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July 18, 2016

VIA EMAIL AND U.S. MAIL

Dr. Page McCraw, President  
355 Cedar Springs Road  
Spartanburg, South Carolina 29302

Dear Dr. McCraw:

On behalf of the Education and Cultural Subcommittee, thank you and your staff for sharing your time and knowledge with the Subcommittee. During and following the July 13, 2016 public input meeting, subcommittee members requested the agency respond to the following questions:

- What percentage of teachers, instructing visually impaired students, is proficient in Braille? If a benchmark exists amongst comparable schools, what is it?
- What is the current cost/pupil? If a benchmark exists amongst comparable schools, what is it?
- Please provide qualifications and certifications for all instructor classifications.
- How many positions are currently unfilled?
- Please provide statistics on teacher and student diversity, including but not limited to, race, gender, and disability.
- Does SCSDB or the state Department of Education have a way to determine the range of school day travel times for students with sensory impairments, who remain in district?
- What is the source of funding for the teacher mentoring grant?
- What professional development and advancement opportunities exists for SCSDB staff?
- What is the employment rate of students who matriculated at SCSDB? What is the overall unemployment rate of people with sensory disabilities? What percentage of eligible graduates obtain post-secondary education? Is there a way to benchmark the success of SCSDB students against students who remain in-district and against students who matriculate at similar schools in other states?

Please respond to these inquiries by August 2, 2016. Please contact committee staff if you have any questions about this inquiry. The subcommittee looks forward to meeting with the agency again on August 4<sup>th</sup>.

Sincerely,

Signature Redacted

James E. Smith, Jr.

**South Carolina School for the Deaf and the Blind**  
**Response for Additional Information**  
**August 1, 2016**

**What percentage of teachers, instructing visually impaired students, is proficient in Braille? If a benchmark exists amongst comparable schools, what is it?**

SCSDB provides instruction for students with visual impairments on campus at the Blind School and at Cedar Springs Academy (School for Sensory Multi-Disabled). Instruction is provided statewide for students with visual impairments through the Division for Outreach Services.

In the Division of Outreach Services, 100% of the teachers serving students with visual impairments are certified as teachers of the visually impaired (TVIs). There are 14 teachers of the visually impaired (TVIs) including the principal in Outreach Services, and all are proficient in the use of braille.

A recent change to TVI certification requires a series of 2 braille courses at the university level for TVIs. The first course addresses literary braille with primary focus being on the UEB (Unified English Braille Code). The second course includes instruction in the Nemeth Code for math and science as well as instruction on how to prepare foreign language materials, tactile graphics and other specialized materials needed by students who read braille. All TVIs are skilled in the teaching of reading and math using braille for both beginning readers and students who already have literacy using print, but need to switch to braille due to increased loss of vision.

It is important to note that some teachers of the visually impaired have strengths with certain populations of students, and there are several teachers of the visually impaired in Vision Outreach who are regarded as experts in braille instruction. These individuals are assigned to districts where academic braille readers are served whenever it is feasible to do so. When TVI's who do not have hands-on experience in braille instruction beyond the university level is assigned to a district where this instruction is required, an experienced TVI regarded as an expert in braille instruction is assigned to mentor the TVI for a period of time. This mentoring includes guidance in day-to-day instruction, familiarization with curriculum, if necessary, and tips regarding braille transcription for the students.

For the School for the Blind, teachers are required to have the grade level certifications just like teachers in school districts across South Carolina. At the Elementary School for the Blind, these teachers are also required to be certified as Teachers of Visually Impaired (TVIs), which includes gaining a proficiency in Braille as well as instructing students in the use of Braille. Additionally, the School for the Blind also has a Braille teacher that is dedicated to providing direct Braille instruction to students. At this time, the School for the Blind has 5 elementary school teachers that are certified as TVIs and two teachers that are currently completing the program at USC Upstate. At the high school level, teachers are required to have content specific certification (see certification question; however three high school teachers are also certified as TVIs). Thus, 75% of blind school staff members are certified as TVIs. It is important to note that at the School for the Blind, there are two associate teachers that possess expertise in braille and provide additional support to the classroom environment.

At Cedar Springs Academy, students in this school have sensory disabilities in Deaf/Hard of Hearing, Blind/Visually Impaired, and/or both Deaf-Blindness. In addition to the sensory disability, these students are also impacted by at least one other disability. There are nine teachers at CSA that serve students with visual impairments, and 7 of the teachers are certified TVIs giving a total of 78%.

Ongoing professional development for TVIs in braille is important. All TVIs who work in Vision Outreach also received 3 days of training during the 2015-2016 school year in the Unified English Braille Code with more to come in the future. Teachers at the School for the Blind and CSA have received training in UEB and more training will be forthcoming.

SCSDB is not aware of any benchmark that can be used among comparable schools to measure braille proficiency for TVI's.

**What is the current cost/pupil? If a benchmark exists amongst comparable schools, what is it?**

In\$ite is a financial model used by the South Carolina Department of Education to report 100% of all Education spending of the school districts in SC - local, state and federal dollars. In\$ite is broken into 5 major spending categories: Instruction, Instructional Support, Operations, Other Commitments and Leadership. When determining a cost per pupil, the total expenditure of the entity is captured less capital projects and other commitments.

For SCSDB, the total expenditure as of July 18, 2016, was \$31,112.851. When making a comparable calculation as to calculations made for school districts, the following provides this cost for SCSDB.

Total Expenditure	\$31,112.851.00
Capital Project Expenditures	-\$947,014.00
SC Association for the Deaf (SCAD)	- \$138,256.00
USC Upstate Vision Program	-\$50,000.00
Total	\$29,977,581.00

$$\$29,977,581.00 / 1813 = \$16,534.79 \text{ per pupil/service}$$

Campus	237
Summer Camp	65
Outreach	<u>1511</u>
	1813

When considering comparative data, SCSDB recognizes that cost is impacted by location and size of school/agency along with the types of services provided. For teacher salaries, SCSDB works to remain competitive with Spartanburg School District 7. Using the most recent information available from In\$ite, the cost per pupil for Spartanburg 7 for 2013 was \$12,822. For 2013, the lowest per pupil cost was \$7,346 in Dillon 3. The highest cost per pupil reported was in Allendale with \$14,396. It is important to note that this comparative data is from 2013 while SCSDB's data is from 2016 as of July 18, 2016. SCSDB also recognizes that some duplication may exist in numbers versus services, especially in the areas of Braille Production Center, Orientation and Mobility, and so on. Additionally, this cost per pupil/services does not include any student counts for interpreting when completing calculations. Interpreting data is maintained by the number of hours provided on campus and the number of hours provided off campus. Although a comparison is being made to typical school district data via information available on In\$ite, it is important to note that SCSDB costs include additional items such as 24-hour service to students while on campus (residential, related services, nursing, and medical), state wide transportation, and a wide variety of services through the Division of Outreach that are not typically part of the regular school district.

Additionally, Education Week published an article in April of 2016, which compares pupil spending across the United States. The website provides an interactive map with which to locate data. Education Week shows Spartanburg 7 cost to be \$13,549 for 2013. SCSDB was unable to determine calculation methodology for the Ed Week site, and did not find reporting on schools similar to SCSDB in other states.

**Please provide qualifications and certifications for all instructor classifications.**

**School for the Blind**

At the elementary level, teachers are required to have the grade level certifications (Early Childhood Certification or Elementary Certification) and also be certified as Teachers of Visually Impaired (TVIs). SCSDB recognizes the need for dual certification within the elementary school with a continued need for these students to focus on learning to read. At the middle and high school levels, teachers are required to have content specific certifications (English Language Arts, Mathematics, Science, or Social Studies) for the focus for students at these levels moves to reading to learn. Additionally, at the Blind School, instructional support is given through a teacher dedicated to Braille Instruction that is a certified teacher of visually impaired. Further support is provided through assistive technology training.

**School for the Deaf**

At the elementary level, teachers are required to have the grade level certifications (Early Childhood Certification or Elementary Certification) and also be certified in Deaf/Hard of Hearing. SCSDB recognizes the need for dual certification within the elementary school with a continued need for instruction to focus on learning to read. At the middle and high school levels, teachers are required to have content specific certifications (English Language Arts, Mathematics, Science, or Social Studies) for the focus for students at these levels moves to reading to learn. Additionally, at the Deaf School, instructional support is given through

teachers dedicated to American Sign Language instruction that are certified in Deaf/Hard of Hearing. Further support is provided at the elementary level in a supported language class for students with cochlear implants. A teacher certified in Deaf/Hard of Hearing provides instruction for this class. Additionally, at the Deaf School, teachers are required to demonstrate proficiency in American Sign Language. Interpreters are provided as needed.

### **Cedar Springs Academy**

Teachers are required to be certified as Teachers of Deaf/Hard of Hearing (DHH) or as Teachers of Visually Impaired (TVI) dependent upon the class in which the teacher provides instruction. (Cedar Springs Academy serves Deaf/Hard of Hearing students, Blind/Visual Impaired students, and Deaf-Blind students.) Additionally, Cedar Springs Academy has also recognized a need and seeks instructors with other special education certifications, as needed; in order to meet the diverse learning needs of this student population. All students at Cedar Springs Academy have a sensory disability as well as at least one other disability.

### **Applied Academic Center**

The Applied Academic Center provides Career and Technology Education (CATE) classes for SCSDB middle and high school students from all three schools. Teachers are required to be certified in the appropriate CATE area for the classes in which they provide instruction. Additional support is provided through interpreting and staff with expertise in sensory disabilities, as needed.

