



Charter Institute at Erskine Handbook

INTRODUCTION

ABOUT THE CHARTER INSTITUTE AT ERSKINE

The South Carolina Department of Education received Erskine's Sponsor Registration in May 2017. On May 2, 2018, the Charter Institute at Erskine moved to its permanent office in Columbia with full staff ready to support our schools. At the Charter Institute at Erskine (the Institute), we believe schools deserve top quality support for students, families, and professional staff. We are committed to providing the support and opportunities for individual students and schools to achieve their full potential.

OUR PHILOSOPHY

We are dedicated to the creation and support of a culture where all schools thrive. The Charter Institute at Erskine is committed to robust partnerships with the State Department of Education, Charter School Alliance, membership associations, businesses, and others organizations that will empower our school to be the best that they can be. The Charter Institute at Erskine is committed to fairness, transparency, and consistency when it comes to school accountability. We believe that each school's situation is unique, and that the accountability system must value, and not penalize, that uniqueness.

ERSKINE PHILOSOPHY

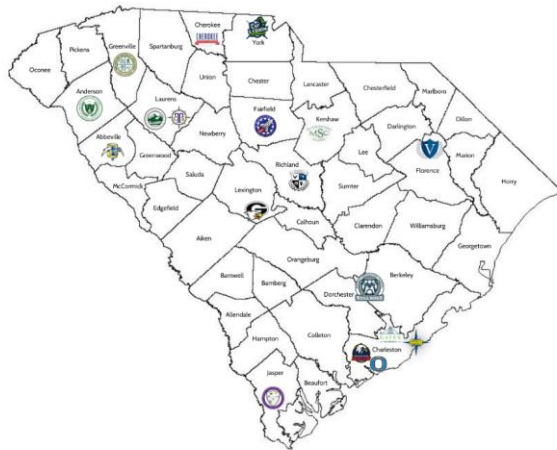
The [Erskine Philosophy](#) outlines the Institute's authorizing philosophy, as well as expectations for the Institute Team Culture.

INNOVATION

It is the mission of the Charter Institute at Erskine to authorize high-quality charter schools that elevate educational opportunities through [innovation and creativity](#). The Institute has implemented several projects that embody the spirit of innovation: Charter School Ambassadors, School Board Monitoring, Red Cross Trainings, the Leadership Program, the Federal Programs Conference, ESOL Certification, the Dear Paperwork Initiative, and more.

OUR SCHOOLS

The Charter Institute at Erskine currently authorizes 24 schools across the state of South Carolina, serving approximately 24,000 students. Our school innovations include Dual-Credit, College Ready, Project-Based Learning, Virtual K-12 Curriculum, Montessori, STEM, Global Competence, Community Schools, Classical, and Entrepreneurial.



OUR TEAM

The Charter Institute at Erskine's highly experienced team fully understands the unique needs of public charter schools. The team consists of educational leaders who actively remove barriers and assist partner schools in their pursuit of academic and operational excellence. Collectively, the Institute's staff has 204 years of administration experience in the field of education, including 129 years of experience specifically in charter schools. The Institute's staff also has 158 years of direct experience in the classroom.



RESOURCES
ORGANIZATIONAL CHART
STAFF CONTACT INFORMATION
ROLES DOCUMENT
BOARD OF DIRECTORS
BOARD MEETING SCHEDULE, AGENDA, AND MINUTES
CHARTER SCHOOL ACT
FREEDOM OF INFORMATION ACT (FOIA) – STATE CODE INSTITUTE FOIA FEE SCHEDULE

ACCOUNT MANAGEMENT

INSTITUTE ASSIGNED ACCOUNTS

RESOURCE	USE
Enrich	Required by Institute for 504 Plans, student test results, etc.
Let's Work Smart	Sustainable platform that allows the Institute to connect with our schools directly. Schools can submit data to the Institute and the Institute is able to make announcements to schools.
PowerSchool	System to access all Institute student information: enrollment information, coding, parent information, etc. Syncs with Frontline daily.
SCLead	Required for Institute ADEPT data for each school.
SmartFusion	Accounting program used by the Institute and schools.

SCHOOL CONTACT PROCESS

The Director of Communications will contact the schools annually in August through the Let's Work Smart portal to collect updated information regarding school roles and contact information. It is vital that this information is reported accurately to the Institute as it is the foundation for all communications with schools regarding reporting, requirements, and other information.

RESOURCE
Let's Work Smart External User Guide
LWS School Contact Memo

AUTHORIZATION

INSTITUTE CONTACT: KATRIEL REA

[HTTPS://ERSKINECHARTERS.ORG/AUTHORIZATION/](https://erskinecharters.org/authorization/)

ANNUAL TIMELINE

DATE OR MONTH	ACTIVITY/ITEM
June	Replication Application
August	Institute Board Meeting (Replication Application Decision)
September 1 5:00PM EST	Transfer Out Request Deadline
November	New Charter Application Letter of Intent Deadline
November 30	Deadline for Institute Board Decision on Transfer Out Request
December 31	Annual Report due to Institute
February 1 5:00PM EST	New Charter Application Due to SCDE
February	Missing Appendices Due
March	Capacity Interviews
April	Institute Board Meeting (New Charter Application Decision)

ACCOUNTABILITY HANDBOOK

INSTITUTE CONTACT: CHRISTY JUNKINS

[HTTPS://ERSKINECHARTERS.ORG/SCHOOL-SUPPORT-2/](https://erskinecharters.org/school-support-2/)

DEPARTMENT PHILOSOPHY

The Accountability Department aims to support schools while giving the school autonomy. The Accountability Department acts as a liaison between schools and the South Carolina Department of Education (SCDE). It is our goal to provide Institute schools with the information, resources, guidance, and technical assistance necessary to build school capacity in the areas we serve while holding the schools accountable. Through building collaborative relationships within and among Institute schools, our department aims to improve teacher efficacy, increase student achievement, advocate for school choice, and empower families and local communities across South Carolina.

RESPONSIBILITIES

TOPIC	PERSON RESPONSIBLE	TOPIC	PERSON RESPONSIBLE
Teacher Certification	Al Bogan	Gifted and Talented Identification	Heather Holliday
Teacher Evaluation	Al Bogan	Career and Technical Education	Heather Holliday
State Assessments	Heather Holliday	Accountability	Heather Holliday
Attendance	Heather Holliday / Jason Jones	Reading Coaches	Kristin Olcott
PowerSchool	Jason Jones	School Counselor	Heather Holliday
Student Health Services	Kristin Olcott	Career Specialists	Heather Holliday
Instructional Materials	Kristin Olcott		

ANNUAL ACCOUNTABILITY AND ASSESSMENT TIMELINE

The [Annual Accountability and Assessment Timeline](#) contains important dates, deadlines, and general testing timeline for the state-required assessments. Specific testing dates within the testing window must be identified by the school. Please note that not all assessments take place in the spring and that some assessments are administered multiple times a year.

CHARTER SCHOOL RESPONSIBILITIES

- Identify a School Testing Coordinator (STC) on the School Contact Form
- STC will train Test Administrators (TA) and monitors in test security and administration

- STC will provide signed Agreements to Maintain Security Forms to the Institute's Testing Coordinator (ITC) through Let's Work Smart
- Provide School's Technology Department with Technology Readiness Documentation
- STC will serve as a liaison between the school staff and the Institute's Testing Coordinator
- STC will attend trainings provided by the Institute (Trainings are in Let's Work Smart)
- Inventory testing materials upon arrival to the school

INSTITUTE'S RESPONSIBILITIES

- Communicate information related to up-coming assessments to STC
- Train STC in test security and administration
- Provide STC with Technology Readiness Documentation
- Inform STC of the testing windows for each assessment
- Upload data files to Enrich for Accountability
- Provide access to specific platforms as needed for assessing

ASSESSMENT ROLES

SCHOOL TESTING COORDINATOR (STC)

Each school is required to designate a certified staff member to be in charge of the required state assessments. This person must attend Institute training, train all school staff on administration requirements, ensure proper test administration and test security, receive and return all test materials, and report any irregularities to the Institute's Testing Coordinator in a timely manner. The STC will be the liaison between school staff and the ITC.

TECHNOLOGY COORDINATOR (TC)

Each school is required to designate a Technology Coordinator. The TC obtains information from the ITC and disseminates information to appropriate staff. This role will assist the STC with ensuring preparation for a successful administration of the online assessments. The TC should be a member of the school staff, work with the STC in preparing the school environment, including technological aspects of the test, receive information from the STC, disseminate the information to others in the school, ensure the building's infrastructure is capable of proxy/cache.

INSTITUTE'S TESTING COORDINATOR (ITC)

Responsible for overseeing each of the state-required assessments, including the training of STC's in administration, security, and logistics related to each assessment. The ITC is the school's point of contact for assessment-related questions.

ANNUAL ASSESSMENT TASKS

- Ensure that a certified staff member is identified to oversee each of the state-required assessments. Ensure that any changes in contacts are made using the School Contact Form.
- Create an assessment calendar to share with staff and parents so they can plan the year accordingly.
- For PSAT, ACT, and SAT, schools will work and communicate directly with the test vendor; the Institute will have limited involvement with the administration of these assessments except for the SC School Day Administrations.

ACCESSING ASSESSMENT DATA

Schools can access state assessment results through DRC, ACT, and/or SAT. CogAt, Iowa, and Performance Task Assessments will be sent directly to the school in paper, CD, or thumb drive format. Schools can also access state assessment results through Enrich.

GIFTED AND TALENTED

Gifted Education is addressed in SC Code of Laws Section 59-29-17 and SC Regulation 43-220. The SC Board of Education promulgates the rules for implementation of statutes. The rules provide the administrative framework for schools and the Institute for the provision of services to gifted and talented students. Schools need to be familiar with all state rules and guidelines to ensure compliance with all local, state, and federal requirements when serving gifted students. Institute schools who receive add on weighting for servicing students in the gifted and talented program must maintain a Gifted Education Plan.

GIFTED EDUCATION PLAN COMPONENTS

Section I: Communication

Section II: Definition (Institute Schools will use State Definition)

Section III: Identification

Section IV: Programming

Section V: Evaluation and Accountability

Section VI: Personnel

Section VII: Record Keeping

TEACHER QUALIFICATIONS

- Teachers must hold valid teaching certificates appropriate to the grade level(s) or subject area(s) included in the programming.
- Each teacher of a state-funded gifted and talented course or class shall have completed a gifted and talented endorsement program approved by the SC Department of Education.
 - **Exception 1:** Newly assigned teachers will have one year to meet G&T endorsement requirements.
 - **Exception 2:** Teachers who have a master's degree or higher in gifted education from an accredited Institution of Higher Learning may have this requirement waived upon approval of credentials by SCDE.

PROFESSIONAL DEVELOPMENT

Appropriate, data-driven and research-supported ongoing staff development activities in gifted and talented education shall be provided and documented annually.

SOUTH CAROLINA SCREENING PROCESS

Reg. 43-220 specifies that districts must screen all students with regard to aptitude and achievement (24 S.C. Code Ann. Regs. 43-220 (B)(6)(a)). Census testing (i.e., the testing of every student) for both aptitude and achievement should be administered to all second-grade students in the state. As a best practice, census testing for aptitude and achievement is conducted on a yearly basis solely for identifying additional students for the program. Such testing

may not be used for the removal of students who are already placed in the program. Once identified, students do not have to requalify for the gifted and talented program each year.

CRITERIA USED IN THE SCREENING PROCESS

Reg. 43-220 explains the criteria for the identification of gifted and talented students in terms of three dimensions (See 24 S.C. Code Ann. Regs. 43-220.2 (B)(7)(c)(-3)).

<p>Dimension A <i>Reasoning Abilities</i> <i>(All 2nd grade students in SC are required to take CogAT to potentially meet Dimension A for identifying GT students.)</i></p>	<p>Nationally normed individual or group aptitude test:</p> <ul style="list-style-type: none"> A score at the 93rd national age percentile or higher on verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite of the three <p>Students may be eligible for placement on the basis of their aptitude scores alone:</p> <ul style="list-style-type: none"> A composite score at the 96th national age percentile or higher (S.C. Code Ann. Regs. 43-220.2 (B)(5)(c) for students entering grades three through twelve <p>Dimension A: Aptitude (Additional Assessments that can be used to meet Dimension A)</p> <ul style="list-style-type: none"> CogAT Differential Ability Scales (DAS) - Second Edition Naglieri Nonverbal Ability Test (NNAT3) Naglieri General Ability Test (V, NV, Q) (Piloted during 2022-2023) Raven's Progressive Matrices Stanford - Binet Intelligence Scales, Fifth Edition (SB5) Wechsler Intelligence Scale for Children Fifth Edition (WISC - V) Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG) <p><i>*(Scores are good for 5 years after the year in which the test was administered.)</i></p>
<p>Dimension B <i>Achievement</i> <i>(All 2nd grade students in SC are required to take Iowa to potentially meet Dimension B for identifying GT students.)</i></p>	<p>Nationally normed achievement test:</p> <ul style="list-style-type: none"> A score at the 94th national percentile or higher on approved subtests (reading comprehension and/or mathematical concepts and problem solving) <ul style="list-style-type: none"> If the approved subtests are unavailable, use total reading and/or total mathematics score OR <p>South Carolina achievement test:</p> <ul style="list-style-type: none"> Advanced-level score (top 10% of scores) on the reading portion English language arts test and/or mathematics test; latest administration of the test used OR <p>NWEA Measures of Academic Progress (MAP):</p> <ul style="list-style-type: none"> Composite score on the Reading Achievement (total RIT in reading) and/or the composite score on the Mathematics Achievement (total RIT in math) must be used when determine national grade percentile ranking for Dimension B May only use the 1st administration to a student during the school year or the previous year's spring administration <p>Dimension B: Achievement (Additional Assessments that can be used to meet Dimension A)</p> <ul style="list-style-type: none"> i-Ready Iowa Assessments (IA) Kaufman Test of Educational Achievement, Third Edition (KTEA - 3) MAP Growth Renaissance STAR (Piloted in 2022-2023) Partnership for Assessment of Readiness for College and Careers (PARCC) (Grade 3-8)

	<ul style="list-style-type: none"> • SC READY • Smarter Balanced (Grade 3-8) • Stanford Achievement Test, Tenth Edition (Stanford 10) • Woodcock-Johnson IV Tests of Achievement (WJ IV) <p><i>(Scores are good for 2 years after the year in which the test is administered, unless the same test is administered again. In this case, the newest score overrides other scores for the same test.)</i></p>
Dimension C Academic Performance <i>(Administered to qualifying students grades 2nd- 5th grades.) - (Parental permission is not needed to administer PTA. However, giving notice of testing is recommended.)</i>	Performance Tasks Assessments (PTA), for students entering grades three through six:
	Primary Verbal or Nonverbal For students entering: Grade 3 16 or higher Grade 4 18 or higher
	Intermediate Verbal For students entering: Grade 5 16 or higher Grade 6 18 or higher
	Intermediate Nonverbal For students entering: Grade 5 22 or higher Grade 6 25 or higher
	Grade point (GPA) in the academic disciplines (ELA, Math, Science, Social Studies, and Foreign-Language if year-long course) for students entering grades seven through twelve: <ul style="list-style-type: none"> • 3.75 GPA or higher on a 4.0 scale <p><i>After 5th grade, GPA may be used for students who don't qualify on the Performance Tasks Assessment in 5th grade or who transfer into one of the Institute's schools after the Performance Tasks Assessment is given.</i></p>

NOTE: The only acceptable measures are those specified in each dimension. Private test results cannot be used for determining student eligibility, although they may be considered for the referral purposes (24 S.C. Code Ann. Regs. 43-220.2 (B)(7)(b)).

Students who meet the criteria in two of the three dimensions are eligible for gifted and talented services (24 S.C. Code Ann. Regs. 43-220.2 (B)(5)(b)). Aptitude test results alone can qualify a student for placement (See Dimension A). No single criterion, however, can eliminate a student from consideration for placement in a gifted and talented program (24 S.C. Code Ann. Regs. 43-220.2 (B)(7)(c)(4)). Students identified (by state criteria) in one South Carolina school district are eligible for services in any South Carolina School district (24 S.C. Code Ann. Regs. 43-220.2 (B)(5)(d)).

ELIGIBILITY RECIPROCITY WITH OTHER STATES

Not all states are eligible for reciprocity for gifted and talented students. However, the following is the guidelines for eligibility reciprocity with other states.

- If the state has state level identification and it is verified the student meets the state criteria, then the students may be immediately placed in the GT in South Carolina.
- If the state does not have state level criteria, then the student will have to qualify under SC identification.
- Currently, the following states have eligibility reciprocity with SC: Alabama, Georgia, Louisiana, Ohio, Oregon, South Dakota, Tennessee, and Washington.

APPROVED PROGRAM MODELS

APPROVED MODEL (TEACHER/PUPIL RATIO)	GRADE LEVELS	MINIMUM MINUTES PER YEAR (PER WEEK**)
Regular Classroom/Itinerant Teacher (1:10)	Grades 1 & 2*	4500 (125)
Multi-Age Classroom (ratio not applicable)	Grades 1 & 2*	N/A
Resource Room/Pull-out Class or Center 1:15 in Grades 1 & 2 1:20 in Grades 3-8	Grades 1 & 2*	4500 (125)
	Grade 3	4500 (125)
	Grades 4-8	7200 (200)
Special Class (1:25)	Grades 3-12	8100 (225)
Special School (1:25)	Grades 3-12	8100 (225)

Note: *Grades 1 & 2 are not currently funded by the state.

**Assumes programming services of 36 weeks per school year.

A detailed explanation of each model can be found in the [Charter Institute at Erskine's GT Guidelines Manual](#).

