



# **2023 Annual Accountability Report**

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**Department of Education**

**Agency Code: H630**

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## AGENCY’S DISCUSSION AND ANALYSIS

### Discussion/Analysis

January 11, 2023 saw the inauguration of South Carolina’s 19<sup>th</sup> State Superintendent of Education. The new administration is laser-focused on providing crystal clarity of vision and accountable alignment of resources— leadership, personnel, financial, curricular, and community-based—to provide every student in South Carolina the opportunity of an exceptional education that equips them to reach their full, God-given potential.

Students must be prepared, resilient, and ready to be responsible citizens and compete in an ever-changing global economy. The South Carolina Department of Education’s (SCDE) unshakeable mission is for every child in the Palmetto State to graduate ready for college, career, or military service. Our measurable, time-bound goal is for *at least* 75% of students to perform at or above grade level in reading and math by 2030.

This “education moonshot” is an audacious challenge, but one that we are confident that—working together—our students, parents, educators, and communities are capable and ready to reach. The 2022-2023 SC READY scores provide the launching pad for our journey: 54 percent of 3<sup>rd</sup>-8<sup>th</sup> grade students are currently proficient in English Language Arts (ELA) and 41 percent are proficient in Math. In the words of the famous country song, “We have a long way to go and a short time to get there.” Our children won’t get a second shot at their education: the situation is urgent and the time for action is now.

How do we imagine and build the education ecosystem of the future that will prepare students to start strong, engage all, and leave ready? It begins with the SCDE leadership articulating this compelling mission to SCDE employees, students, parents, educators, community leaders, and the public across the Palmetto State. This has been the primary focus of Superintendent Weaver’s first eight months in office, as she has devoted significant time to listen, learn, and lead.

But strong communication—internal and external—is only the first step. Transparent, accountable review and alignment of Agency resources to support the strategic priorities described in the narrative outlined below must quickly follow. Thanks to the provision of the General Assembly, the SCDE is now preparing to embark on an extensive review of Agency systems, budgets, processes, and personnel to advance our mission critical functions: **support teachers, empower parents, serve students, and build partnerships.**

This report provides a review of FY 2023 (July 2022–June 2023), partially pre-dating the start of Superintendent Weaver’s term, so readers will note a natural transition of Agency goals and metrics from prior reports. What will never change, however, is SCDE’s North Star: our whole-hearted commitment to propel student achievement for children in every corner of South Carolina.

### Support Teachers

Great instruction starts with recruiting and retaining great teachers. Our goal is for South Carolina to be the most teacher-friendly place to work in the country. 2023 saw tremendous legislative wins and increased support for public education, especially our almost 64,000 employed, certified public educators:

- The SC General Assembly dedicated over \$600 million in new support for strategic education priorities, including a seven percent year-over-year increase in recurring state funding.
- \$324 million was provided to increase the minimum teacher salary schedule by \$2,500 per step, raising the teacher starting salary to \$42,500.
- Teachers’ classroom supply stipend was increased to \$350 per teacher.

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- The Parental Leave bill ([H. 3908](#)), now law, affords South Carolina educators access to paid parental leave as they grow their families.
- Lawmakers invested \$39 million to fund Superintendent Weaver’s top strategic budget priority: to equip and empower all K-3<sup>rd</sup> grade teachers with knowledge and tools based in the [Science of Reading \(LETRS\) training](#).
- Proviso 1.114 of the 2022-23 budget established the Teacher Recruitment and Retention Task Force to propose “necessary revisions for improving teacher recruitment, retention, and advancement.” The twenty-three [recommendations](#) contained in the report were presented to the State Board of Education in June 2023 and efforts are underway across the SCDE to review and prioritize initiatives that will provide the biggest return on investment for teachers in classrooms across the state.

Literacy is the foundation of all other learning. Superintendent Weaver’s top academic priority in her first year of service has been to align South Carolina to the evidence-based reading practices known as the Science of Reading (SoR). Grounded in brain science and championed for years by parents of students with dyslexia, SoR training—known as LETRS—is already transforming classroom strategies and outcomes for teachers in South Carolina’s Palmetto Literacy Project schools.

The Office of Early Learning and Literacy has trained 5,650 teachers in the Science of Reading aligned professional learning during the last three years, representing 222 schools across 58 districts. Using ESSER funding, these schools also received SoR-aligned curriculum. With the money provided in the state budget, SCDE expects to expand this to approximately 16,500 additional K–3<sup>rd</sup> grade teachers over the next two years. This is in addition to offering district literacy support through educator associate coaching as needed/requested.

2023 presents a generational window of opportunity to exponentially advance reading skills in every South Carolina community. In addition to robust professional development investment in classroom teachers, our most precious educational resource, with newly approved ELA standards comes the new ELA textbook adoption process, which is currently underway. This will provide teachers with curriculum and lesson plans aligned with their newly acquired SoR training, beginning in the 2024-2025 school year.

SCDE’s Office of Standards and Assessment has continued to provide targeted and timely professional development, with 7,238 educators participating (160 percent increase over 2020-21) and 94 percent of participants indicating that the learning content was actionable. Seventy-one districts were supported in the field and educators received access to a plethora of standards-aligned lessons and instructional materials via the newly launched Instructional Hub (iHub), a one-stop-shop for teacher resources that the SCDE will continue to grow in year to come.

Answering the cry of teachers for greater focus and simplicity, SCDE has prioritized and streamlined South Carolina’s Math standards, which have now had public review and will be supported with evidence-based instruction and curriculum professional development. Full implementation and assessment will begin in the 2025–2026 school year. With a strong literacy agenda now underway, the Superintendent’s strategic focus in Year 2 will expand to include proven numeracy policies and interventions, such as high-dose tutoring, to propel student achievement in math.

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Addressing the vital issue of teacher supply, during the 2022-23 fiscal year:

- The Office of Educator Services completed 93,914 educator requests and certificate actions and updates through the SC Educator Certification System launched on May 5, 2022.
- The SCDE issued 2,674 first-time Initial certificates to beginning educators, including 1,426 educators who completed a traditional teacher preparation program in a South Carolina college or university.
- The SCDE also issued 744 first-time Alternative Route certificates to eligible educators hired by a South Carolina school district and pursuing certification through a non-traditional program.
- The SCDE participates in the Interstate Agreement of the National Association of State Directors for Teacher Education and Certification (NASDTEC), an agreement that facilitates educator mobility between states. During the 2022-23 school year, the SCDE issued the first South Carolina certificate to 2,407 educators who applied based on a credential issued in another state. The agency is working with legislators and legislative staff to explore South Carolina signing onto the Interstate Teacher Mobility Compact.
- A total number of 1,734 assurance forms were processed and approved for retired educators to be rehired in eighty-five districts, career centers, and/or charter schools, bringing seasoned experience in classrooms across the state.

Finally, the SCDE was proud to recognize and celebrate the gift of great teachers with an exciting and refreshed Teacher of the Year celebration, hosted in gracious partnership with Governor and Mrs. McMaster on the historic grounds of the South Carolina Governor’s Mansion. Superintendent Weaver was also delighted to recognize two South Carolina teachers who received the prestigious Milken Award before the State Board of Education.

## **Empower Parents**

Parents are their child’s first teacher and a strong partnership between parents and teachers is paramount to student success and support. That partnership much be built on trust, which rests upon total financial, curricular, and academic transparency.

If passed into law, the Integrity and Transparency in Education Act ([H. 3728](#))—currently in conference committee—will direct the SCDE to help promote transparency in curriculum and library materials, as well as encourage parental involvement and advocacy in student learning and academic performance.

SCDE is proactively working to develop an online Parent Portal. Our vision for this portal is to support transparency efforts by districts, schools, and teachers to lighten the lift and burden on their time, as well as providing a helpful one-stop-shop of resources for parents (just as we have for teachers with the iHub) to support their children’s academic journey.

The Agency has also created a position dedicated to consolidating the various “education choice” functions across the SCDE into one office. The Director of Education Choice & Parent Empowerment will assume responsibility for administering [the Education Scholarship Trust Fund Program](#), as well as support South Carolina’s growing and vibrant public charter school sector. This position will be filled and operative Fall 2023.

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## Serve Students

In addition to the prioritized focus on **reading** outlined above, SCDE has rolled out a strong focus on the fundamentals that students must have to graduate college, career, and military ready.

Beginning in 2023, ninth grade students will need to successfully complete a ½ credit Financial Literacy course as part of their graduation requirements. Our Agency created standards for the course, trained teachers in the course curriculum, and made available a model course curriculum in the Instructional Hub that all teachers across SC can easily access. Our virtual education division has also added offerings in Financial Literacy for its participants.

Career and Technical Education (CTE) /Career Pathways is building a stackable credential system that incentivizes career credentials to be timely and relevant in preparing students for future career opportunities. The tiered stackable credential system will enable our schools to create career ready students who will be better equipped for immediate employment upon high school graduation. SCDE is leading the nation in offering innovative computer science courses to all students in our state and developing a “first of its kind” AI curriculum for K-12 students.

Nothing else matters if students and teachers aren’t safe in the classroom. SCDE has put a high priority on **school safety**, and in Spring 2023 created and filled its first official Safe Schools Liaison position. Our new liaison has spent a lifetime in law enforcement and now leads SCDE’s efforts to build critical partnerships and improve coordination efforts between SCDE, SLED, additional state, local law enforcement, and school districts. Key functions include offering best practices safety training, creating a pool of additional security officers for districts, and conducting site surveys and guidance to school districts on safety and security recommendations, including risk assessments. Superintendent Weaver was also proud to support Governor McMaster’s budget request to fund a School Resource Officer (SRO) in every South Carolina school. The legislature agreed with this request and allocated over \$27 million to meet this goal. Per the Department of Public Safety, there are approximately 1,100 SRO positions funded (state and local) for schools statewide.

Student attendance is paramount to the learning process and providing reliable and [safe bus transportation](#) is an ongoing priority for the Agency. South Carolina is the only state in the nation that has its bus fleet managed exclusively by a state agency. State legislation requires the SCDE to operate its transportation (bus) on a 15-year replacement cycle, which ensures both safety and efficiency in operations while minimizing the wear and tear and number of service calls, which are down from 16,297 in 2015-16 to 3,828 in 2022-23. Thanks to a strong partnership with the General Assembly, the Agency is meeting this requirement with 375 new buses purchased during the 2022-2023 fiscal year. The [Tyler GPS Routing/Tracking system technology initiative](#), which began in the 2020, is approaching its final year of implementation. To date, all buses now have the software installed as well as 1,514 tablets (hardware) have been installed and personnel trained in its use. This brings the total of installed tablets in use to 2,379. The technology provides increased safety and security on our state buses with tracking software for student occupancy, contract tracing, and real-time route descriptions that can inform and ease parents and caregivers as well as provide substitute and new bus drivers with turn-by-turn route descriptions and estimated time of arrival for all stops. Transportation continues its safety focus by conducting training at its annual South Carolina Association of Pupil Transportation (SCAPT) of 250 district staff in attendance.

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Work has begun to develop the **CARE Program (Character and Resiliency Education)** to empower school leaders, teachers, and students to build an orderly, positive school culture and effectively address behavior and mental health needs. This compendium of commonsense resources to engage students and assist with classroom management will focus on providing resources built on unifying American ideals such as those promoted in The Congressional Medal of Honor Character Development Program (courage, commitment, integrity, sacrifice, citizenship, and patriotism), or John Maxwell’s [iLead](#) character development curriculum. From Jun 1, 2022 – June 30, 2023, SCDE had a total of 32 schools who participated in [iLead](#). Themes from our anecdotal records indicate that schools are seeing increased student connectivity, respect for each other, and determination to set goals for personal growth. One school who implemented whole school with fidelity reported a decrease in discipline referrals. Our students are strong and resilient, and programs like these and others will set high expectations for students and support them in meeting them.

Because of the SCDE’s strong relationships with all key stakeholders, districts (and their students) have been able to benefit from participation in the Local Food for Schools Grant. This grant assists in making more of our own “home grown” produce available for school meals in cafeterias of participating schools. Our SCDE Food Distribution team brought all parties together to determine how our districts could best capitalize on the distribution of grant monies as well as monitor spending. The Department of Agriculture was responsible for overseeing the grant application process. Senn Brothers, having access to local farmers, has maintained the capability to order and deliver products, track involvement of the farming community, and monitor spending by the School Food Authorities (SFAs).

## **Build Partnerships**

As Superintendent Weaver often shares in speaking with community organizations, public schools are *our* schools, and as such they are *our* responsibility. Strong, sustained partnerships with South Carolina’s business, faith, and non-profit sectors allows the SCDE to multiply impact and leverage organizations and individuals who offer the resources, life experiences, and human capital to promote a shared vision of excellence and support for our students, teachers, and families.

[TeachSC.org](#) is a strategic partner to develop a statewide teacher recruitment system that elevates the perception of the teaching profession, reduces the teacher shortage, and attracts the highest quality of next generation South Carolina teachers. Through this website, interested parties can learn how to volunteer, mentor, and serve as a substitute, as well as review traditional and alternative certification pathways. Prospective teachers can engage with current teachers via coaching calls, utilize free resources and scholarships to prepare for Praxis and other coursework, as well as ready their resume and apply for jobs. This sophisticated yet simple-to-navigate network of resources and information has generated the following results:

- 39,609 website visits
- 598 Educator Preparation Program (EPP) referral signups
- 1,493 LEA and other partner referral signups
- 3,073 paid and other channel and marketing signups to receive information.
- 276 coaching calls
- 187 checklists completed by potential teacher program candidates

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**Helping Our Pupils Excel** is our primary mission at the SCDE, and the **HOPE Network** is a collaborative and comprehensive partnership launched in early 2023, with a strategic purpose of building a robust, sustainable framework and infrastructure necessary to support student achievement-focused district turnaround. Agency resources and staff will be dedicated to improving student outcomes through community and family engagement, board and other leadership development, shared services, enhancing sound business practices including budget analysis, attracting and training effective personnel, and aligning instructional programs to support student growth and success. The HOPE Network is being built and piloted in Allendale and Williamsburg counties, with plans to make resources available to other districts as requested or as required by law.