### **Division of Outreach Services**

The Division of Outreach Services provides instructional support to school districts across South Carolina through providing teachers certified as Teachers of Visually Impaired or teachers certified in Deaf/Hard of Hearing, as needed.

### **Other Certifications/Credentialing**

Physical Education-SCSDB has three PE teachers that are certified in physical education.

Guidance-SCSDB has two certified guidance counselors that serve students at SCSDB.

Media Specialist-SCSDB has a media center on campus with a certified media specialist.

Interpreters-Interpreters at SCSDB maintain national and/or educational interpreting credentials.

School Psychologist-SCSDB has 3 certified school psychologists.

Speech Therapists-Speech therapists at SCSDB are certified in the area of speech therapy.

School Nurses-SCSDB meets standard for school nurses in addition to providing nursing services for 24 hours when students are on campus. The student health program also includes support from a local doctor and nurse practitioner.

Physical Therapists-All physical therapists are properly credentialed.

Occupational Therapists-All occupational therapists are properly credentialed.

\*Orientation and Mobility (O&M)- Staff are required to have a Masters Degree in O&M and ACVREP Certification is required.

Superintendent-The agency head maintains superintendent certification.

Other District Level Staff-All staff members are properly certified.

\*Special Note: SCSDB complies with the South Carolina Department of Education State Board Accreditation Standards that defines requirements for educational programs to include required certifications. These standards are included as attachments.

### **How many positions are currently unfilled?**

The following SCSDB positions are posted for hire on [jobs.sc.gov](http://jobs.sc.gov) as of July 25, 2016. The current status for each position is provided below.

#### **Cedar Springs Academy**

Associate Teacher (1) - HR is processing hiring packet.

Special Education Teacher Position-Visually Impaired (1)-Open

#### **Deaf School**

Deaf Elementary Teacher (2) - HR is processing one hiring packet.

Deaf High School Math Teacher (1) - Candidates interviewed.

#### **Transportation**

Bus Attendant (2)- HR is processing one hiring packet (1); Interviewing (1)

Bus Driver (2)- HR is processing one hiring packet (1); Interviewing (1)

#### **Residential Life Services**

Residential Advisors (6)-HR processing hiring packet (1); Interviewing (2); Holding-will only fill dependent upon need (3)

Residential Teacher (2)-Interviewing (1); HR processing hiring packet (1)

#### **Outreach**

Interpreter III (2)-HR is processing hiring packet (1); Need to interview (1)

Teacher of Deaf & Hard of Hearing (2)-New Funding to Hire

Teacher of Visually Impaired (1)-New Funding to Hire

Teacher of Visually Impaired/Orientation and Mobility (1)-New Funding to Hire

**Please provide statistics on teacher and student diversity, including but not limited to, race, gender, and disability.**

**Student Demographic Information-Campus**

Student Information-Ethnicity

Asian	1%
African American	47%
Hispanic/Latino	8%
Multi-Racial	3%
White	41%

Student Information-Disability

Blind	23%
Deaf	37%
Multi-Disabled	40%

\*Special Note: Local school districts maintain student information for students enrolled in their districts. Although SCSSDB does provide services to these students, SCSSDB does not maintain individual student information for students enrolled in school districts.

**SCSSDB Agency Staff Demographic Information**

Staff Information-Ethnicity

African-American	28%
White	71%
Other	1%

Staff Information-Gender

Male	22%
Female	78%

Staff Information-Disability

Deaf/Hard of Hearing	10%
Blind/Visually Impaired	2%

**Does SCSDB or the state Department of Education have a way to determine the range of school day travel times for students with sensory impairments, who remain in district?**

The South Carolina Department of Education Office of Special Education Services provided the following information. SCSDB is most appreciative of the assistance and support provided by John Payne and his staff.

1. In school year 2015–16, there were 48 requested, and approved, multi-district agreements pursuant to State statutes, involving students with sensory impairments. Of those 48 students, 6 were students who have visual impairment; and 42 were students with hearing impairment.
2. Although the SCDE does not grant authority for the actual school in which a child is placed, as it is not governed by the provisions of IDEA, but instead is locally determined as long as the child is provided a free appropriate public education (FAPE), we do know the average distance between school district offices. Please note the following:
  - a. Minimum distance between district offices – 10 miles (so we estimate that a child could be traveling up to 20 miles to and from school daily).
  - b. Maximum distance between district offices – 60 miles (so we estimate that a child could be traveling up to 120 miles to and from school daily).
  - c. Average distance between district offices – 27 miles (so we estimate that a child could be traveling up to 54 miles to and from school daily).
3. As you note on the application and form, the child is expected to be able to get the same educational benefit without undue requirements. The approval template letter outlines the mutual roles and responsibilities of the sending and receiving districts.

\*See 2 Related Attachments

**What is the source of funding for the teacher mentoring grant?**

The original funding source was from USC Upstate through the Personnel Collaboration Grant that USC Upstate received from the South Carolina Department of Education. It was a 5 year grant that started in 2008 in which USC Upstate provided SCSDB \$16,000 to offset approximately 1/4 of the cost of a certified “seasoned” Teacher of Visual Impaired (TVI) to serve as a mentor for new TVI graduates during their first year of service. This program was discontinued at the end of the grant period; however, SCSDB is interested to explore possibilities to again implement such a program through Outreach Services. From past experience and expected need, SCSDB recognizes that an experienced TVI would need to dedicate 50% of the work load to serve as a mentor to novice teachers, and the other portion of the work day would allow such a staff member to provide TVI instructional support either to districts or through early intervention.



## **What professional development and advancement opportunities exist for SCSDB staff?**

### **Professional Development**

#### **SCSDB SPECIFIC PROFESSIONAL DEVELOPMENT**

Professional development is a regular component at SCSDB. As part of the school year, teachers participate in professional development activities that are campus based during the first full week prior to students returning to campus. Other full days for professional development are throughout the school calendar, and additionally, each school provides site specific professional development activities one afternoon a week, as needed. For the Division of Outreach Services, regular division and departmental meetings are held to provide professional development throughout the year. Outreach also hosts a division day of professional development each year. Other professional development opportunities include the Vision Summit, Deaf Hard of Hearing Summit, Deaf-Blind Project trainings, American Sign Language classes, sensitivity training for working with sensory disabled individuals, emergency training, CPI training, defensive driver training, just to name a few of the professional learning opportunities that are available. SCSDB is often invited by local school districts to also take part in professional development opportunities. Staff also participate in Read to Succeed training through the South Carolina Department of Education and will complete new training for dyslexia in August. SCSDB also affords staff members the opportunity to participate in other training beyond the agency/school and some examples of these are listed below.

#### **RESEARCH TO PRACTICE INSTITUTE**

The Research to Practice Institute is a week long professional learning opportunity intended to promote improvement in educational and behavioral outcomes for students with disabilities. The Research to Practice Institute is offered at no cost to participants and affords educators the opportunity to earn recertification credit.

#### **SC EDUCATION AND BUSINESS SUMMIT**

The Education and Business Summit is a professional development event sponsored by the South Carolina Department of Education Office of Career and Technology. The conference provides educators and administrators with four days of keynote presentations, concurrent sessions addressing best practices in Career and Technology Education, and the opportunity to earn recertification credits.

#### **NEW CATE ADMINISTRATORS PROFESSIONAL DEVELOPMENT**

The Office of Career and Technology Education at the South Carolina Department of Education provides a professional development series for new CATE leaders which includes the opportunity to develop a networking community, mentorship, as well as state, district and school level support for the successful integration of academic instruction with career and technology instruction.

#### **PRINCIPAL INDUCTION PROGRAM (PIP)**

Principal Induction provides professional development for newly appointed principals. The rigorous research-based curriculum provides substantive, ongoing professional development to new principals to help in their first year as newly appointed building administrators.

## SOUTH CAROLINA ASSOCIATION OF SCHOOL ADMINISTRATORS (SCASA)

SCSDB participates in the Superintendent Division, Instructional Leader Division, Student Services Division, Technology Leaders Division, and Testing/Accountability Division. Through SCASA, regular meetings are held to provide current information from the South Carolina Department of Education and professional development in the area of educational best practices. Additionally, participants are afforded the opportunity to network and collaborate with other district leaders.

## PROFESSIONAL LEARNING OPPORTUNITIES FROM SCDOE

The Office of Standards and Learning provides regional professional development opportunities as well as web-based professional development for educational staff that is content specific. Such training affords teachers opportunities to remain current in educational best practices and any changes to instructional content.

## OPPORTUNITIES THROUGH SC DIVISION OF HUMAN RESOURCES

As a state agency, SCSDB also have the opportunity to participate in professional development opportunities offered through the Division of Human Resources. Available training can be found at <http://www.admin.sc.gov/humanresources/training-and-development>.

## **Advancement**

### SC-CREATE

Through the South Carolina Department of Education, SCSDB staff members have the availability to participate in SC-CREATE as eligible under the program guidelines. This program provides funding for individuals to become certified in certain areas of special education, which include TVI and Deaf/HH.

### DIRECT

DIRECT provides professional development training for new career and technology education teachers completing the initial professional education requirements for work-based teacher certification. The program addresses the needs of a new career and technology education teacher and is coordinated by the South Carolina Department of Education's Office of Career and Technology Education.