Other topics found in the [Charter Institute at Erskine's GT Guidelines Manual](#) are the following:

- South Carolina GT Removal Policy, Acceleration Policy, Gifted and Talented Trial Placement Policy
- Recommendations for Inclusion of High Achievers Using a "Special Class Program Model"
- Curriculum Best Practices, Curriculum for Gifted and Talented Students
- Components of an Effective Gifted Education Program, School's GT Program
- Guiding Questions and Considerations for Gifted and Talented Programming
- [Gifted and Talented Sample Forms and Resources](#)

CHARTER SCHOOL RESPONSIBILITIES

- Follow all Gifted and Talented Policies and Procedures Required by State/Federal law.
- Attend Institute's Gifted and Talented Coordinators Meeting
- Screen and serve the related needs of Gifted and Talented Students.
- Use qualified Gifted personnel
- Assign a Gifted and Talented Coordinator
- Maintain student data related to Gifted and Talented students
- Complete all relevant forms and paperwork in a timely manner
- Incorporate training and professional development for school staff on identifying and instructing G&T Students
- Complete annual compliance and monitoring activities as directed
- Code Gifted and Talented students in PowerSchool correctly

INSTITUTE'S RESPONSIBILITIES

- Complete [monitoring checklist](#) on each school with an active Gifted and Talented Program to ensure compliance
- Provide schools support with requirements of a Gifted and Talented Program
- Share information with schools on Gifted and Talented Laws and Regulations Updates
- Inform schools of professional development opportunities
- Provide training for school Gifted and Talented Coordinators
- Provides assistance on identifying Gifted and Talented Students within their school
- Uses the GIFT Software to help identify students for the Gifted and Talented Program
- Identifies students who are eligible to participate in the Performance Task Assessments
- Provides training on how to code Gifted and Talented identified students and served students

If a school meets all state and federal requirements, the school may receive funding for students from the State. Students must be marked in two places in PowerSchool. The first place is on the student's information page. This information stays from year to year. To receive funding, the students must be entered into the high-achieving tab in PowerSchool. The high-achieving tab is erased each year. To receive funding, you must re-enter the students each year.

Note: The information page allows the school to know who was identified as GT last year since it is not erased from year to year. The high-achieving tab allows the students to receive funding. This page is erased every year.

ATTENDANCE (ASSISTS WITH AS NEEDED)

COMPULSORY ATTENDANCE

South Carolina law requires every child between the ages of 5 and 17 to regularly attend:

- A public or private school or
- Kindergarten or
- Be approved by their school district or the South Carolina Independent Schools Association for home instruction

A parent/legal guardian whose child or ward is not 6 years old on or before September 1st of the school year may waive kindergarten attendance for his/her child. There are several, limited exceptions to this compulsory attendance requirement. *For exceptions, see S.C. Code Ann. §59-65-30.*

Parents/legal guardians are primarily responsible for ensuring that their children attend school regularly. The law provides statutory penalties for parent(s)/legal guardian(s) who neglect this responsibility.

LAWFUL AND UNLAWFUL ABSENCES

Lawful absences include but are not limited to absences due to: a student's own illness and whose attendance in school would endanger his/her health or the health of others, an illness or death in the student's immediate family, a recognized religious holiday of the student's faith, or activities that are approved in advance by the principal.

Unlawful absences include but are not limited to absences of a student: without the knowledge of his or her parent(s)/guardian(s) or without acceptable cause with the knowledge of his or her parent(s)/guardian(s).

Suspension does not constitute an unlawful absence for truancy purposes.

CHRONIC ABSENTEEISM

According to the United States Department of Education's Office of Civil Rights (OCR)/EdFacts, an absent student is one who misses 50 percent of the instructional day for any reason and regardless of whether the absence is excused or unexcused. Edfacts requires states to report the number of students in each school who are absent at least 10% of the time during which they are enrolled in a particular school or district. More specifically, students who are enrolled in the same school for an entire academic year and miss 18 or more days (10 percent) will be considered chronically absent. The total number of chronically absent students will be included on district and school report cards and reported to the EdFacts. PowerSchool's attendance function is used to track daily student attendance.

Chronically absent: Any student in grade K-12 who misses 50 percent or more of the instructional day for any reason for 10 percent (or more) of the enrollment period.

- All types of absences contribute to chronic absenteeism:
 - Excused Absences
 - Unexcused Absences
 - Suspensions
- A student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day.

TRUANCY

South Carolina Board of Education Regulation (SBE) 43-274 specifies the state requirements for school attendance. The regulation applies a three-tiered approach to defining the varying levels of truant behavior. Depending on the attendance circumstances, a child can be deemed truant, a habitual truant, or a chronic truant.

- **Truant:** a child (6 to 17 years old), who has accumulated three consecutive unlawful absences or a total of five unlawful absences.
 - Only full-day unexcused absences contribute to truancy.
 - Excused absences and suspension do not affect truancy.
- **Habitual Truant:** a child (12 to 17 years old), who fails to comply with the intervention plan developed by the school, child, and parent(s)/legal guardian(s) and has accumulated two or more additional unlawful absences. The written intervention plan and documentation of non-compliance must be attached to the truancy petition asking for court intervention.
- **Chronic Truant:** a child (12 to 17 years old), who has been through the school intervention process, has reached the level of habitual truant and has been referred to family court and placed under an order to attend school, and continues to accumulate unlawful absences. A chronic truant may be referred to the Family Court for contempt of court (violation of a previous court order) if referrals and community alternatives fail to remedy the attendance issue. All intervention plans in existence for the child and parent(s)/guardian(s) must accompany the Contempt of Court petition along with a written recommendation from the child's school as to what action the court should take.

Instructions on how to run a truancy report can be found in the [PowerSchool Handbook](#).

INTERVENTION PLANS

Each school district must develop a policy for attendance intervention that is consistent with any applicable statutes. School officials must make every reasonable effort to meet with the parent(s)/guardian(s) of any child who is

determined to be truant to identify the reasons for the child's continued absence. A more in-depth explanation can be found in the [Charter Institute at Erskine's Attendance Guidelines Manual](#).

Other topics that can be found in the [CIE Attendance Guidelines Manual](#):

- Transfer of Plans
- Approval of Absences in Excess of Ten Days and Approval of Credit
- High School Credit

SPECIAL EDUCATION OR 504

Students receiving special education services or with a 504 Plan may attend part-time days, alternating days, or for a specific amount of time as indicated in their Individualized Education Plan (IEP) or 504 Plan.

INCIDENT MANAGER

In order to track truancy, an incident must be created in the Incident Manager for each truancy incident. Instructions on how to create an incident can be found in the [PowerSchool Handbook](#).

REGULATION 43-601

Public charter schools in South Carolina are required to have at least one hundred eighty (180) days of school each school year. S.C. Regs. 43-601(II)(D)(5). In addition, public charter schools are required to provide six hours of instruction per day, grades K-12. S.C. Regs. 43-234(VI)(C)(1). Students must average a minimum of thirty (30) hours per week of attendance.

SOUTH CAROLINA CHARTER SCHOOLS ACT OF 1996 §59-40-65(C)

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

THE MCKINNEY-VENTO HOMELESS ASSISTANCE ACT, SUBTITLE VII-B

TITLE IX, PART OF EVERY STUDENT SUCCEEDS ACT OF 2015 (ESSA)

According to the McKinney-Vento Act, in any State where compulsory residency requirements or other requirements, in laws, regulations, practices, or policies, may act as a barrier to the identification of, or the enrollment, attendance, or success in school of, homeless children and youths, the State educational agency and local educational agencies in the State will review and undertake steps to revise such laws, regulations, practices, or policies to ensure that homeless children and youth. Rules for absenteeism can create such barriers, particularly when they result in class failures, exclusion from school, or court involvement. Frequently, students in homeless situations will miss school due to their living situations. Absences caused by homelessness must not be counted against students, as this would create a barrier to enrollment and retention in school.

SCHOOL'S RESPONSIBILITIES

- Attend trainings pertaining to the recordkeeping of attendance
- Ensure the recordkeeping of attendance is accurate
- Make any corrections as needed
- Ask questions when in doubt
- Verify reports when needed
- Adhere to deadline for reports
- Adhere to Truancy Intervention Plans
- Ensure incidents are entered into PowerSchool

INSTITUTE'S RESPONSIBILITIES

- Provide training on PowerSchool for Incident Manager and Attendance
- Answer any questions concerning Attendance
- Be the liaison between the schools and the State
- Report attendance to the State
- Audit incidents periodically

CAREER AND TECHNICAL EDUCATION (CTE)

[Perkins V Public Law 115-224](#) reauthorizes through FY2024 the Carl D. Perkins Career and Technical Education Act of 2006. The bill amends the Act to revise and introduce definitions, including common definitions for terms already defined in the Workforce innovation and Opportunity Act; and divide career and technical education (CTE) students into CTE concentrators and CTE participants.

Career and technical education (CTE) are the practice of teaching specific career skills to students in middle school, high school, and post-secondary institutions.

In SC, the following terms are used to define the populations measured:

- **Participant:** A secondary student enrolled in a state approved CTE course
- **Concentrator:** A secondary student who has completed at least 2 courses in a single state-recognized CTE program or program of study
- **Completer:** A concentrator who has earned all of the required units in a state-recognized CTE program or program of study

TEACHER CERTIFICATIONS

According to the SC Department of Education Career and Technical Education Office, Career and Technical Education (CTE) Teachers can factor into the 75% certified versus 25% non-certified teachers. However, only certified Career and Technical Education Teachers can be paid for by federal, Perkins CTE funds. State EIA funds may only be used to fund work-based learning coordinators, not CTE teachers.

CLASS SIZE

The class size of the school's Career and Technical Education classes must adhere to your school's charter.

Perkins V Public Law 115-224 requires high quality programs meet the following characteristics:

- Standards - Aligned and Integrated Curriculum
- Sequencing and Articulation
- Student Assessment
- Prepared and Effective Program Staff
- Engaging Instruction
- Access and Equity
- Facilities, Equipment, Technology, and Materials
- Business and Community Partnerships
- Student Career Development
- Career and Technical Student Organizations
- Work-Based Learning
- Data and Program Improvement

LOCAL APPLICATION (FORMERLY LOCAL PLAN)

- **Three Parts**
 - **Application Components**
 - Lays out eligible recipient's vision or theory of action for CTE
 - Identify strategies, solutions and investments to sustain and scale strengths in CTE system/programs
 - Identify strategies, solutions and investments to address weakness and gaps in CTE system/programs
 - **Comprehensive Needs Assessment**
 - Informed/validated by stakeholders and partners
 - Identify areas of strength in CTE system/programs
 - Identify areas of weakness and gaps in CTE system/programs
 - **Consultation Requirements**

ADVISORY COUNCIL

The Institute will be responsible for establishing one advisory council representing all CTE programs in the Charter Institute at Erskine schools. A detailed explanation of the advisory council can be located in the [Handbook for CTE Advisory Council](#).

Other topics located in the Charter Institute at Erskine's CTE Guidelines Manual are the following:

- [EIA Expenditure Guidelines](#)
- [Perkins Expenditure Guidelines](#)
- [Priority Standards](#)
- [Industry Certifications and Credential](#)
- [Activity Coding Manual](#)
- [Student Reporting Procedures Guide](#)
- [Completer Cluster Guidelines](#)

SCHOOL'S RESPONSIBILITIES

- Provide CTE Plan based on given allocation by deadline
- Make needed changes to CTE Plan by deadline to ensure CTE Plan is approved

- Submit for reimbursements in a timely manner
- Participate in the Advisory Committee Meetings
- Participate in the Advisory Council Meetings
- Participate in the Quality Review Measures Meetings
- Provide evidence for all components of the [CTE Review Checklist](#)

INSTITUTE'S RESPONSIBILITIES

- Provide allocation amount for CTE Plan
- Submit CTE Plan to the Office of Career and Technical Education (OCTE) for approval
- Seek reimbursements from the OCTE on the school's behalf for expenditures
- Facilitate the Advisory Committee Meeting
- Facilitate the Advisory Council Meeting
- Facilitate the Quality Measures Review Meetings
- Evaluate evidence for all components of the CTE Review Checklist

CAREER SPECIALIST

A career specialist is an individual employed by an Institute school to provide career services pursuant to Section 59-59-100 of the South Carolina Education and Economic Development Act of 2005. Career Specialists provide career awareness, exploration, and guidance services to students in public schools, grades six through twelve. Their role is to assist the school counselor in providing career services – "Learning to Work" in the SC Comprehensive Developmental Guidance and Counseling Program Model – to students. Section 59-59-120 states that school guidance counselors and career specialists shall limit their activities to guidance and counseling and may not perform administrative tasks. Career Specialist Requirements and Responsibilities can be located [here](#).

CAREER SPECIALIST FUNDING

- Career Specialist funds are provided to districts to lower the SACS guidance ratio of 500:1 to an EEDA legislated ratio of 300:1.
- Career Specialist funds are awarded in three-year cycles. The next cycle is set for the 2022-2023 school year.
- Funds are distributed based on the school's 45-day count and the difference between the 300:1 student to counselor ratio required by the Education and Economic Development Act (EEDA) and the 500:1 ratio required by previous law. Student enrollment will be reviewed to determine if a school is eligible for funding. (Only students in grade 6-12 are considered in the 45-day count.)
- These funds may only be used for salary and benefits for guidance personnel (counselors and career specialists) to meet the 300:1 student-to-guidance personnel ratio of the Education and Economic Development Act (EEDA).
- The standard funding is \$47,153 per FTE. However, this amount is subject to change.

SCHOOL'S RESPONSIBILITIES

- Attend any state trainings
- Meet state reporting deadlines
- Make sure IGPs are accurately entered into PowerSchool

INSTITUTE'S RESPONSIBILITIES

- Provide updates throughout the year as provided by the SC Department of Education
- Notify the school of State deadlines
- Provide information on state hosted trainings
- Be the liaison between the schools and the State Department of Education

ACCOUNTABILITY - SCHOOL REPORT CARDS

SC Code of Law 59-18-100: The expressed goal of the accountability system is to improve teaching and learning so that students are equipped with a strong academic foundation and to ensure that all students graduate with the world-class knowledge, skills and characteristics as defined by the [Profile of the South Carolina Graduate](#). The accountability system is designed to promote high levels of student achievement through strong and effective schools.

COMPONENTS OF THE SYSTEM

RATING AND INDICATORS

Each elementary, middle, and high school that has been operational for at least one academic year will receive an overall performance rating. Performance Ratings outlined below as defined in SC Code of Law 59-18-900:

- **Excellent:** school performance substantially exceeds the criteria
- **Good:** student performance exceeds the criteria
- **Average:** student performance meets the criteria
- **Below Average:** school performance is in jeopardy of not meeting the criteria
- **Unsatisfactory:** school performance fails to meet the criteria

The Overall Rating is based on a school's performance on the following indicators. Depending upon the grade level and number of students served and based upon state and federal law, these indicators include:

- **Academic Achievement:** The level of a school's academic performance in the areas of English Language Arts (ELA) and mathematics based on the SC READY assessment results in grades 3 through 8, South Carolina Alternative Assessments for students with significant cognitive disabilities, and End-of-Course assessment results in Algebra 1 and English 1 for high school. This indicator applies to all elementary, middle and high schools.
- **Student Progress:** State law (S.C. Code § 59-18-1960) requires a value-added measure. The academic progress of all students in ELA and mathematics is compared to other students in South Carolina who initially scored at the same levels, and the academic progress of the lowest performing 20 percent of students in a school is compared to students statewide who initially scored at the same level. In other words, the expectation of progress is based upon how the individual students within the group performed compared to other students like them across the state. Measures of progress from these two groups of students are combined to create an index of student progress for the school. This indicator applies to elementary and middle schools.
- **Preparing for Success:** The level of a school's academic performance in Science and Social Studies. The assessments that factor into the indicator are: SCPASS Science; SCPASS Social Studies; end-of-course assessments in Biology 1 and US History and the Constitution; and South Carolina Alternate Assessments for students with significant cognitive disabilities. This indicator applies to elementary, middle and high schools.
- **Student Engagement:** Student Engagement as reported by students who take the AdvancED Student Engagement Survey to measure student's engagement in learning. This indicator applies to elementary, middle, and high schools.

- **English Learners' Proficiency Progress:** This indicator measures how well students who are not initially proficient in English are learning the English language. The ESSA requires states to measure the progress of English learners (EL) towards proficiency in English. This indicator applies to elementary, middle and high schools.
- **Graduation Rate:** This indicator measures the four-year adjusted cohort graduation rate, which is the percentage of students who enter 9th grade, adjusted for students who transfer in or out of the cohort after 9th grade, and who graduate within four years. This indicator applies only to high schools.
- **College/Career Readiness:** Using various measures, this indicator measures the percentage of the students earning their South Carolina State Diploma who graduate college or career ready.

For each of the above indicators as applicable, schools will also receive a Rating for the indicator as required by S.C. Code §59-18-900. The same performance Ratings – Excellent, Good, Average, Below Average and Unsatisfactory – apply. There will also be other data reported for these indicators that do not “count” in the Rating but are required by state or federal law or provide additional information to assist educators and the public in understanding the accomplishments and challenges of the school and in designing interventions to improve outcomes. Appendix A contains the list of all data elements to be rated or reported under each indicator.