Expanding our culture of customer service, the SCDE’s new **Division of Strategic Engagement** has added two full-time liaison positions in the first half of 2023: the Safe Schools Liaison described above and a District Liaison, which serves as a dedicated ombudsman and ambassador to local school districts.

The **One Plan** initiative is designed to streamline the submission process for district leaders by identifying and reducing redundancies in required plans, applications, and reports submitted to the SCDE. When fully implemented (September 2024), it will embrace a comprehensive approach to student outcome-based planning, modernize the submission of reports, plans, and applications to provide greater transparency, and more timely and efficient processes for districts.

### **Risk Assessment and Mitigation Strategies**

The SCDE serves approximately 765,000 students in K – 12 in public and charter schools across the state, along with their parents and caregivers, over 60,000 certified employed educators, and additional numbers of needed school and district support staff (nurses, bus drivers, etc.). Every year that passes that a South Carolina student cannot read or compute on grade level is a year that they and our state fall further behind in their ability to realize their full, God-given potential and be workforce and/or military ready, able to support our economy and communities and protect our great nation’s interests. Attracting and retaining the highest quality teachers and staff in the profession with competitive pay and benefits, growing our own teacher pool with innovative, affordable, and flexible certification paths while streamlining our internal functions, and utilizing interactive, user-friendly and state-of the art technologies will increase transparency for taxpayer resources, improve internal and external communications, and engage our community partners more effectively. Support through Agency leadership and funding for rural school infrastructure and services (reading, math, after school programs), while providing reliable bus transportation ensures no child goes without. To not fund these critical services and supports that the SCDE is charged with providing would have devastating, irreversible consequences to current and future generations in our state – and to current and future local business and international corporations being attracted to and competitive in our global economic structure. Time is one resource we are all given the same amount of yet cannot get back. Every day counts. Every child, teacher, and parent are valuable and critically important to our collective future.



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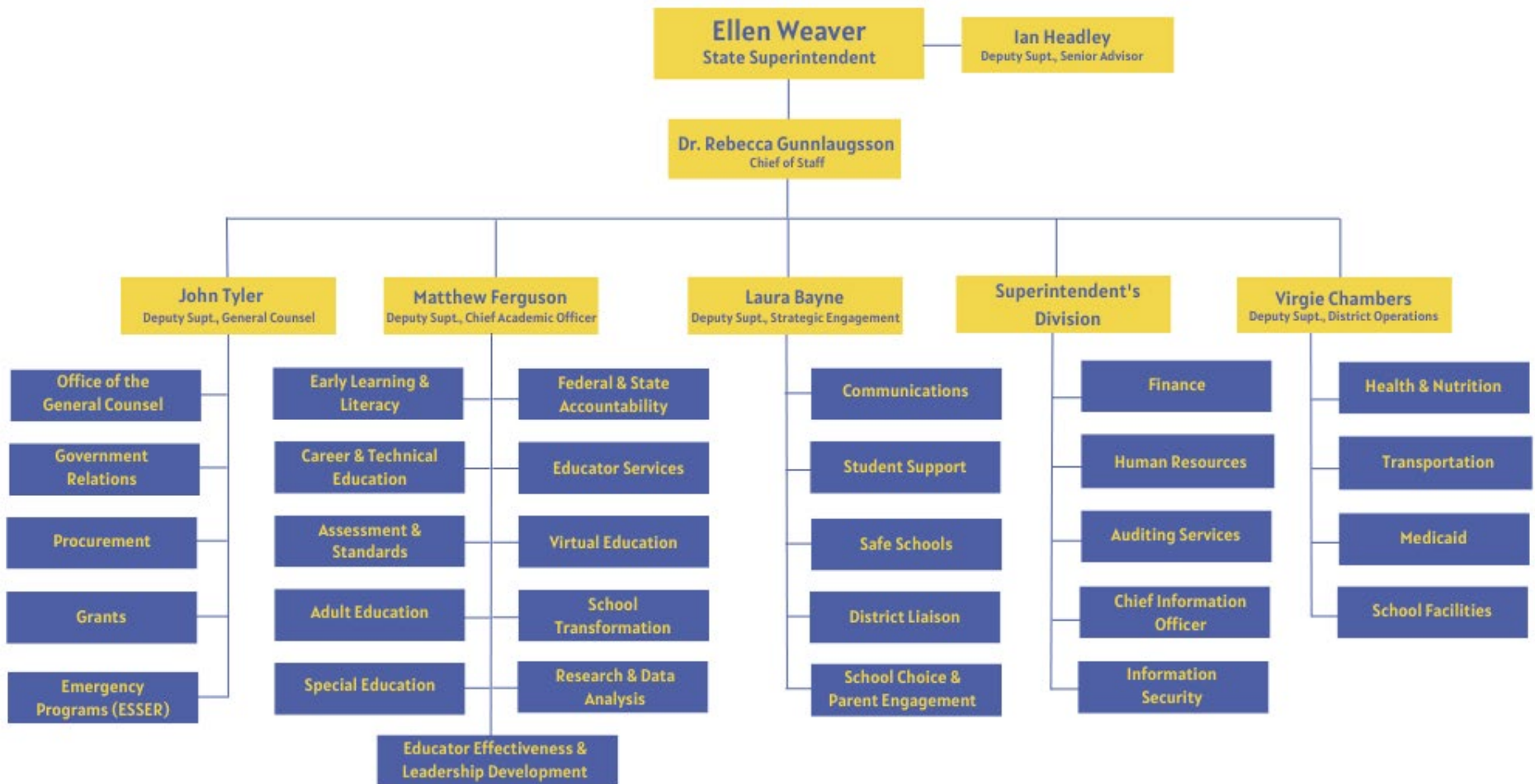
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# South Carolina Department of Education Organizational Chart | September 2023



# 2023

## Reorganization and Compliance

as submitted for the Accountability Report by:

### H630 - Department of Education

#### Primary Contact

First Name	Last Name	Role/Title	Email Address	Phone
Mandy	Roberts	Program Manager 1, District Liaison	mroberts@ed.sc.gov	803-734-8559

Agency Mission	Adopted in:
The mission of the South Carolina Department of Education is to provide leadership and support so that all public education students graduate prepared for success.	2019

Agency Vision	Adopted in:
Ensure every South Carolina graduate is college, career, and/or military ready. By 2030, the goal is to have at least 75% of students at or above grade level in reading and math.	2022

Recommendations for reorganization requiring legislative change:
None

Agency intentions for other major reorganization to divisions, departments, or programs to allow the agency to operate more effectively and efficiently in the succeeding fiscal year:
The Agency is about to embark upon a systems, personnel, and process review which will inform any *potential* future reorganization plans.

Significant events related to the agency that occurred in FY2023				
Description of Event	Start	End	Agency Measures Impacted	Other Impacts
No significant events affected performance measures.				

Is the agency in compliance with S.C. Code Ann. § 2-1-220, which requires submission of certain reports to the Legislative Services Agency for publication online and the State Library? (See also S.C. Code Ann. § 60-2-20).	Yes
	Yes

Reason agency is out of compliance: (if applicable)

Is the agency in compliance with various requirements to transfer its records, including electronic ones, to the Department of Archives and History? See the Public Records Act (S.C. Code Ann. § 20-1-10 through 20-1-180) and the South Carolina Uniform Electronic Transactions Act (S.C. Code Ann. § 26-6-10 through 26-10-210).	Yes
	Yes

Does the law allow the agency to promulgate regulations?	No
	No

Law number(s) which gives the agency the authority to promulgate regulations:

Has the agency promulgated any regulations?	Yes
	Yes

Is the agency in compliance with S.C. Code Ann. § 1-23-120 (J), which requires an agency to conduct a formal review of its regulations every five years?	Yes
	Yes

(End of Reorganization and Compliance Section)

# FY2023

## Strategic Plan Results

as submitted for the Accountability Report by:

H630 - Department of Education

- Goal 1 Support student health and safety needs.
- Goal 2 Strengthen standards, curriculum, instruction, and assessment alignment through differentiated supports.
- Goal 3 Enhance public educational systems to include infrastructures, opportunities, resources, data, and technology.
- Goal 4 Promote educator and school leader development.

Perf. Measure Number	Description	Base	Target	Actual	Value Type	Desired Outcome	Time Applicable	Calculation Method	Data Source	Data Location	Stakeholder Need Satisfied	Primary Stakeholder	State Funded Program Number Responsible	Notes
<b>1.1 Support student physical and mental health</b>														
<b>State Objective: Maintaining Safety, Integrity and Security</b>														
1.1.1	Access to mental health professionals in every school	49%	65%	46.9%	Percent	equal to or greater than	Other	Count number of schools with onsite or remotely accessible (telehealth) mental health professionals (including psychologists)	Internal Records	Office of Student Intervention Services (OSIS) via Dept. of Mental Health district staff	Increased access to mental health professionals	Students	4400.204001.000	
1.1.2	Percent students scoring in the Healthy Fitness Zone for cardiorespiratory fitness	43%	50%	0%	Percent	equal to or greater than	State Fiscal Year (July 1 - June 30)	One of 3 tests: aerobic, 1 mile run or walk test	FitnessGram Data (PE Teacher assessments)	Office of Health and Nutrition	Understand the need for physical wellbeing of students	Students	4400.201000.000	SC DHEC has not yet finalized the report for 2022-2023
1.1.3	Number summer food sites	1,555	2,000	1,911	Count	equal to or greater than	State Fiscal Year (July 1 - June 30)	Count total number of summer food sites (SFSF and SSO) in year	Internal Records	Office of Health and Nutrition	Access to well balanced meals while school is not in session	Students	Federally Funded	
<b>1.2 Enhance school safety</b>														
<b>State Objective: Maintaining Safety, Integrity and Security</b>														
1.2.1	Percent of school buses less than 10 years or 100,000 miles	66%	65%	63%	Percent	equal to or greater than	State Fiscal Year (July 1 - June 30)	Count total number of buses greater than 100,000 miles plus the total number over ten years old. Divide this number and divide by total number of buses	Internal Records	Office of Transportation (OT)	Provide safe and efficient transportation to public school students	Students	3500.070000.000; 3500.090700X000; 3500.090900X000; 3500.091100X000; 3500.091500X000; 4400.900100.000; 9804.360000X000	On going supply chain constraints has delayed deployment of buses currently on order. If buses had been delivered on time, the FY 2022-2023 goal would have been 66.7%. Based on current delivery schedules, SCDE will meet its goal in the next 60 days.
1.2.2	Number of Certificates of Occupancies Issued	232	705	170	Count	equal to or greater than	State Fiscal Year (July 1 - June 30)	Count number of Certificate of Occupancy Documents issued to the school districts	Internal Records	Office of School Facilities	Faster turnaround time on approved building plans	School Districts	9800.030100X000	FY 2023 estimated number of COs solely based on the number of school building permits issued during the reference year that could have all construction complete and CO issued and included all previously issued permits from prior years. There were significant construction delays and/or large number of projects were postponed/put on hold or canceled by the districts.
<b>1.3 Promote positive school culture</b>														
<b>State Objective: Maintaining Safety, Integrity and Security</b>														
1.3.1	Number of family engagement workshops/technical assistance provided to schools and districts	14	20	24	Count	equal to or greater than	State Fiscal Year (July 1 - June 30)	Count the number of workshops held	Internal Records	Office of Student Intervention Services (OSIS)	Encourage communities and families to engage in student learning	Students	4400.204001.000	
1.3.2	Number of trainings provided to schools and districts on military transitions	11	12	14	Count	equal to or greater than	State Fiscal Year (July 1 - June 30)	Count the number of workshops held	Internal Records	Office of Student Intervention Services (OSIS)	Simplified transition process	Military Families and Students	4400.204001.000	
1.3.3	Number of behavioral prevention/intervention supports for schools and districts	64	60	113	Count	equal to or greater than	Other	Count number of TA/PD opportunities coordinated/facilitated	Internal Records	Office of Student Intervention Services (OSIS)	Access to information regarding appropriate behavioral preventions/interventions	Educators, Schools, and Districts	4400.204001.000	
<b>2.1 Increase supports needed to meet the Profile of the South Carolina Graduate</b>														
<b>State Objective: Education, Training, and Human Development</b>														
2.1.1	Percent of transformation coaches showing evidence of significant gains for their assigned schools	N/A	87%	95%	Percent	equal to or greater than	State Fiscal Year (July 1 - June 30)	Divided number of coaches showing evidence of significant gains by number of all coaches	Internal Records	Office of School Transformation	Assistance and guidance related to improving student performance.	Underperforming Schools and Districts, Students, and Educators	4400.204003X000	