### PACE Overview

The Program of Alternative Certification for Educators (PACE) is a program that was established to enable degreed individuals, who otherwise do not meet certification requirements, to gain employment in the public schools in a PACE approved subject area teaching position. This opportunity is available for SCSDB staff. PACE requires a three-year commitment to the content area and grade level for which the staff member is admitted. Candidates may be evaluated for K-12, middle level, or secondary certification.

### Title II

SCSDB receives Title II funds, which are federal dollars, through the South Carolina Department of Education. SCSDB targets these funds to reimburse eligible staff members for certification assessment fees, course tuition reimbursement, and other professional development opportunities.

**What is the employment rate of students who matriculated at SCSDB? What is the overall unemployment rate of people with sensory disabilities? What percentage of eligible graduates obtain post-secondary education? Is there a way to benchmark the success of SCSDB students against students who remain in-district and against students who matriculate at similar schools in other states?**

The information below is from the annual report from the South Carolina Department of Education Office of Exceptional Children for 2014-2015 under IDEA. This data is representative of all SCSDB campus students to include the School for the Blind, the School for the Deaf, and Cedar Springs Academy. Cedar Springs Academy is a school that serves sensory multi-disabled students. Cedar Springs Academy is a non-graded school, and students at Cedar Springs Academy are non-diploma track students.

Indicator	Indicator Definitions	SCSDB	State
1	Percent of youth with IEPs graduating with a high school diploma	34.78%	42.30%
2	Percent of youth with IEPs dropping out of high school	0.96%	4.40%
13	District compliance in having IEPs include appropriate measureable post secondary goals (youth with IEPs aged 16 and above)	Yes	Compliance
14A	Percent of youth no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school (A),	14.29%	15.11%
14B	Percent of youth no longer is secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school (B)	14.29%	43.20%
14C	Percent of youth no longer is secondary school, had IEPs in effect at the time they left school and were or enrolled in higher education or in some other postsecondary education or training; or competitively employed or in some other employment within one year of leaving high school (C)	21.43%	54.00%

As reported on the state report card for SCSDB, the graduation data and student placement data includes students from the School for the Deaf and the School for the Blind. This data collection includes students that are eligible for a high school diploma. The placement data is based upon 1-year post completion at SCSDB. A second follow up with 2014-2015 students was conducted 2 years post completion, and this placement rate for this group of students increased to 56%.

	2014-2015	2015-2016*
Graduation	50%	81%
Placement	44%	41%

\*Agency Preliminary Data

The following information was gathered from an online resource for US Disability Statistics hosted by Cornell University found online at following web address:

<https://www.disabilitystatistics.org/reports/acs.cfm?statistic=2>

The percentage of non-institutionalized, male or female, all ages, all races, regardless of ethnicity, with all education levels in the United States reported a visual disability in 2014.

United States	2.3
South Carolina	3.0

Base Population in SC 4,770,000

The percentage of non-institutionalized, male or female, all ages, all races, regardless of ethnicity, with all education levels in the United States reported a hearing disability in 2014.

United States	3.6
South Carolina	3.9

Base Population in SC 4,770,000

The percentage of non-institutionalized, male or female, with a visual disability, ages 21-64, all races, regardless of ethnicity, with all education levels in the United States who were employed in 2014.

United States	40.4
South Carolina	30.2

The percentage of non-institutionalized, male or female, with a hearing disability, ages 21-64, all races, regardless of ethnicity, with all education levels in the United States who were employed in 2014.

United States	51.2
South Carolina	47.6

When considering a method to benchmark the success of SCSDB students against students who remain in-district and against students who matriculate at similar schools in other states, there are multiple factors to consider. SCSDB is a school of choice, and participation in the campus program is dependent upon the need of the individual student, consideration of the least restrictive environment (LRE) for the student, qualifications for enrollment, and ultimately parental choice. In the US Individuals with Disabilities Education Act (IDEA), least restrictive environment (LRE) means that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate. According to the US Department of Education as cited at ED.gov, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are

educated with children who are not disabled; and special classes, separate schooling, and other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Thus, the typical expectation would be that students enrolled on campus at SCSDB have a greater level of need that impacts the ability to compare to those enrolled in districts. However, it is important to note that as a school of choice, there are students enrolled at SCSDB based upon choice that might find success in the regular school educational setting; however, student/parents choose to enroll at SCSDB to participate in the opportunities that are available in developing the whole child in the residential school setting. Additionally, at SCSDB, currently the least restrictive environment for over 1/3 of SCSDB's student population is Cedar Springs Academy, which serves children with at least one sensory disability and are on a non-diploma educational program in accordance to each student's individual educational plan. Thus, for SCSDB, the school report card provides performance metrics as established by the Education Oversight Committee that do provide unique performance measures for SCSDB. SCSDB uses this information when considering strategic planning for continuous improvement, but also recognizes that success for each student is also unique and thus, SCSDB works to embrace the possibilities for each child. SCSDB does not have a metric to compare success to other like schools in other states. Consideration has been given to comparing graduation rates; however, as noted by the US Department of Education in a 2002 annual report, "Most states use several types of diplomas or certificates to document that a student has completed high school. Although a standard diploma is considered the most desirable outcome for all students, including those with disabilities, the definition of a standard diploma and the criteria for earning it vary by state. In general, there are four categories of diploma options. The first is a standard diploma or better with a single set of criteria for all students." In South Carolina, high school graduates earn a standard diploma for all students where in other states across the country, a diploma can be earned through alternate criteria such as a student meeting IEP goals and/or other criteria.

**2015–16 ACCREDITATION STANDARDS FOR  
BOARD OF TRUSTEES, SUPERINTENDENT, AND DISTRICT OPERATIONS**

**NOTE:** *For Accreditation purposes, schools and school districts are responsible for determining compliance with the following Accreditation Standards. Schools and school districts are also responsible for being in compliance with all applicable State Board of Education Regulations, and relevant statutes as outlined in the South Carolina Code of Laws.*

**I. PERSONNEL**

**A. BOARD MEMBERS**

1. It shall be unlawful for a school trustee to receive pay as a teacher of a free public school that is located in the same school district of which such person is a trustee. [§59-19-300]
2. No person who is a member of a board of trustees or the immediate family of a member of the board of trustees of any school district shall be employed by the board as a teacher without the written approval of the board of trustees of the district. [§59-25-10]
3. Within one year of taking office, all persons elected or appointed as members of a school district board of trustees shall complete successfully an orientation program in the powers, duties, and responsibilities of a board member. [§59-19-45]
4. Each school district must comply with all federal and state requirements with respect to recruiting and hiring. Failure by any school district to develop affirmative action plans or otherwise adhere to the provisions of the South Carolina Education Improvement Act of 1984 is cause for intervention by the State Department of Education (SCDE) to take the corrective steps as may be necessary. [§59-1-520]
5. The board of trustees exercises the general powers and duties as prescribed statutory requirements. [§59-19-90]
6. The board of trustees reports termination of certain district employees to State Board of Education (SBE) and State Superintendent. [R43-58.1, §59-19-90]

**B. SUPERINTENDENT**

1. Each school district shall employ a superintendent who serves as the executive officer of the board of trustees and the professional leader of the school district. [R43-161, §59-15-10]
2. Administrators serving as district superintendents shall hold a superintendent’s certificate. [R43-161, §59-13-20]

**C. ADDITIONAL CENTRAL OFFICE STAFF**

1. Area superintendents must hold a superintendent’s certificate. [R43-161, §59-13-20]
2. Personnel employed as administrative assistants, supervisors, and consultants having responsibilities for supervising instructional programs and student services must hold a master’s degree and be certified in their area of primary responsibility or must earn a minimum of six semester hours annually toward appropriate certification. [R43-205]

D. SECRETARY AND CUSTODIAL SERVICES

1. Secretarial services shall be provided. [R43-209]
2. Custodial services shall be provided. [R43-209]

E. PERSONNEL

1. Before beginning full-time teaching in South Carolina, a teacher education candidate shall undergo a state criminal records check by the South Carolina Law Enforcement Division and a national criminal records check, supported by fingerprints, by the FBI. [§59-25-115]
2. Instructional paraprofessionals who work in Title I schools or a Title I targeted assistance programs, must meet state and federal requirements. [R43-209, 20 U.S.C. § 6301 et seq. (2002)]
3. Effective July 1, 2013, the appropriate middle level certificate will be required for all teaching core content areas in grades 7–8. Since grades 5–6 are included in both elementary and middle certification, school districts have flexibility to determine which certification is most appropriate. [20 U.S.C. §6301, et. seq., R43-62] (*Proviso 1.88 states a teacher certified at the secondary level may teach such courses in grades seven through twelve without having the add on certification for middle level education.*)

F. SUBCONTRACTORS--Child Development

1. School districts may contract with appropriate groups and/or agencies to provide part or all of the program. In such cases, the school district is charged with the responsibility of maintaining compliance with the regulations governing this program. [R43-264.1]

