistic policies and procedures for recruiting, registering, and admitting students that reflect the racial composition of the school district or the targeted school population?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(I)(1); App.(I)(1), (2)
Do the proposed procedures and policies reflect an understanding of the racial composition of the district and the targeted student population?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(I)(2); App.(I)(1), (2)
Does the application demonstrate that the applicant requested and received a letter from the district indicating whether the school will be subject to any desegregation plan or order?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(I)(3); App.(I)(3)

(J) TRANSPORTATION

Standard Components	Yes	No	Comments
Will the charter school provide or facilitate transportation if the lack of transportation prevents a child from attending that school?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(J)(2); App.(J)(1)
If so, does the charter school provide adequate details about a plan or methods for providing transportation for children who do not have transportation?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(J)(2); App.(J)(1)
If the charter school will provide transportation by school bus, does the application include a plan that complies with the state requirements for drivers and training and the state safety requirements for school buses?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(J)(1); App.(J)(2)
If the charter school intends to contract with the district or a third party for transportation services, does the application provide a description of those services and a proposed contract?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(J)(3); App.(J)(3)
Does the application include provisions for students with special needs to be served in accordance with state and federal law?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(D)(9); App.(J)(4)

(K) FACILITIES AND EQUIPMENT

Standard Components	Yes	No	Comments
If the application identifies a facility that the charter school intends to occupy, does the application provide the following information: (a) the address of the facility; (b) a description of the facility; (c) a floor plan of the facility, including a notation of its size in square footage; (d) the name and address of the owner of the facility; (e) a copy of the proposed lease or rental agreement if the facility will be lease or rented; and (f) documentation from the Office of School Facilities stating that the facility meets the appropriate codes, or evidence that the charter school committee is working with an architect and/or the Office of School Facilities to correct any deficiencies?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Reg.(K)(1); App.(K)(1)
If the application does not identify a facility that the charter school intends to occupy, does the application include a plan for obtaining such a facility, including (a) a description of the facility needs; (b) a statement as to whether an existing facility will be remodeled or a new facility will be build; and	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Reg.(K)(2); App.(K)(2)

Standard Components	Yes	No	Comments
(c) a schedule for completing or obtaining a suitable facility? If applicable, does the application include a description of and timeline for any plan for completing or obtaining a facility?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the application include a description of the equipment that will be used to support the proposed curriculum? Does the application explain how the equipment will be obtained?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(K)(3); App.(K)(3)

(L) EMPLOYEE RELATIONS

Standard Components	Yes	No	Comments
Does the application include a description of the process that will be used to advertise for, select, and employ instructional staff and other employees?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(L)(1); App.(L)(1)
Does the application outline the procedure for the evaluation of teachers of the charter school? (The charter school either may either comply fully with ADEPT or select another method of evaluation and explain that method with adequate detail.)	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(L)(2); App.(L)(2)
Does the application state methods for evaluating PACE teachers?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(L)(2); App.(L)(2)
Does the application explain how the school will address its employment policies with affected employees?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(L)(3); App.(L)(3)

(M) GRIEVANCE AND TERMINATION PROCEDURES

Standard Components	Yes	No	Comments
Did the charter school, with agreement from the sponsor, adopt the procedures for the employment and dismissal of teachers outlined in S.C. Code Ann. §59-25-410 <i>et seq.</i> (1990)?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(M)(1), (2); App.(M)(1), (2)
OR			
Did the charter school establish employment and termination procedures that provide for notice and a right to a hearing before the governing board?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the charter school application include grievance or termination procedures for paraprofessionals and other staff?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(M)(3); App.(M)(3)