- **Classroom Environment:** Data that includes, but is not limited to: student-teacher ratios, number of teachers in school, average teacher salary, percentage of teachers with advanced degrees, principal's years in a school, and percent of classrooms with wireless access will be reported.
- **Student Safety:** Data will be reported based on the data submitted by the district for the 2018-19 school year in the Incident Management System. Data submitted for the U.S. Department of Education will be provided as a separate data file.
- **Financial Data:** Data that includes but is not limited to: per pupil expenditures, percentage of expenditures for instruction, and percentage of total expenditures for teacher salaries will be reported.
- [2021-2022 Accountability Manual \(Latest Manual\)](#)

CATEGORY	DATA REPORTED
Academic Achievement	<ul style="list-style-type: none"> • Prime instructional time • 3rd grade SC READY Scores in ELA and mathematics (if school has 3rd grade)
Preparing for Success	<ul style="list-style-type: none"> • Results of Kindergarten Readiness Assessment (KRA) results by state, school district and school with domains reported • Percentage of Students on track for 3rd grade success: <ul style="list-style-type: none"> ○ Number and percentage of 2nd grade students who are on track to be reading on a 3rd grade level; ○ Number and percentage of 2nd grade students who are on track to be meeting state standards in mathematics at the end of 3rd grade; and ○ Number and percentage of 1st grade students who are on track to be reading on a 2nd grade level and who are on track to be meeting state standards in mathematics by 2nd grade
English Learners' Proficiency Progress	<p>Percentage of English Learners who achieved proficiency targets</p> <ul style="list-style-type: none"> • Number students who met proficiency targets; • Number of students who were assessed; and • Number of students receiving ELP services
School Climate	<ul style="list-style-type: none"> • Chronic Absenteeism rate for students • Percentage of students with 1:1 capabilities

Classroom Environment	<p>Teacher or Classroom Data:</p> <ul style="list-style-type: none"> • Total number of teachers • Percentage of teachers certified • Percentage of teachers with advanced degrees (above bachelor's degree) • Average teacher salary • Continuing contract status – Percentage of teachers in school with continuing contract status • Number and percentage of Inexperienced teachers • Number and percentage of Out-of-Field teachers • Percentage of classroom teacher returning to the school/district from the previous school year reported for a three-year period and for a one-year period • Teacher vacancies unfilled for more than 9 weeks – percentage of teaching positions that remain unfilled for more than 9 weeks • Number and percentage of teachers who have received Read to Succeed certification • Percentage of classrooms with wireless access defined to ensure all students in the classroom can access wireless • Length of time the principal has been at the school as school leader
Student Safety	<ul style="list-style-type: none"> • Percentage of student population involved in incidents by type below. The data will be the 2020-21 Incident Management data. Other data reported out with the delay based on a directive from the U.S. Department of Education will be available as a downloadable file <p>Data must be disaggregated by:</p> <ul style="list-style-type: none"> • In-School suspensions • Out-of-school suspensions • Expulsions • School-related arrests • Referrals to law enforcement • Incidents of bullying and harassment • Incidents of violence, which include <ul style="list-style-type: none"> ○ Incidents involving a firearm ○ Homicides ○ Rape or attempted rape ○ Sexual assaults (not rape) ○ Robbery without a weapon ○ Physical attack with a firearm or explosive ○ Physical attack without a weapon ○ Threats of physical attack with a firearm or explosive ○ Threats of physical attacks without a weapon ○ Incidents of possession of a firearm or explosive

POINTS FOR SCHOOL PERFORMANCE RATINGS

Pursuant to Section 59-18-120, each school will receive an overall Rating based on a 100-point scale. The 100 Rating Points are earned across various indicators.

ELEMENTARY AND MIDDLE SCHOOL INDICATORS	HIGH SCHOOL INDICATORS
Academic Achievement	Academic Achievement

Preparing for Success	Preparing for Success
Student Progress	Graduation Rate
Student Quality	School Quality
English Learners' Proficiency	College & Career Readiness
	English Learners' Proficiency

To receive a Rating for each indicator, a school must have information on that indicator from 20 or more students. Schools are most likely to have fewer than 20 students eligible to receive points for English Learners' Proficiency.

Detailed explanation of each indicator and how it is calculated are found in the [Accountability Manual](#) provided by the SC Department of Education.

SCHOOL'S RESPONSIBILITIES

- Verify rosters (if participating) and submit to the Institute by the deadline
- Provide students with their logins and allow student time to complete the student survey by the deadline
- Provide parents with the survey and information of the deadlines for completion. Collect and mail as necessary.
- Provide teachers with the survey and information with deadlines for completion
- Verify cohort list and submit to Institute by deadline
- Identify Students Not Tested and submit documentation to the Institute by the deadline
- Create or modify School Report Card Narrative as needed by the deadline
- Use Cohort Data Verification to locate any missing data. Submit missing data or changes to the Institute in a timely manner.
- Verify 9GR audits and submit any changes
- Verify transcripts audits and submit any changes
- Verify attendance audits and submit any changes
- Verify Incident Management audits and submit any changes

INSTITUTE'S RESPONSIBILITIES

- Provide updates throughout the year concerning accountability
- Be the liaison between the schools and the State Department of Education
- Provide the rosters to the participating schools for roster verification
- Provide schools with student logins and information about the student survey
- Provide schools with information about the parent survey from the vendor
- Provide schools with information about the teacher survey from the vendor
- Provide schools with their cohort list and make any needed changes in Enrich for the school.
- Provide the criteria for Students Not Tested.
- Provide training on how to indicate Students Not Tested in PowerSchool.
- Provide school leaders with access to the Members Center Portal to make changes to their existing School Report Card Narrative or to add a new School Report Card Narrative
- Provide deadlines for submission of the School Report Card Narrative
- Provide support for submission of School Report Card Narrative
- Provide Cohort Data Verification Outline to Schools for verification

- Audit 9GR codes periodically
- Audit Transcripts periodically
- Audit attendance periodically
- Audit Incident Management periodically

ENRICH

Enrich is a web-based software program that provides student performance information on standardized test results to teachers, school administrators, and the South Carolina Department of Education (SCDE). It consists of a searchable database of student test data that is integrated with the Charter Institute at Erskine's Student Information System (SIS), PowerSchool. Detailed information can be found on the Institute website under School Support - [Enrich](#).

ENRICH ACCESS

To request access to Enrich, the following form must be completed by the administration at your school: https://erskinecharters.formstack.com/forms/requests_for_accounts. Once the completed form is submitted by appropriate personnel, access will be granted. An email will be sent confirming access has been granted.

SUPPORT GUIDELINES AND CONTACT INFORMATION

In the event of questions and/or problems with Enrich, contact Kristin Olcott at the Charter Institute at Erskine at kolcott@erskinecharters.org. For questions related to Individualized Education Plans (IEP), 504 Plans, and English Language Learner Plans, please refer to the [Title III Handbook](#) or contact Laura Merrick at the Charter Institute at Erskine at lmerrick@erskinecharters.org.

EDUCATOR EFFECTIVENESS

EDUCATOR EVALUATION

Institute schools evaluate educators through the [Expanded ADEPT Support and Evaluation System for Classroom-Based Teachers \(2018\)](#). The evaluation system is designed to continuously develop educators at all performance levels through an evaluation system that is valid, reliable, and fair and that produces actionable and constructive feedback to support professional growth. The South Carolina [Expanded Adept Manual](#) can be found here.

EDUCATOR INDUCTION AND MENTORING

First year educators with an Initial Certificate enter the Induction year with a trained mentor who meets regularly with the Induction teacher. Institute schools assign a trained mentor to first year educators. The mentor provides support by informally observing the educator throughout the year and by providing feedback on areas of reinforcement and refinement. This is a formative evaluation year. Induction teachers are evaluated at least once by an administrator in each of the preliminary and final evaluation cycles. Each charter school authorized by the Charter Institute at Erskine is required to develop a building level Induction and Mentoring program that meets the unique needs of the school community. All School Induction and Mentoring programs must meet State and Institute requirements. The Institute will pay a stipend to qualified mentors who mentor Induction 1 teachers and meet the requirements of the Institute Mentor Agreement.

- [South Carolina Induction and Mentoring Guidelines](#)
- [Institute Contact Log](#)

- [Institute Mentor Agreement](#)

INSTITUTE MENTOR STIPEND PROCESS

The Institute will pay a stipend to qualified mentors who mentor induction teachers and meet the requirements of the Institute Mentor Agreement. The process is detailed in the 12 - Month Timeline.

ANNUAL SUMMATIVE EVALUATION

After meeting the requirements of Induction, educators move to the Annual 1 summative evaluation the following year. Once an educator meets the requirements of the formative Induction and year and the summative Annual evaluation years, the SC certificate will advance to a Professional Certificate. An educator with a professional certificate is evaluated through Goals Based Evaluation (GBE).

SC LEADERSHIP, EFFECTIVENESS, ADVANCEMENT, AND DEVELOPMENT (SCLead) FOR EDUCATOR EVALUATION DOCUMENTATION

The South Carolina Leadership, Effectiveness, Advancement, and Development (SCLead.org) data management system facilitates special area educator, teacher, and principal professional growth and development in schools and districts across the state. It is the system used to access educator evaluation data, history, and professional development resources. Each certified educator should create an account in [SCLead](#). To ensure accuracy of educator evaluations, and proper advancement of educator certificates, schools should complete the SCLead and Educator Evaluation [Checklist](#) and follow the Institute published SCLead timeline and calendars.

EXPANDED ADEPT AND SCLEAD BEGINNING OF THE YEAR PROCESS - FOR ADEPT COORDINATORS

1. Identify and verify educators at your school who need an evaluation. Make sure they are in PCS and that they are on your school's Evaluated tab with an evaluation in SCLead.
2. Move everyone who does not require an evaluation at your school to the Non-Evaluated tab in SCLead. Make sure they do not have an evaluation for the current year. If so, remove the evaluation.
3. Verify the evaluation model of educators in the Evaluated tab in SCLead (*Expanded ADEPT SCTS, 2006 ADEPT, or PADEPP*).
4. Verify the ADEPT evaluation type of educators in the Evaluated tab in SCLead (*Classroom-based Teacher, Library Media Specialist, Speech-Language Therapist, or School Guidance Counselors*).
5. Verify the ADEPT evaluation level of educators in the Evaluated tab in SCLead (*Summative, Formative, or GBE*).
6. Verify the ADEPT contract level in the Evaluated tab in SCLead (*Induction, Annual, or Continuing*).
7. Assign the correct certified teams to educators in the Evaluated tab in SCLead. Assign certified mentors to those in contract levels that require mentors.
8. Make sure all evaluated educators have an individual SCLead account. Conduct school-level orientations for all evaluations in SCLead by Institute published due date. Make sure all evaluated educators have signed orientations in SCLead by the Institute published due date.
9. Review all Student Learning Objectives (SLO) with evaluated educators. Conduct a beginning of the year SLO conference with evaluated educators. Make sure all required SLO information and signatures are entered in SCLead by the Institute published due date.
10. Follow these guidelines and deadlines throughout the rest of the evaluation cycle for each evaluated educator.
 - a. [Expanded ADEPT Support and Evaluation System Guidelines For Classroom-Based Teachers](#)

- b. [SCDE ADEPT Evaluation System for Special Areas](#) (for Library Media Specialists, Speech-Language Therapists and School Guidance Counselors)
- c. [Principal / Administrator SCLead User Guide](#)

EVALUATING SCHOOL LEADERS/PRINCIPALS

Through the charter application, MOU, and or the supervisory relationship with the sponsor, charter schools must establish how they evaluate employees including the principal or school leader. Charter sponsors have discretion over how much of this flexibility they pass along to schools they sponsor. Charter schools may choose to use the state principal evaluation model, PADEPP, or another model of their choosing if their evaluation model is in line with their charter application and agreements with their sponsor.

- [Institute Student Success Profile](#)
- [South Carolina PADEPP template](#)
- [SCDE PADEPP Evaluation Process Overview Document](#)
- [Institute Template for School Leader Evaluation](#)

PADEPP PROCESS

- Beginning of the Year - Evaluation Setup:
 - PADEPP Admin: Creates an evaluation record for each principal
 - PADEPP Admin: Adds the evaluation team members to each evaluation in SCLead
 - Evaluation Chair: Completes the Required Standards Form for those with a partial year scope for evaluation
- Beginning of the Year - Form Completion:
 - Principal: Enters 1 to 3 SMART Goals in the Principal Professional Development Plan
 - Principal and Evaluator: Signs the Orientation Section of the Principal Professional Development Plan
 - (Once 1 and 2 are Complete) Evaluator: Dates and assurances to the Orientation Conference form and both the evaluator and principal will sign
- Throughout the Year:
 - Evaluator(s): Adds observations, as needed, to SCLead. These observations are not visible to the principal.
 - Mid-Year - Form Completion:
 - Principal and Evaluator: Signs the Mid-Year section of the Principal Professional Development Plan
 - Evaluator: Enters the mid-year conference date and assurances on mid-year conference form
 - (Once 1 and 2 are Complete) Evaluator and Principal: Signs mid-year conference form
- End of the Year Process:
 - Principal and Evaluator: Signs the End-of-the-Year section of the Principal Professional Development Plan
 - Principal: Completes Self-Assessment (Mid-Year Conference must be completed before the self-assessment will be available)
 - Each Evaluator: Completes an evaluator assessment
 - (If Multiple Evaluators) Evaluation Chair: Completes the Principal's Summative Evaluation Form Worksheet
 - Evaluator: Enters conference date and assurances on End-of-Year Conference Form
 - Evaluation Chair: Completes the Principal's Summative Evaluation Form. The Principal cannot see the form until all members of the evaluation team have signed. The Principal will sign last.
 - Evaluator and Principal: Signs the End-of-Year Conference

- Evaluation Chair: Completes the Results page and marks the evaluation as complete

READ TO SUCCEED

READING COACHES

The Reading Coach/Literacy Coach will assist elementary teachers in ensuring the implementation of effective literacy strategies. Coaches will work with all teachers (content teachers and elective areas) in the school prioritizing time for those teachers, activities, and roles that will have the greatest impact on student achievement. Some funding is provided by the SCD to assist with the cost of Reading/Literacy coaches in Elementary and Middle School grades. Reading coaches at Palmetto Literacy Project schools identified as Tier II or Tier III require Institute and SCDE approval.

- [SCDE Reading Coach Approval Process](#)
- [SCDE Reading Coach Recommendation Form](#)

READING COACH FUNDING PROCESS

1. Receive Memorandum and attachments from SCDE (September)
 - a. Division of College and Career Readiness
 - b. Office of Finance
 - i. Reading/Literacy Coach list from Office of Finance
 - ii. Guidance Document for Coaches and Interventionists
 - iii. Funding Flexibility Waiver
 - iv. Reading Coach Memorandum of Agreement (MOE)
2. Make announcements (memo) to schools in LWS regarding requirements, proper coding and Charter Institute Finance Contact Person
 - a. *Note: Each school MUST have the correct code in PCS for the school to receive Reading Coach Funds*
3. Collect data from Institute Schools through Let's Work Smart Portal and Formstack using any spreadsheets sent from SDE as a guide
4. Submit requested school level data to SCDE, spreadsheet to Office of Finance
5. Submit MOA signed by superintendent to SCDE
6. Charter Institute Finance Department receives funding from SCDE
7. Charter Institute Finance notifies State Programs to review
8. Charter Institute makes announcement in LWS to notify schools that State funding has been received by Institute
9. Finance department allocates money to schools. No monies are to be allocated to a school unless there is a person hired and correctly coded in PCS. No To be Decided (TBD) allocations will go out to schools.

SUMMER READING CAMP

The purpose of Summer Reading Camp (SRC) is to provide students who are significantly below third grade reading proficiency with the opportunity to receive quality, intensive instructional services and support. Successful completion of SRC may count as a good cause exemption from mandatory 3rd grade retention under the [Read to Succeed](#) Act. Institute elementary schools should provide 3rd grade students who are reading below grade level an opportunity to attend SRC. During the summer reading camps, students will be taught by highly qualified teachers who have experience in working with struggling readers. Students will have the opportunity to receive small group and individual instruction to work on their reading, writing, listening, and researching skills.

PROCESS

- Money is allocated to schools from Finance Department based on the Summer Reading Camp Funding process
- Current 3rd graders who are one year behind grade-level proficiency must be invited to attend camp.
- Participation may be extended to students in other grade levels
- Schools submit pre-camp survey in March
- Schools send notification letters to parents in March
- Parents make final decisions regarding participation
- Opt-out letter returned by April
- Schools submit post-camp survey in May
- Schools track SRC data in PowerSchool
- Signed assurances

FUNDING PROCESS

- Institute receives allocation from the SCDE in January
- Institute sends memo to schools
- Schools notify SAP of intent to hold SRC.
- Allocation from SCDE is based on the number of students scoring not met 1 on previous year SC reading assessment.
- Inform Finance of number of students Not Met 1 on previous year SC READY for each elementary School
- Finance allocates SRC money to schools based on the SCDE allocation and a per pupil dollar amount for each student at the school who scored Not Met 1 on previous year SC reading assessment.

SUMMER READING CAMP COMMUNITY PARTNERSHIP FUNDING PROCESS

- Receive Memorandum, RFP and attachments from SCDE Office of Early Literacy (January)
- Inform Institute Finance Department that the grant application window is open.
- Make an announcement (memo) to schools in LWS regarding webinar, eligibility, and requirements.
- Notify Office of Early Literacy of Institute intent to apply if any Institute Schools intend to apply.
- Schools watch the webinar and obtain RFP.
- Schools must complete the entire application and send it through the SCDE application portal.
- Schools list the Charter Institute at Erskine as Fiscal Agent.
- Applications are due to SCDE through the online portal in February.
- Awards are made to districts in March after Grant applications are reviewed by SCDE and are based on application.
- SCDE pays out grant funds to the Institute
- Schools monitor financial requirements and keep all receipts and financial documents to submit to the Institute.
- Schools monitor and document programmatic requirements of the grant to submit to the Institute.
- Charter Institute provides fiscal oversight in paying out the grant funds to the school.

NURSING

STATE NURSE FUNDING PROGRAM (SNFP)

The General Assembly annually appropriates funds to the SCDE to provide licensed nurses for elementary public schools. The Office of Health and Nutrition administers these funds to school districts for the sole purpose of employing licensed nurses in public elementary schools to improve the school health infrastructure. Schools must submit a complete application through the Institute to receive funding.

PROCESS

1. Receive notification from the SCDE State Nurse Consultant when SNFP application opens.
2. Make an announcement (memo) to schools in LWS regarding requirements, proper coding and Charter Institute Finance Contact person.
 - a. *Note: Each school MUST have the correct code in PCS for the school to receive Reading Coach Funds*
3. Collect data from Institute Schools through Let's Work Smart Portal and Formstack using any spreadsheets sent from SDE as a guide
4. Submit requested school level data within the application portal specified by SCDE State Nurse Consultant.
5. Submit MOA signed by superintendent to SCDE within the application portal specified by SCDE State Nurse Consultant
6. Charter Institute Finance Department receives funding from SCDE.
7. Charter Institute Finance notifies State Programs to review.
8. Charter Institute makes an announcement in LWS to notify schools that State funding has been received by the Institute.
9. Finance department allocates money to schools. No monies are to be allocated to a school unless there is a person hired and correctly coded in PCS. No To Be Decided (TBD) allocations will go out to schools.

INSTRUCTIONAL MATERIALS

The State Board of Education (SBE) has the responsibility and duty to adopt the instructional materials used for instruction in the public schools of South Carolina. The instructional materials are adopted and funded by subject area on a staggered six-year cycle. Instructional materials, adopted by the SBE for use in public schools, must be supplied to school children in grades K-12 without charge. Institute schools that wish to use state adopted instructional materials will work with the Office of Instructional Materials (OIM) through a Destiny textbook manager account. Other supplemental instructional materials must be purchased by the school separately using funds from the local budget.