Perf. Measure Number	Description	Base	Target	Actual	Value Type	Desired Outcome	Time Applicable	Calculation Method	Data Source	Data Location	Stakeholder Need Satisfied	Primary Stakeholder	State Funded Program Number Responsible	Notes	
2.1.2	Percentage of 17 to 21 year old students achieving measurable skill gains. (Measurable skill gains are defined as the number of students completing the high school diploma or the high school equivalency diploma, completing an educational functioning level, or exiting adult education and entering post-secondary education and/or training)	45%	46%		46%	Percent	equal to or greater than	State Fiscal Year (July 1 - June 30)	Divide the number of participants at the end of the school year who are 17 to 21 years of age with one or more outcomes by the total number of participants who are 17 to 21 years of age served at the end of the school year	Internal Records	Office of Adult Education (OAE)	Skills to succeed after completing the high school diploma or the high school equivalency diploma.	Students	4400.201000.000	
2.1.3	Diploma earners who are college OR career ready	N/A	87%	see additional info		Percent	equal to or greater than	State Fiscal Year (July 1 - June 30)	Report Card Measure	Internal Records	Division of Data, Technology and Agency Operations	Ensuring students are prepared to enter the workforce or higher education upon graduation	Students	9804.720000X000; 4400.204051X000; 4400.204050X000	This information is not yet available as it is based on the school report card measures.
2.1.4	Percentage of 22 year old students and above achieving measurable skill gains. (Measurable skill gains are defined as the number of students completing the high school diploma or the high school equivalency diploma, completing an educational functioning level, or exiting adult education and entering post-secondary education and/or training)	N/A	N/A		43%	Percent	equal to or greater than	State Fiscal Year (July 1 - June 30)	Divide the number of participants at the end of the school year who are 22 and above years of age with one or more outcomes by the total number of participants who are 22 and above years of age served at the end of the school year	Internal Records	Office of Adult Education (OAE)	Skills to succeed after completing the high school diploma or the high school equivalency diplom.	Students	4400.201000.000	
<b>2.2 Provide resources to improve the quality of instruction</b>													<b>State Objective: Education, Training, and Human Development</b>		
2.2.1	Number of students enrolled statewide in Child Early Reading Development and Education Program (CERDEP)	12,388	13,000		13,941	Count	equal to or greater than	State Fiscal Year (July 1 - June 30)	Calculate the total number of students served by CERDEP programming	Internal Records	Office of Early Learning and Literacy	Access to high quality 4k programs across the state	Students	4400.400000.000; 4400.203006X000	
2.2.2	New Instructional Materials Adoptions funded (number of funded subject areas)	46	25		93	Count	equal to or greater than	State Fiscal Year (July 1 - June 30)	Determine the number of areas to be funded by subtracting the cost of subject areas adopted from the availability of funds	Internal Records	Office of Finance-Instructional Materials	Materials aligned with State Standards	Students and Educators	2500.030000.000; 4400.203007X000; 9808.240000X000	
2.2.3	Number of students completing a Career and Technology Education (CTE) Program of Study	N/A	70%	The number of students completing a CTE program of study increased by 2,604 students over the previous year. The total number of completers is 18,198. This is an 85% growth.		Percent	equal to or greater than	State Fiscal Year (July 1 - June 30)	Count number of students completing a Career and Technology Education (CATE) Program of Study	Internal Records	Office of Career and Technology Education (OCTE)	Access to career and technology courses for students	Students, Schools, Districts	9805.490000X000	The OCTE is working diligently to bring the completer numbers back to exceed pre-COVID participation.
<b>2.3 Align assessments to improve teaching and learning</b>													<b>State Objective: Education, Training, and Human Development</b>		
2.3.1	Percent of participants demonstrating increased understanding of assessment literacy or use of summative statewide assessment data	90%	89%		99%	Percent	equal to or greater than	State Fiscal Year (July 1 - June 30)	By using an evaluation instrument, participants in targeted school districts will demonstrate 80% or higher understanding of assessment literacy and use of summative assessment data to increase teaching and learning.	Internal Records	Office of Assessment and Standards	Ensure students are equipped with appropriate understanding of concepts.	Students	4400.202001.000; 4400.202005X000; 0701.010000.000	
<b>3.1 Use data effectively to improve outcomes</b>													<b>State Objective: Education, Training, and Human Development</b>		
3.1.1	Number of districts with an Individuals with Disabilities Education Act (IDEA) determination of Meets Requirements	50	52		27	Count	equal to or greater than	State Fiscal Year (July 1 - June 30)	Number of districts that meet the IDEA determination of Meets Requirement, which consists of both compliance and outcome measures for special education	Internal Records	Office of Special Education Services	Ensure students with disabilities are provided all required protections.	Students with Disabilities	Federally Funded	
3.1.2	Key Performance Indicators (Breakfast Participation) for School Nutrition	N/A	33%		37%	Percent	equal to or greater than	State Fiscal Year (July 1 - June 30)	Total # of Breakfasts served / by total number of students with access to breakfast x the number of days in the school year.	Internal Records	Office of Health and Nutrition	Access to a well-balanced breakfast	Students	Federally Funded	
<b>3.2 Provide appropriate and efficient district, regional, and state level systems</b>													<b>State Objective: Education, Training, and Human Development</b>		
3.2.1	Percent of districts with an accreditation rating of All Clear	99%	99%		100%	Percent	equal to or greater than	State Fiscal Year (July 1 - June 30)	Count the number of districts with a rating of All Clear	Internal Records	Office of Federal and State Accountability	Ensuring all appropriate measures are in place and adhered to by districts	Districts, Schools, Students	44NW.992000X000	

Perf. Measure Number	Description	Base	Target	Actual	Value Type	Desired Outcome	Time Applicable	Calculation Method	Data Source	Data Location	Stakeholder Need Satisfied	Primary Stakeholder	State Funded Program Number Responsible	Notes
3.2.2	Number of districts under 1500 students who have submitted a preliminary plan for consolidation which result in actual consolidation.	8	2	6	Count	equal to or greater than	State Fiscal Year (July 1 - June 30)	Count number of districts who consolidate after submitting a preliminary plan to the SCDE	Internal Records	Division of Data, Technology and Agency Operations	Access to a high quality education throughout the entire state	Districts with less than 1,500 students	4400.204051X000; 4400.204050X000	
<b>3.3 Increase opportunities for students</b> <span style="float: right;">State Objective: Education, Training, and Human Development</span>														
3.3.1	Percent of CTE completers who earn a silver or higher on the National Career Readiness Certificate	73%	74%	18,198 Completers earned 17,583 National certifications resulting in 96.62% performance rate success.	Percent	equal to or greater than	State Fiscal Year (July 1 - June 30)	Divide number of CATE completers attaining industry certificates for year by total number of CATE completers who graduated	Internal Records	Office of Career and Technical Education (OCTE)	Access to career and technology courses for students	Students, Schools, Districts	9805.490000X000	Currently, the calculation method does not match the Performance Measure description. There should be two separate performance measures. One for certifications and should be adjusted for consideration of the upcoming tiered credential matrix. The second would be for the National career readiness certificate. However, the CTE Office does not have this data. This information is maintained in ORDA.
3.3.2	Number of students served by South Carolina Department of Education (SCDE) virtual programs	175,005	175,000	177,909	Count	equal to or greater than	State Fiscal Year (July 1 - June 30)	Count total number of students served in year	Internal Records	Office of Virtual Education (OVE)	Provide students with access to high quality instruction through virtual programs	Students, Schools, Districts	2005.010000.000	
<b>4.1 Enhance the quality and quantity of effective educators and school leaders</b> <span style="float: right;">State Objective: Education, Training, and Human Development</span>														
4.1.1	Traditional SC preparation program completers qualifying for educator certification	1,359	1,375	1,426	Count	equal to or greater than	State Fiscal Year (July 1 - June 30)	Count total number of first-time initial certificates issued to qualifying candidates who have completed a traditional preparation program in a South Carolina college or university.	Internal Records	Office of Educator Services (OES)	Preparation for the teaching field	Educators, Schools, and Districts	4400.502000.000	
4.1.2	Alternative Route candidates qualifying for educator certification	614	750	744	Count	equal to or greater than	State Fiscal Year (July 1 - June 30)	Count total number of Alternative Route candidates issued a conditional educator certificate for the first time.	Internal Records	Office of Educator Services (OES)	Preparation for the teaching field	Educators, Schools, and Districts	4400.502000.000	
4.1.3	Accreditation status of educator preparation providers	93%	100%	100%	Percent	Equal to or greater than	State Fiscal Year (July 1 - June 30)	Percentage of college and university educator preparation providers with full accreditation status (national or state)	Internal Records	Office of Educator Services (OES)	Preparation for the teaching field	Students, Schools, Districts	4400.502000.000	
<b>4.2 Support educators and school leaders in continuous development</b> <span style="float: right;">State Objective: Education, Training, and Human Development</span>														
4.2.1	Percentage of SC districts using SC Leadership, Effectiveness, Advancement & Development (LEAD) to provide feedback on instruction or targeted professional learning.	90%	75%	88%	Percent	equal to or greater than	State Fiscal Year (July 1 - June 30)	Number of unique districts using SCLead for teacher observation conferencing + (if different) # of unique districts using SCLead professional learning library to assign videos/# of unique districts	Internal Records	Office of Educator Effectiveness and Leadership Development (OEELD)	Effective educators in the classroom	Educators and Districts	4400.504015X000; 4400.504500.000	
4.2.2	Percent of SC principals rated proficient, or exemplary is at least 92%.	97%	95%	98%	Percent	equal to or greater than	Other	Of evaluations created in SCLead, % rated unsatisfactory, needs improvement, proficient, exemplary, or not reported.	Internal Records	Office of Educator Effectiveness and Leadership Development (OEELD)	Need for quality administration in schools	Students, Educators, Schools, and Districts	4400.504015X000; 4400.504500.000	
4.2.3	Percent of SC educators rated proficient, or exemplary is at least 92%.	98%	95%	98%	Percent	equal to or greater than	State Fiscal Year (July 1 - June 30)	Of evaluations created in SCLead, % rated unsatisfactory, needs improvement, proficient, exemplary, or not reported.	Internal Records	Office of Educator Effectiveness and Leadership Development (OEELD)	Need for quality educators in the classroom	Students, Educators, Schools, and Districts	4400.504015X000; 4400.504500.000	
<b>4.3 Provide development opportunities for educators and school leaders.</b> <span style="float: right;">State Objective: Education, Training, and Human Development</span>														
4.3.1	Percentage of Professional Learning Opportunities (PLO) participants who show evidence of their implementation of new learning in their classrooms	88%	89%	94%	Percent	equal to or greater than	State Fiscal Year (July 1 - June 30)	By using an evaluation instrument, 80% or more of participants in targeted school will determine that the professional learning content is actionable	Internal Records	Office of Assessment and Standards	Ability to implement new and innovative techniques in the classroom to provide high quality instruction	Students, Schools, Districts	4400.504005X000; 4400.203001.000	

Perf. Measure Number	Description	Base	Target	Actual	Value Type	Desired Outcome	Time Applicable	Calculation Method	Data Source	Data Location	Stakeholder Need Satisfied	Primary Stakeholder	State Funded Program Number Responsible	Notes
4.3.2	Number of participating schools in tiered technical support for personalized and competency-based learning	474	525	739	Count	equal to or greater than	State Fiscal Year (July 1 - June 30)	Count number of schools participating at each tier	Internal Records	Office of Personalized Learning	Ability for districts to provide instruction based on personalized and competency based learning	Students, Schools, Districts	4400.201000.000	
4.3.3	Percent of participants demonstrating leadership competencies by earning a microcredential.	89%	85%	93%	Percent	equal to or greater than	State Fiscal Year (July 1 - June 30)	% of participants in the Principal Induction Program; Leadership Enrichment and Development , and the Institute for District Administrators who earn a micro-credential related to the Profile leadership competencies	Internal Records	Office of Educator Effectiveness and Leadership Development (OEELD)	Access to information to help with professional growth of individuals	Educators, Schools, and Districts	4400.504015X000; 4400.504500.000	

# Strategic Plan Development

# FY2024

as submitted for the Accountability Report by:

H630 - Department of Education

- Goal 1** Develop and implement systems and supports to ensure a safe and a healthy school culture.
- Goal 2** Align state standards, curriculum, assessment, and professional development for maximum learning impact as evidenced by student achievement outcomes.
- Goal 3** Recruit and retain the highest quality teachers and administrators
- Goal 4** Develop and deploy HOPE Network infrastructure and support for districts currently or recently under state takeover status.

Perf. Measure Number	Description	Base	Target	Value Type	Desired Outcome	Time Applicable	Calculation Method	Data Source	Data Location	Stakeholder Need Satisfied	Primary Stakeholder	State Funded Program Number Responsible	Notes
<b>1.1</b> Compile a compendium of Character and Resiliency Education (CARE) resources for educators to access, promoting characteristics like integrity, courage, commitment, and citizenship. <b>State Objective: Maintaining Safety, Integrity and Security</b>													
1.1.1	Integrate programs into Instructional Hub for access in every school.	new measure	75%	Percent	Equal to or greater than	State Fiscal Year	75% of all schools with Instruction Hub Integration Dashboard access the CARE modules	Administrative Platform of Instruction Hub at SCDE (Internal)	Division of College, Career, and Military Readiness	Schools have common language and approach to use with students in building resiliency and improving their mental health and behavior.	Administration, teachers, and students	4400.703001.000	
<b>1.2</b> Analyze existing school safety and behavior trainings to assess and implement best practices <b>State Objective: Maintaining Safety, Integrity and Security</b>													
1.2.1	Review feedback from all safety/behavior trainings conducted in FY to build best practices	new measure		Count	Equal to or greater than	State Fiscal Year	Review of feedback from Count of total number of Safe Schools trainings held in FY.	Internal Records	Office of Student Support & Office of Safe Schools	Best practices implemented in SCDE, districts, SLED, and DPS to maintain safe school environment.	Districts, schools, teachers, students, parents, larger community	4400.703001.000	
<b>1.3</b> Partner with district and law enforcement agencies to ensure every school feels prepared to handle physical safety scenarios that may exist <b>State Objective: Maintaining Safety, Integrity and Security</b>													
1.3.1	Number of coordinated proactive facility surveys and other training with SLED		120	130	Count	Equal to or greater than	State Fiscal Year	Count total number of SCDE coordinated school trainings within FY	Internal Records	Office of Safe Schools	School campuses and district personnel increase knowledge, skills, and communications regarding how to handle safety-related issues.	Districts, schools, teachers, students, SLED, DPS, SCDE	4400.703001.000
<b>1.4</b> Enhance transportation safety. <b>State Objective: Maintaining Safety, Integrity and Security</b>													
1.4.1	Percent of school buses less than 10 years or 100,000 miles		66%	65%	Percent	Equal to or greater than	State Fiscal Year	Count total number of buses greater than 100,000 miles plus the total number over ten years old. Divide this number and divide by total number of buses	Internal Records	Office of Transportation	Provide safe and efficient transportation to public school students.	Students	3500.070000.000; 3500.090700X000; 3500.090900X000; 3500.091100X000; 3500.091500X000; 4400.900100.000; 9804.360000X000
<b>2.1</b> Train all K-3rd SC teachers in the Science of Reading <b>State Objective: Education, Training, and Human Development</b>													
2.1.1	Encourage participation of 10,000 teachers in LETRS training		5,650	10,000	Count	Equal to or greater than	State Fiscal Year	Count total number of educators enrolled in LETRS tra	Internal Records	Office of Early Learning and Literacy	Provide training on the Science of Reading to assist in teaching reading and building literacy skills.	Students and teachers	4400.202005x000; 4400.203001.000
<b>2.2</b> Streamline standards and materials to create clarity for educators delivering day-to-day instruction. <b>State Objective: Education, Training, and Human Development</b>													
2.2.1	Review and determine recommended ELA textbook adoption list for State Board approval and distribution to districts.	new measure		100% complete	Percent complete	Maintain range	State Fiscal Year	Create list of approved textbooks for districts to consider adopting that align with Science of Reading	Internal Records	Office of Finance - Instructional Materials	Districts and schools will have aligned SoR resources to support literacy development and student achievement in ELA (reading).	Students and teachers	4400.203007x000; 9808.240000x000
<b>2.3</b> Streamline standards and materials to create clarity for educators delivering day-to-day instruction. <b>State Objective: Education, Training, and Human Development</b>													
2.3.1	A transition/implementation plan will be developed for new math standards with reimagined course sequence and streamlined prioritization to improve math achievement	new measure		100% complete	Percent complete	Equal to or greater than	State Fiscal Year	All plan is completed and shared publically	Internal records	Office of Assessment and Standards	Better understanding for how to teach and assess math for higher achievement	Students and teachers	4400.203001.000
<b>2.4</b> Implementation of services and supports for districts will create trajectory for increased student achievement on SC Ready Assessment. <b>State Objective: Education, Training, and Human Development</b>													