II. CURRICULUM AND INSTRUCTION

- A. Each school district must develop a five-year district strategic plan and each school must develop a five-year school renewal plan. District and schools plans shall coordinate and align improvement initiatives. [§59-20-60, R43-261]
- B. New five-year district and school plans shall be submitted to the SCDE by April 30 and every five years thereafter. The annual update of the district strategic plan must be submitted to the SCDE by April 30 of each year. [§59-20-60, R43-261]
- C. The district strategic plan, school renewal plans, and annual updates must be reviewed and approved by the local board of trustees and coordinate funding from local, state, federal, and private sources. [§59-20-60, R43-261]
- D. The district strategic plan includes the accountability system that directs an annual needs assessment; prioritizes the performance goals; and reports how the district supports schools, students, and families. [§59-20-60]
- E. The Principal Evaluation Program is conducted and includes administration of the evaluation instrument, the evaluation cycle, and the mandatory training requirement for a principal with an unsatisfactory evaluation. Appropriate documentation is maintained by the district to verify the evaluation process. [R43-165.1, §59-24-80]

- F. Prior to permanent appointment as a principal for any elementary school, secondary school, or career and technology center, the person must be assessed for instructional leadership and management capabilities by the Leadership Academy of the South Carolina Department of Education. [§59-24-10]
- G. The district complies with all summer school program requirements. [R43-240]
- H. Each district shall provide at least one program for four-year old children and may serve identified three-year old children who have significant readiness deficiencies. [R43-264.1, §59-139-05]
- I. Districts and schools shall construct and implement a developmentally appropriate curriculum model from pre-school through grade 3. [R43-267, §59-29-10]
- J. The school district provides a family literacy program that enhances relationships between parents and children, connects the value of literacy development, promotes connections to school, develops knowledge in parenting and child development, and provides support services in the areas of health, nutrition, transportation, childcare, and other related needs. [R43-265, §59-29-10]
- K. Gifted and talented students are those who are identified in grades one through twelve as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require educational programming beyond that normally provided by the general school programming in order to achieve their potential. To document planning, districts will submit a local gifted and talented programming plan every five years and delineate progress on this plan annually. [R43-220, §59-29-170]
- L. The school district offers Advanced Placement courses in all secondary schools. [R43-258.1, R43-234, §59-29-190]
- M. All secondary schools offer a college preparatory program. [§59-5-65]
- N. The district must maintain a student-teacher ratio of 21:1 or less reading and mathematics in grades 1, 2, and 3 [R43-231, §59-20-40] (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts.*)
- O. All students entering the eleventh grade must be administered a WorkKeys assessment. [§59-18-325]

### III. OPERATIONS AND PROCEDURES

#### A. SCHOOL YEAR

1. The statutory school term is one hundred ninety (190) days annually and shall consist of a minimum of one hundred eighty (180) days of instruction. The remaining days are utilized for the preparation for opening of school, staff development, planning, and parent conferences. [§59-1-425]
2. Full days missed because of weather or other unforeseen circumstances must be made up. [§59-1-425, R43-234]
3. The district board of trustees by majority vote may waive the make-up requirement for three or fewer additional missed days provided the school has made up three full days or the equivalent number of hours missed. [59-1-425]



4. Early dismissal days for emergencies must be reported to and approved by the director of the Office of Federal and State Accountability. [R43-234, §59-1-448]
5. Three days must be used for collegial professional development. No more than two days may be used for the preparation of opening of schools and the remaining five days may be used for teacher planning, academic plans, and parent conferences. [§59-1-425]
6. No more than three (3) days of the school year are reduced in instructional time for the purpose of administering end-of-the-semester examinations, end-of-the-year examinations, teacher conferences, or for staff development. The reduced days are not less than three (3) hours in length. [§59-1-425]

B. STAFF DEVELOPMENT

1. Each school district board of trustees shall provide a program of staff development for all educational personnel. [§59-20-60]

C. STUDENTS - GENERAL

1. A parent or guardian whose child is not six years of age on or before the first day of September may elect for their child to not attend kindergarten. The parent or guardian shall sign a written document making the election with the governing body of the school district in which the parent or guardian resides. [§59-65-10]
2. Students are enrolled in accordance with state laws pertaining to age of attendance and qualifications for attendance. [§59-63-20, §59-63-30, §59-63-31]
3. District policies have been developed addressing minimum standards of student conduct and discipline. [R43-279, §59-63-210]
4. Policies include provisions regarding expulsion for no less than one year of a student who brings a firearm to school. [§59-63-235]
5. District policies have been developed pertaining to student participation in interscholastic competition is in accordance with regulatory and statutory requirements. [R43-244.1, §59-63-100]
6. The district schools have implemented a comprehensive health education program in accordance with regulatory and statutory requirements. [R43-231, R43-232, R43-234, R43-238, §59-32-10 et seq.]
7. Each public school of the State must instruct students in the history of black people as a regular part of its history and social studies courses. [§59-29-55]
8. Performance-oriented educational standards are used to improve curriculum and instruction. [§59-18-300]
9. High schools shall offer state-funded PSAT or PLAN tests to each tenth grade student in order to access and identify curricular areas that need to be strengthened and reinforced. [§59-18-340] (*Proviso 1A.19 suspends funding for 2015–16* **FOR PLAN TEST ONLY**)
10. The SBE is directed to provide assessment results annually on individual students and schools in a manner and format that is easily understood by parents and the public. [§59-18-360]

11. Each school district shall see that in every school under their care there shall be taught, as far as practicable, orthography, reading, writing, arithmetic, geography, English grammar and instruction in phonics, the elements of agriculture, the history of the United States and of this State, the principles of the Constitutions of the United States and of this State, morals and good behavior, algebra, physiology and hygiene (especially as to the effects of alcoholic liquors and narcotics upon the human system), English literature, and such other branches as the state board may from time to time direct. [§59-29-10]
12. The caseload for speech/language therapist does not exceed sixty (60). [R43-205]
13. The school district shall develop guidelines and procedures regarding the identification and management of suspected concussions in student athletes per statutory requirements. [§59-63-75]

D. FINANCE

1. The district board of trustees makes its annual fiscal report available to the general public. [§59-20-60]
2. The board of trustees prepares an annual written report accounting for funds expended in each pupil classification. [§59-20-60]

E. RECORD KEEPING

1. Financial resources are to be allocated, expended, and accounted for in accordance with accounting practices specified in the Financial Accounting Handbook, Funding Manual, and the Pupil and Staff Accountability Manual. [R43-172, §59-20-60]
2. Each school district must file a record of all dropouts that specifies for each student the name of the school in which he or she was enrolled and provides the following information: his or her name, grade, race, sex, date of birth, free/reduced meals status, English proficiency status, and migrant status. Each district superintendent must verify the accuracy of the student enrollment, attendance, membership by category, and dropout reports submitted to the State Department of Education's Office of Finance. [R43-172, R43-231, R43-232, R43-234, §59-65-470]
3. The district maintains accurate records related to pupil bus transportation in accordance with the SCDE's transportation manual. [R43-80, §59-67-410]
3. An annual district programmatic report to the parents and constituents of the school district must be developed by the local school board. Each report shall include the goals and objectives of the school district, the strategies implemented to meet the goals and objectives, and an evaluation of the outcomes. An annual school report to the parents and constituents of the school must be developed by the School Improvement Council and shall provide information on the school's progress on meeting the school and district goals and objectives. These reports shall be provided by **November fifteenth** of each year. [§59-20-60]

F. SCHOOL IMPROVEMENT COUNCILS

1. Each district board of trustees shall establish an Improvement Council at each school in the district and this council is to be involved in improvement and innovation efforts at the school. [§59-20-60]

2. The School Improvement Council must actively participate in the development of the school renewal plan and annual updates. [§59-20-60, R43-261]
3. The local school board made provisions to allow any School Improvement Council to file a separate report to the local school board if the School Improvement Council considers it necessary. [§59-20-60]

#### IV. HEALTH, SAFETY, AND SCHOOL FACILITIES

- A. Immunization records are current for each student. Records of vaccinations or immunizations must be maintained by the institution, school, or day care facility to which the child or person has been admitted [§44-29-180]
- B. No person will be initially hired to work in any public or private school, kindergarten, nursery or day care center for infants and children until appropriately evaluated for tuberculosis. [R43-207, §44-29-150, §44-29-160]
- C. A pupil and teacher shall wear an industrial quality eye device while participating in courses necessitating wearing of protective eye devices. [§59-1-390]
- D. Each school shall provide adequate first aid supplies and equipment. [R43-166]
- E. All operating school facilities shall comply with sanitation and health regulations prescribed by the South Carolina Department of Health and Environmental Control. [R61-42]
- F. All operating school facilities shall comply with safety regulations prescribed by the State Fire Marshal. [§5-25-370, §5-25-390, §5-25-400]
- G. All schools shall conduct fire drills at least once each month. [§59-63-910]
- H. A plan shall be designed to provide for the protection and welfare of students in the event of any disaster which threatens to involve the school community. [R43-166]
- I. Each school shall conduct at least one emergency drill within the **first month** of school. [R43-166, §59-63-910]
- J. All construction, improvement and renovation of public school buildings and property shall comply with the latest applicable standards and specifications set forth and published by SCDE. [§59-23-210]

# 2015–16 ACCREDITATION STANDARDS FOR ELEMENTARY SCHOOL AND CHILD DEVELOPMENT<sup>1</sup>

**NOTE:** *For Accreditation purposes, schools and school districts are responsible for determining compliance with the following Accreditation Standards. Schools and school districts are also responsible for being in compliance with all applicable State Board of Education Regulations, and relevant statutes as outlined in the South Carolina Code of Laws.*

## I. PERSONNEL

### A. PRINCIPAL

1. Each school with an enrollment of more than 375 students must be staffed with a full-time properly certified principal. [R43-205] (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts.*)
2. Each school with an enrollment of fewer than 375 students must be staffed with at least a part-time properly certified principal. [R43-205] (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts.*)
3. A principal's duties and responsibilities are prescribed by the district superintendent. [R43-205]
4. The principal shall develop an on-going professional development plan with annual updates. [§59-24-30]

### B. ASSISTANT PRINCIPAL(S) OR CURRICULUM COORDINATOR(S)

1. Each school with an enrollment of 600 or more students must be staffed with at least one full-time properly certified assistant principal or curriculum coordinator. [R43-205] (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts.*)
2. Assistant principals or curriculum coordinators shall develop an on-going professional development plan with annual updates. [§59-24-30]

### C. TEACHERS

1. Each teacher must be properly certified by the State Board of Education. [R43-50, R43-205, §59-25-20]
2. Teachers of core academic subjects must meet the “highly qualified” teacher requirements. [R43-205, 20 U.S.C. § 6301 et seq. (2002)]
3. Each child development classroom shall be staffed with one appropriately certified teacher. [R43-264.1]

<sup>1</sup>Child Development applies to 3 & 4 year old programs only.