COUNSELORS & CAREER SPECIALISTS

School counselors and career guidance educators have a tremendous responsibility in helping every public-school student in our state meet the characteristics embedded in the [Profile of the South Carolina Graduate](#). As student advocates, each member of the school counseling team works to address the personal/social, academic, and career needs of all students to ensure that they learn to live, learn to learn, and learn to work successfully. [The South Carolina Comprehensive School Counseling and Career Guidance Model \(SC Comprehensive Model\)](#) establishes the guidelines necessary to ensure a consistent statewide developmental framework that defines standards and competencies needed to deliver a comprehensive school counseling and career guidance program to all students. School counselor resources can be found through the [School Counselor Resources link](#).

SAFETY

The Charter Institute at Erskine maintains the role of an authorizer and LEA and ensures that each autonomous Institute school provides a safe environment for students, staff, and stakeholders. Each charter school within the Institute must develop policies and procedures individualized to meet the needs of the school. These policies must comply with State and Federal Laws, the school's Charter, and Institute policies and procedures. Each Institute school should review safety policies and procedures annually and submit changes/updates in the school safety plan to the Department of State and Academic Programs.

COMMUNICATIONS

INSTITUTE CONTACT: ASHLEY EPPERSON

APPERSON@ERSKINECHARTERS.ORG – (803) 995-0527

[HTTPS://ERSKINECHARTERS.ORG/COMMUNICATIONS/](https://ERSKINECHARTERS.ORG/COMMUNICATIONS/)

DEPARTMENT PHILOSOPHY

The goal of the Communications Department at the Charter Institute at Erskine is to present a clear and concise framework for communicating with both internal and external audiences across South Carolina. Providing frequent, clear, and results-driven communications is key to building trust and loyalty to our schools and the state. This Communications Plan is aligned with the CEO and Director's goals, designed to be both proactive and interactive, and will be reviewed bi-annually for effectiveness.

ANNUAL TIMELINE

The [Communications webpage](#) hosts many resources for school Communications Coordinators and stakeholders alike. The [Communications Trainings page](#) also includes a list of dates that may be helpful for each school to highlight through targeted communications on their own channels.

COMMUNICATIONS POLICY FOR SCHOOLS

To support internal communications protocols, and help facilitate reporting requirements to the State and public, schools **MUST** notify the Institute at a minimum within 24 hours of occurrence for the following:

- School closings that deviate from the school calendar (i.e., weather, facility issue, COVID, etc.)
- Incidents related to faculty, staff, or students that may end up on social media, in the newspaper, or reported to the State Department of Education.
- Emergencies
- Health and safety threats
- Any instance of student behavior/disciplinary action that may result in law enforcement intervention or expulsion

The school must make efforts to reach out to the Institute as soon as possible for any situations that could potentially be reported to the media.

WEATHER/SCHOOL CLOSINGS

Per state law (S.C. Code Ann. 559-1-425), all schools must set aside three days in the annual academic calendar to be used as make-up days. In the event of inclement weather or other disruptions, these days must be made up.

SCHOOL'S RESPONSIBILITIES

- Report your school closure, delay start, early release, and make-up days to the Institute's Director of Communications by email, phone, or text. In the event of a statewide weather emergency, the Institute will send out a survey via email to track major closures.
- PowerSchool Administrators are responsible for updating your school's PowerSchool Calendar with the appropriate dates (i.e., unexpected closure day, make-up day, 45th day, 90th day, 135th day, 180th day). Once your PowerSchool Administrator has updated your school calendar, they need to reach out to Cantey Support to make sure no additional tables need to be updated in PowerSchool.
- Three days must be made up per S.C. Code Ann. 559-1-425. If more than 3 days are missed, your school can apply for a [make-up request waiver](#).
- Schools that are closed four to six days due to snow, extreme weather conditions, or other disruptions, may request a waiver from the Charter Institute at Erskine Board of Trustees. The school may also elect to make up days four through six by lengthening the school day for at least one hour or by

operating on a Saturday. Saturday school operations must accommodate or alternatively reschedule normal Saturday tutorial instruction. Any plan to lengthen the school day must receive approval from the Institute and the South Carolina Department of Education, Office of Federal and State Accountability before implementation. To request a waiver or approval to lengthen the school day please submit your waiver request to aepperson@erskinecharters.org.

- For schools closed six to nine days due to snow, extreme weather conditions, or other disruptions, the Institute may request a waiver from the State Board of Education (SBE). To submit a request for the Institute to submit a waiver to the SBE on your behalf please submit your waiver request to aepperson@erskinecharters.org.

INSTITUTE'S RESPONSIBILITIES

- Report closure(s) to the State Department of Education.
- If needed, take a waiver request to the Charter Institute at Erskine Board and/or the State Board of Education for approval.
- Provide technical support with PowerSchool school calendar and verify edit(s).

Use the chart below to assist with determining your school's responsibilities under the law.

DAYS SCHOOL IS CLOSED	ACTION REQUIRED	DOCUMENT	RESPONSIBLE PARTY
1-3	All days must be made-up before the school year ends.	None	School Leader and School Board of Trustees
4-6	Waived missed days OR extend the school day by at least one hour or have Saturday school but must have the plan approved first.	Make-Up Request Waiver	Charter Institute at Erskine Board of Trustees
7-9	The school requests that the Institute submits a written waiver request to the SCDE on their behalf.		State Board of Education
10 or more	Institute Board of Trustees and Legislative Approval needed		Institute will work with schools on a case-by-case basis

RESOURCE	USE
Communications Webpage	Use these webpages to keep up with upcoming trainings and Communications events, as well as links to videos and News and Highlights.
Video Request Form	Use this form to request the Director of Communications and/or the Media Production Specialist to come to your school for filming.
School PR Submissions Form	The Institute monitors school social media posts each day and has a calendar to share (at minimum) one story from each school per month. Use to submit events, achievements, etc. at the school level for sharing on the Institute's communications channels.

FOIA Request Form	Submit any FOIA requests to the district.
Weather Reporting	Notify aepperson@erskinecharters.org or (803) 995-0527 when your school is closing due to inclement weather.
Communications Coordinator Email Group	If there is someone within your school who oversees Communications, please notify aepperson@erskinecharters.org so they can be added to the coordinators' distribution list.

ADDITIONAL SERVICES PROVIDED

Though not required, the Institute Communications Department offers a range of optional services that schools can take advantage of:

- Photo/video production
 - Marketing videos
 - Staff headshots
- Photo/video production shadowing opportunities
- Press releases/media relations
- [Communications Trainings](#)
- Assistance with social media, social media analytics, and boosted ads
- Clarification on Institute roles and processes

FEDERAL PROGRAMS

INSTITUTE CONTACTS: JEANIE GLOVER, KAREN COOK, SARAH SHEALY, LACY LUCAS

[HTTPS://ERSKINECHARTERS.ORG/FEDERAL-PROGRAMS/](https://erskinecharters.org/federal-programs/)

DEPARTMENT PHILOSOPHY

The mission of the Charter Institute at Erskine's Office of Federal Programs is to provide a high-quality system of support to schools to promote educational excellence through the procurement, monitoring, and utilization of federal funds. The Office of Federal Programs provides support for schools through Federal Programs funding including Title I, Title II, Title III, Title IV, IDEA (Individuals with Disabilities Education Act), and CATE (Career and Technology Education).

ANNUAL TIMELINE

A general overview of the [Federal Programs Annual Timeline](#) is provided. A full overview of the year for Title I programs may be accessed by viewing the [2022-2023 Title I Annual Timeline](#).

REIMBURSEMENTS

All documentation is collected before any reimbursements will be made.

- All expenses need prior approval at the school level.
- Items must be delivered to the recipient before reimbursement is sought.
- The school must have segregation of [duties when making and approving purchases](#).

5TH DAY COUNT

The Charter Institute at Erskine bases applicable federal funding allocations upon the school's official [5th day count](#) obtained through PowerSchool by the Institute's Power School team.

The Institute will conduct annual audits on this data to ensure documentation is collected and correctly coded in PowerSchool.

FREE AND REDUCED LUNCH STATUS

The 5th Day Count report pulls data on the [Free and Reduced Lunch Status](#) for all students currently enrolled (the Free and Reduced Lunch Status is an economic indicator for the student and does not indicate the student is served a meal). This status must be populated in Power School based on the Lunch/Income Form collected from families annually. Based on the 5th day count numbers, the Institute allocates applicable federal funds received from the State to the eligible schools.

- It is the school's responsibility to identify the free and reduced students based upon the completed lunch forms and mark them as such in PowerSchool.
- School allocations made based on the 5th day count are final for the school year. No changes will be made after the Institute finalizes the 5th day count report.
- Power School coding must correlate with the updated annual Income Eligibility Guidelines.

DISTRICT OF RESIDENCE

In addition to free and reduced lunch status, the 5th Day Count also pulls data for [District of Residence](#). The South Carolina Department of Education pulls federal funding from the resident districts and allocates it to the Institute based on the students included in the 5th day report and their district of residence information in PowerSchool.

COMPREHENSIVE NEEDS ASSESSMENT (CNA)

A CNA is legislated by the Every Student Succeeds Act and is the first step in developing a plan for spending federal plans. The CAN's purpose is to implement a process to support school teams to learn about their areas of strengths and challenges. To justify the use of these federal funds, there must be a demonstrated need identified in the CNA. An updated CNA must be submitted each school year.

FIXED ASSET INVENTORY

Schools must have effective and efficient internal controls for purchasing equipment with federal funds, adding new purchases to the inventory, and subsequent management of inventory. Items that must be included are printers, computers, digital cameras, laptops, fax machines, and office/classroom furniture. Once equipment is approved and has been purchased, the school must submit the updated Inventory Form and place a fixed asset tag in a conspicuous location on the item.

TIME AND EFFORT

The federal law requires all employees, including teachers, paraprofessionals, and other staff that are paid with federal funds to document the time and effort they spend within that federal program. The type of documentation to be completed depends on the employee's cost objective.

SINGLE COST OBJECTIVE - SEMI-ANNUAL CERTIFICATION

Schools that have employees with one cost objective must maintain an assurance every six months (at a minimum) documenting that staff have worked solely for the one federal program. This certification should also include documentation of time spent on the federal program (copy of daily planner, schedules, time sheets, daily logs, etc.).

MULTIPLE COST OBJECTIVE

- **With Fixed Schedule** - If the employee is paid from two or more funding sources but has a fixed schedule for his/her activities, a multiple cost objective form can be submitted. (A schedule must be provided.)
- **Without Fixed Schedule** – If the employee is paid from two or more funding sources but does not have a fixed schedule for his/her activities, a Personnel Activity Report (PARS) time sheet must be submitted and signed monthly.

Please keep documentation that outlines how the time and effort requirements are met for all staff being paid with federal funds either using a time documentation schedule or time and effort log.

FEDERALLY FUNDED EMPLOYEES

All employees funded through federal funds (Title I, IDEA, etc.), whether in whole or partially, must submit documentation that includes their job description, schedule, salary split, and annual contract/agreement. All documentation must align with their approved job responsibilities in the plan submitted by the school.

SUPPLEMENT NOT SUPPLANT

The "supplement, not supplant" requirement ensures that children participating in Title programs receive their fair share of services from state and local funds. Section 1120A(b) of the statute requires that the SEA and LEA use federal funds received under Title I only to supplement the amount of funds available from non-federal sources for the education of students participating in Title I. The LEA cannot use these federal funds to supplant (take the place of) funds that would, in the absence of Title I funds, have been spent on Title I students. Federal funds cannot be used to pay for services, staff, programs, or materials that would otherwise be paid with state or local funds.

TITLE I

The purpose of Title I, Part A of Public Law 107-110 is to enable schools to provide opportunities for children to acquire the knowledge and skills contained in the challenging state content standards and to meet the challenging state performance standards developed for all children.

TITLE I ALLOCATIONS

To determine poverty counts for eligibility, the Institute uses the number of students who are eligible for free or reduced status based on the 5th Day Count as a consistent measurement to rank all school attendance areas according to the poverty percentage.

TITLE I REQUIRED DOCUMENTATION

Required documentation for the Title I program must be submitted to the Institute. A full overview of document requirements and submission guide can be accessed by viewing the [2022-2023 Title I Annual Timeline](#).

PARAPROFESSIONALS

[Paraprofessionals](#) provide instructional support in a program supported with Title I, Part A funds. All Title I paraprofessionals **must have a secondary school diploma** or its recognized equivalent.

Paraprofessionals hired after January 8, 2002, and working in a program supported with Title I, Part A funds must have:

- Completed two years of study at an institution of higher education; or
- Obtained an associate's (or higher) degree; or
- Met a rigorous standard of quality and be able to demonstrate, through the ParaPro assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

Title I schools must submit a list including all paraprofessionals/instructional aides. Evidence that all paraprofessionals school-wide, regardless of salary funding source, meet the requirements above must also be submitted, such as transcripts, test scores, etc.

SUBMITTING PLANS (FOR TITLE I AND TITLE II)

Once the CNA has been completed and the Planning Meeting has been held, a Title I school can begin working towards submission of the Title I Plan. Information, feedback, and suggestions collected from the Planning Meeting and CNA must be used to develop the Title I Plan. All activities included in the plan must correlate with needs identified in the CNA and during the Planning Meeting.

Schools complete a [Google Sheet shared from the Institute](#) to list the requested activities projected to fund with the school allocation, provide sufficient narrative description for requests as notated within the submission form, specify the appropriate budget coding (object and function), and have the form electronically signed by the team completing the Formstack submission. The Institute staff will enter the final plan into the online system used by the State Department of Education.

ALLOWABLE AND NON-ALLOWABLE ACTIVITIES

The purpose of [Title I, Part A](#) of Public Law 107-110 is to enable schools to provide opportunities for children to acquire the knowledge and skills contained in the challenging state content standards and to meet the challenging state performance standards developed for all children. All allowable activities must correspond with the purpose and intent of Title I and be supplemental expenses.

TITLE II

TITLE II ALLOCATIONS

The Institute uses the total number of students based on the 5th Day Count as a consistent measurement to rank all schools according to student population.

ALLOWABLE AND NON-ALLOWABLE ACTIVITIES

All allowable activities must correspond with the [purpose and intent of Title II, Part A](#) and be supplemental expenses.

PARENT RIGHT TO KNOW NOTIFICATION

Schools should distribute the Parent Right to Know letter to parents (with date noted) at the beginning of the school year and document any Right to Know requests from parents throughout the school year.

TITLE III

[Title III](#) is responsible for the oversight of the language instruction of limited-English proficient and immigrant students.

TITLE III ALLOCATIONS

The Institute currently expends all Title III EL funds and Title III Immigrant funds at the district-level.

TITLE IV

Authorized in December 2015, the Every Student Succeeds Act (ESSA) introduced a new block formula grant under Title IV, Part A with a wide range of allowable uses. Title IV, Part A, Student Support and Academic Enrichment (SSAE) grants are intended to improve students' academic achievement by increasing the capacity of States, LEAs, schools, and local communities to:

- Provide all students with access to a well-rounded education,
- Improve school conditions for student learning, and
- Improve the use of technology to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

TITLE IV ALLOCATIONS

The Institute currently expends all Title IV funds at the district-level.

IDEA

The Individuals with Disabilities Education Act (IDEA) is a federal law ensuring and governing services to children with disabilities throughout the nation. The IDEA grant's purpose is to supplement and/or increase the level of special education and related services provided to eligible students with disabilities who are enrolled in special education programs.

IDEA ALLOCATIONS

The Institute uses the total number of students based on the prior year October Child Count. The Institute uses this measure consistently across all schools to determine allocations.

ALLOWABLE AND NON-ALLOWABLE ACTIVITIES

All allowable activities must correspond with the purpose and intent of IDEA.

CTE

The CTE Funding Application is a requirement of the Strengthening Career and Technical Education for the 21st Century Act which amended the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The Act envisions that all students will achieve challenging academic and technical standards and be prepared for high-skill, high-wage, or high-demand occupations in current or emerging professions. The Act

also provides an increased focus on the academic achievement of CTE students, an emphasis on improving State and local accountability, and strengthens the connections between secondary and postsecondary education.

CTE ALLOCATIONS

The Institute uses the total number of completer programs offered as a consistent measure across all schools to determine allocations. Currently, schools must offer [one 2](#) or more completer programs to receive funding.

DEVELOPING AND SUBMITTING YOUR SCHOOL'S CTE PLAN

To submit the EIA Plan, schools complete [a Google document shared by the Institute](#) ~~an Excel document~~ using the SCDE template to list the requested activities projected to fund with the school allocation, provide sufficient narrative description for requests as notated within the form, and specify the appropriate budget coding (object and function). Institute staff will enter the final plan into the online system used by the State Department of Education.

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To submit the Perkins Plan, schools complete a Word document using the SCDE template to list the requested activities projected to fund with the school allocation, provide sufficient narrative description for requests as notated within the form, and specify the appropriate budget coding (object and function). The Institute staff will enter the final plan into the online system used by the State Department of Education.

ALLOWABLE AND NON-ALLOWABLE ACTIVITIES

All allowable activities must correspond with the purpose and intent of CTE. Activities must also align with the allowability as noted in the [SCDE FY 21 EIA Expenditure Guidelines](#) [SCDE FY 23 EIA Expenditure Guidelines](#) and [SCDE FY 21 Perkins Expenditure Guidelines](#) [SCDE FY 23 Perkins Expenditure Guidelines](#).

Field Code Changed

Field Code Changed

MCKINNEY VENTO HOMELESS ASSISTANCE ACT

The McKinney-Vento Homeless Assistance Act (Subtitle B— Education for Homeless Children and Youth) ensures educational rights and protections for children and youth experiencing homelessness. The term [“homeless children and youth”](#) means individuals who lack a fixed, regular, and adequate nighttime residence.

IMMEDIATE ENROLLMENT

Schools must immediately enroll the homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation; or has missed application or enrollment deadlines during any period of homelessness.