Perf. Measure Number	Description	Base	Target	Value Type	Desired Outcome	Time Applicable	Calculation Method	Data Source	Data Location	Stakeholder Need Satisfied	Primary Stakeholder	State Funded Program Number Responsible	Notes
2.4.1	SC State Report Card shows 59% proficiency in ELA; 46% proficiency in math	54% ELA, 41% Math	59% ELA, 46% Math	Percent complete	Equal to or greater than	State Fiscal Year	Of evaluations created in SCLead, % rated unsatisfactory, needs improvement, proficient, exemplary, or not reported.	Internal records	Office of Research and Data Analysis	More SC students college, career, and/or military ready	Students, higher education institutions, businesses, military	4400.204050x000	
<b>3.1 Partner with TeachSC to increase the number of people interested in educator certification</b>													
<b>State Objective: Education, Training, and Human Development</b>													
3.1.1	Recruit potential teachers to apply with an Education Preparation Provider (EPP)	330	800	Count	Equal to or greater than	State Fiscal Year	TeachSC will calculate annual results of new subscribers from list generated from state EPPs	TeachSC	Office of Educator Services (OES)	Schools will have more teacher candidates to fill open positions	Schools, teachers, and students	4400.703001.000	
3.1.2	Identify/generate teacher certification leads via multiple marketing strategies in partnership with SCDE	2,300	2,500	Count	Equal to or greater than	State Fiscal Year	TeachSC will calculate annual results from marketing strategies used during reporting period.	TeachSC	Office of Educator Services (OES)	New potential teacher candidates	Schools, teachers, and students	4400.703001.000	
<b>3.2 Highlight teacher voices from across the state, promoting their professionalism, connections with students, and expertise levels.</b>													
<b>State Objective: Education, Training, and Human Development</b>													
3.2.1	Number of coaching calls given by teachers to interested parties.	426	550	Count	Equal to or greater than	State Fiscal Year	TeachSC will calculate annual results from tracking of coaching calls conducted	Teach SC	TeachSC	Potential teachers	Students, Schools, and Districts	Federally Funded	
<b>3.3 Enhance the quality and quantity of effective educators and school leaders</b>													
<b>State Objective: Education, Training, and Human Development</b>													
3.3.1	Traditional SC preparation program completers qualifying for educator certification	1,375	1,426	Count	equal to or greater than	State Fiscal Year (July 1 - June 30).	Count total number of program completers issued a standard educator certificate for the first time.	Internal Records	Office of Educator Services (OES)	Preparation for the teaching field	Educators, Schools, and Districts	4400.502000.000	
3.3.2	Alternative Route candidates qualifying for educator certification	750	744	Count	equal to or greater than	State Fiscal Year (July 1 - June 30).	Count total number of Alternative Route candidates issued a conditional educator certificate for the first time.	Internal Records	Office of Educator Services (OES)	Preparation for the teaching field	Educators, Schools, and Districts	4400.502000.000	
<b>3.4 Highlight teacher voices from across the state, promoting their professionalism, connections with students, and expertise levels.</b>													
<b>State Objective: Education, Training, and Human Development</b>													
3.4.1	Number of school and district personnel featured in social media content.	120	130	Count	Equal to or greater than	State Fiscal Year	Number of posts made during fiscal year highlighting teacher celebrations and achievements	Internal records	SCDE social media	Value and appreciation of Educators	Teachers and schools	Federally Funded	
<b>3.5 Support educators and school leaders in continuous development</b>													
<b>State Objective: Education, Training, and Human Development</b>													
3.5.1	Percentage of SC districts using SC Leadership, Effectiveness, Advancement & Development (LEAD) to provide feedback on instruction or targeted professional learning.	88%	88%	Percent	Equal to or greater than	State Fiscal Year	Number of unique districts using SCLead for teacher observation conferencing + (if different) # of unique districts using SCLead professional learning library to assign videos/# of unique districts	Office of Educator Effectiveness and Leadership Development (OEELD)	Internal Records	Effective educators in the classroom	Educators and Districts	4400.504015X000; 4400.504500.000	
3.5.2	Percent of SC principals rated proficient, or exemplary is at least 92%	98%	98%	Percent	Equal to or greater than	State Fiscal Year	Of evaluations created in SCLead, % rated unsatisfactory, needs improvement, proficient, exemplary, or not reported.	Office of Educator Effectiveness and Leadership Development (OEELD)	Internal Records	Need for quality administration in schools	Students, Educators, Schools, and Districts	4400.504015X000; 4400.504500.000	
3.5.3	Percent of SC educators rated proficient, or exemplary is at least 92%	98%	98%	Percent	Equal to or greater than	State Fiscal Year	Of evaluations created in SCLead, % rated unsatisfactory, needs improvement, proficient, exemplary, or not reported.	Office of Educator Effectiveness and Leadership Development (OEELD)	Internal Records	Need for quality educators in the classroom	Students, Educators, Schools, and Districts	4400.504015X000; 4400.504500.000	
<b>4.1 Ensure that each board is robustly trained, building capacity.</b>													
<b>State Objective: Public Infrastructure and Economic Development</b>													



Perf. Measure Number	Description	Base	Target	Value Type	Desired Outcome	Time Applicable	Calculation Method	Data Source	Data Location	Stakeholder Need Satisfied	Primary Stakeholder	State Funded Program Number Responsible	Notes
4.1.1	Develop and implement board training to assist district board members in reaching successful outcomes that will support increased student achievement.	new measure	100%	Percent	Maintain range	State Fiscal Year	All training is developed and delivered	Office of the Superintendent	Office of School Transformation	District Board Members have clarity on role and priorities to support schools in student achievement goals.	District board, districts, schools, and students	4400.204003x000	
<b>4.2 Shared services menu offerings</b>		<b>State Objective: Public Infrastructure and Economic Development</b>											
4.2.1	Develop list of services, cost structure, and supports to strengthen district IT infrastructures.	new measure	100%	Percent	Maintain range	State Fiscal Year	Services Menu created to address current district gaps in IT services, supports, and potential security breaches.	Office of the Superintendent	Office of School Transformation	Improved IT district functions that will provide student learning supports and protect sensitive data.	District, schools, teachers, students	4400.204003x000	
<b>4.3 Develop and communicate success criteria for district control change in status.</b>		<b>State Objective: Public Infrastructure and Economic Development</b>											
4.3.1	Action plan established between SCDE and district with quarterly monitoring and feedback on progress against success criteria.	new measure	100%	Percent	Maintain range	State Fiscal Year	No overall school or academic achievement score will be unsatisfactory.	Office of Chief Academic Officer	Office of School Transformation	Sustained increase in student achievement and career, college, and/or military preparedness.	District, students, educators, businesses, higher learning institutions, military	4400.204003x000	

# 2023

## Budget Data

as submitted for the Accountability Report by:

### H630 - Department of Education

State Funded Program No.	State Funded Program Title	Description of State Funded Program	(Actual) General	(Actual) Other	(Actual) Federal	(Actual) Total	(Projected) General2	(Projected) Other	(Projected) Federal4	(Projected) Total
0107.000000.000	Superintendent Of Education	Support agency work and education entities through administrative efforts of State Superintendent	\$ 21,915,414.05	\$ 21,411,236.50	\$ 10,574,007.22	\$ 53,900,657.77	\$ 30,076,019.30	\$ 20,996,090.00	\$ 131,249,813.25	\$ 182,321,922.55
0201.000000.000	Board Of Education	Support agency work and education entities through efforts of the State Board of Education	\$ 175,061.31	\$ 17,050.00	\$ -	\$ 192,111.31	\$ 258,034.00	\$ -	\$ -	\$ 258,034.00
0700.400100.000	Educational Accountability Act	Support implementation of the Education Accountability Act	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0700.500000.000	SCOICC	Support the SC Occupational Information System and provide a vast array of career development products and services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0701.010000.000	Operations	Support state's education accountability system including: standards development and implementation; state and federally mandated assessments for students; professional development and SLOs; assistance to low performing schools; report card creation and distribution; state data collection and maintenance; and technological support to the agency and school districts	\$ -	\$ -	\$ 13,673,604.13	\$ 13,673,604.13	\$ -	\$ -	\$ -	\$ -
1513.000000.000	Chief Information Office	Support agency information distribution and sharing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2005.010000.000	School Effectiveness & Virtual SC	Support agency implementation, education entities, and students as it relates to college and career readiness and students who take courses directly through VirtualSC. Also supports educator certification and teacher and leader development.	\$ 8,401,352.21	\$ 312,312.50	\$ 18,987,214.04	\$ 27,700,878.75	\$ 15,117,527.00	\$ -	\$ 4,500,000.00	\$ 19,617,527.00
2500.010000.000	STOCK - PLTRY HLTH	Support expenses of the federal food distribution program through the collection of claim payments for donated food losses.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2500.010100.000	Finance & Operations	Support financial operations to the education system and agency	\$ -	\$ -	\$ 75,117,794.85	\$ 75,117,794.85	\$ -	\$ -	\$ -	\$ -
2500.010500.000	Aid To Other Entities	Support training for school board members as required by state statute.	\$ 5,617.00	\$ -	\$ -	\$ 5,617.00	\$ 5,617.00	\$ -	\$ -	\$ 5,617.00
2500.030000.000	Instructional Materials	Support the state textbook system	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3500.070000.000	Bus Shops	Support state pupil transportation system	\$ 139,023,399.72	\$ 19,311,232.45	\$ -	\$ 158,334,632.17	\$ 154,622,552.08	\$ 19,935,122.00	\$ -	\$ 174,557,674.08
3500.090700X000	EAA Transportation	Support state pupil transportation system	\$ 3,326,032.00	\$ -	\$ -	\$ 3,326,032.00	\$ 7,327,698.18	\$ -	\$ -	\$ 7,327,698.18
3500.090900X000	EEDA Transportation	Support state pupil transportation system	\$ 637,056.00	\$ -	\$ -	\$ 637,056.00	\$ 1,861,109.66	\$ -	\$ -	\$ 1,861,109.66
3500.091100X000	Bus Purchases	Support state pupil transportation system	\$ 3,923,830.94	\$ -	\$ -	\$ 3,923,830.94	\$ 6,170,320.41	\$ -	\$ -	\$ 6,170,320.41
3500.091500X000	Bus Leases	Support state pupil transportation system	\$ 2,699,835.21	\$ -	\$ -	\$ 2,699,835.21	\$ 5,935,601.34	\$ -	\$ -	\$ 5,935,601.34
3501.050000.000	Support Operations	Support operations to the SC education system to include the pupil transportation system, nutrition services, school building services, and Medicaid services	\$ -	\$ 1,551,710.00	\$ 6,017,574.28	\$ 7,569,284.28	\$ 23,698.00	\$ -	\$ -	\$ 23,698.00
4400.201000.000	Student Learning	Support various student learning initiatives funded via the Education Improvement Act	\$ -	\$ 64,038,059.94	\$ -	\$ 64,038,059.94	\$ -	\$ 64,613,629.04	\$ -	\$ 64,613,629.04