4. A Reading/Literacy Coach shall be employed in each elementary school. [§59-155-180]

D. GUIDANCE COUNSELOR(S)

1. Each guidance counselor must be properly certified by the State Board of Education. [R43-205, §59-26-10]
2. Schools having any combination of grades one through five must employ the full-time equivalent of a school guidance counselor in ratios in accordance with regulatory requirements. [R43-205] (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts.*)

E. LIBRARY MEDIA SPECIALIST(S)

1. Each library media specialist must be properly certified by the State Board of Education. [R43-205, §59-26-10]
2. Schools with fewer than 375 students must provide at least half-time services of a certified library media specialist. [R43-205] (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts.*)
3. Schools with 375 or more students must provide the services of a full-time certified library media specialist. [R43-205] (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts.*)

F. SCHOOL NURSE(S)

Each school nurse must hold a current license issued by the State Board of Nursing to practice as a professional registered nurse or as a licensed practical nurse who is working under the supervision of a professional registered nurse. [R43-205, §59-10-210]

G. PARAPROFESSIONALS

1. Instructional paraprofessionals who work in Title I schools or a Title I targeted assistance programs must meet state and federal requirements. [R43-209, 20 U.S.C. § 6301 et seq. (2002)]
2. Each teacher of trainable, orthopedically, emotionally, or visually disabled pupils in a self-contained classroom model shall have a paraprofessional full-time, provided that the class has a minimum membership of four pupils. [R43-209, 20 U.S.C. § 6301 et seq. (2002)]
3. When four or more students identified as emotionally disabled or orthopedically impaired are enrolled in a cross-categorical class, a full-time teaching assistant must be employed. [R43-205]
4. All instructional paraprofessionals must work under the direct supervision of a certified teacher. [R43-209]

5. Each teacher of a kindergarten unit shall have a paraprofessional full time. [R43-209]
6. Each child development classroom shall be staffed with one teaching assistant. [R43-264.1]
7. Teaching assistants shall have at least a high school diploma or the equivalent. [R43-264.1, 43-209]

#### H. SECRETARY AND CUSTODIAL SERVICES

1. Secretarial services shall be provided. [R43-209]
2. Custodial services shall be provided. [R43-209]

### II. CURRICULUM & INSTRUCTION

#### A. GUIDANCE AND CAREER AWARENESS

A comprehensive guidance program including career awareness is provided in any combination of grades K–5. [R43-231, §59-59-100]

#### B. LIBRARY/MEDIA

The library/media program and technology resources are accessible to all students and staff and are appropriate to achieve the strategies and goals in each school renewal and district strategic plan. [R43-231]

#### C. CURRICULUM

1. A developmental educational program in a child development classroom setting shall be the major component of the program. [R43-264.1]
2. The kindergarten curriculum meets regulatory requirements. [R43-231, R43-267]
3. Instruction in the subject areas shall be scheduled for each student for a minimum of 1800 minutes or 30 hours per week including lunch, or the equivalent time on a yearly basis, for grades 1–5. The subject areas shall include, but not be limited to:
  - a. English/Language Arts. [R43-231, §59-29-10]
  - b. Mathematics. [R43-231, §59-29-10]
  - c. Science. [R43-231, §59-29-10]
  - d. Social Studies. [R43-231]  
The public school of the State must instruct students in the history of black people as a regular part of its history and social studies courses. [§59-29-55]

- e. Health and Safety. [R43-231, R43-238, §59-32-30]  
Each school shall provide instruction in a comprehensive health education program for 75 minutes per week for 36 weeks. In grades K–5, instruction in comprehensive health education must include the following subjects: community health, consumer health, environmental health, growth and development, nutritional health, personal health, prevention and control of diseases and disorders, safety and accident prevention, substance use and abuse, dental health, and mental and emotional health. Sexually transmitted diseases as defined in the annual Department of Health and Environmental Control List of Reportable Diseases are to be excluded from instruction on the prevention and control of diseases and disorders. At the discretion of the local board, age-appropriate instruction in reproductive health may be included. [R43-231, R43-238, §59-32-30]
  - f. Physical Education. [R43-231]
    - (1) Students in grades K–5 must have physical education and planned physical activity. [§59-10-10]
    - (2) There shall be established and provided in all the public schools of this State physical education, training and instruction of pupils of both sexes, and every pupil attending any school, in so far as he is physically fit and able to do so, shall take the course. [§59-29-80]
  - g. Visual/Performing Arts. [R43-231, §59-29-220]
  - h. Foreign Language.<sup>2</sup> [R43-231]
  - i. Alcohol and Drugs.  
Through special instruction, schools shall provide age-appropriate instruction regarding the dangers in the use and abuse of alcohol, tobacco, and other drugs. [R43-231, §59-29-20, §59-29-307]
  - j. Environmental education is offered as an integral part of the science, social studies, and health curricula. [R 43-231, §59-32-30]
  - k. Program of Safety Instruction  
A definite program of safety instruction shall be included in the curriculum and provided in each primary and elementary grade in the public schools of the State. [§59-29-60]
4. Each school district shall see that in every school under their care there shall be taught, as far as practicable, orthography, reading, writing, arithmetic, geography, English grammar and instruction in phonics, the elements of agriculture, the history of the United States and of this State, the principles of the Constitutions of the United States and of this State, morals and good behavior, algebra, physiology and hygiene (especially as to the effects of alcoholic liquors and narcotics upon the human system), English literature, and such other branches as the state board may from time to time direct. [§59-29-10]

<sup>2</sup> Foreign language as a separate course is recommended, but not required. If a separate course is not offered, foreign languages should be incorporated in the basis curriculum.

5. Specialized programs of instruction are provided for disabled students. [R43-231, R43-205, 20 U.S.C. §33 et seq.]
6. Gifted and talented students are those who are identified in grades one through twelve as demonstrating high performance ability or potential in academic and/or artistic areas and therefore in order to achieve their potential, require educational programming beyond that normally provided by general school programming. To document planning, districts will submit a local gifted and talented programming plan every five years and delineate progress on this plan annually. [R43-220, §59-29-170]
7. 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. [R43-241, §59-21-540]
8. A school encompassing any combination of grades K–5 may implement an innovative approach if it is approved by the local board of trustees and is incorporated in the school and district plans. [R43-231, §59-19-350]

D. TRANSFER STUDENTS PLACEMENT AND CREDIT

1. Transfer Students. Each student transferring shall be given a transfer form showing name, date of birth, grade placement, and attendance record to present to the appropriate school official where he or she is enrolling. Appropriate additional data shall be furnished by the sending school when requested in writing by the receiving school, as soon as possible but no later than **ten business days upon receiving the written request**, excluding weekends and recognized state holidays. [R43-273]
2. Transfer Students of Military Families. Children are entitled to attend public schools of a school district if a parent's or legal guardian's military deployment or call to active duty is more than 70 miles from his residence for a period greater than sixty days. [§59-63-31]

It is the purpose of this compact to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents by:

- A. Facilitating the timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from the previous school districts or variations in entrance/age requirements.
- B. Facilitating the student placement process through which children of military families are not disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content, or assessment. [§59-46-50]



### III. OPERATIONS & PROCEDURES

#### A. SCHOOL YEAR

1. The statutory school term is one hundred ninety (190) days annually and shall consist of a minimum of one hundred eighty (180) days of instruction. The remaining days are utilized for the preparation for opening of school, staff development, planning, and parent conferences. [§59-1-425]
2. The child development program year will include 190 days of operation for staff (180 days service to children) subject to the same conditions for waiver of make-up days as prescribed by state law. [R43-264.1]
3. Three days must be used for collegial professional development. No more than two days may be used for the preparation of opening of schools and the remaining five days may be used for teacher planning, academic plans, and parent conferences. [§59-1-425]
4. Schools may reduce the length of the instructional day to not less than three hours for not more than three days each year for staff development, teacher conferences, and for the purpose of administering end-of-semester and end-of-year examinations. [§59-1-425]
5. Early dismissal days for emergencies are reported in writing to the director, Office of Federal and State Accountability. [R43-231, §59-1-440]
6. Full days missed because of weather or other unforeseen circumstances must be made up. [R43-231, §59-1-425]
7. The district board of trustees by majority vote may waive the make-up requirement for three or fewer additional missed days provided the school has made up three full days or the equivalent number of hours missed. [59-1-425]