AMENDMENTS

Amendments for federal fund plans are collected [in July and February. on September 15, January 15, and April 15.](#) Schools seeking to revise their approved plan via an amendment must submit a signed amendment form in LWS by the due date. The Institute will notify the school upon SCDE approval. [Should additional amendments be needed, the school will work with the staff in Federal Programs to review the need and accomplish the task.](#)

FINANCE

INSTITUTE CONTACTS: MISSY BRAKEFIELD, JOHN LI, ANGELICA RODRIGUEZ

[HTTPS://ERSKINECHARTERS.ORG/FINANCE/](https://erskinecharters.org/finance/)

DEPARTMENT PHILOSOPHY

The Charter Institute at Erskine's Finance Department oversee the financial operations of the Institute through budgeting, audit management, accounting, payroll, accounts payable and receivable, purchasing and procurement, inventory and asset management, and grant management. The Finance Office also provides important budget information to State and Federal agencies, the South Carolina Department of Education, the Board of Directors, District staff and administration and the Superintendent.

ANNUAL TIMELINE

The [Finance Annual Timeline](#) contains important dates and requirements from the Institute and the South Carolina Department of Education. Some dates are subject to change annually. All information and submission requirements are updated and housed in Let's Work Smart.

SC CHARTER SCHOOL FUNDING

The purpose of the Education Finance Act is to guarantee each student in SC the availability of at least minimum educational programs and services. Eighty-five percent of the funds appropriated through state and local efforts for each weighted classification shall be spent in direct and indirect aid in the specific area of the program planned to serve those children who generate the funds. The state allocation to support base student cost is a fixed appropriation from the state. (Proviso 1.3).

The South Carolina Public Charter School Act of 1996 was enacted to provide for the manner in which a charter school shall be formed, funded, regulated, and governed. The Act (S.C. Code Ann. § 59-40-10 et seq. (2005)) provides the capability to design and operate public charter schools in order to "improve student learning," "encourage the use of a variety of productive teaching methods," "establish new forms of accountability for schools," and "create new professional opportunities for teachers and create new, innovative, and more flexible ways of educating children within the public school system, with the goal of closing achievement gaps between low performing student groups and high performing student groups."

S.C. Code Ann. § 59-1-50 defines the educational objectives for all students in our state. Students who graduate from a public high school should have the knowledge, skills and characteristics to be college, career, and citizenship ready as defined by the Profile of the South Carolina Graduate.

Over time, education funding has evolved through layered funding of various programs and formulas without a comprehensive strategy or consideration of the overarching goals.

To align resources with the stated educational objectives, State funding has been reformed and simplified into a single Aid to Classrooms program that provides consistent, understandable goals and funding, while also providing greater flexibility and accountability. The new funding focus on outcomes of the classroom where teaching and learning occur and not on the inputs.

This new funding methodology for K-12 embodies the following key principles:

- Establishes a new foundation for setting goals and improving equity statewide;
- Simplifies the way funds are allocated to districts;
- Increases accountability and transparency regarding how the funds are expended; and
- Allows greater flexibility for districts in how the funds are spent to meet the educational outcomes as defined by the Profile of the South Carolina Graduate.

While this new program redefines the State's funding strategy and reallocates resources, additional funding is also allocated in the Executive Budget to ensure that each district will receive either the amount proscribed by the new formula, or its funding allocation in FY 2021-22, whichever is greater.

The State will fund an average student-teacher ratio statewide, and districts may determine how best to utilize these funds to ensure student achievement through reduced class sizes, professional development, or other researched-based approaches. Districts will have flexibility in allocating resources in order to achieve outcomes and will be required to report on expenditures and achievement.

The funding formula is based upon allocating State Aid to Classrooms on several factors:

- 1. The cost of a teacher
- 2. A statewide average student-teacher ratio
- 3. The state share of the total funding cost

Under the proposed funding formula, the State provides funding based upon the cost of a teacher. The State will fund its share of the salary and fringe cost for a teacher with a master's degree and 12 years of service, which also happens to be the average education and experience level for all teachers in the state.

AVERAGE DAILY MEMBERSHIP (ADM)

The aggregate number of days in membership divided by the number of days school is in session at the reporting period.

Example: 39,546 days in membership / 45 (the day count) = 878.80 ADM

WEIGHTED PUPIL UNITS (WPU)

The total ADM in a classification multiplied by assigned weight for that student classification.

Example: 878.80 (ADM) x Speech weighting of 1.90 = 1669.72 WPU

DAY COUNTS

Projected Enrollment	This count is for any new schools or schools that are adding a grade level . Information must be supplied by the school in May and submitted to SCDE in June.
5 Day Count	Collected after the respective 5 th day of school.* This count will affect all schools. The data must be compiled and submitted to SCDE in September.
45 Day Count	Collected after the 45 th day of school.* This count will affect all schools. The data must be compiled and submitted to SCDE by PowerSchool Office via Enrich in November/December. (REPORT SCO6 and SC24)
135 Day Count	Collected after the 135 th day of school.* This count will affect all schools. This count determines the final allocation for the entire school year and serves as the preliminary allocation for the next school year. The data must be compiled and submitted to SCDE by the PowerSchool Department via Enrich in March/April. (REPORT SCO6 and SC24)

*Count information collected by the Institute's PowerSchool Department.

WEIGHTING		ADD-ON WEIGHTING	
CLASSIFICATION	WEIGHTING	CLASSIFICATION	WEIGHTING
Kindergarten	1.00	Gifted and Talented	.15
Primary (1-3)	1.00	Academic Assistance	.15
Elementary (4-8)	1.00	Dual Credit Enrollment	.00

High School (9-12)	1.00	Limited English Proficiency	.20
Trainable Mentally Handicapped	2.60	Pupil in Poverty	.50
Speech	2.60		
Homebound	1.00		
Emotionally Handicapped	2.60		
Educable Mentally Handicapped	2.60		
Learning Disabilities	2.60		
Hearing Handicapped	2.60		
Visually Handicapped	2.60		
Orthopedically Handicapped	2.60		
Vocational	1.20		
Autism	2.60		

SOUTH CAROLINA PUBLIC CHARTER SCHOOL ACT

The [South Carolina Public Charter School Act of 1996](#) was enacted to provide the way a charter school shall be formed, funded, regulated, and governed. The Act's goal is to close achievement gaps between low performing student groups and high performing student groups.

EDUCATION INFORMATION ACT (EIA)

The Education Improvement Act of 1984 was South Carolina's original blueprint for enacting a quality program of public instruction for current and future generations. The Act is a comprehensive education reform plan containing specific programs and strategies for improving public education in the State, as well as mechanisms for distributing funds for the Act's implementation. Funding depends on each individual revenue. The state sales tax generated revenues provided additional funds to

- Raise student performance by increasing academic standards;
- Strengthen the teaching and testing of basic skills;
- Elevate the teaching profession;
- Improve leadership, management, and fiscal efficiency;
- Implement quality controls and reward productivity;
- Create more effective partnerships among schools, parents, community, and business; and
- Provide school buildings that are conducive to improved student learning.

REVENUE DESCRIPTION

REVENUE ALLOCATION METHODOLOGY

FUNDING REQUIREMENTS

SCHOOL EXPECTATIONS

When accepting state funding, schools agree to:

- Meet and follow the funding requirements
- Have adequate internal control systems in place

- Comply with all state and federal laws and regulations
- Comply with their charter contract
- Meet performance expectations as outlined in the Comprehensive School Snapshot
- Meet all reporting requirements completely and on time

ACCOUNTING REQUIREMENTS

REVENUE FUNDS

Revenue Funds are assigned four-digit codes that define the source of the revenue.

EXPENDITURE FUNDS

Expenditure Funds are assigned a three-digit code that defines the source of the expenditure.

EXPENDITURE FUNCTION CODES

Function means the action a person takes or the purpose for which a thing exists or is used. The function describes activities for which services or material objects are acquired. The activities of a school district are classified into five (5) broad functional areas -- Instruction, Supporting Services, Community Services, Non-programmed Charges and Debt Services. Functions are further broken down into sub-functions and service areas which are subsequently subdivided into areas of responsibility.

EXPENDITURE OBJECT CODE

Object means the service or commodity obtained as the result of a specific expenditure. Seven major Object categories are identified and described in this manual: (1) Salaries, (2) Employee Benefits, (3) Purchased Services, (4) Supplies and Materials, (5) Capital Outlay, (6) Other Objects, and (7) Transfers. These broad categories are subdivided to obtain more detailed information about objects of expenditures. A three-digit code is used which makes it possible to identify detailed expenditure information. Following are definitions of the major object and sub-object categories.

FISCAL MANAGEMENT

The quality of information in any financial report is dependent on a sound accounting system. Specific accounting procedures may vary, depending on several factors such as school size, location, types of programs in place, etc.

FINANCE POLICIES AND PROCEDURES

Finance policies are critical for organizational capacity and serve to clarify the roles, authority, and responsibilities for essential financial management. The Institute has adopted [framework finance policies](#) that are designed around industry best practices. **Each school is required to either adopt the [Institute's approved framework policies](#) or develop comparable policies at the school level.**

Policies are updated and posted online to reflect changes in state and federal law as applicable.

MANAGEMENT REPORTING

The main purpose of providing financial information to management (school administration and the governing board) is to allow them to make knowledgeable decisions about items that affect the school financially. For this information to be useful it must be timely, accurate, and clearly presented.

BALANCE SHEET

A balance sheet provides a snapshot of financial status at a given point in time. It lists what is owned (assets), what is owed (liabilities), and what is left over (net assets or fund balance). Looking at a balance sheet allows management to see how much cash is in the bank and what outstanding debts are owed, such as earned but unpaid salaries. By analyzing the fund balance, management can quickly determine compliance with the Student Success Profile and any other reserve requirements. Monitoring changes in fund balance from month to month is the quickest way to track bottom-line progress of the school financially.

INCOME STATEMENT/PROFIT AND LOSS STATEMENT/STATEMENT OF REVENUES AND EXPENDITURES

An income statement measures financial activity over a given period, showing how much income is earned, how much is spent, and what is left over (net income or loss). It allows management to see sources of income and where money is spent. While a balance sheet measures financial status on a given date (typically the end of a month), an income statement shows the changes in financial position that take place in between balance sheet dates. Regular review of the statement of revenues and expenditures leads to a better understanding of the regular sources and uses of funds at the school.

STATEMENT OF CASH FLOWS

A statement of cash flows shows the increases and decreases in cash for a given period. With accrual accounting, increases and decreases in cash do not necessarily coincide with income and expenditures. It's critical for management to monitor the school's cash position and its upcoming cash needs. It's important to use this information to help project future cash needs and to make sure that sufficient cash will be available to meet those needs, including payroll.

STATEMENT OF INCOME AND EXPENDITURES VS. BUDGET

This report measures income and expenditures for a given period and compares the actual amounts to budgeted amounts by category. This report will often include an explanation column that is used to explain significant differences between monthly or year-to-date actual amounts and budgeted amounts in a particular line item. Management should regularly compare actual financial performance with projected financial performance to understand the reasons for any significant variances.

RESOURCES
Finance Website
SCDE Annual Audit Guide
SCDE Financial Accounting Handbook
SCDE Fiscal Practice Guidelines
SCDE Funding Manual
SCDE Pupil Accounting Manual
SCDE Student Accountability Manual

FEDERAL PROGRAMS FINANCE

INSTITUTE CONTACT: MISSY BRAKEFIELD, JOHN LI, ANGELICA RODRIGUEZ

[HTTPS://ERSKINECHARTERS.ORG/FEDERAL-PROGRAMS/](https://erskinecharters.org/federal-programs/)

DEPARTMENT PHILOSOPHY

At the beginning of each school year, the [South Carolina Department of Education \(SCDE\)](#) allocates federal funds received for the state of South Carolina to all qualifying school districts (currently the Institute receives funding for 12 federal programs). The Institute then receives notification of the allocated funding amount we will receive to pass through to our schools.

The Federal Programs department pulls PowerSchool data to see which schools qualify (all schools qualify for Title II funding) for the additional federal funding and allocation amount. Schools are notified of their allocation and informed that a plan must be submitted on the school's behalf. All plans will be reviewed for federal compliance at the Institute level and then submitted to SCDE for approval. Once approved by SCDE, the schools will be notified that they may proceed with spending.

ANNUAL TIMELINE

The [Federal Programs Finance Annual Timeline](#) contains important dates and requirements from the Institute and the South Carolina Department of Education. Some dates are subject to change annually. All information and submission requirements are updated and housed in Let's Work Smart.

TITLE I

The purpose of Title I, Part A of Public Law 107-110 is to enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the challenging state content standards and to meet the challenging state performance standards developed for all children. More information can be found in the [Federal Programs Handbook](#).

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

CSI funding is specifically for Title I schools performing at or below the 5th percentile of all Title I schools in the state. CSI schools are identified every three years, in alignment with the state's interim targets cycles. Each school will receive technical assistance funds and be assigned a state level transformation coach.

ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT (ATSI)

ATSI funding is specifically for any school with one or more subgroup of students performing at or below the 5th percentile of the highest performing Comprehensive Support and Improvement (CSI) school in the state. ATSI schools with low-performing subgroups are identified every three years, in alignment with the state's interim targets cycles. Each school will receive federal school improvement funds and receive technical assistance and support via professional development from relevant department of education offices.

TITLE II

Title II, Part A Improving Educator Quality State Grants originally authorized as Eisenhower Professional Development and the Class Size Reduction programs under the Elementary and Secondary Education Act (ESEA) of 1965, was reauthorized in 2001 by the No Child Left Behind Act (NCLB) and in 2015 by the Every Student Succeeds Act (ESSA). More information can be found in the [Federal Programs Handbook](#).

TITLE III

Title III is responsible for the oversight of the language instruction of limited-English proficient and immigrant students. These funds are kept at the Institute level to create district wide opportunities to service the aforementioned areas. More information can be found in the [Federal Programs Handbook](#).

TITLE IV

The purpose Title IV, as stated in the federal authorizing statute and non-regulatory guidance, is to provide opportunities for communities to establish or expand activities in community learning centers that provide opportunities for academic enrichment, offer students a broad array of additional services, programs, and activities, and offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education.

These funds are kept at the Institute level to create district wide opportunities to service the aforementioned areas. More information can be found in the [Federal Programs Handbook](#).

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a federal law ensuring and governing services to children with disabilities throughout the nation. The IDEA grant's purpose is to supplement and/or increase the level of special education and related services provided to eligible students with disabilities who are enrolled in special education programs. More information can be found in the [Federal Programs Handbook](#).

CAREER AND TECHNICAL EDUCATION (CTE)

In addition to the overall requirement that local funds be used to support CTE programs of sufficient size, scope and quality to be effective, the law includes six new "required" activities:

1. Provide career exploration and career development activities through an organized, systematic framework;
2. Provide professional development for a wide variety of CTE professionals;
3. Provide within CTE the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;
4. support integration of academic skills into CTE programs;
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement; and
6. Develop and implement evaluations of the activities funded by Perkins.

Key activities such as purchasing equipment and supporting CTSOs, work-based learning, and dual and concurrent enrollment, among numerous others, are included under the elements that support implementation of programs and programs of study. More information can be found in the [Federal Programs Handbook](#).

SUMMER READING CAMP

The purpose of the reading camp funding is to provide **all** students who are significantly below third grade reading proficiency with the opportunity to receive quality, intensive instructional services and support. More information can be found in the State and Academic Programs handbook.

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ESSER)

On March 27, 2020, the Coronavirus Aid, Relief, and Economic Security (CARES) Act was signed into law. As part of this act, South Carolina will receive Education Stabilization Fund for the Elementary and Secondary School Emergency Relief (ESSER) funds. Ninety (90) percent will flow through to school districts with amounts determined in proportion to the amount of Title I, Part A funds they received in Summer 2019 from

funds under ESSA. The remaining funds will be used for state-level activities to address issues caused by COVID-19.

CORONAVIRUS RESPONSE AND RELIEF SUPPLEMENTAL APPROPRIATIONS (ESSER II)

On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) was signed into law, providing additional funding for the ESSER II fund. Through this legislation the US Department of Education awards grants to state educational agencies (SEAs) to provide local educational agencies (LEAs) with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation. Ninety (90) percent of ESSER II funds will flow through to school districts with amounts determined in proportion to the amount of Title I, Part A funds they received in Summer 2020 from funds under ESSA. The remaining funds will be used for state-level activities to address issues caused by COVID-19.

AMERICAN RESCUE PLAN (ESSER III)

On March 11, 2021, the American Rescue Plan (ARP) Act was signed into law, providing additional funding for the ESSER III Fund. Through this legislation the US Department of Education awards grants to SEAs to provide LEAs with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation. Ninety (90) percent of ESSER III funds will flow through to school districts with amounts determined in proportion to the amount of Title I, Part A funds they received in Summer 2020 from funds under ESSA. The remaining funds will be used for state-level activities to address issues caused by COVID-19. ESSER III funds also include some additional requirements (see below) on the part of the LEAs and the SEAs.

REIMBURSEMENT CLAIM APPROVAL

Each school will be required to submit [federal reimbursement claims and documentation](#) through SmartFusion (Institute's Accounting Software) quarterly (reference plan approval memo received and posted in LWS for the finalized requirements).

Requisitions will not be approved in SmartFusion if all required documents **are not received and/or do not meet all required expectations of the federal law, SC Department of Education, and/or that of the Institute.** Items requested in Let's Work Smart should **not** be resubmitted in the SmartFusion documentation.

Schools that do not meet the required deadline will receive official notice the federal claims reimbursement requirement was not met. All reimbursement claims received after the deadline will not be processed for reimbursement and the school will be responsible for covering the expense through their general fund budget.

PAYMENTS THROUGH GRANTS ACCOUNTING

After each grant is approved, it is highly recommended to seek claim reimbursement monthly. The SCDE reviews and processes grant claim submissions weekly to issue a quick turnaround. Once the funds are processed to the Institute's bank, the Institute processes the reimbursement payments to the schools via Accounts Payable. Schools will be notified that funds are processed with an expectant deposit date for their reference.

GRANTS ACCOUNTING PORTAL SYSTEM (GAPS)

GAPS is used to submit amendments, budgets, and reimbursements to the SCDE Grants Accounting department at the Institute level. The Institute Federal Programs team reviews all information for accuracy and appropriate required documentation. If the school has not submitted all required documentation at the time of the claims process, the school will be notified with a final submission deadline noted. If the school does not meet the final submission deadline, they will not be reimbursed for expenses until the next claim.