State Funded Program No.	State Funded Program Title	Description of State Funded Program	(Actual) General	(Actual) Other	(Actual) Federal	(Actual) Total	(Projected) General	(Projected) Other	(Projected) Federal	(Projected) Total
4400.201010X000	EEDA	Support initiatives under the Education and Economic Development Act	\$ -	\$ 8,505,062.92	\$ -	\$ 8,505,062.92	\$ -	\$ 10,826,513.95	\$ -	\$ 10,826,513.95
4400.202001.000	Student Testing	Support operations related to student assessments in the state	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4400.202005X000	Assessment/Testing	Support actual costs of assessments in the state	\$ -	\$ 30,078,006.48	\$ -	\$ 30,078,006.48	\$ -	\$ 40,967,670.74	\$ -	\$ 40,967,670.74
4400.203001.000	Curriculum & Standards	Support the development and implementation of African American Curriculum	\$ -	\$ 186,524.43	\$ -	\$ 186,524.43	\$ -	\$ 155,652.00	\$ -	\$ 155,652.00
4400.203006X000	Reading	Support the operational costs of reading/literacy coaches and reading recovery	\$ -	\$ 3,240,010.37	\$ -	\$ 3,240,010.37	\$ -	\$ 3,271,026.00	\$ -	\$ 3,271,026.00
4400.203007X000	Instructional Materials	Support instructional materials used for instruction in the free public schools of the state.	\$ -	\$ 63,161,554.70	\$ -	\$ 63,161,554.70	\$ -	\$ 20,922,839.00	\$ -	\$ 20,922,839.00
4400.204001.000	Assist, Intervention & Reward	Support for intervention services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4400.204003X000	EAA Technical Assistance	Support for low performing schools in the state	\$ -	\$ 22,714,324.66	\$ -	\$ 22,714,324.66	\$ -	\$ 24,063,223.67	\$ -	\$ 24,063,223.67
4400.204050X000	Power Schools/Data Collection	Support for operations of the state's student information system	\$ -	\$ 7,430,026.33	\$ -	\$ 7,430,026.33	\$ -	\$ 9,486,785.49	\$ -	\$ 9,486,785.49
4400.204051X000	School Value Added Instrument	Support for the state's value added system	\$ -	\$ 905,458.76	\$ -	\$ 905,458.76	\$ -	\$ 1,658,567.20	\$ -	\$ 1,658,567.20
4400.400000.000	Early Childhood Education	Support for half-day and full-day early childhood programs in the state	\$ -	\$ 73,798,143.38	\$ -	\$ 73,798,143.38	\$ -	\$ 79,147,319.29	\$ -	\$ 79,147,319.29
4400.502000.000	Certification	Support operations for educator certification	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4400.503005X000	Teacher Of The Year	Support for the district and state teacher of the year program	\$ -	\$ 149,633.50	\$ -	\$ 149,633.50	\$ -	\$ 155,000.00	\$ -	\$ 155,000.00
4400.503010X000	Teacher Quality Commission	Support efforts focused on attracting and retaining educators in difficult-to-staff rural districts	\$ -	\$ 255,715.28	\$ -	\$ 255,715.28	\$ -	\$ 372,724.00	\$ -	\$ 372,724.00
4400.503015.000	Retention & Reward	Support efforts focused on teacher recruitment and retention	\$ -	\$ 626,329,424.13	\$ -	\$ 626,329,424.13	\$ -	\$ 628,155,034.87	\$ -	\$ 628,155,034.87
4400.504005X000	Professional Development	Support standards and resource development	\$ -	\$ 1,847,040.21	\$ -	\$ 1,847,040.21	\$ -	\$ 5,263,551.69	\$ -	\$ 5,263,551.69
4400.504015X000	Adept	Support for the teacher evaluation program	\$ -	\$ 873,909.00	\$ -	\$ 873,909.00	\$ -	\$ 873,909.00	\$ -	\$ 873,909.00
4400.504500.000	ADEPT	Support for salary to support the teacher evaluation program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4400.703001.000	State	Support K-12 technology and other leadership needs associated with EIA initiatives	\$ -	\$ 6,025,385.22	\$ -	\$ 6,025,385.22	\$ -	\$ 44,520,605.00	\$ -	\$ 44,520,605.00
4400.750000.000	EIA Employer Contributions	Support for Employer Contributions funded in the EIA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4400.803000.000	Other Agencies & Entities	Other entity appropriated and paid under H630	\$ -	\$ 15,902,000.00	\$ -	\$ 15,902,000.00	\$ -	\$ 1,304,313.00	\$ -	\$ 1,304,313.00

State Funded Program No.	State Funded Program Title	Description of State Funded Program	(Actual) General	(Actual) Other	(Actual) Federal	(Actual) Total	(Projected) General2	(Projected) Other	(Projected) Federal3	(Projected) Total
4400.900100.000	Transportation	Support for parts, fuel, and other bus maintenance expenditures for the state pupil transportation system	\$ -	\$ 22,024,192.32	\$ -	\$ 22,024,192.32	\$ -	\$ 22,032,195.00	\$ -	\$ 22,032,195.00
4400.910500X000	Charter School District	Support for virtual and brick and mortar charter schools	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4400.912000X000	South Carolina Public Charter Schools	Support for virtual and brick and mortar charter schools	\$ -	\$ 243,822.69	\$ -	\$ 243,822.69	\$ -	\$ 3,798,565.69	\$ -	\$ 3,798,565.69
4400.990100.000	EIA Non-Recurring	NEW	\$ -	\$ 5,771,761.00	\$ -	\$ 5,771,761.00	\$ -	\$ 117,920,001.00	\$ -	\$ 117,920,001.00
44NW.991300X000	Computer Science Cert and Prof Learning	Support computer science certification and professional development efforts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
44NW.991500X000	Instructional Materials	Support instructional materials used for instruction in the free public schools of the state.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
44NW.991600X000	SDE Grants Committee	Support grants awarded to support supplemental academic needs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
44NW.991700X000	South Carolina Public Charter Schools	Support for virtual and brick and mortar charter schools	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
44NW.991800X000	Full Day 4K (First Steps)	Support for full-day 4K programs provided by First Steps	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
44NW.991900X000	Full Day 4K (SDE)	Support for full-day public 4K programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
44NW.992000X000	Aid to Districts	Support for districts' various needs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
44NW.992100X000	Pattison's Academy (H630)	Support for initiative funded by the general assembly with non-recurring funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
44NW.992200X000	Meyer Center (H630)	Support for initiative funded by the general assembly with non-recurring funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
44NW.992300X000	The Continuum (H630)	Support for initiative funded by the general assembly with non-recurring funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
44NW.992400X000	Carolina Collaborative for Alternative Preparation (H630)	Support for initiative funded by the general assembly with non-recurring funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000.150000.000	Special Allocations	Support funding for districts and other entities to carryout specific purposes	\$ 1,500,411.00	\$ -	\$ -	\$ 1,500,411.00	\$ 1,808,266.00	\$ -	\$ -	\$ 1,808,266.00
6001.000000.000	INFO TECHNOLOGY	Support for information technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6001.010000.000	Distribution To Subdivisions	Support district and school operations, activities, and improvement	\$ 366,898,518.37	\$ 90,167.93	\$ 1,812,717,099.16	\$ 2,179,705,785.46	\$ 305,896,107.00	\$ 2,676,463.00	\$ 2,910,500,000.00	\$ 3,219,072,570.00
6002.010100X000	State Aid to Classrooms	Support district and school operations, activities, and improvement	\$ 3,218,744,377.21	\$ -	\$ -	\$ 3,218,744,377.21	\$ 3,192,351,124.14	\$ -	\$ -	\$ 3,192,351,124.14
6002.150500X000	School Safety Program	Support for School Resource Officer program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
75NW.100000X000	South Carolina Public Charter Schools	Support for virtual and brick and mortar charter schools	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9500.050000.000	State Employer Contributions	Support fringe benefits of agency employees	\$ 15,596,339.66	\$ 4,848,111.49	\$ 5,267,014.77	\$ 25,711,465.92	\$ 15,552,206.00	\$ 3,861,777.45	\$ 5,793,716.25	\$ 25,207,699.70
9800.010100X000	Hazardous Transportation	Support for district hazardous transportation forgiveness	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

State Funded Program No.	State Funded Program Title	Description of State Funded Program	(Actual) General	(Actual) Other	(Actual) Federal	(Actual) Total	(Projected) General2	(Projected) Other	(Projected) Federal4	(Projected) Total
9800.030100X000	Statewide Facilities Assessment	Support for district facility assessments	\$ -	\$ 43,272.51	\$ -	\$ 43,272.51	\$ -	\$ 722,785.85	\$ -	\$ 722,785.85
9800.090100X000	School District Capital Improvements	Support for school district capital improvements	\$ 33,125,000.00	\$ -	\$ -	\$ 33,125,000.00	\$ 73,406,250.00	\$ -	\$ -	\$ 73,406,250.00
9800.130100X000	Lakes And Bridges Charter School - Capital	Support for Lakes and Bridges Charter School Capital projects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9800.150100X000	CHARTER SCH FY21 FD	Support for public charter schools	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9803.050000X000	Grades 6-8 Reading,Math,Science	Support for grades 6-8 reading, math, and science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9803.290000X000	Integrated Teach Certification & Compensation System	Support for an integrated certification and compensation data system	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 83,334.26	\$ -	\$ 83,334.26
9803.480000X000	School Bus - Operating Expenses	Support for bus shop operating expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9804.360000X000	School Buses	Support for school bus purchase and operations	\$ -	\$ 5,932,400.32	\$ -	\$ 5,932,400.32	\$ 3,539.10	\$ 16,082,037.59	\$ -	\$ 16,085,576.69
9804.720000X000	Dynamic Report Card System	Support for a dynamic report card system	\$ -	\$ 131,060.04	\$ -	\$ 131,060.04	\$ -	\$ -	\$ -	\$ -
9804.730000X000	Reading Partners	Support for Reading Partners	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9805.440000X000	Hold-Harmless Transitions Payments for Charter Schools	Support for hold-harmless payments for charter schools	\$ 1,656.00	\$ -	\$ -	\$ 1,656.00	\$ 1,157,169.57	\$ -	\$ -	\$ 1,157,169.57
9805.490000X000	College & Career Readiness	Support for college and career readiness initiatives	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9805.640000X000	Efficiency Study	Support for school district efficiency studies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 190,000.00	\$ -	\$ 190,000.00
9808.240000X000	Instructional Materials	Support the state textbook system	\$ -	\$ 5,347,163.71	\$ -	\$ 5,347,163.71	\$ -	\$ 35,778,528.32	\$ -	\$ 35,778,528.32
9800.140100X000	FY 20-21 Teacher Step Increases	NEW	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

2023

Legal Data

as submitted for the Accountability Report by:

H630 - Department of Education

Law number	Jurisdiction	Type	Description	Purpose the law serves:	Notes:	Changes made during FY2023
1.100	State	FY 2020-21 Proviso	(SDE: Governors Schools Transfer Plan) The Governors School for the Arts and Humanities and the Governors School for Science and Mathematics shall each work with the Department of Administration, Executive Budget Office, in consultation with the Department of Education, to develop a plan to operate their school independently from the Department of Education. The plans should include, but are not limited to, proposed program structure, the amount of personal services, operating expenses, and employer contributions funding which will be transferred from the Department of Education, and personnel required to perform human resource and accounting functions. A report shall be submitted to the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee and the Governor by December 1, 2021.	Requires a manner of delivery		Repealed
1.89	State	FY22-23 Proviso	(SDE: ESSER Funds) Of the funds appropriated to the Department of Education, the department shall ensure that school districts are made aware of all the permissible uses of ESSER funds that are at their disposal. The department shall provide training and technical support to district personnel throughout the process.	Requires a manner of delivery		Amended Proviso Number Only
1.90	State	FY22-23 Proviso	(SDE: ESSER Monthly Funding Report) The Department of Education is required to submit a monthly report to the Department of Administration, Executive Budget Office documenting the expenditure of federal funds allocated to South Carolina through the Elementary and Secondary Emergency Education Relief Fund and the Emergency Assistance to Non-Public Schools Program. The Executive Budget Office, in collaboration with the Senate Finance Committee and the House Ways and Means Committee, shall determine how the data will be reported. The data shall document how federal funds are expended at the state and district level in accordance with federal guidelines on allowable expenditures and shall include information on how the funds have been used to offset the learning loss students are facing and mitigations taken due to the COVID-19 pandemic. The Department of Education and the Executive Budget Office shall post the monthly reports on their websites.	Report our agency must/may provide		Amended Proviso Number Only
1.91	State	FY22-23 Proviso	(SDE: Public School Virtual Program Funding) For Fiscal Year 2021-22, school districts shall be permitted to offer a virtual education program for up to five percent of its student population based on the most recent 135 day ADM count without impacting any state funding. The Department of Education shall establish guidelines for the virtual program and parameters students must meet in order to participate in the virtual program. School districts must submit their plans for the virtual program to the State Board of Education for approval. School districts offering a virtual program must report their ADM counts for students participating in their virtual program and the number of students participating face to face for the 5th, 45th, 90th, and 135th day to the Department of Education. For every student participating in the virtual program above the five percent threshold, the school district will not receive 47.22% of the State per pupil funding provided to that district as reported in the latest Revenue and Fiscal Affairs revenue per pupil report pursuant to Proviso 1.3. This amount shall be withheld from the EFA portion of the State Aid to Classrooms district allocation and, if necessary, the state minimum teacher salary schedule portion of State Aid to Classrooms. The five percent threshold shall not apply to students whose IEP or 504 status requires their participation in a program administered in a virtual format.	Requires a manner of delivery		Amended Proviso Number Only
1.92	State	FY22-23 Proviso	(SDE: Capital Funding for Disadvantaged Schools) The funds appropriated for Capital Funding for Disadvantaged Schools shall be prioritized by the Department of Education pursuant to subsections (A) and (B). (A) Up to \$15,000,000 of the funds shall be made available first to a local school district or districts with an average daily membership that is less than 5000, based on the most recent student count received by the department, and that is located within a county ranked as Tier IV pursuant to Section 12-6-3360(B) for 2018 which chooses to consolidate with another school district located in the same county, or to a school district that is under state takeover and is consolidating school buildings as directed by the State Superintendent of Education. The funds may be used to support costs directly related to the consolidation which shall include, but are not limited to, salary adjustments, facilities, debt mitigation, millage rate adjustments, transportation, technology and other factors for which the district demonstrates are necessary to complete consolidation. On or before August 1, the eligible districts must submit a preliminary plan and timeline for pursuing consolidation, including the use of the consolidation funds requested, to the Department of Education for review and approval. When the department has approved the final plan, the districts shall forward the plan to the local legislative delegation outlining the specific request that local legislation be enacted to effect the consolidation. The legislation may include, but is not limited to, composition of the consolidated board, transition procedures, and disposition and/or assumption of district assets and liabilities. Upon approval of a consolidation plan, the department shall make an initial allocation to the impacted districts and shall allocate remaining funds upon enactment of legislation formally consolidating the districts for the benefit of the consolidated district. (B) The remaining funds shall be set aside by the department to create a source of state funding for local school district infrastructure based on need. Additional funds may be appropriated by the General Assembly with either recurring or non-recurring funds from the General Fund, EIA or lottery. Federal funds authorized by a federal agency or authorized by the General Assembly may also be included in this fund. The fund may also accept gifts from private sources. The department shall submit recommendations to the Senate Finance Committee and the House Ways and Means Committee to establish guidelines for the program consisting of award criteria, conditions for the awards and any match requirements by December 31. Criteria shall include, but not be limited to, consideration of a districts index of taxing ability, consideration of a districts or countys per capita income and the age and condition of the districts existing academic buildings as well as the ability to commence construction in a timely matter and the quality of the application. For purposes of this provision, school infrastructure shall not include unimproved real property, centralized district administration facilities, or other facilities, including those normally	Requires a manner of delivery		Amended
1.93	State	FY22-23 Proviso	(SDE: Partisanship Curriculum) For the current fiscal year, of the funds allocated by the Department of Education to school districts, no monies shall be used by any school district or school to provide instruction in, to teach, instruct, or train any administrator, teacher, staff member, or employee to adopt or believe, or to approve for use, make use of, or carry out standards, curricula, lesson plans, textbooks, instructional materials, or instructional practices that serve to inculcate any of the following concepts: (1) one race or sex is inherently superior to another race or sex; (2) an individual, by virtue of his race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously; (3) an individual should be discriminated against or receive adverse treatment solely or partly because of his race or sex; (4) an individuals moral standing or worth is necessarily determined by his race or sex; (5) an individual, by virtue of his race or sex, bears responsibility for actions committed in the past by other members of the same race or sex; (6) an individual should feel discomfort, guilt, anguish, or any other form of psychological distress on account of his race or sex; (7) meritocracy or traits such as a hard work ethic are racist or sexist, or were created by members of a particular race to oppress members of another race; and (8) fault, blame, or bias should be assigned to a race or sex, or to members of a race or sex because of their race or sex. Nothing contained herein shall be construed as prohibiting any professional development training for teachers related to issues of addressing unconscious bias within the context of teaching certain literary or historical concepts or issues related to the impacts of historical or past discriminatory policies.	Not related to agency deliverable.		Amended Proviso Number Only
1.94	State	FY22-23 Proviso	(SDE: Retired Teacher Salary Negotiation) With funds appropriated for State Aid to Classrooms, when hiring retired teachers for the 2021-22 school year, school districts uniformly may negotiate salaries below the school district salary schedule.	Not related to agency deliverable		Amended Proviso Number Only