#### B. SCHOOL DAY/WEEK

1. Instruction in the subject areas shall be scheduled for each student for a minimum of eighteen hundred (1800) minutes or thirty (30) hours per week including lunch, or the equivalent on a yearly basis. [R43-231, §59-1-425]
2. The child development classroom program shall be operative five days a week (or the equivalent) for at least 2 ½ hours of instructional time, exclusive of breakfast, lunch and transportation. [R43-264.1]
3. The length of the school day for full-time teachers is a minimum of seven (7) hours. [R43-57.1]
4. Priority during the instructional day must be given to teaching and learning tasks. [§59-1-425]
5. Class interruptions must be limited only to emergencies. [§59-1-425]

C. TEACHER - CLASSLOADS/PREPARATIONS

1. No teacher's classload exceeds regulatory requirements as provided by the Defined Program, grades K–5. [R43-205, R43-231] (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts.*)
2. Maximum class size shall not exceed the following:
 

<b>Child Development/ Prekindergarten</b>	20:1	<b>(NOT INCLUDED IN FLEXIBILITY PROVISO)</b>
Grades K–3	30:1	
Grades 4–5	30:1	(English/language arts and math)
Grades 4–5	35:1	(all other subjects)

[R43-205, R43-231, R43-264.1, §59-20-40] (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts **FOR GRADES K–5 ONLY.***)
3. The student to certified physical education teacher ratio in the elementary schools must be 600 to 1. [§59-10-20] (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts.*)
4. The student to teacher ratio in a physical education class may not exceed the average student to teacher ratio of 28 to 1. [§59-10-20] (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts.*)
5. Music teachers may teach a maximum of 40 students per class period. The total teaching load must not exceed 240 students per day, except when band, chorus, and orchestra require rehearsal of their entire enrollment. [R43-205] (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts.*)
6. The teaching load for teachers of **self-contained classes** must not exceed the following student-teacher ratios: [R43-205]

<u>Area</u>	<u>Maximum Ratio Based on Average Daily Enrollment</u>
Mild Mental Disabilities	15:1
Emotional Disabilities	12:1
Learning Disabilities	15:1
Moderate and Severe Disabilities and Orthopedically Impaired	12:1
Visually Impaired	10:1
Deaf and Hard of Hearing	10:1

7. The **teaching load** for teachers of **cross-categorical self-contained classes** must not exceed the following student-teacher ratios: [R43-205]

<u>Area</u>	<u>Maximum Ratio Based on Average Daily Enrollment</u>
Mild Mental Disabilities and Learning Disabilities	15:1
Mild Mental Disabilities, Learning Disabilities, and Emotional Disabilities	12:1
Mild Mental Disabilities, Learning Disabilities, Emotional Disabilities, and Orthopedically Impaired	12:1

8. The maximum **teaching load** required for **resource teachers and itinerant teachers** for students with disabilities based on the average daily enrollment is as follows: [R43-205]

<u>Area</u>	<u>Maximum Teaching Load</u>
Mild Mental Disabilities	33 students
Emotional Disabilities	33 students
Learning Disabilities	33 students
Moderate and Severe Disabilities and Orthopedically Impaired	20 students
Visually Impaired	15 students
Deaf and Hard of Hearing	15 students

9. The maximum caseload for speech/language clinicians must not exceed sixty (60). [R43-205]
10. When resource teachers and/or itinerant teachers serve students with differing disabilities, the maximum **teaching load** must be determined by the majority of the students in enrollment in an area of disability. [R43-205]

D. STUDENTS – ENROLLMENT/ATTENDANCE

1. Students are enrolled in accordance with state laws pertaining to age of attendance and qualifications for attendance. [§59-63-20, §59-63-30, §59-63-31]
2. The school's attendance policy conforms to the state's definitions of lawful and unlawful absences. [R43-274, §59-65-10]
3. The district board of trustees or its designee(s) shall approve or disapprove any student's absence in excess of ten days, whether lawful or unlawful, for students in grades K–12. [R43-274, §59-65-10]
4. Intervention plans are initiated for students who are truant (students ages 6–17 who accrue three (3) consecutive unlawful absences or five (5) cumulative unlawful absences). [R43-274, §59-65-90]

5. Intervention plans contain the minimum elements stated in regulation. [R43-274, §59-65-90]
6. Family court referrals are made if the intervention is not successful and further inquiries by school officials fail. [R43-274, §59-65-50]

E. STUDENTS - DISCIPLINE/CONDUCT

There is a uniform system of minimum standards of student conduct and disciplinary enforcement procedures to be implemented by local school districts. [R43-279, §59-63-210]

F. RECORDS, REPORTS, REQUIRED ACTIVITIES

1. The district shall maintain accurate student data according to the pupil accounting system prescribed by the State Department of Education. A record of all dropouts shall be filed by school, grade, race and sex. The superintendent shall verify the accuracy of the enrollment attendance, membership by category, and dropout reports submitted to the SCDE's Office of Finance. [R43-231]
2. Each kindergarten and first-grade pupil, not previously enrolled, shall submit a birth certificate or other documentation to verify a birth record as allowed by the local board of trustees. All students in grades K–12 must show evidence of compliance with South Carolina Department of Health and Environmental Control rules and regulations concerning immunization. [R43-272, §59-63-20]
3. Each student transferring shall be given a transfer form showing name, date of birth, grade placement, and attendance record to present to the appropriate school official where he or she is enrolling. Appropriate additional data shall be furnished by the sending school when requested in writing by the receiving school, as soon as possible but no later than ten business days upon receiving the written request, excluding weekends and recognized state holidays. A school must transfer a student's disciplinary record of suspensions and expulsions to the public or private school to which the student is transferring when requested in writing by the receiving school, as soon as possible but no later than ten business days upon receiving the written request, excluding weekends and recognized state holidays. Schools must transfer these records within ten business days upon receiving the written request from the public or private school to which the student is transferring. Schools may not withhold the transfer of records to a public or private school for fees owed by the student. [R43-273, §59-63-420]
4. Financial resources are to be allocated, expended, and accounted for in accordance with accounting practices specified in the Financial Accounting Handbook, Funding Manual, and the Pupil and Staff Accountability Manual. [R43-172, §59-20-60].
5. Child development expenditures must adhere to definitions and guidelines established by the Office of Finance, State Department of Education, or the State Procurement Code. [R43-264.1]
6. An annual audit of all financial records shall be made by a certified or licensed public accountant selected by the district, county board of education, or occupational education center. [R43-172, §59-20-60]

7. Each school district must develop a five-year district strategic plan and each school must develop a five-year school renewal plan with annual updates. The district strategic plan, school renewal plans, and annual updates must be reviewed and approved by the local board of trustees and coordinate funding from local, state, federal, and private sources. New five-year district and school plans, along with the annual update of the district strategic plan, must be submitted to the SCDE by April 30 of each year. [§59-20-60, R43-261]
8. The School Improvement Council must actively participate in the development of the school renewal plan and annual updates. [§59-20-60, R43-261]
9. The School Improvement Council annually provides to parents and constituents a report on the school's progress in meeting school and district goals and objectives. [§59-20-60]
10. The School Improvement Council performs other duties as specified in law. [§59-20-60]
11. A staff development program has been implemented that meets national professional development standards, and provides participants the knowledge and skills necessary to implement the strategies. Coordination of funding is from local, state, federal, and private sources. [R43-261, §59-24-930]
12. Appropriate ongoing staff development activities shall be described and incorporated in the school or district's comprehensive plan as required by the Early Childhood Development and Academic Assistance Act of 1993 (ACT 135), State Board of Education Regulations and Guidelines. [R43-264.1]
13. Each school shall have appropriate means of reporting academic achievement to parents. [R43-231, §59-18-930]

G. HEALTH, SAFETY, AND SCHOOL FACILITIES

1. Immunization records are current for each student. Records of vaccinations or immunizations must be maintained by the institution, school, or day care facility to which the child or person has been admitted. [§44-29-180]
2. No person will be initially hired to work in any public or private school, kindergarten, nursery or day care center for infants and children until appropriately evaluated for tuberculosis. [R43-207, §44-29-150, §44-29-160]
3. A pupil and teacher shall wear an industrial quality eye device while participating in courses necessitating wearing of protective eye devices. [§59-1-390]
4. Each school shall provide adequate first aid supplies and equipment. [R43-166]
5. All operating school facilities shall comply with sanitation and health regulations prescribed by the South Carolina Department of Health and Environmental Control. [R61-42, §59-31-330]
6. All operating school facilities shall comply with safety regulations prescribed by the State Fire Marshal. [§5-25-370, §5-25-390, §5-25-400]

7. All schools shall conduct fire drills at least once each month. [§59-63-910]
8. A plan shall be designed to provide for the protection and welfare of students in the event of any disaster which threatens to involve the school community. [R43-166]
9. Each school shall conduct at least one emergency drill within the first month of school. [R43-166, §59-63-910]
10. All construction, improvement and renovation of public school buildings and property shall comply with the latest applicable standards and specifications set forth and published by SCDE. [§59-23-210]

## 2015–16 ACCREDITATION STANDARDS FOR MIDDLE SCHOOLS

**NOTE:** *For Accreditation purposes, schools and school districts are responsible for determining compliance with the following Accreditation Standards. Schools and school districts are also responsible for being in compliance with all applicable State Board of Education Regulations, and relevant statutes as outlined in the South Carolina Code of Laws.*