TIME AND EFFORT REPORTING

All employees who are paid in full or in part with federal funds must keep specific [Time and Effort documentation](#) demonstrating the amount of time spent on grant activities (2 C.F.R. Part 200.430(i)(1)). The documentation must reflect the time the employee was employed in the federally paid role and must be signed and dated on or after the service period end date.

All employees whose work is funded fully (100%) by a single cost objective or grant award must complete a [Semi-Annual Certification Form](#). A [Personnel Activity Report \(PARS\)](#) must be completed if an employee is funded partially on one (1) or more grant cost objective(s).

RESOURCES
Federal Programs Finance SmartFusion Submission
Federal Programs-Finance website (Editable Time and Effort Forms)
SmartFusion Purchase Requisition FAQs

POWERSCHOOL

INSTITUTE CONTACT: JASON JONES

[HTTPS://ERSKINECHARTERS.ORG/POWERSCHOOL-2/](https://erskinecharters.org/powerschool-2/)

DEPARTMENT PHILOSOPHY

The PowerSchool Department aims to support high quality decision making for schools and administrators through the accurate data recorded in the Student Information System. The PowerSchool Department provides technical assistance and holds the schools accountable for all school reported data in PowerSchool, Enrich, and other assessment data systems.

ANNUAL DATA COLLECTION TIMELINE

Below is the general data reporting timeline for the state-reporting. The Charter Institute at Erskine will have deadlines prior to the state deadlines for reporting. A link to the [Data Collection Timeline](#) is here.

CHARTER SCHOOL RESPONSIBILITIES

- Enter student, teacher, courses, attendance, discipline, and other school-related data into the state's chosen Student Information System.
- Enter and maintain data relative to their students and school's programs.
- Meet all state reporting requirements and guidelines by the respective due dates.

INSTITUTE RESPONSIBILITIES

- Ensure each school has the technical assistance, support, and training necessary to meet the needs for data entry and reporting of their students into the state's Student Information System.
- Provide technical support and assistance through monthly webinars, a ticketing system for tracking support services, on-site training, and conferences with schools.

POWERSCHOOL – ANNUAL REVIEW OF COMPLIANCE

SC Code of Law 59-18-100: The expressed goal of the accountability system is to improve teaching and learning so that students are equipped with a strong academic foundation and to ensure that all students graduate with the world-class knowledge, skills and characteristics as defined by the Profile of the South Carolina Graduate. The accountability system is designed to promote high levels of student achievement through strong and effective schools.

POWERSCHOOL ACCESS

[School administrators](#) and staff members, [teachers](#), substitutes, and [parents and students](#) use PowerSchool using a web browser on a variety of desktop and mobile devices with Internet access. Each of the four types of users navigate PowerSchool using a URL with a different ending to sign into PowerSchool.

ATTENDANCE

Detailed information regarding Attendance can be found in the [School Services Handbook](#). Review and practice the [Attendance Step-by-Step Processes and Reports](#) for instructions on truancy, consecutive absences, incident reports, and mass attendance.

CALENDAR

CALENDAR DAYS AND FULL TIME STUDENTS REGULATION 43-601

Public charter schools in South Carolina are required to have at least one hundred eighty (180) days of school each school year. S.C. Regs. 43-601(II)(D)(5). In addition, public charter schools are required to provide six hours of instruction per day, grades K-12. S.C. Regs. 43-234(VI)(C)(f). Students must average a minimum of thirty (30) hours per week of attendance.

Set up next year's school calendar prior to the end of the year rollover before scheduling the live side version.

INCLEMENT WEATHER AND POWERSCHOOL CODING GUIDELINES

For funding and accountability purposes, the number of days in each school's calendar marked as "In Session" and "In Membership" must equal 180 after all makeup and forgiven days are accounted for (potential make-up days added to a school calendar should not be marked as 'In Session' and 'In Membership' until their actual use). Operating outside of this specification could affect accountability and/or funding reports.

UPDATE YEARS AND TERMS

Schools should contact the district for any changes to the years & terms once active.

UPDATE THE SCHOOL CALENDAR

Schools should contact the district for any changes to the calendar during the school year.

UPDATE FINAL GRADE SETUP

When scheduling terms are modified, this may cause the beginning or ending date of some Final Grade Reporting Terms to fall outside of the intended scheduling term. Final Grade Reporting Terms are the store bins configured at Start Page > School Setup > Final Grade Setup. For instance, referring back to the initial example scheduling terms from the Update Years and Terms section, a Semester 2 final grade may be set up as S2 beginning 1/12/2009 and ending 5/22/2009. These final grade dates must be changed to coincide with the new dates for Semester 2.

EARLY GRADUATES

Look for the specific function in PowerSchool. Seek district advice for steps to process.

EFA/EIA FUNDING & STATE REPORTING

EFA CODING

Proper coding of EFA values for each student is critical for funding compliance. PowerSchool Administrators should work with SPED department personnel, counselors, and other staff to ensure correct coding of each student for EFA coding. Additional details can be found in the full handbook linked at the top of this document.

STATE REPORTING PROCESS

REFRESH ATTENDANCE VIEWS

The Refresh Attendance Views function that runs as part of the nightly process will need to be run manually for membership, absences, and ADM to calculate correctly on the report. If any data values change in attendance set up or student enrollment, EFA, or attendance data, you should run the Refresh Attendance Views Data function, and include all students with a begin date of the first day of school through today.

STUDENT SELECTION

The report selects records from the Students (current enrollments, may or may not be active) and Reenrollments (previous enrollment record during the same school year) tables that occurred during the current school year, based on the following criteria:

- When specific schools are selected, only students from those schools are used.
- Any student who is or was enrolled at any time in the current school year that has a Yes in the Include in State
- Students who are pre-enrolled are included if their enrollment dates fall within the selected school year, as determined by the student's enrollment status.
- Any school that has a Yes in the Exclude from State Reporting field is not included in the initialization process.

SC01 EFA/EIA DATA VERIFICATION REPORT

This report lists any EFA or EIA errors in student data that must be corrected prior to creating the SC02 and the SC06 extracts for sending to the SCDE.

Each time you run the Data Verification report, a record is inserted into the Verification Error Log for each student record with errors. Errors are listed by student, with one record containing all errors found. If there are no records found, no records are inserted into the Verification Error Log.

SCO1 REPORT

Run the SCO1 report to generate a list of data verifications for students as the beginning step for the funding process. This report must be error free before proceeding with the next steps.

SCO2 CUMULATIVE CLASS REPORT (PK3 AND PK4 STUDENTS ONLY)

The Cumulative Class Report totals all EIA classification code occurrences by grade (only -2 and -1) from the beginning of the school year up to and including a specific date or school day. An extract option is available and includes preparing data for 45 day and 135-day state reporting.

SCO6 – MEMBERSHIP AND ATTENDANCE REPORT

The Membership and Attendance Report lists the number of membership days by grade by EFA classification code with totals by grade from the beginning of the school year up to and including a specific date or school day. The report includes the average daily membership by EFA classification code and by grade with a total and the number of absences by grade. Optionally, you can run the report only for self-contained students. An extract option is available and includes preparing data for 45 day and 135-day state reporting. The report tabulates students' EFA history records

SCO9 MEMBERSHIP & ATTENDANCE FROM EXTRACT

SCO9 Membership & Attendance from Extract allows users to select a previously generated report extract for reprinting the SCO6 Membership & Attendance Report for the currently selected school year and the currently selected school. The report will be the data that was generated when the extract was originally created. The report will include the date/time each extract was created. Report extracts may or may not be ones that are required by the SCDE for state funding. The list of report extracts is sorted by School Name, Day Number, the Self-contained indicator, and the Date/Time the report extract was created.

ENROLLMENT

NEW STUDENTS

Before enrolling a new student into PowerSchool, always check to make sure they are not already in the district. You can search for the student district wide by going to the Start Page and under the District Search Button (right side) enter the student's last name and/or Date of Birth to see if they are already enrolled in the district database. Search through the entire list of students to make sure your student is not already in PowerSchool.

ADDITIONAL INFORMATION:

- You must also select "E (Eligible for State Reporting)" for the entry code of a PK3. Although your school may not receive EFA funding for the 3-yr.-old students, SCDE must collect and report each year to the EOC counts for enrolled students who are three years of age.
- Possible reasons to select EEI (Ineligible for State Funding) include:
 - Students (PreK 3/4 or other) only coming to the district once a week for speech, physical therapy, etc.
 - Homeschooled students coming in to take PE.
 - High school seniors that are only taking the one class needed to graduate.
 - Children attending a special day-care facility housed at a school
- You will also use the entry code of "E" for 4-year-old students; their funding depends on the type of programs in which they are enrolled (CDEP/HH/VH).
- Ensure that each student's birth date is correct in PowerSchool.
- DO NOT ENTER a nickname in quotation marks beside the student's name; instead, navigate to the "Nickname" field on the Demographics page so that it is a separate value.
- If a birth certificate is not available, use an official document sanctioned by your district/school policies.
- Values that are entered under the Home Address section will automatically appear on the student's Address page.

PRE-REGISTER STUDENTS FOR FUTURE SCHOOL YEAR

Correctly pre-registering students will create a student record with an enroll status of -1 (Pre-Registered). It also creates a pending enrollment that will become active during the nightly process at 12 am on the day entered for **Enrollment Date**.

HOW TO SETUP YEARS AND TERMS

Years and terms affect many aspects of PowerSchool, such as the calendar setup, scheduling, enrollment, and final grades.

Terms created on the Years & Terms page are "scheduling terms," which define the entire length of a school year (year term) as well as the length of sections offered during the school year (semester, quarter, etc.). Classes offered during the school year determine the required scheduling terms. If students have the same teacher, room, and section throughout the year, only the year term is needed. However, if students change teachers, rooms, or sections throughout the year, create additional terms of varying lengths (semester, quarter, etc.). First, create the year term for your school. Then, define additional terms for the school year, if necessary.

SEARCH DISTRICT-WIDE SEARCH

Before pre-registering a new student into PowerSchool, always check to make sure they are not already in the district. You can search for the student district wide to see if they are already enrolled at another school in the district PowerSchool database. Search through the entire list of students to make sure your student is not already in PowerSchool. If you find the student, stop here and follow the district's transfer procedure between schools. If you do not find the student in the District Search, proceed to pre-register the new student into PowerSchool.

TO PRE-REGISTER A STUDENT

1. Select the school the student will be enrolled next year.
2. Change the "Term" at the top of the page to the year term for the upcoming school year.
3. Verify/Add Full-Time Equivalencies (FTE) for the upcoming school year.
 - a. Navigate to Start Page > School > Full-Time Equivalencies (FTE)
 - b. Verify that a "Full Time" record has been created. If so, click the name Full Time and make sure all grade levels are checked. If some grade levels are not checked, check them and click Submit to save.
4. Follow the steps for enrolling a new student.

NEXT YEAR GRADE AND NEXT SCHOOL FOR PRE-REGISTERED STUDENTS

1. Navigate to Start Page > Student Selection > Scheduling Setup
2. Enter the following information:
 - a. **Next Year Grade***: This should be the grade they will be next year. Note: If they are pre-registered for Kindergarten (K), enter O. This is before End of Year is completed.
 - b. **Next School Indicator***: This should be the school they will be in next year. This is before End of Year is completed.

If you do not want the student to be included in PowerScheduler for the upcoming year, you should also uncheck Schedule This Student.

***Indicates field is collected for data collections.**

RE-ENROLLING A STUDENT

1. From the search student screen, type a forward slash " / " and the last name of the student that had been transferred out. Click the search button.
2. Once you have the student selected, navigate to Functions > Re-Enroll In School.
3. On the Re-Enroll In School screen, enter the following:
 - Date of re-enrollment: Enter the date of re-enrollment for the student.
 - Entry Code: Select the original entry code for the student
 - Entry comment: Enter a comment, if applicable.

- Full-Time Equivalency: Select the FTE associated with this student.
- Grade Level: Choose the grade level of the student.
- Track: Choose a track for the student. Normally not selected, do not use unless the school is using tracks for attendance.
- District of Residence: Select the district of the student's home address.
- Restore Class Enrollments: Select "Yes" if the intent is to restore the student's course enrollment to previously dropped sections.

4. Click Submit. The student is now active.

WITHDRAWING A STUDENT

BEGINNING OF SCHOOL YEAR UP TO 1st DAY OF SCHOOL

Upon receipt of written confirmation from a parent for withdrawal (email, signed withdrawal form, etc) or obtaining a Record Request from the student's new school or letter of enrollment from any associated Homeschool Association, you must withdraw the student. Keep all documentation on file for dropout data purposes. While dropout data is only pulled for grades 6-12, it is always best practice to obtain this information for all grade levels.

DURING THE SCHOOL YEAR

Upon receipt of written confirmation from a parent for withdrawal (email, signed withdrawal form, etc) or obtaining a Record Request from the student's new school or letter of enrollment from any associated Homeschool Association, you must withdraw the student. Keep all documentation on file for dropout data purposes. While dropout data is only pulled for grades 6-12, it is always best practice to obtain this information for all grade levels.

****For students age 6-17, if a record request has not been received from the student's new school within 10 days of the date of withdrawal, or you are unable to identify where/how the student is currently being educated, you must notify the DSS office in the county where the child last resided to report potential educational neglect.****

TRANSFER STUDENT TO AN IN-DISTRICT SCHOOL

If a student is transferring to an In-District School, perform all the previous steps above BEFORE transferring student to new school.

Re-Enroll Student

Smith, John 12 2151 AGHS1 Transferred Out

Student to re-enroll	Smith, John
Date of re-enrollment	05/18/2016
Entry code	P2 (From Previous gradelevel same school)
Entry comment	
Full-Time Equivalency	Full Time
Grade Level	12
Track	
District of Residence	Apple Grove Unified School District (0100)
Restore class enrollments?	No

Note: Regardless of the date specified above, the student's records will be re-activated immediately.

Submit

NOTE: Once you transfer the student to a new school, you will no longer be able to view them in PowerSchool or perform any of the above functions.

1. To transfer student to an In-District school: Functions > Transfer to Another School
2. From the Drop-Down Menu, Select which In-District School they will be transferring to and Click Submit. Notify the school that you have transferred the student to them.

GRADING

FINAL GRADE/REPORTING TERM SET UP

This has to be completed before teachers can enter any grades into the gradebook for the upcoming school year. Full details can be found in the full handbook linked at the top of this document.

STORING GRADES

PERMANENTLY STORE Q1 GRADES

It is recommended that you verify that all grades are correct before permanently storing grades. The Class Rosters (PDF) can be run in PowerSchool or Section Readiness function in PowerTeacher Pro can be used to have teachers verify that grades are correct.

Note: Do not use the same store code twice in one year, unless you wish the system to overwrite the grades you stored under the store code the first time with the grades you store the second time.

PERMANENTLY STORE Q3, S2 AND F1 (BLOCK) CLASSES

It is recommended that you verify all grades are correct before permanently storing grades. The Class Rosters (PDF) can be run in PowerSchool or Section Readiness function in PowerTeacher Pro can be used to have teachers verify.

Note: Do not use the same store code twice in one year unless you wish the system to overwrite your students previously stored grades.

- How it Works: [The Class Roster PDF \(ID: 6141\)](#)
- How to [Permanently Store Grades](#)

CALCULATING HONOR ROLL AT THE END OF EACH NINE WEEKS

After storing grades each term, schools may opt to have an honor roll calculated. Process and procedures are included in the full handbook document linked at the top of this document. Schools may choose various parameters for honor roll requirements.

HIGH ACHIEVING DATA ENTRY

SUMMARY

HIGH ACHIEVING CODE ENTRY AND HIGH ACHIEVING HISTORY PAGES

Proviso A 1.3 states the following: "Gifted and talented students are students who are classified as academically or artistically gifted and talented or who are enrolled in Advanced Placement (AP) and International Baccalaureate (IB) courses in high school."

The High Achieving Add-On Weighting is awarded to students with a current-year entry on the high achieving tab. The High Achieving History tab displays students' historical high achieving data.

GIFTED AND TALENTED INFORMATION

The South Carolina State Board of Education recognizes the need to provide gifted education services to identified students in grades 1-12. Gifted and talented students are those who are identified in grades 1-12 as demonstrating high performance ability or potential in academic and/or artistic areas. These students require an educational program

beyond that normally provided by the general school program in order to achieve their potential. See the South Carolina Department of Education's [Gifted and Talented Page](#).

Here is the SC Department of Education's [Gifted and Talented Best Practices Guidelines: Identification](#). This is the [Gifted and Talented State Board Regulation information \(Regulation No: R43-220\)](#). It is highly recommended that you and/or your school's gifted and talented coordinator review these documents.

ADVANCED PLACEMENT INFORMATION

Advanced Placement classes give students an opportunity to take college-level courses and exams while still in high school. Students enjoy the challenge of taking Advanced Placement courses with enthusiastic classmates and teachers; high school faculty find that Advanced Placement courses enhance their students' confidence and academic interest as well as their school's reputation; and college faculty report that Advanced Placement students are far better prepared for serious academic work.

State regulations require teachers of Advanced Placement courses to be endorsed to teach the courses by participating in summer institutes hosted by the state's colleges and universities. Annually, institutes funded by the South Carolina Department of Education are offered across the state providing educators an opportunity to be endorsed as AP teachers. For more information, see the SC Department of Education's [Advanced Placement Page](#).

PowerSchool Student Information Page: The Advanced Placement ID is on the student's "My AP Profile" on the Registration Page. See [College Board: AP Students](#).

INTERNATIONAL BACCALAUREATE PROGRAMS (IB) INFORMATION

The International Baccalaureate Program (IB) is one that aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. See the SC Department of Education's [International Baccalaureate Programs](#) Page for more information.

PowerSchool Student Information Page: The candidate number appears on the student's individual examination table or the Academic and Assessment Information page of [Student Self Service](#).

INDIVIDUAL GRADUATION PLAN (IGP)

FINDING IGP COMPLETION INFORMATION

Individual Graduation Plans are required for all students annually in grades 8 through 12. Additional information about the IGP process is available in the full handbook linked at the top of this document.

INCIDENT MANAGEMENT

Schools are required to report all truancy and discipline via Incident Management in PowerSchool.