Law number	Jurisdiction	Type	Description	Purpose the law serves:	Notes:	Changes made during FY2023
1.95	State	FY22-23 Proviso	(SDE: Mask Mandate Prohibition) No school district, or any of its schools, may use any funds appropriated or authorized pursuant to this act to require that its students and/or employees wear a facemask at any of its education facilities. This prohibition extends to the announcement or enforcement of any such policy.	Not related to agency deliverable		Amended Proviso Number Only
1.86	State	FY22-23 Proviso	(SDE: Formative Assessment Data) For the 2021-2022 school year, districts must ensure all students in first through ninth grades are assessed using a state approved interim assessment tool during the fall, winter, and spring. School districts shall provide all 2020-2021 and 2021-2022 interim and formative assessment data scores by grade and school to the Department of Education. The department is directed to compile the information received and submit a comprehensive report regarding performance on such assessments to the General Assembly by January 31 of the current fiscal year. Any school district failing to provide this data to the department shall have ten percent of their EFA funding withheld until the data is provided.	Report our agency must/may provide		Amended Proviso Number Only
1.87	State	FY22-23 Proviso	(SDE: School District Employees Data) By October 1, 2021, school districts shall provide a report detailing school, district administration, and Career Centers employees to the Department of Education. The report shall specify job duties and indicate the number of individuals whose primary job is to provide classroom instruction. The department is directed to compile the information received into a comprehensive report and submit such report to the General Assembly	Not related to agency deliverable		Amended Proviso Number Only
1A.68	State	FY22-23 Proviso	(SDE-EIA: Return to Covered Employment) For compensation earned during the current fiscal year, the earnings limitation imposed pursuant to Sections 9-1-1790(A)(1) and 9-1-90(4)(a)(i) of the 1976 Code does not apply if the retired member is hired by the Department of Education to primarily provide services to the department for its tiered system of support for underperforming schools and districts. The department may not pay a retiree who qualifies for the earnings limitation exception under this provision more than \$125,000 per year. The department may only use this provision for a maximum of twenty employees during the fiscal year. The department shall report the number of employees hired under this provision to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee by June 30.	Report our agency must/may provide		Amended Proviso Number Only
1A.69	State	FY22-23 Proviso	(SDE-EIA: Kindergarten Start Dates) A district superintendent or charter school authorizer may submit a request to the department to waive the minimum one hundred eighty day school attendance requirement for kindergarten students for the purpose of scheduling a readiness assessment. Upon approval of the waiver request, the approved school may stagger administering the readiness assessment to kindergarten students during the first five days of the academic year.	Not related to agency deliverable		Amended Proviso Number Only
1.3	State	FY22-23 Proviso	(SDE: State Aid to Classrooms) Funding formula for the State's contribution to the Aid to Classrooms program for direct instruction of students in kindergarten through grade twelve.	Distribute finding to another entity		Amended
1.4	State	FY22-23 Proviso	(SDE:EFA - Formula)	Distribute finding to another entity	Proviso was deleted from the FY 22-23 budget	Repealed
1.21	State	FY22-23 Proviso	(SDE: Governor's School Leave Policy)	Not related to agency deliverable.	Proviso was deleted from the FY 22-23 budget	Repealed
1.27	State	FY22-23 Proviso	(SDE: Governor's School for the Arts and Humanities Carry Forward)	Not related to agency deliverable.	Proviso was deleted from the FY 22-23 budget	Repealed
1.28	State	FY22-23 Proviso	(SDE: Governor's Schools' Fees)	Not related to agency deliverable.	Proviso was deleted from the FY 22-23 budget	Repealed
1.43	State	FY22-23 Proviso	(SDE: Governor's Schools Residency Requirement)	Not related to agency deliverable.	Proviso was deleted from the FY 22-23 budget	Repealed
1.58	State	FY22-23 Proviso	(SDE: Governor's Schools Informational Access to Students)	Not related to agency deliverable.	Proviso was deleted from the FY 22-23 budget	Repealed

Law number	Jurisdiction	Type	Description	Purpose the law serves:	Notes:	Changes made during FY2023
1.81	State	FY22-23 Proviso	(SDE: Educational Services for Children with Disabilities Report)	Report our agency may/must provide	Proviso was deleted from the FY 22-23 budget	Repealed
1.84	State	FY22-23 Proviso	(SDE: Master's Plus Thirty)	Requires a manner of delivery	Proviso was deleted from the FY 22-23 budget	Repealed
1.88	State	FY22-23 Proviso	(SDE: Governor's Schools Transfer Plan)	Not related to agency deliverable.	Proviso was deleted from the FY 22-23 budget	Repealed
1.96	State	FY22-23 Proviso	(SDE: Capital Improvement Payments)	Distribute finding to another entity	Proviso was deleted from the FY 22-23 budget	Repealed
1.97	State	FY22-23 Proviso	(SDE: Magnet School Athletics) Public magnet schools that share a physical campus with another public magnet school must allow any student enrolled at a school on that physical campus to participate in an athletic sport not offered at the school in which the student is enrolled, provided the student meets all age and academic requirements for participation.	Not related to agency deliverable.		Added
1.98	State	FY22-23 Proviso	(SDE: Basic Skills for Admission to Teacher Preparation Program/Praxis Core)	Not related to agency deliverable.	Proviso was deleted from the FY 22-23 budget	Repealed
1.99	State	FY22-23 Proviso	(SDE: Noncertified Teacher Hiring) A school district may hire noncertified teachers in critical needs geographic areas and subject areas if a certified teacher is not available.	Requires a service		Added
1.100	State	FY22-23 Proviso	(SDE: High School Assigned Readings)	Not related to agency deliverable.	Proviso was deleted from the FY 22-23 budget	Repealed
1.101	State	FY22-23 Proviso	(SDE: Graduation Requirements) Update the high school graduation requirements to include a required half credit in personal finance	Funding agency deliverable(s)		Added
1.102	State	FY22-23 Proviso	(SDE: Charter School Management Organizations) A person paid or employed by an Education Management Organization (EMO) or a Charter Management Organization (CMO) shall not be allowed to serve on the board of any charter school sponsored by a public school district, the South Carolina Public Charter School District, or a public or independent institution of higher learning if the EMO or CMO is contracted to provide any services to the charter school.	Not related to agency deliverable.		Added
1.103	State	FY22-23 Proviso	(SDE: First Steps Transfer Plan)	Not related to agency deliverable.	Proviso was deleted from the FY 22-23 budget	Repealed



Law number	Jurisdiction	Type	Description	Purpose the law serves:	Notes:	Changes made during FY2023
1.104	State	FY22-23 Proviso	(SDE: Charter School Accountability)	Not related to agency deliverable.	Proviso was deleted from the FY 22-23 budget	Repealed
1.105	State	FY22-23 Proviso	(SDE: READY Program) Funds for the Resources for Early Acceleration and Development in Youth (READY) program must be awarded by the South Carolina First Steps to School Readiness Board of Trustees to First Steps local partnerships through a competitive and targeted grants process.	Distribute finding to another entity		Added
1.106	State	FY22-23 Proviso	(SDE: Education Data Dashboard) The Education Oversight Committee is directed to pilot an Education Data Dashboard.	Report our agency may/must provide		Added
1.107	State	FY22-23 Proviso	(SDE: Dyslexia Screener) Establish the Learning Ally - USC Literacy Screener Pilot Project	Funding agency deliverable(s)		Added
1.108	State	FY22-23 Proviso	(SDE: Teaching Transformation Pilot Program) The University of South Carolina's College of Education for the design and implementation of a pilot program to reinvent and transform the state's teaching profession.	Distribute finding to another entity		Added
1.109	State	FY22-23 Proviso	(SDE: Base Student Cost/EFA) For Fiscal Year 2022-23, references to Base Student Cost and EFA for reimbursement purposes for other entities shall have the same meaning as in the previous fiscal year. For Fiscal Year 2022-23, references to Base Student Cost and EFA for withholding purposes shall mean a withholding of State Aid to Classroom. From funds appropriated to the Department of Education, the department will make recommendations in their annual budget request for any changes to Base Student Cost or EFA references in the annual appropriations act.	Distribute finding to another entity		Added
1.110	State	FY22-23 Proviso	(SDE: Educational Services for Children with Disabilities Report) Report from the Department to the Joint Citizens and Legislative Committee on Children and to the Revenue and Fiscal Affairs Office on targets identified from the Annual Performance Report.	Report our agency may/must provide		Added
1.111	State	FY22-23 Proviso	(SDE: Basic Skills Assessment Pilot)	Not related to agency deliverable.	Proviso was deleted from the FY 22-23 budget	Repealed
1.112	State	FY22-23 Proviso	(SDE: Participation in Athletics)	Not related to agency deliverable.	Proviso was deleted from the FY 22-23 budget	Repealed
1.113	State	FY22-23 Proviso	(SDE: Surplus Property) LEAs must give governmental subdivisions or state agencies first right of refusal for surplus property.	Distribute finding to another entity		Added

Law number	Jurisdiction	Type	Description	Purpose the law serves:	Notes:	Changes made during FY2023
1.114	State	FY22-23 Proviso	(SDE: Teacher Recruitment and Retention) Establishes a teacher recruitment and retention taskforce.	Board, commission, or committee on which someone from our agency must/may serve		Added
1.115	State	FY22-23 Proviso	(SDE: Teacher Breach of Contract)	Not related to agency deliverable.	Proviso was deleted from the FY 22-23 budget	Repealed
1.116	State	FY22-23 Proviso	(SDE: Competency-Based Education) Districts seeking to implement competency-based education may submit a waiver application to the State Board of Education in a format developed by the State Department of Education.	Report our agency may/must provide		Added
1.117	State	FY22-23 Proviso	(SDE: Asset Transfer)	Not related to agency deliverable.	Proviso was deleted from the FY 22-23 budget	Repealed
1A.12	State	FY22-23 Proviso	(SDE-EIA: Technical Assistance)	Not related to agency deliverable.	Proviso was deleted from the FY 22-23 budget	Repealed
1A.24	State	FY22-23 Proviso	(SDE-EIA: Students at Risk of School Failure)	Not related to agency deliverable.	Proviso was deleted from the FY 22-23 budget	Repealed
1A.30	State	FY22-23 Proviso	(SDE-EIA: Aid to Districts)	Not related to agency deliverable.	Proviso was deleted from the FY 22-23 budget	Repealed
1A.32	State	FY22-23 Proviso	(SDE-EIA: IDEA Maintenance of Effort)	Not related to agency deliverable.	Proviso was deleted from the FY 22-23 budget	Repealed