### I. PERSONNEL

#### A. PRINCIPAL

1. Each school with an enrollment of 250 students or more must employ a full-time properly certified principal. [R43-205] (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts.*)
2. Schools with fewer than 250 students enrolled must be staffed at least a half-time properly certified principal. [R43-205] (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts.*)
3. A principal’s duties and responsibilities are prescribed by the district superintendent. [R43-205]
4. The principal shall develop an on-going professional development plan with annual updates. [§59-24-30]

#### B. ASSISTANT PRINCIPAL(S) OR CURRICULUM COORDINATOR(S)

1. Each school with an enrollment of 500 or more students must be staffed with one full-time properly certified assistant principal or curriculum coordinator. [R43-205] (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts.*)
2. An additional properly certified assistant principal or curriculum coordinator must be employed for a school with an enrollment of 1,000 or more. [R43-205] (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts.*)
3. Assistant principals or curriculum coordinators shall develop an on-going professional development plan with annual updates. [§59-24-30]

#### C. TEACHERS

1. Each teacher must be properly certified by the State Board of Education. [R43-50, R43-205, §59-25-20]
2. Teachers of core academic subjects must meet the “highly qualified” teacher requirements. [R43-205, 20 U.S.C. § 6301 et seq. (2002)]

3. Effective July 1, 2013, the appropriate middle level certificate will be required for all teaching core content areas in grades 7–8. Since grades 5–6 are included in both elementary and middle certification, school districts have flexibility to determine which certification is most appropriate. [20 U.S.C. §6301, et. seq. (2002), R43-62] (*Proviso 1.88 states a teacher certified at the secondary level may teach such courses in grades seven through twelve without having the add on certification for middle level education.*)

D. GUIDANCE COUNSELOR(S)

1. Each guidance counselor must be properly certified by the State Board of Education. [R43-205, §59-26-10]
2. Schools with fewer than 600 students must provide the services of a guidance counselor in the ratios in accordance with regulatory requirements. [R43-205] (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts.*)
3. Schools with an enrollment of 501 or more students must employ one full-time certified counselor. Schools with more than 600 students must provide guidance services at the ratio of one 50-minute period for every 100 students. [R43-205] (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts.*)
4. The student-to-guidance licensed personnel ratio will be reduced to 300:1. [R43-205, §59-59-100] (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts.*)

E. CAREER SPECIALIST(S)

1. Each career specialist must work under the supervision of a certified guidance counselor. [R43-205, §59-26-10]
2. Each career specialist must hold a bachelor's degree and must have earned either Global Career and Development Facilitator certification (GCDF) or Career Development Facilitator certification (CDF). [R43-205, §59-59-100]

F. LIBRARY MEDIA SPECIALIST(S)

1. Each library media specialist must be properly certified by the State Board of Education. [R43-205, §59-26-10]
2. Schools with fewer than 400 students must employ a library media specialist who devotes not less than 200 minutes daily to library media services. Schools with an enrollment of 400 or more students must employ a certified library media specialist devoting full-time to library media services. [R43-205] (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts.*)
3. Schools having an enrollment of 750 or more must employ an additional full-time person (paraprofessional or certified library media specialist) in the library media center. [R43-205] (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts.*)



## G. SCHOOL NURSE(S)

Each school nurse must hold a current license issued by the State Board of Nursing to practice as a professional registered nurse or as a licensed practical nurse who is working under the supervision of a professional registered nurse. [R43-205, §59-10-210]

## H. PARAPROFESSIONALS

1. Instructional paraprofessionals who work in Title I schools or Title I targeted assistance programs must meet state and federal requirements. [R43-209, 20 U.S.C. § 6301 et seq. (2002)]
2. Each teacher of trainable, orthopedically, emotionally, or visually disabled pupils in a self-contained classroom model shall have a paraprofessional, full-time, provided that the class has a minimum membership of four pupils. [R43-209, 20 U.S.C. § 6301 et seq. (2002)]
3. When four or more students identified as emotionally disabled or orthopedically impaired are enrolled in a cross-categorical class, a full-time teaching assistant must be employed. [R43-205]
4. All instructional paraprofessionals must work under the direct supervision of a certified teacher. [R43-209]
5. Teaching assistants shall have at least a high school diploma or the equivalent. [43-209]

## I. SECRETARY AND CUSTODIAL SERVICES

1. Secretarial services shall be provided. [R43-209]
2. Custodial services shall be provided. [R43-209]

## II. CURRICULUM & INSTRUCTION

### A. GUIDANCE AND CAREER DEVELOPMENT

1. A comprehensive guidance program, including career development, is required in schools having any combination of grades 6–8. [R43-232, §59-59-140]
2. Beginning in grade 6, students and their parents and/or legal guardians, in collaboration with appropriate school personnel, shall prepare a plan for a variety of career options in which the student has an interest. [R43-232, §59-59-140]
3. In grade 7, students and their parents and/or legal guardians, in collaboration with appropriate school personnel, shall revise career planning records in which students have an interest. [R43-232, §59-59-140]
4. In grade 8, students and their parents and/or legal guardians' in collaboration with appropriate school personnel, shall review and revise career planning records. [R43-232, §59-59-140]
5. Each school district shall offer a range of mentoring opportunities for students beginning no later than seventh grade. [R43-232, §59-59-140]

## B. LIBRARY/MEDIA

The library media programs and technology resources are required and accessible to all students and staff and are appropriate to achieve the strategies and goals in each school renewal and district strategic plan. [R43-232]

## C. CURRICULUM

1. Instruction is provided in the subject areas as specified in the Defined Program, grades 6–8, which include, but are not limited to the following:
  - a. English/Language Arts. [R43-232, §59-20-10]
  - b. Mathematics. [R43-232, §59-20-10]
  - c. Sciences. [R43-232, §59-20-10]
  - d. Social Studies. [R43-232]
    - (1) Each public school of the State must instruct students in the history of black people as a regular part of its history and social studies courses. [§59-29-55]
    - (2) Each public school of the State must instruct students in South Carolina history in eighth grade. [R43-232]
  - e. Health. [R43-231, R43-238, §59-32-30]

For grades 6–8, each school shall provide instruction in a comprehensive health education program for 250 minutes a week for nine weeks. The comprehensive health education programs includes community health, consumer health, environmental health, growth and development, nutritional health, personal health, prevention and control of diseases and disorders, safety and accident prevention, substance use and abuse, dental health, and mental and emotional health. Sexually transmitted diseases are to be included as a part of instruction. At the discretion of the local board, instruction in family life education or pregnancy prevention education or both may be included, but these instructions in these subjects may not include an explanation of the methods of contraception before the sixth grade.
  - f. Physical Education. [R43-232]

There shall be established and provided in all the public schools of this State physical education, training and instruction of pupils of both sexes, and every pupil attending any school, in so far as he is physically fit and able to do so, shall take the course. [§59-29-80]
  - g. Visual/Performing Arts. [R43-232, §59-26-220]
  - h. Exploratory. [R43-232]

At least one elective class of an occupational exploratory must be scheduled. Programs in areas such as, but not limited to, industrial technology education (grades 7–8), keyboarding, computer literacy, and career exploration may be included.
  - i. Foreign Language.<sup>1</sup> [R43-232]

<sup>1</sup> Foreign language as a separate course is recommended, but not required. If a separate course is not offered, foreign languages should be incorporated in the basis curriculum.

- j. Environmental education is offered as an integral part of the science, social studies, and health curricula. [R43-232, §59-32-30]
  - k. Alcohol and Drugs.  
Schools shall provide age-appropriate instruction regarding the dangers in the use and abuse of alcohol, tobacco, and other drugs. [R43-232, §59-29-307, §59-29-20]
2. Each school district shall see that in every school under their care there shall be taught, as far as practicable, orthography, reading, writing, arithmetic, geography, English grammar and instruction in phonics, the elements of agriculture, the history of the United States and of this State, the principles of the Constitutions of the United States and of this State, morals and good behavior, algebra, physiology and hygiene (especially as to the effects of alcoholic liquors and narcotics upon the human system), English literature, and such other branches as the state board may from time to time direct. [§59-29-10]
  3. Specialized programs of instruction are provided for disabled students. [R43-232, R43-205, 43-243, R43-243.6, 20 U.S.C. §33 et seq.]
  4. Gifted and talented students are those who are identified in grades one through twelve as demonstrating high performance ability or potential in academic and/or artistic areas and therefore in order to achieve their potential, require educational programming beyond that normally provided by general school programming. To document planning, districts will submit a local gifted and talented programming plan every five years and delineate progress on this plan annually. [R43-220, §59-29-170]
  5. 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. [R43-241, §59-21-540]
  6. A school encompassing any combination of grades 6–8 may implement an innovative approach if it is approved by the local board of trustees and is incorporated in the school and district plans. [R43-232, §59-19-350]

D. TRANSFER STUDENTS PLACEMENT AND CREDIT

1. Transfer Students. Each student transferring shall be given a transfer form showing name, date of birth, grade placement, and attendance record to present to the appropriate school official where he or she is enrolling. Appropriate additional data shall be furnished by the sending school when requested in writing by the receiving school, as soon as possible but no later than ten business days upon receiving the written request, excluding weekends and recognized state holidays. [R43-273]
2. Transfer Students of Military Families. Children are entitled to attend public schools of a school district if a parent's or legal guardian's military deployment or call to active duty is more than 70 miles from his residence for a period greater than sixty days. [§59-63-31]