MISCELLANEOUS REPORTS

A list of various miscellaneous reports and additional information is available at the full PowerSchool handbook linked at the top of this document. Sample topics include:

AP Student List Pull

Checking for Data Validation (Important for any QDC, 45th, and 135th Day Reporting)

Checking for Qualifying Duke Tip Scores

Pulling a List of HR Teachers with Student Names, DOB, and Emergency Contact(s)

Pulling a List to See Who Has No Coding for Transportation to Check and Correct

Print a Report from PowerSchool for a Group of Students

Pull Medicaid Numbers

Receiving Emails from Power School When Student is No Longer Enrolled

Report Card Changes to Revert Back to for new school year

Report to See If There Are New Students Enrolled as of a Specific Date

Run Data Verification Reports

Searching for Enrollment as of a Specific Date

Sort ID for Precode

Student Alerts

Student Schedules are Not Sorting in Correct Order

To Submit Graduation Rate Files

Turn Off PowerSchool Access to Teachers (Teacher Access to PowerSchool)

What to Do if a Student Graduates Over the Summer (Changes that must be made)

What to do with No-Shows (This is different beginning Fall 2018)

With whom does a student reside?

MULTILINGUAL STUDENTS (FORMERLY EL, ELL, OR ESOL)

- Seek guidance from the district point of contact.

SPECIAL EDUCATION PROGRAMS / 504

Search for Coding SPED / 504 Students in PowerSchool

To search for students coded as receiving SPED services or having a 504 in PowerSchool, begin by looking up the student, then navigate to the State/Province SC page. Then click on the "South Carolina Student Information" page. Look for the "Instructional Setting" drop-down box and note the value displayed there.

SPECIAL PROGRAMS

SEARCH FOR STUDENTS IN SPECIAL PROGRAMS

- Special functions, special program enrollments, choose program and display list
- Can choose to make these students the selection in order to work with them in PS

SPECIAL PROGRAM ENROLLMENT BY STUDENT

Students participating in special programs must have their Special Program Enrollments entered in PowerSchool. This would include things such as Montessori, Home-Based/Home-Bound. This applies whether they enrolled on the first day of school or transferred later.

A full list of Special Programs can be found in the [SCDE SIS Data Entry Manual](#).

STAFF

NEW STAFF ENTRY

Add a new staff member by clicking **Create Staff** under the People section of the main menu. Enter the staff member's demographic information marked with asterisks at minimum to create the new account. The ID field will be populated by PowerSchool. Demographics and other information can be added/edited at any time. Click **Submit** to save the changes.

PowerSchool will automatically check for duplicates, using the staff member's last name. If a similar record is found, click the staff member's name to determine whether the existing record is for the new account you are trying to create. If the possible match is not a duplicate of the new staff member's account, click **Create New**.

EDIT STAFF ACCOUNT

To edit an existing staff member's account, click the Staff in the drop-down on the Start Page, enter the staff member's name in the search field or use the browsing options to search for the staff member's record.

To change a staff member's personal information, select Information from the staff pages menu. You can modify any field on the page, such as the staff member's last name or phone number. To save the changes, click Submit.

REQUIRED FIELDS FOR STAFF

INFORMATION PAGE

- Name (Last, First, Middle [if applicable])
- Email Address
- Gender
- Ethnicity
- Race
- Reporting Ethnicity
- ID – This is automatically generated. DO NOT EDIT or assign when entering a new teacher.
- StatePrid (Cert #) – This is the teacher certification number
- Homeroom
- Home Phone # (000-000-0000 Format Only)
- Date of Birth (DOB)
- Staff Type
- Active (check box if currently active in school)
- Generation (if applicable)

EDUCATOR ID

ADMINISTRATIVE STAFF SETTINGS

Staff Search > (Select Staff Member) > Security Settings > Admin Access and Roles

Be careful when assigning Default Groups and Roles at your school. These are district-defined. Not all roles are for each type of Staff. Never use "(9) Not for School Use" role for anyone at your school. Reach out to the district for assistance in assigning user roles and/or groups.

TEACHER SECURITY SETTINGS

DEACTIVATING STAFF

When a staff member leaves the district, disable their PowerSchool access on the **Information** and **Security Settings** staff pages. *Do not delete staff members* or re-use staff accounts for different staff members within the system. Doing so, will corrupt the data and make it impossible to retrieve previous records, such as historical grades associated with a teacher. Instead, make the staff member's record inactive by clearing the Active check box on the Information page.

STAFF DIRECTORY

To find contact information for several staff members at once, view the staff directory from the Staff Search page. On the Start Page, click Staff from the drop-down and then click Staff Directory. In the staff directory, view all staff members or groups of staff members, such as teachers, office staff, lunch staff, or substitutes. The staff type you assign to a staff member on either the New Staff Member page or the Information page determines to which directory list the staff member is associated.

SUMMER GRADUATES

- Look for specific, step-by-step directions from the district.

TESTING

STUDENTS NOT TESTED ON STATE ASSESSMENTS

Note: For specific school year guidelines on what the SC Dept. of Education will be collecting, search the SCDE Website for a document called, "**Combined Students Not Tested on Elementary, Middle, and High School Report (SNTEMHR) Guidelines.**" Make sure you choose the year that you are currently in and not a previous document for the most up-to-date information.

WORK BASED LEARNING

Additional details about work based learning are included in the full PowerSchool handbook linked at the top of this document.

RESOURCES

- [Activity Coding Manual 2021-2022](#)
- [Commission on Higher Ed Policy Guidelines](#)
- [Employability Credential Guidelines](#)
- [IGP Success Planner - Curriculum Manager Guide](#)
- [IGP Success Planner - Guidance Personnel Guide](#)
- [Local Board Approved Course Request](#)
- [Local Board Approved Memo](#)
- [New Course Code Request from SCDE](#)
- [PowerSchool End of Year Manual](#)
- [Precode Manual](#)
- [SC Code of Laws 59-1-425\(E\)](#)
- [SC Virtual Attendance Guidance for SC-VTP](#)
- [SCDE Student Information System Data Entry Manual](#)
- [SCDE Title III Website](#)
- [SCDE's Early Learning and Literacy Website](#)
- [Seal of Biliteracy](#)
- [UGP Administrative Procedures Manual](#)
- [UGP Memo](#)

APPENDIX A: ENRICH

ENRICH

Enrich is a web-based software program that provides student performance information on standardized test results to teachers, school administrators, and the South Carolina Department of Education (SCDE). It consists of a searchable database of student test data that is integrated with the Charter Institute at Erskine's Student Information System (SIS), PowerSchool. Detailed information can be found on the Institute website under School Support - [Enrich](#).

ENRICH ACCESS

To request access to Enrich, your school's administrator must complete the [Request for Accounts](#) form. Once the completed form is submitted by appropriate personnel, access will be granted. An email will be sent confirming access has been granted.

SUPPORT GUIDELINES AND CONTACT INFORMATION

In the event of questions and/or problems with Enrich, contact Christy Junkins at the Charter Institute at Erskine. For questions related to Individualized Education Plans (IEP), 504 Plans, and English Language Learner Plans, please refer to the [Title III Handbook](#).

RESOURCES

TOPIC	RESOURCE	USE
Attendance	Attendance Guidelines	How to enter attendance in PowerSchool
	Chronic Absenteeism Resources	Details about Chronic Absenteeism policies and procedures
	Dropout Policies and Procedures Manual	How, when to code dropouts for students not returning

	SC Virtual Attendance Guidance for SC-VTP	Virtual attendance guidance
	Truancy Incident Guide	Details about truancy intervention policies and procedures
Funding and State Reporting	5th Day Count Overview	5th day count procedures for Title 1 funding
	SC Code of Laws 59-1-425(E)	Procedures for SC funding reporting in PowerSchool
	Step-by-Step EFA/EIA Funding Guide	Procedures for SC funding reporting in PowerSchool
Graduation	Commission on Higher Ed Policy Guidelines	Details from CHE regarding graduates
	DOTS Manual	Diploma ordering procedures
	Employability Credential Guidelines	Procedures for students earning employability credentials
	Seal of Biliteracy	Data entry for students earning biliteracy awards
	UGP Administrative Procedures Manual	Uniform grading policy and procedures guidelines
	UGP Memo	Uniform grading policy requirement for all high schools and Carnegie Units
Incident Management	Behavior Incident Management Guide	Incident management reporting for SC
	Incident Management Manual	Additional resources for Incident management reporting
Scheduling	Activity Coding Manual	SCDE website listing current Activity Coding manual for course scheduling
	Local Board Approved Course Request	Charter Institute LBA form for school requests
	Local Board Approved Memo	Charter Institute LBA memo regarding details about LBA process
	New Course Code Request from SCDE	New course request form to submit to Charter Institute for any course not listed in Activity Coding Manual
SIS Procedures	PowerSchool End of Year Manual	Guidelines for end of year procedures for PowerSchool
	Procedures for Storing Grades	Guidelines for how to store grades in PowerSchool
	SCDE Student Information System Data Entry Manual	SCDE manual for data entry for PowerSchool

State Reporting	Civil Rights Data Collection	General reference for how to enter data for CRDC reporting
	CTE Data Collection and Reporting	SCDE resources for data entry and reporting for CTE
	IGP Success Planner - Curriculum Manager Guide	Individual Graduation Plan setup for Counselor
	IGP Success Planner - Guidance Personnel Guide	Individual Graduation Plan resource for Counselor
	Precode Manual	SCDE manual for data entry for assessment precoding
	SCDE Title III Website	Data entry for ESOL/ML coding
	SCDE's Early Learning and Literacy Website	Early Childhood data entry resource

SCHOOL SUPPORT

SCHOOL AND BOARD RELATIONS

INSTITUTE CONTACT: TBD

[HTTPS://ERSKINECHARTERS.ORG/SCHOOL-BOARD-RELATIONS/](https://erskinecharters.org/school-board-relations/)

DEPARTMENT PHILOSOPHY

The School and Board Relations Department is dedicated to building and overseeing relationships between the Institute, its schools and their Boards through maintaining Board records, attending board meetings, and preparing board agendas and taking minutes at the Institute Board Meetings.

SCHOOL AND BOARD RELATIONS

SCHOOL'S RESPONSIBILITIES

- Schools are to notify the Chief of Special Projects of any changes in board members by supplying a name, email address, and term dates.
- Schools must post agendas at least 24 hours prior to regular scheduled meetings.
- A schedule of regular scheduled meetings is to be always posted on the school's website.
- Special called meetings are to be posted as soon as possible and notice sent to the Chief of Special Projects.
- Board meetings are generally held each month but are to be held according to the board's bylaws.
- Boards are required to adhere to the [Freedom of Information Act \(FOIA\)](#).
- Schools are to ensure that all board members attend an orientation with an SCDE approved vendor within one year of being appointed or elected.
- Schools are to notify the Chief of Special Projects of resignations or removals of board members and any vacancies and are to fill these vacancies according to their bylaws.

INSTITUTE'S RESPONSIBILITIES

- Responsible for keeping an up-to-date record of all schools' board members and pertinent information.
- Responsible for checking each school's website for postings.
- Responsible for checking each board's bylaws for compliance.

RESOURCES

SCHOOL AND BOARD RELATIONS
RESOURCES
Charter School Act
Freedom of Information Act (FOIA)

BENEFITS

INSTITUTE CONTACT: ROBBIE ANDERSON

RANDERSON@ERSKINECHARTERS.ORG

[HTTPS://ERSKINECHARTERS.ORG/HR-BENEFITS/](https://erskinecharters.org/hr-benefits/)

Human Resources (HR) and Benefits maintains all employee data in the State Department of Education's certification systems, including certificate renewals and extensions, running SLED reports, completing forms for teacher loans, alternative certification programs, experience verifications, posting position vacancies and forwarding applications. HR and Benefits is responsible for, but not limited to, benefits administration for schools participating in PEBA insurance, premium and MoneyPlus Billing, and training school coordinators on enrollment, transfers, and termination processes.

BENEFITS ANNUAL TIMELINE

The [Benefits Annual Timeline](#) contains important dates and deadlines for school HR/Benefits personnel. This timeline is updated annually to reflect the most current due dates.

PUBLIC EMPLOYEE BENEFIT AUTHORITY (PEBA) PROCESS

If you are a participating employer in PEBA insurance benefits, you must offer coverage to all eligible employees. Refer to the [PEBA Process for Charter Schools and Institute](#) for a complete list of required actions and documents pertaining to the topics below.

NEW HIRE/TRANSFER BENEFITS ENROLLMENT

1. **Within the first three days of hire**, the School Coordinator, or designee, must submit the requested information to the Institute via the [Professional Certified Staff \(PCS\)/PEBA Employee Data Form](#) in Formstack. Submissions should indicate:
 - a) New hire or transfer. If transfer from another state entity, name or group number of former employer
 - b) Classified teacher or non-teaching position
 - c) Employee Status – Full time; Part-time – 25 hours; Part-time – 20 hours; Part-time – 15 to 19 hours; Full time – Temporary; Variable Hours
 - d) First, middle initial (if applicable), last name, and suffix (if applicable) as noted on his/her birth certificate, driver's license, and/or social security card
 - e) Birthdate; Hire date; Social Security Number; Salary
 - f) Email address (Where employee would like to receive enrollment and benefits information)
2. **Within one day** of the Institute receiving new hire/transfer information, employees should receive a PEBA link with a request to enroll in, refuse, or confirm benefits via the email address provided on new hire information. **Note:** Transfer employees cannot make changes to health, dental, or state vision plan coverages unless a special eligibility change, such as divorce, newborn, etc. occurs during transfer. Transfers not enrolled in pre-tax premiums may make Life Insurance and SLTD changes with evidence of insurability good health.
3. Employees should click on the link, follow enrollment instructions, and upload requested documentation if applicable. If an employee cannot upload documents, the School HR Coordinator should contact the Institute's Coordinator of Benefits for resolution. If an issue cannot be resolved and submitted via PEBA's online portal, scan and email the documentation to the Institute's Coordinator of Benefits. For enrollment difficulties, contact PEBA at 803-737-6800.
4. School HR Coordinators should check email for follow-up requests from PEBA or the Institute.

5. **Within 3 days**, The Institute will send the School HR Coordinators and/or Accountants their employee(s)' premiums notification via applicable email address or via Dropbox, barring any PEBA related errors.

PERSONAL INFORMATION, BENEFICIARY, AND SPECIAL ELIGIBILITY CHANGES

Employees may update contacts, change beneficiaries, review/approve transactions, or make special eligibility changes such as adding dependents and uploading documents via [MyBenefits](#), from PEBA's emailed link, or by [entering your Benefits ID number and Social Security number](#).

Within 3 days of special eligibility situations that cannot be processed online, the School Coordinator should have the employee complete and sign a [Notice of Election \(NOE\)](#) when the employee wants to drop coverage or dependents. The School Coordinator should scan and email the Benefits Administrator the signed NOE.

TERMINATIONS

1. **On or before the last day worked**, the Coordinator or designee should submit termination information via [PCS/PEBA Employee Data Form](#) in Formstack or Dropbox with the employees' legal full name, social security number, and reason for termination (left employment, transfer, etc.). Specific termination circumstances and required actions are detailed in the [PEBA Process for Charter Schools and Institute](#).
2. Termination of covered spouse and/or child - Coverage changes must be made within 31 days of a special eligibility situation.
3. Termination during military leave - Submit termination to the Institute **immediately**. If not continuing coverage during leave, contact the Institute. A copy of the employee's military orders is required. Coverage may be reinstated within 31 days of returning to work.
4. Termination of employment due to retirement (service or disability) - Effective date is the first of the month after retirement eligibility has been established. If it is a disability retirement, the effective date will be the first of the month following the date on the approval letter from PEBA Retirement Benefits or The Standard (BLTD/SLTD) in certain situations.
5. Termination due to death of subscriber - Effective date is the day after date of death, except for Optional Life (date of death). Submit termination notice to the Institute **immediately**. Forward a copy of the death certificate/documentation; complete the Life insurance claim form and send along with coverage verification and beneficiary information to MetLife. If the death was accidental, attach the police/accident report, newspaper article, etc., and write Accidental at the top of the form. If the employee was receiving disability benefits, send a copy of the claim form to The Standard so that any potential benefits may be paid to eligible survivors. Explain survivor benefits to any covered spouse and/or children.
6. Death of covered spouse or child - Effective date is the day after death. Submit NOE to the Institute to terminate coverage of a deceased spouse or child and change coverage level, if applicable. Complete the Life Insurance Claim form and send it, along with coverage verification and beneficiary information, to MetLife for Dependent Life benefits.

CONSOLIDATED OMNIBUS BUDGET RECONCILIATION (COBRA)

COBRA requires continuation of group health, vision, dental and/or Medical Spending Account coverage be offered to employees, their covered spouse and/or children if he/she is no longer eligible for coverage due to the covered employee voluntarily terminating work, retiring, being laid off or involuntarily terminated (unless due to gross misconduct), the covered employee's working hours are reduced making the employee ineligible for coverage, a covered spouse loses eligibility due to a legal separation or divorce, or a child no longer qualifies for coverage.

MONEYPLUS AND MEDICAL BILLING

1. **Between the 23rd and the 1st of the month**, the Institute's Coordinator of Benefits places the MoneyPlus and Medical Billing statements in the shared folder in Dropbox so the School HR Coordinators and/or Accountants have access to their respective Insurance and MoneyPlus billing statements.
2. School HR Coordinator and/or contracted Accountants use this information to reconcile and set up employees' monthly insurance deductions.

METLIFE INSURANCE ENROLLMENT

Without Pretax Feature Enrollment – Current Employees not enrolled in PEBA's MoneyPlus pretax feature may enroll in Optional Life and increase coverage **throughout the year** with evidence of insurability or without evidence of insurability due to a special eligibility situation.

With Pretax Feature Enrollment – Employees who are enrolled in PEBA's MoneyPlus pretax feature may enroll in Optional Life and increase coverage **only during special eligibility or during open enrollment**.

SLTD, ACA 1095, IMPUTED INCOME REPORTS

School HR Coordinator and/or Accountants use reports sent from The Standard to reconcile applicable school account(s). ACA 1095 and Imputed Income Reports are sent to schools annually in November or December.

RETURN TO WORK RETIREES

Retirees in an **insurance-eligible** position must either enroll in active coverage or refuse all retiree coverage while employed. Retirees are eligible for benefits, to include optional and dependent life insurance, to the same extent as new hires. They must enroll via an NOE with a Return to Work (RTW) Retiree noted on top of form.