Law number	Jurisdiction	Type	Description	Purpose the law serves:	Notes:	Changes made during FY2023
1A.46	State	FY22-23 Proviso	(SDE-EIA: EOC-South Carolina Autism Society) Caps administrative funding at 10 percent. Includes a mandatory report that the SCAS must produce.	Distribute finding to another entity		Amended
1A.49	State	FY22-23 Proviso	(SDE-EIA: South Carolina Public Charter School Funding)	Not related to agency deliverable.	Proviso was deleted from the FY 22-23 budget	Repealed
1A.60	State	FY22-23 Proviso	(SDE-EIA: National Board Certification Incentive)	Not related to agency deliverable.	Proviso was deleted from the FY 22-23 budget	Repealed
1A.71	State	FY22-23 Proviso	(SDE-EIA: National Board Certification Incentive)	Distribute finding to another entity		Added
1A.72	State	FY22-23 Proviso	(SDE-EIA: ARP Maintenance of Equity) The Department of Education is authorized to utilize funds appropriated in State Aid to Classrooms - Maintenance of Effort and Equity to ensure Maintenance of Equity is met under the American Rescue Plan and maintenance of state financial support for IDEA.	Funding agency deliverable(s)		Added
1A.75	State	FY22-23 Proviso	(SDE-EIA: Return of Local Control) Utilizing funds appropriated to the Department of Education, any school or district declared under a state of emergency where management was taken over by the State Superintendent of Education pursuant to Proviso 1A.12 (Technical Assistance) in a previous fiscal year shall remain under such management until the Superintendent of Education deems the school or district has shown significant improvements and has met targets as set by the Superintendent of Education. Management of the school or district pursuant to proviso 1A.12 includes direct management, consolidation with another district, charter management, public/private management, or contracting with an educational management organization or another school district. After management of a school district formerly under a state of emergency declared by the State Superintendent of Education has been relinquished and returned to the local board of education, the school district must provide the State Board of Education with monthly updates on the economic and academic conditions within the district for the remainder of the current fiscal year.	Requires a manner of delivery		Added

Law number	Jurisdiction	Type	Description	Purpose the law serves:	Notes:	Changes made during FY2023
43-205 continued...	State	Regulation	<p>(b) In addition to being staffed with a full time principal/director, each school with an enrollment of 500 or more students must be staffed with at least one full time properly certified assistant principal/assistant director and a properly certified assistant principal or the equivalent for each additional 500 students.</p> <p>3. Teachers, Guidance Counselors, and Library Media Specialists</p> <p>Each teacher, guidance counselor, and library media specialist must be properly certified by the State Board of Education. Additionally, teachers of core academic subjects must meet the "highly qualified" teacher requirements specified in the No Child Left Behind Act of 2001, 20 U.S.C. Section 6301 et seq. (2002). The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics, government, economics, history, geography, and the arts. Their duties and responsibilities are to be prescribed by the principal. The district superintendent must request an out of field permit from the Office of Educator Certification for each eligible teacher, guidance counselor, and library media specialist who is not properly certified.</p> <p>4. School Nurses</p> <p>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. The duties and responsibilities of a school nurse are to be prescribed by the principal in accordance with the laws and regulations governing nursing in South Carolina. If a school nurse works in more than one school, his or her duties and responsibilities are to be prescribed by the district superintendent or his or her designee in accordance with the laws and regulations governing nursing in South Carolina.</p> <p>5. School Transition Coordinators</p> <p>When a school to work transition coordinator is employed, the coordinator must be certified in one or more occupational subjects, have at least a bachelor's degree, and have two years' work experience. In lieu of these requirements, a qualified person with an employment background in business or industry may be employed as a school to work transition coordinator if the person possesses at least a bachelor's degree and five years of business/industry work experience in the fields of personnel or administration.</p> <p>6. Career Specialists</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Provide and renew credentials; Supervision and oversight; implementation of standards; management of class size and ratio; provide due process hearings	No Change
43-205 continued...	State	Regulation	<p>(c) Class sizes must not exceed the following student teacher ratios:</p> <p>Grade Level Maximum Student-Teacher Ratio  Prekindergarten 20:1  Grades K-3 30:1  Grades 4-5, English language arts and mathematics 30:1  Grades 4-5, all other subjects 35:1</p> <p>(d) Paraprofessionals may be counted in computing the student teacher ratio at the rate of .5 per paraprofessional if they work under the supervision of a teacher and make up no more than 10 percent of the total staff. Excluded from the computation are the following:</p> <p>(1) teachers of self contained special education classes, prekindergarten and kindergarten classes, principals, assistant principals, library media specialists, and guidance counselors; and</p> <p>(2) students in self contained special education classes, prekindergarten classes, or kindergarten classes.</p> <p>2. Guidance Counselors and Specialists in Art, Music, and Physical Education</p> <p>(a) Schools having any combination of grades one through five must employ the full time equivalent (FTE) of a school guidance counselor and specialists in art, music, and physical education (PE) in the following ratios for each area:</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Provide and renew credentials; Supervision and oversight; implementation of standards; management of class size and ratio; provide due process hearings	No Change
43-205 continued...	State	Regulation	<p>4. School Nurses</p> <p>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. The duties and responsibilities of a school nurse are to be prescribed by the principal in accordance with the laws and regulations governing nursing in South Carolina. If a school nurse works in more than one school, his or her duties and responsibilities are to be prescribed by the district superintendent or his or her designee in accordance with the laws and regulations governing nursing in South Carolina.</p> <p>5. Career Specialists</p> <p>Each career specialist must work under the supervision of a certified guidance counselor. The career specialist must hold a bachelor's degree and must have earned either Global Career and Development Facilitator (GCDF) certification or Career Development Facilitator (CDF) certification. The guidance counselor may serve as the career specialist if he or she holds the GCDF or the CDF credential.</p> <p>B. Professional Personnel Workload</p> <p>1. Guidance Counselors</p> <p>(a) Schools with fewer than 600 students must provide the services of a guidance counselor in the following ratios:</p> <p>Minimum Allotted Time Enrollment Daily</p> <p>Up to 200 100 minutes  201 to 300 150 minutes  301 to 400 200 minutes  401 to 500 250 minutes  501 to 600 200 minutes</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Provide and renew credentials; Supervision and oversight; implementation of standards; management of class size and ratio; provide due process hearings	No Change
43-205.1 continued...	State	Regulation	<p>An annual contract teacher who has demonstrated potential but who has not yet met the formal evaluation criteria set by the State Board of Education and/or the requirements set by the local board of trustees is eligible for a diagnostic assistance year at the annual contract level. This diagnostic assistance year must be provided, if needed, at the discretion of the employing school district, either during the teacher's first annual contract year or during the annual contract year following the teacher's first unsuccessful formal evaluation. A teacher is eligible to receive only one diagnostic assistance year. At the end of the diagnostic assistance year, the district may either employ the teacher under an annual contract or terminate the teacher's employment. If employment is terminated, the teacher may seek employment in another school district at the annual contract level. A diagnostic assistance year must be followed by formal (summative) evaluation at the annual contract level during the teacher's next year of teaching employment.</p> <p>4. An annual contract teacher who for the second time fails to meet the formal evaluation criteria set by the State Board of Education will have his or her teaching certificate automatically suspended by the State Board of Education, as prescribed in Section 59 5 60 of the South Carolina Code of Laws, 1976, and in State Board of Education Regulation 43 58. Subsequent to this action, the teacher will be ineligible to be employed as a classroom teacher in a public school in this state for a minimum of two years. Before reentry into the profession, the teacher must complete a state approved remediation plan based on the area(s) that were identified as deficiencies during the formal evaluation process. Remediation plans must be developed and implemented in accordance with the State Board of Education's ADEPT implementation guidelines.</p> <p>Following the minimum two year suspension period and the completion of the remediation plan, as verified by the SCDE, the teacher's certificate suspension will be lifted, and the teacher will be eligible for employment at the annual contract level. Upon his or her reentry into the profession, the teacher must be formally evaluated. If, at the completion of the evaluation process, the teacher meets the formal evaluation criteria set by the State Board of Education, he or she may continue toward the next contract level. If, at the completion of the evaluation process, the teacher does not meet the formal evaluation criteria set by the State Board of Education, he or she is no longer eligible to be employed as a public school teacher in this state.</p> <p>E. Each school district must develop a plan to evaluate and provide diagnostic assistance to teachers at the annual contract level, in accordance with the State Board of Education's ADEPT implementation guidelines. District plans also must include procedures for developing, implementing, and evaluating individualized professional growth plans for annual</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Assist, develop, and evaluate professional teaching	No Change

Law number	Jurisdiction	Type	Description	Purpose the law serves:	Notes:	Changes made during FY2023
43-205.1 continued...	State	Regulation	<p>XI. Teachers Employed in Charter Schools</p> <p>A. Except as otherwise provided in the Charter Schools Act (S.C. Code Ann. Section 59 40 50(A) (Supp. 2012)), charter schools are exempt from all provisions of law and regulations applicable to a public school, a school board, or a district. However, a charter school may elect to comply with one or more of these provisions of law or regulations, such as the provisions of the ADEPT statute and regulation.</p> <p>B. Charter schools that elect not to implement the ADEPT system may assist and/or evaluate their teachers according to the policies of their respective charter school committees. Certified teachers in these schools will accrue experience credit in a manner consistent with the provisions of State Board of Education Regulation 43 57 (S.C. Code Ann. Regs. 43 57 (2011)). Teachers in non ADEPT charter schools who hold an initial teaching certificate are eligible to advance to a renewable limited professional certificate, as specified in State Board of Education Regulation 43 53 (S.C. Code Ann. Regs. (Supp. 2012)).</p> <p>C. Charter schools that elect to implement the ADEPT system must comply with all provisions of the amended ADEPT statute (S.C. Code Ann. Sections 59 26 30 and 59 26 40, to be codified at Supp. 2012), this regulation, and the State Board of Education's ADEPT implementation guidelines. In fulfilling these requirements, the contract between the charter school and its sponsor must include an ADEPT provision. All certified teachers in the charter school must be assisted and evaluated in a manner consistent with the sponsor's State Board of Education approved ADEPT plan for induction, formal evaluation, and goals based evaluation. The ADEPT provision must address the charter school's responsibilities for ensuring the fidelity of the implementation of the ADEPT system. The provision also must address the sponsor's responsibilities in terms of staff training and program implementation. At a minimum, the sponsor must agree to disseminate all ADEPT related information from the SCDE to the charter school and to report charter school teacher data to the SCDE. The provision must be included in the sponsor's ADEPT plan and approved by the State Board prior to implementation.</p> <p>XII. Teachers Who Hold a Limited Professional Certificate</p> <p>An educator who holds a valid South Carolina limited professional certificate is eligible for employment in a "regulated" South Carolina public school at the annual contract level. At the annual contract level, teachers may receive either a diagnostic assistance year or a formal evaluation. Teachers who undergo formal evaluation and who, at the conclusion of the</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Assist, develop, and evaluate professional teaching	No Change
43-220 continued...	State	Regulation	<p>(3) Dimension C: Intellectual/Academic Performance</p> <p>These students demonstrate a high degree of interest in and commitment to academic and/or intellectual pursuits or demonstrate intellectual characteristics such as curiosity/inquiry, reflection, persistence/tenacity in the face of challenge and creative productive thinking. Characteristics for this dimension are demonstrated through</p> <p>a) Evidence of commitment in academic disciplines through grades for placement in grades six through twelve; the standard is 3.75 points on a 4.0 scale (See the glossary of terms for a listing of the academic disciplines.);</p> <p>or</p> <p>b) Assessments of performance on STAR Performance Task Assessment for placement in grades three through six. Instruments for these assessments will be maintained secure under S.C. Code Ann. Section 59 1 445 (1990), Section 59 1 445, Violations of mandatory test security; penalties; investigations. The performance standard for the primary level is sixteen on either the verbal or nonverbal assessments for placement into grade three and eighteen on either the verbal or nonverbal assessment for placement into grade four. The performance standard for the intermediate level is sixteen on the verbal or twenty two on the nonverbal for placement into grade five and eighteen on the verbal or twenty five on the nonverbal for placement into grade six. The qualifying standards for new forms of STAR Performance Task Assessment will be equivalent to those of the base year.</p> <p>(4) Districts will follow steps established by the SCDE to guarantee no single criterion eliminates students from gifted and talented programming participation.</p> <p>8. Placement</p> <p>(a) The evaluation step in the identification process of gifted and talented students shall be the responsibility of an evaluation/placement team within the school or district. The team shall be composed of at least a teacher, an administrator, and a guidance counselor or a psychologist (if employed by the district). In the event all three categories cannot be represented, more than one member may be chosen from one of the three categories. The evaluation/placement team for an individual student may also include a guidance counselor and/or a community related person whose training and expertise qualifies him or her to appraise the special competencies of students.</p> <p>(b) The evaluation/placement team shall have the responsibility to interpret and evaluate student data in such a way that will insure appropriate placement. The evaluation/placement</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Rules and regulations regarding gifted and talented students	No Change
43-220 continued...	State	Regulation	<p>4. Length of Time in Models</p> <p>Academic School Year (In-school, after-school, and Saturday Programming)</p> <p>Grades Minimum Minutes Per Year</p> <p>1-3 4500 4-8 7200 9-12 8100</p> <p>Summer Programming (30 days in length) Saturday Programming (minimum 30 Saturdays)</p> <p>Grades Minimum Hours Per Day</p> <p>1-3 2 1/2 hours 4-8 4 hours 9-12 5 hours</p> <p>5. Teacher Pupil Ratios: an appropriate teacher pupil ratio fosters positive results. Districts should reference the most current edition of the South Carolina Gifted and Talented Best Practices Manual for further information.</p> <p>B. Identification of Population to be Served</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Rules and regulations regarding gifted and talented students	No Change
43-220 continued...	State	Regulation	<p>4. The models and teacher pupil ratios that are approved for programming service at respective grade levels are</p> <p>Grades Approved Programming Model Choices</p> <p>1-2 Regular Classroom/Itinerant Teacher (1:10) Multiage Classroom (NA) Resource Room/Pull-out (1:15)</p> <p>3-5 Special School (1:25) Special Class (1:25) Resource Room/Pull-out (1:20)</p> <p>6-8 Special School (1:25) Special Class (1:25) Resource Room/Pull-out (1:20)</p> <p>9-12 Special School (1:25) Special Class (1:25)</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Rules and regulations regarding gifted and talented students	No Change