(N) STUDENT CONDUCT, RIGHTS, AND RESPONSIBILITIES

Standard Components	Yes	No	Comments
Will the charter school adopt the district's policy on student conduct and discipline?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(N)(1), (2); App.(N)(1)
OR	<input type="checkbox"/>	<input type="checkbox"/>	
Does the application include a policy that sets forth clear expectations for student conduct and discipline?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the policy that set forth disciplinary actions to be taken by the administration for breaches of the student conduct policy, include the suspension and expulsion of students with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(N)(3); App.(N)(1), (2)
Does the application set forth an appeal process for students recommended for expulsion that includes a right to appeal a decision to the charter school board?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(N)(4); App. (N)(3)
Does the application contain the explanation of the policies with regard to student conduct, rights, and responsibilities that will be given to parents and students at the beginning of the school year?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(N)(7); App.(N)(4)

(O) INDEMNIFICATION

Standard Components	Yes	No	Comments
Does the charter school assume the liability for the activities of the charter school and agree to 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 that arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(O); App.(O)

(P) INSURANCE

Standard Components	Yes	No	Comments
Does the application include a description and a statement from a South Carolina licensed insurance company or the state insurance reserve fund setting out the charter school applicant's insurability and an estimate of the cost for the following types of insurance:			
• Worker's Compensation?	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(P)(1); App.(P)(1)
	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(P)(2); App.(P)(2)

Standard Components	Yes	No	Comments
<ul style="list-style-type: none"> • Liability Insurance? Does the minimum policy cover the limits of the South Carolina Tort Claims Act? 	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(P)(3); App.(P)(3)
<ul style="list-style-type: none"> • Property Insurance? 	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(P)(4); App.(P)(4)
<ul style="list-style-type: none"> • Indemnity Insurance? 	<input type="checkbox"/>	<input type="checkbox"/>	Reg.(P)(5); App.(P)(5)
<ul style="list-style-type: none"> • Automobile Insurance, both property and liability? 			



APPENDIX L

<u>Charter Schools</u>		<u>Poverty Percentage Data for Proportionality Method</u>				
<u>Name of Charter School:</u> <u>Signature of Principal:</u> <u>Date Submitting to GCS:</u>		Due to Phillip Davie by April 1st.				
	<u>Student Last Name</u>	<u>Student First Name</u>	<u>Grade</u>	<u>Home Address</u>	<u>Zip</u>	<u>District School</u>
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APPENDIX M

CHARTER SCHOOL BUDGET/EXPENDITURE REPORT

PROJECT NO.

CDF # _____
 FUND _____
 PROGRAM _____

SUB PROGRAM

PERIOD BEGINS _____ PERIOD ENDS _____

Email to: Executive Director of Finance, Greenville County Schools

CHARTER SCHOOL NAME _____

CHARTER ALLOCATION _____ BUDGET REPORT EXPENDITURE REPORT

FUNCTIONS/CODES		OBJECT OF EXPENDITURES							TOTALS
		SALARIES 100	EMPLOYEE BEN. 200	PURCHASED SER. 300	SUPP. & MAT. 400	CAPITAL OUTLAY 500	OTHER OBJECTS 600	TRANSFERS 700	
NAME	No.								(Indirect Cost)
INSTRUCTION	100								
INST.-BASIC (ADULT ED ONLY)	181								
INST.-SECONDARY (ADULT ED)	182								
ENGL LITERACY-ESL (ADULT ED)	183								
SUPPORT SERVICES	200								
PUPIL SERVICES	210								
INST. STAFF	220								
SUPERVISION OF SPEC. PROG.	223								
PUPIL TRANS (FED MANDATED)	251								
SCHOOL BUILDING	253								
OPER. & MAINT.	254								
FOOD SERVICES	256								
PUPIL TRANS-FIELD TRIPS	271								
COM. SERVICES	300								
PAYMENT TO CHARTER SCHOOL	416								
TRANSFERS	430								
TOTALS									

CERTIFICATION: I hereby certify that the expenditures shown above have been incurred and paid in accordance with rules and regulations set forth in this program, that payment for this claim is not being duplicated or reimbursed from any other source, and that invoices and other pertinent records required to substantiate this claim are on file and available for audit.

 PRINCIPAL'S SIGNATURE OR DESIGNEE DATE

 FINANCE CONTACT PERSON TELEPHONE

 E-MAIL ADDRESS

 FAX NUMBER