It is the purpose of this compact to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents by:

- a. Facilitating the timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from the previous school districts or variations in entrance/age requirements. [§59-46-50]
- b. Facilitating the student placement process through which children of military families are not disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content, or assessment. [§59-46-50]

### III. OPERATIONS & PROCEDURES

#### A. SCHOOL YEAR

1. The statutory school term is one hundred ninety (190) days annually and shall consist of a minimum of one hundred eighty (180) days of instruction. The remaining days are utilized for the preparation for opening of school, staff development, planning, and parent conferences. [§59-1-425]
2. Full days missed because of weather or other unforeseen circumstances must be made up. [§59-1-425, R43-232]
3. The district board of trustees by majority vote may waive the make-up requirement for three or fewer additional missed days provided the school has made up three full days or the equivalent number of hours missed. [§59-1-425]
4. Schools may reduce the length of the instructional day to not less than three hours for not more than three days each year for staff development, teacher conferences, and for the purpose of administering end-of-semester and end-of-year examinations. [§59-1-425]
5. Early dismissal days for emergencies must be reported to and approved by the director of the Office of Federal and State Accountability. [R43-232, §59-1-440]
6. Three days must be used for collegial professional development. No more than two days may be used for the preparation of opening of schools and the remaining five days may be used for teacher planning, academic plans, and parent conferences. [§59-1-425]

#### B. SCHOOL DAY/WEEK

1. Instruction in the subject areas shall be scheduled for a minimum of eighteen hundred (1800) minutes or thirty (30) hours per week, including lunch, or the equivalent on a yearly basis. [R43-232, §59-1-425]
2. The length of the school day for full-time teachers is a minimum of seven (7) hours. [R43-57.1]
3. Priority during the instructional day must be given to teaching and learning tasks. [§59-1-425]
4. Class interruptions must be limited only to emergencies. [§59-1-425]

C. TEACHERS-CLASSLOADS/PREPARATIONS

1. The maximum daily teaching load shall not exceed 150 students daily. [R43-232] (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts.*)
2. Maximum class size shall not exceed the following: [R43-232]
 

Grade 6	30:1	(English/language arts and math)
	35:1	(other subjects)
Grades 7–8	35:1	(all academic and exploratory subjects)

 (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts.*)
3. No class exceeds thirty-five (35) students in membership with exceptions provided for physical education and music teachers. [R43-232] (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts.*)
4. When health is taught as a separate subject, the teaching load is a maximum of 35 students per period and a total of 150 students per day. Health must be taught for 250 minutes per week for nine weeks. [R43-232, R43-205] (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts.*)
5. No music teacher’s daily student load exceeds two hundred forty (240) students per day. [R43-232, R43-205] (*Flexibility Provisos 1.28 and 1A.15 suspends professional staffing ratios for 2015–16 in eligible districts.*)
7. When band, chorus, or orchestra require rehearsals of the entire membership, any number of students is acceptable if adequate space is available. [R43-234, R43-205]
8. The **teaching load** for teachers **of self-contained classes** must not exceed the following student-teacher ratios: [R43-205]

<u>Area</u>	<u>Maximum Ratio Based on Average Daily Enrollment</u>
Mild Mental Disabilities	18:1
Emotional Disabilities	15:1
Learning Disabilities	18:1
Moderate and Severe Disabilities and Orthopedically Impaired	15:1
Visually Impaired	12:1
Deaf and Hard of Hearing	12:1

9. **Cross-categorical classes** must not exceed the following student-teacher ratios: [R43-205]

<u>Area</u>	<u>Maximum Ratio Based on Average Daily Enrollment</u>
Mild Mental Disabilities and Learning Disabilities	18:1
Mild Mental Disabilities, Learning Disabilities, and Emotional Disabilities	15:1
Mild Mental Disabilities, Learning Disabilities, Emotional Disabilities, and Orthopedically Impaired	15:1

10. The maximum **teaching load** for **resource teachers and itinerant teachers** for students with disabilities based on average daily enrollment is as follows: [R43-205]

<u>Area</u>	<u>Maximum Teaching Load</u>
Mild Mental Disabilities	33 students
Emotional Disabilities	33 students
Learning Disabilities	33 students
Moderate and Severe Disabilities and Orthopedically Impaired	20 students
Visually Impaired	15 students
Deaf and Hard of Hearing	15 students

11. The maximum caseload for speech-language therapists does not exceed sixty (60) students. [R43-205]
12. When resource teachers and/or itinerant teachers serve students with differing disabilities, the maximum **teaching load** must be determined by the majority of the students in enrollment in an area of disability. [R43-205]

**D. STUDENTS – ENROLLMENT/ATTENDANCE**

- Students are enrolled in accordance with state laws pertaining to age of attendance and qualifications for attendance. [§59-63-20, §59-63-30, §59-63-31]
- The school’s attendance policy conforms to the state’s definitions of lawful and unlawful absences. [R43-274, §59-65-10]
- The district board of trustees or its designee(s) shall approve or disapprove any student’s absence in excess of ten days, whether lawful or unlawful, for students in grades K–12. [R43-274, §59-65-10]
- Intervention plans are initiated for students who are truant (students ages 6–17 who accrue three (3) consecutive unlawful absences or five (5) cumulative unlawful absences). [R43-274, §59-65-90]
- Intervention plans contain the minimum elements stated in regulation. [R43-274, §59-65-90]

6. Family court referrals are made if the intervention is not successful and further inquiries by school officials fail. [R43-274, §59-65-50]

E. STUDENTS - DISCIPLINE/CONDUCT

There is a uniform system of minimum standards of student conduct and disciplinary enforcement procedures to be implemented by local school districts. [R43-279, §59-63-210]

F. RECORDS, REPORTS, REQUIRED ACTIVITIES

1. The district shall maintain accurate student data according to the pupil accounting system prescribed by the State Department of Education. A record of all dropouts shall be filed by school, grade, race and sex. The superintendent shall verify the accuracy of the enrollment attendance, membership by category, and dropout reports submitted to the SCDE's Office of Finance. [R43-232]
2. Appropriate additional data shall be furnished by the sending school when requested in writing by the receiving school, as soon as possible but no later than ten business days upon receiving the written request, excluding weekends and recognized state holidays. A school must transfer a student's disciplinary record of suspensions and expulsions to the public or private school to which the student is transferring when requested in writing by the receiving school, as soon as possible but no later than ten business days upon receiving the written request, excluding weekends and recognized state holidays. Schools must transfer these records within ten business days upon receiving the written request from the public or private school to which the student is transferring. Schools may not withhold the transfer of records to a public or private school for fees owed by the student. [R43-273, §59-63-420]
3. Financial resources are to be allocated, expended, and accounted for in accordance with accounting practices specified in the Financial Accounting Handbook, Funding Manual, and the Pupil and Staff Accountability Manual. [R43-172, §59-20-60]
4. Financial records are audited annually by a certified or licensed public accountant. [R43-172, §59-20-60]
5. Each school district must develop a five-year district strategic plan and each school must develop a five-year school renewal plan with annual updates. The district strategic plan, school renewal plans, and annual updates must be reviewed and approved by the local board of trustees and coordinate funding from local, state, federal, and private sources. New five-year district and school plans, along with the annual update of the district strategic plan, must be submitted to the SCDE by April 30 of each year. [§59-20-60, R43-261]
6. The School Improvement Council must actively participate in the development of the school renewal plan and annual updates. [§59-20-60, R43-261]
7. The School Improvement Council annually provides to parents and constituents a report on the school's progress in meeting school and district goals and objectives. [§59-20-60]
8. The School Improvement Council performs other duties as specified in law. [§59-20-60]

9. A staff development program has been implemented that meets national professional development standards, and provides participants the knowledge and skills necessary to implement the strategies. Coordination of funding is from local, state, federal, and private sources. [R43-261, §59-24-30]
10. The school has an appropriate means of reporting academic achievement to parents. [R43-232, §59-18-930]
11. Student participation in interscholastic competition is in accordance with regulatory and statutory requirements. [R43-244.1, §59-63-100]

G. HEALTH, SAFETY, AND SCHOOL FACILITIES

1. Immunization records are current for each student. Records of vaccinations or immunizations must be maintained by the institution, school, or day care facility to which the child or person has been admitted. [§44-29-180]
2. No person will be initially hired to work in any public or private school, kindergarten, nursery or day care center for infants and children until appropriately evaluated for tuberculosis. [R43-207, §44-29-150, §44-29-160]
3. A pupil and teacher shall wear an industrial quality eye device while participating in courses necessitating wearing of protective eye devices. [§59-1-390]
4. Each school shall provide adequate first aid supplies and equipment. [R43-166]
5. All operating school facilities shall comply with sanitation and health regulations prescribed by the South Carolina Department of Health and Environmental Control. [R61-42, §59-31-330]
6. All operating school facilities shall comply with safety regulations prescribed by the State Fire Marshal. [§5-25-370, §5-25-390, §5-25-400]
7. All schools shall conduct fire drills at least once each month. [§59-63-910]
8. A plan shall be designed to provide for the protection and welfare of students in the event of any disaster which threatens to involve the school community. [R43-166]
9. Each school shall conduct at least one emergency drill within the first month of school. [R43-166, §59-63-910]
10. All construction, improvement and renovation of public school buildings and property shall comply with the latest applicable standards and specifications set forth and published by SCDE. [§59-23-210]