PEBA OPEN ENROLLMENT

Log into [MyBenefits](#) to make coverage selections during open enrollment, reconcile, and set-up premium changes to be effective the 1st of the year.

STATE EMPLOYEE ADOPTION ASSISTANCE PROGRAM

The [State Employee Adoption Assistance Program](#) provides financial assistance to eligible state employees to help pay some of the expenses when adopting a child. Assistance is limited to the amount of funds authorized each year for the program.

BACKGROUND CHECKS

Background checks are run to ensure the safety and security of the school employees and students.

SLED CHECKS

The Coordinator of Operations submits completed and signed Permission for [SLED Background Check form](#) to Institute HR via Formstack (a [Sex Offender Registry Report](#) is also pulled).

SC NEW HIRE

All SC employers must [register and report newly hired employees](#) - including rehires - within twenty (20) days after the employee's first day of work.

DMV

In August of each year, the Department of Motor Vehicles requires a list of schools and authorized school personnel to sign paperwork for students to obtain their learner's permits. The current contact is Terry Taylor at terry.taylor@scdmv.net.

E-VERIFY

Federal and South Carolina law requires employers to verify the legal status of all new hires through E-Verify. Failure to verify new hires will result in penalties. Visit the [South Carolina Department of Labor, Licensing and Regulation](#) for information on how to enroll in E-Verify.

TEACHER CERTIFICATION INFORMATION

PROFESSIONAL CERTIFIED STAFF (PCS) FORM

The [PCS form](#) is submitted via Formstack and is used for teacher certifications and PEBA benefits enrollment. HR Coordinators should adhere to submission and termination deadlines noted on the [SC Department of Education website](#).

ALTERNATIVE CERTIFICATION PROGRAM

Teachers in an [alternative certification program](#) such as PACE, ABCTE, Teachers of Tomorrow, etc. must provide proof of employment every year they are in the program. All forms should be turned in at the beginning of the school year, or upon hire, to Institute HR.

TEACHER INITIAL CERTIFICATION AND RENEWAL

Teachers with Initial certificates have three years to complete ADEPT. Upon successful completion, the certificate will change to Professional.

Teachers with professional certificates must renew them every 5 years with 120 renewal credits. Teachers are responsible for sending in their documentation and/or official transcripts to the Institute. If a teacher does not meet the requirements in time for the renewal, he/she may be able to add a [one-year extension](#).

SCDE SCHOOL ID NUMBER REQUESTS & SCHOOL CHANGES

New and transferring schools require State Department of Education school ID numbers associated with the Institute. HR Coordinators should request these numbers from Institute HR at the beginning of a calendar year to be effective for the next school year.

Changes for schools, such as grade spans, principals, addresses, are sent to the SC Department of Education. Grade span changes should be submitted every summer to indicate the grade span for the upcoming school year.

RESOURCES

BENEFITS	
RESOURCE	USE
DHEC 1420 School Employee Certificate of Evaluation for Tuberculosis Form	Tuberculosis tests are required of employees of public or private school, kindergarten, nursery or childcare center for infants and children prior to employment.
FMLA Forms FMLA Guide	The FMLA entitles eligible employees of covered employers to take unpaid, job-protected leave for specified family and medical reasons

	with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave is applicable to Institute Portfolio Schools.
Job Accommodation Network (JAN)	Leading source of free, expert, and confidential guidance on workplace accommodations and disability employment issues.
Labor Law Posters <ul style="list-style-type: none"> • First Step Federal Poster Compliance • State 	Designed to help employers comply with the poster requirements of federal laws administered by the Department of Labor (DOL) and state laws administered by the SC Department of Labor.
PCS Codes	Position codes recognized by SCDE for the PCS system.
PEBA or 803-737-6800 <ul style="list-style-type: none"> • Institute PEBA Resources 	COBRA, Premiums, Life Insurance, Long Term Disability, MoneyPlus, No-Cost Benefits, Prescription Benefits, Vision Benefits
Teacher Certification	Certification and Renewal Requirements
Teacher Loan Forgiveness Form	Must be completed by teachers/administrators and sent to Institute HR where they will be reviewed, signed, and submitted to the appropriate entity.
Zero-Tolerance Policy	The Charter Institute at Erskine has a zero-tolerance policy for any discriminatory or harassing behavior within the Institutes and its portfolio schools.

STUDENT SERVICES

INSTITUTE CONTACTS: LAURA MERRICK, SARAH LOVE, SALLY FICKLING

[HTTPS://ERSKINECHARTERS.ORG/SPECIAL-EDUCATION/](https://erskinecharters.org/special-education/)

DEPARTMENT PHILOSOPHY

The Special Education Department at the Charter Institute at Erskine's mission is to ensure that all schools within the Institute Portfolio provide free, appropriate education to all students with disabilities as defined by the Individuals with Disability Education Act (IDEA). The department oversees programming, compliance, and technical assistance to support students with disabilities and their school programs. Through compliance with state and federal guidelines, including the oversight of the protection of student's rights under Section 504 of the Rehabilitation Act and Medical Homebound pursuant to South Carolina State Board of Education Regulation 43-241, the department ensures the accuracy and timeliness of all required state reporting measures.

SPECIAL EDUCATION POLICIES AND PROCEDURES

Pursuant to S.C. Code Ann. §59-40-40(4), the Sponsor is the School's Local Education Agency (LEA) and the school is a school within that LEA. The Institute maintains the role of an authorizer and LEA. Each charter school within the Institute has the autonomy to develop policies and procedures individualized to meet the needs of the school, as long as those policies and procedures are consistent with the school's charter, contract and [Institute Policies and Procedures](#). All schools must adhere to State and Federal Laws regarding students with disabilities. The Charter Institute does not impose any requirements beyond those included in federal and state laws and regulations, nor create or confer any rights for or on any person.

SECTION 504

ELIGIBILITY AND SERVICES

Section 504 of the Rehabilitation Act of 1973 protects people with disabilities against discrimination. Students eligible for services under Section 504 have a mental or physical impairment that substantially limits major life activities. Students eligible to receive services or accommodations under Section 504 must have a Section 504 plan that documents the student's impairment, significant limitations on a major life activity, and the accommodations and person(s) responsible for delivering services. The Institute is the agency that oversees school compliance with Section 504. For additional information regarding Section 504, please review the [Institute's Policy and Procedural Manual for Section 504](#).

STAFFING

Each school is required to have a Section 504 Coordinator, who is the building principal or designee. A principal may designate any staff member, except a special education teacher, who is fully funded using special education dollars to serve as the school Section 504 Coordinator.

MEDICAL HOMEBOUND

Under S.C. Code Ann. Regs. 43-241, students who cannot attend public school because of illness, accident, or pregnancy, even with the aid of transportation, are eligible for medical homebound or hospitalized instruction. A physician must certify the student is unable to attend school but may profit from instruction given in the home or hospital. Should an approved student not be provided the medical homebound instruction that he or she is entitled to

receive, the student is eligible to have the medical homebound instruction made up by the district. This make-up may occur during the student's remaining eligibility for medical homebound instruction or may occur after the student returns to school provided the make-up periods are not during the regular school day.

Under S.C. Code Ann. § 59-40-50(B)(1)," a charter school must 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 or a public or independent institution of higher learning sponsor, the local school district in which the charter school is located."

Each charter school is required to have [medical homebound information](#) located on their website and to follow the [SCDE medical homebound guidelines](#).

ANNUAL TIMELINE

The [Special Education Annual Timeline](#) contains required training, meetings, and documents of both the Institute and SCDE. Exact dates of all requirements are updated and accessible in the Let's Work Smart portal.

INSTITUTE RESPONSIBILITIES

- Ensure that students enrolled in the School are served in a manner consistent with LEA obligations under applicable federal, state, and local law.
- Offer appropriate support to the School, including technical assistance to ensure compliance.
- Oversee the coordination of required submissions for schools to SCDE through the required reporting avenues.
- Implement timelines, assist with troubleshooting errors, provide data summary reports to schools to review and verify, and ultimately ensure the Institute and its schools meet SCDE's timeline.
- Oversee and ensure school compliance with applicable 504 laws.
- Ensure compliance with 504 plans through desk or on-site audits.

SCHOOL RESPONSIBILITIES

- Comply with all applicable and reasonable Sponsor policies and procedures, as amended from time to time.
- Develop, adopt, and implement policies and procedures consistent with all requirements of the Individuals with Disabilities Education Act 2004, South Carolina State Board of Education regulations, and the Charter Institute at Erskine [Special Education Policies and Procedures](#).
- Review and ensure data submitted for SCDE reports are correct and timelines established by the Institute are met.
- Serve all identified student in accordance with Section 504, IDEA, Medical Homebound, MTSS
- Follow the Institute's Policies and Procedures manual for Section 504, IDEA, Medical Homebound, MTSS
- Assign a SPED, 504, Medical Homebound, and MTSS Coordinator and complete all relevant forms and paperwork in a timely manner to identify students.
- Disseminate required training information to the appropriate designee and ensure mandatory attendance.

FIRST 30 DAYS: PROCESS AND PROCEDURES

All processes and procedures below are the responsibility of the school special education coordinator and should be continued throughout the year.

- [Send records](#) requests to all receiving schools (document 1st request and 2nd request).
- Ensure all teachers and related service providers are appropriately credentialed by obtaining their certifications.
- Complete [training on FERPA, 504's, IEP's, and processes](#) for all staff, and obtain signatures.
- Give appropriate teachers [accommodations/modifications/BIP's and Crisis Plans](#) and [collect receipt signatures](#).
- Give teacher [accommodation logs](#) and processes for tracking/collecting.
- Ensure [child find](#) procedures are published on the school website.

- Ensure [medical homebound](#) is published on the website.
- Ensure all service providers have been [assigned rights to Enrich](#).
- Submit [Special Education Policies and Procedures](#).
- Establish a 5 day and 30 day [tracking sheet](#) for all transfer students
- Ensure all special education teachers and related service providers have [service logs](#) in place.
- Establish a yearly [EFA code procedure](#) with PowerSchool personnel.
- Establish a yearly [discipline tracking system](#).
- Establish a year-long [progress reporting](#) calendar that matches the school calendar and the requirements set forth in student IEPs, and share with all service providers.

SCHOOL ENROLLMENT POLICY

Although the Charter Institute does not have an enrollment policy required to be used by all schools, the [Best Practices for Student Enrollment](#) provides guidance on enrollment processes for students with disabilities. All Institute school's enrollment policies must comply with sections [59-40-40](#) and [59-40-50](#) of the [South Carolina Charter School Act](#).

STAFFING

TEACHERS

Charter schools are responsible for hiring their own licensed special teachers with appropriate endorsements. School based staff members are required to follow all relevant procedures such as conducting IEP meetings, maintaining compliant IEPs, and ensuring service delivery that follows that mandated in the student's IEP. The special education department provides required professional development for charter school special education teachers as appropriate or when mandated by federal/state rule changes.

All schools are required to submit a list of all special education staff, as well as required documentation needed to complete state reports and submissions. Any changes in staff must be sent to the Institute's Special Education Director as it occurs.

RELATED SERVICE PROVIDERS

Each schools' obligation is to appropriately staff or contract certified related service providers, such as speech therapists, school psychologists, occupational therapists, and physical therapists, etc. These positions are staffed based on need identified in student IEPs. The school is responsible for hiring or contracting appropriately licensed providers.

Each individual school within the Institute Portfolio charter school is responsible for ensuring the school maintains appropriately credential service providers. For any other support needed, contact the Director of Special Education.

SPECIAL EDUCATION DATA SUBMISSIONS

- [Table 8 - Coordinated Early Intervening Services \(CEIS\)](#) - Provided to students in K-12 who are not currently identified as needing special education or related services
- [Tables 1 & 3 - Child Count and LRE](#) - the unduplicated number of children with disabilities (IDEA) ages 3 through 21, along with their reported Least Restrictive Environment (LRE) collected each year in October.
- [Table 2 - Personnel](#) - Personnel (in full-time equivalency of assignment) employed to provide special education and related services for children with disabilities.
- [Indicator 14 - Postsecondary Outcomes](#) - The percent of youth who are no longer in secondary school, but had IEPs in effect at the time they left school.
- [Indicators 4, 9, and 10 - Disproportionality and Overidentification](#) - Description of Indicators 4(A-B), 9 and 10

- [Extended School Year \(ESY\)](#) - OSES provides funding from federal funds to help offset the expenses involved in providing ESY services mandated through IDEA for eligible students with disabilities.
- [Indicator 7 - Child Outcomes Summary Form \(COSF\)](#) - Report of Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved specific skills.
- [Indicator 8 - Parent Survey](#) - The percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities
- [Table 5 - Discipline](#) - The report of children with disabilities (IDEA) subject to disciplinary removal.
- [Indicator 11 - 60 Day Timeline](#) - The percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation
- [Indicator 12 - Part C to Part B Transition \(Babynet\)](#) - The percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an Individualized Education Plan (IEP) developed and implemented by their third birthdays.
- [Table 4 - Exit Report](#) - The report of children exiting special education.

IDEA FUNDING

The Institute manages all State and Federal grant applications for funding, then allocates, budgets, and disperses funds directly to schools. The school must follow the [Institute's federal programs finance departments procedures for reimbursement](#) as well as the [Institute's time and effort policy and procedures](#) related to federal funding.

RESOURCES

Please refer to [our website](#) for a list of resources which includes how-to guides, beginning of the year resources, SCHSC resources, referral resources, video guides, IEP development, list of service providers and all past training.

TITLE III HANDBOOK

INSTITUTE CONTACTS: LAURA MERRICK AND SALLY FICKLING

[HTTPS://ERSKINECHARTERS.ORG/TITLEIII/](https://erskinecharters.org/titleiii/)

DEPARTMENT PHILOSOPHY

The Special Services Department at the Charter Institute at Erskine's goal is to provide universal support, tailored resources, training, and oversight to all Multilingual Learner (ML) school programs within the Institute's Portfolio. The department oversees programming, compliance, and technical assistance to support ML and immigrant students for each school's ML program.

SPECIAL SERVICES: [TITLE III POLICIES AND PROCEDURES](#)

The Special Services Department strives to meet their goals and provide the best support for ML and immigrant students through the following:

- Administering grant programs that help children develop proficiency in English and achieve high content standards.
- Monitoring funded programs and providing technical assistance that addresses outcomes and accountability.
- Recommending policies and promoting the best practices for meeting the needs of ML students.
- Strengthen collaboration and coordination among federal, state, and local programs serving ML students.

SCHOOL'S RESPONSIBILITIES

- Hire ML teachers with appropriate endorsements while following the guidance outlined in the [Title III Multilingual Learner and Immigrant Children and Youth Guiding Principles](#) document.
- Assign a staff member with appropriate credentials to serve as the Title III Coordinator.
- Review and ensure data submitted for monitoring visits are correct and timelines established by the Institute are met.
- Collaborate with the appropriate departments within each school to ensure that accurate data is being submitted through the school's Title III Coordinator.
- Follow the Institute's Federal Programs office requirements related to Title III funding.

INSTITUTE'S RESPONSIBILITIES

- Act as the liaison between the school and SCDE for all required monitoring requirements and/or data submissions.
- Oversee the coordination of any submissions for Institute schools to SCDE through the required reporting avenues.
- Implement timelines, assist with troubleshooting errors, provide data summary reports to schools to review and verify, and ensure the Institute and its schools meet SCDE's timeline.
- Manage all State and Federal grant applications for funding and allocate budgets and disperse funds directly to schools.

ANNUAL TRAINING CALENDAR

The [Special Education Annual Timeline](#) contains required training, meetings, and documents of both the Institute and SCDE. Exact dates of all requirements are updated and accessible in the Let's Work Smart portal.

ENGLISH LEARNER GUIDING PRINCIPLES

The South Carolina Department of Education created the [Title III Multilingual Learner and Immigrant Children and Youth Guiding Principles](#) handbook to provide districts with guidance on how to properly support ML students within SC school districts, and to ensure schools have a clear understanding of school responsibilities under the laws and fidelity within all ESOL/ML programs.

IDENTIFICATION AND PLACEMENT OF MULTILINGUAL LEARNERS (ML's)

ENROLLMENT SURVEY (ES)

Federal mandate requires that all LEAs identify students whose home language is other than English for English Language Development eligibility and provide them with appropriate educational services. The Enrollment Survey consists of a series of questions intended to help determine a student's primary or home language. All districts are required to administer a State-adopted ES to all students entering kindergarten – 12th grade in a SC public school for the first time. The HLS portion of the ES is administered *once* at initial enrollment and *should not be administered yearly*. Review the Title III Policies and Procedures before implementing school-level processes.

IDENTIFICATION SCREENING ASSESSMENTS

The SCDE utilizes four World-Class Instructional and Design Assessment (WIDA) screening tools to determine identification: WIDA Screener for Kindergarten, WIDA MODEL for Kindergarten, WIDA Screener, and WIDA MODEL. Each tool is designed to assist educators in identifying students that may benefit from English language support and may only be administered by certified personnel that have completed the required WIDA training modules. The [Title III WIDA Resources](#) contain specific screener and testing training information for schools.

SCHOOL LEVEL FORMS FOR ML's

Every ML student with an English Proficiency of a 1-6, whether served or waived, needs to have an Individualized Language Acquisition Plan (ILAP) that addresses what accommodations and modifications the student will receive in the regular education class to help make him/her successful. The ILAP should be signed off on by the ESOL/ML teacher as well as teachers who are academically vested in the child's education.

All schools are required to utilize Enrich for all forms related to the individual student accommodation plans, parent notifications, exit letters, monitoring and waivers following the procedural guidance found in the [Title III Multilingual Learner and Immigrant Children and Youth Guiding Principles](#).

SCHOOL ENROLLMENT POLICY

Although the Charter Institute does not have an enrollment policy required to be used by all schools, there is enrollment guidance on processes for English Learners referenced in the [Title III Policies and Procedures](#). All Institute school's enrollment policies must comply with Sections 59-40-40 and 59-40-50 of the [South Carolina Charter School Act](#).

TRANSLATION SERVICES

Every school must meet its obligation to meaningfully communicate with ML parents in a language they can understand via [translation services](#). Schools must adequately notify ML parents of information about any program, service, or activity of a school that is called to the attention of non-ML parents.