Law number	Jurisdiction	Type	Description	Purpose the law serves:	Notes:	Changes made during FY2023
43-220 continued...	State	Regulation	<p>E. Funding</p> <p>1. Allocation of Funds The SCDE will annually calculate each district's allocation based on the number of gifted and talented students projected to be served in each district as it relates to the total of all such students in the state. Unobligated funds, which become available during the fiscal year (July 1 June 30) will be redistributed to serve additional eligible students.</p> <p>2. Distribution of Funds School districts will be authorized to expend allocated funds on students meeting the eligibility criteria of prior regulations and students meeting the eligibility criteria and being served in approved programming. Distribution of funds will be made periodically with a final adjustment occurring at the end of the 135 day attendance reporting period for regular academic programming.</p> <p>3. Base Allocation for School Districts with Small Enrollments School districts identifying and serving, according to the State Board of Education Regulations, forty students or less shall receive a minimum funding of \$15,000 for academic programming.</p> <p>F. Expenditures and Accounting Procedures</p> <p>1. State funds provided for gifted and talented programming must impact directly on students served in accordance with provisions of the State Board of Education Regulations. Accounting procedures shall conform to those outlined in the Financial Accounting Handbook issued by the SCDE. The entire allocation must be used directly for gifted and talented related expenditures.</p> <p>2. A supplemental schedule shall be required in the school district's annual audit under the single audit concept.</p> <p>III. ARTISTIC</p> <p>A. Programming</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Rules and regulations regarding gifted and talented students	No Change
43-229 continued...	State	Regulation	<p>I. Student Records</p> <p>a. The PUSD will maintain accurate student data according to the pupil accounting system prescribed by the SCDE.</p> <p>b. The district superintendent or designee will verify the accuracy of the student enrollment, attendance, membership by category, and submit this information to the SCDE.</p> <p>2. Course Records for Students The district superintendent or designee will verify the accuracy of course records for students.</p> <p>3. Student Enrollment</p> <p>a. Students will not be concurrently enrolled in the Adult Basic Education (ABE) funding database and the EFA funding database.</p> <p>b. Cases of extended or chronic illnesses that are certified by a physician and absences due to emergency conditions may be approved by the principal as excusable.</p> <p>c. Any student who receives fewer than 120 clock hours of instruction during a school year will not be eligible to receive a full unit of credit unless the Board of Trustees approves excessive absences in accordance with Regulation 43 274, and the student makes up the work missed to satisfy the 120 hour requirement, unless that credit is earned in a proficiency based course, as permitted under Regulation 43 234.</p> <p>4. Transfer of Students</p> <p>a. Accurate accounting records shall be developed and maintained for student transfers and withdrawals according to Regulation 43 273. Comprehensive transcripts shall be submitted directly to the receiving school. A permanent record of the transferred student shall be retained in the school from which the student is transferred. All transfers and withdrawals shall be in accordance with Regulation 43 273, Transfers and Withdrawals.</p> <p>b. Units earned by a student in an accredited high school of this state or in a school of another state, which is accredited under the regulations of the Board of Education of that state, will be accepted under the same value which would apply to students in the school to which they transferred.</p> <p>IV. School Personnel Based on EFA Requirements</p>	Board, commission, or committee on which someone from our agency must/may serve		No Change
43-229 continued...	State	Regulation	<p>I. Advisory Councils The superintendent or designee may establish advisory councils, including but not limited to a Student Advisory Council, Teacher Advisory Council, School Improvement Council, and a Career and Technology Advisory Council. Advisory councils shall meet no less than annually. No advisory council shall have any of the powers and duties reserved by law or regulation of the Board of Trustees.</p> <p>J. Accident Prevention Each school will comply with safety regulations as prescribed in state law and approved in the individual institution's emergency plan (Section 59 63 910, S.C. Code of Laws, 1976, as amended).</p> <p>K. Emergency Closings All school closings, other than for security reasons, must be approved by the district superintendent or designee and reported to the SCDE.</p> <p>L. Displaying of United States and South Carolina Flags (R.43 188) Each school will display the American and State flags appropriately.</p> <p>VI. Adult Education The adult education program is designed primarily for, but not limited to, adults over twenty one years of age. Those students who are under twenty one years of age that have withdrawn from a PUSD EFA school to prepare for a high school equivalency program may participate in the adult education program. The district shall provide educational programs, including the following: Academic Education Level I (1 8), Level II (9 12), High School Diploma Program, and the SCDE virtual education program or other Distance Learning programs.</p> <p>A. Academic Education</p> <p>1. Level I: Basic education shall include organized and systematic instruction in the skills of language arts and mathematics.</p>	Board, commission, or committee on which someone from our agency must/may serve		No Change
43-231 continued...	State	Regulation	<p>V. Additional Regulatory Requirements Additional regulatory requirements related to the basic program include, but are not limited to, the following: Gifted and Talented Regulation (43 220) School to Work Regulation (43 225) Health Education Requirement Regulation (43 238) Summer Programs Regulation (43 240) Special Education Regulations (43 243 to 43 243.6) Early Childhood Assistance Programs Grade K 3 (43 267) Academic Assistance Regulations Grades 4 12 (43 268)</p> <p>VI. Student Records</p> <p>1. Each school shall have an appropriate means of reporting academic achievement to parents.</p> <p>2. 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 Office of Finance, State Department of Education.</p> <p>VII. Emergency Closings Full days missed because of weather or other circumstances must be made up. Early dismissal days shall be reported to the Director, Office of Organizational Development.</p>	Requires a service	Adopt academic achievement standards; develop additional regulatory requirements	No Change

Law number	Jurisdiction	Type	Description	Purpose the law serves:	Notes:	Changes made during FY2023
43-234 continued...	State	Regulation	<p>English language arts: English 1, 2, 3, 4</p> <p>Mathematics: Algebra 1, Mathematics for the Technologies 1, 2, 3, 4* Algebra 2, Geometry Pre calculus, Calculus Discrete Mathematics*, Probability and Statistics</p> <p>Science: Physical Science Earth Science* Biology 1, Biology 2*, Applied Biology 1, 2* Chemistry 1, Chemistry 2*, Chemistry for the Technologies Physics, Physics for the Technologies 1, 2*</p> <p>Social Studies: U.S. History and Constitution U.S. Government Economics World History and World Geography</p>	Requires a service	Develop and adopt requirements for the South Carolina High School Diploma (Defined Program for Grades 9-12)	No Change
43-234 continued...	State	Regulation	<p>VII. Reporting Requirements</p> <p>A. High School Completers</p> <p>1. Each school issuing the state high school diploma must submit to the State Superintendent of Education on or before May 1 the following data on its previous year's completers: (a) the number of the school's completers who entered the freshman class of a postsecondary institution either in South Carolina or out of state and on whom such an institution has sent the school a first term transcript or summary grade report, (b) a breakdown of all postsecondary courses that this group of completers passed during their term, (c) a breakdown of all postsecondary courses that this group failed during their first term, (d) a breakdown of all postsecondary courses for which this group received a grade of "no credit" during their first term, and (e) the number of the school's completers who did not enter a postsecondary institution but who instead chose a postsecondary alternative such as employment or military service or for whom no information is available.</p> <p>2. Each school must use the official form to submit the required data on its previous year's completers.</p> <p>B. Career and Technology Education Completers</p> <p>Each district must survey all its high school graduates who are identified as career and technology education completers to determine their placement status with regard to employment, postsecondary education, and military service. A career and technology education completer is a student with an assigned Classification of Instructional Programs (CIP) code who has earned at least four units of credit in CATE courses leading to a career goal. The district must conduct the survey ten months after graduation each year and must submit the results annually to the SCDE for the purpose of federal and state accountability requirements.</p> <p>C. Student Records</p>	Requires a service	Develop and adopt requirements for the South Carolina High School Diploma (Defined Program for Grades 9-12)	No Change
43-243 continued...	State	Regulation	<p>(2) If the native language or other mode of communication of the parent is not a written language, the public agency must take steps to ensure</p> <p>(i) That the notice is translated orally or by other means to the parent in his or her native language or other mode of communication; (ii) That the parent understands the content of the notice; and (iii) That there is written evidence that the requirements in paragraphs (c)(2)(i) and (ii) of this section have been met.</p> <p>5. Procedural safeguards notice.</p> <p>a) General. A copy of the procedural safeguards available to the parents of a child with a disability must be given to the parents only one time a school year, except that a copy also must be given to the parents</p> <p>(1) Upon initial referral or parent request for evaluation; (2) Upon receipt of the first State complaint under Secs. 300.151 through 300.153 and upon receipt of the first due process complaint under Section 300.507 in a school year; (3) In accordance with the discipline procedures in Section 300.530(h); and (4) Upon request by a parent.</p> <p>b) Internet Web site. A public agency may place a current copy of the procedural safeguards notice on its Internet Web site if a Web site exists.</p> <p>c) Contents. The procedural safeguards notice must include a full explanation of all of the procedural safeguards available under Section 300.148, Secs. 300.151 through 300.153, Section 300.300, Secs. 300.502 through 300.503, Secs. 300.505 through 300.518, Section 300.520, Secs. 300.530 through 300.536 and Secs. 300.610 through 300.625 relating to</p> <p>(1) Independent educational evaluations; (2) Prior written notice; (3) Parental consent; (4) Access to education records;</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change
43-243 continued...	State	Regulation	<p>(3) Procedures for resolving interagency disputes (including procedures under which LEAs may initiate proceedings) under the agreement or other mechanism to secure reimbursement from other agencies or otherwise implement the provisions of the agreement or mechanism.</p> <p>(4) Policies and procedures for agencies to determine and identify the interagency coordination responsibilities of each agency to promote the coordination and timely and appropriate delivery of services described in paragraph (b)(1) of this section.</p> <p>b) Obligation of noneducational public agencies.</p> <p>(1)(i) If any public agency other than an educational agency is otherwise obligated under Federal or State law, or assigned responsibility under State policy or pursuant to paragraph (a) of this section, to provide or pay for any services that are also considered special education or related services (such as, but not limited to, services described in Section 300.5 relating to assistive technology devices, Section 300.6 relating to assistive technology services, Section 300.34 relating to related services, Section 300.41 relating to supplementary aids and services, and Section 300.42 relating to transition services) that are necessary for ensuring FAPE to children with disabilities within the State, the public agency must fulfill that obligation or responsibility, either directly or through contract or other arrangement pursuant to paragraph (a) of this section or an agreement pursuant to paragraph (c) of this section.</p> <p>(i) A noneducational public agency described in paragraph (b)(1)(i) of this section may not disqualify an eligible service for Medicaid reimbursement because that service is provided in a school context.</p> <p>(2) If a public agency other than an educational agency fails to provide or pay for the special education and related services described in paragraph (b)(1) of this section, the LEA (or State agency responsible for developing the child's IEP) must provide or pay for these services to the child in a timely manner. The LEA or State agency is authorized to claim reimbursement for the services from the noneducational public agency that failed to provide or pay for these services and that agency must reimburse the LEA or State agency in accordance with the terms of the interagency agreement or other mechanism described in paragraph (a) of this section.</p> <p>c) Special rule. The requirements of paragraph (a) of this section may be met through</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change

Law number	Jurisdiction	Type	Description	Purpose the law serves:	Notes:	Changes made during FY2023
43-243 continued...	State	Regulation	<p>(4) In order to meet its responsibility under paragraphs (b)(2), (b)(3), and (c) of this section to ensure that children with disabilities who need instructional materials in accessible formats are provided those materials in a timely manner, the SEA must ensure that all public agencies take all reasonable steps to provide instructional materials in accessible formats to children with disabilities who need those instructional materials at the same time as other children receive instructional materials.</p> <p>c) Preparation and delivery of files. If the SEA chooses to coordinate with the NIMAC, as of December 3, 2006, the SEA must</p> <p>(1) As part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, must enter into a written contract with the publisher of the print instructional materials to</p> <p>(i) Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to NIMAC electronic files containing the contents of the print instructional materials using the NIMAS; or</p> <p>(ii) Purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats.</p> <p>(2) Provide instructional materials to blind persons or other persons with print disabilities in a timely manner.</p> <p>d) Assistive technology. In carrying out this section, the SEA, to the maximum extent possible, must work collaboratively with the State agency responsible for assistive technology programs.</p> <p>e) Definitions.</p> <p>(1) In this section and Section 300.210</p> <p>(i) Blind persons or other persons with print disabilities means children served under this part who may qualify to receive books and other publications produced in specialized formats in accordance with the Act entitled "An Act to provide books for adult blind," approved March 3, 1931, 2 U.S.C 135a;</p> <p>(ii) National Instructional Materials Access Center or NIMAC means the center established pursuant to section 674(e) of the Act;</p> <p>(iii) National Instructional Materials Accessibility Standard or NIMAS has the meaning given the term in section 674(e)(3)(B) of the Act; (iv) Specialized formats has the meaning</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change
43-243 continued...	State	Regulation	<p>2. SEA implementation of procedural safeguards. The SEA (and any agency assigned responsibility pursuant to Section 300.149(d)) must have in effect procedures to inform each public agency of its responsibility for ensuring effective implementation of procedural safeguards for the children with disabilities served by that public agency.</p> <p>K. State Complaint Procedures</p> <p>1. Adoption of State complaint procedures.</p> <p>a) General. Each SEA must adopt written procedures for</p> <p>(1) Resolving any complaint, including a complaint filed by an organization or individual from another State, that meets the requirements of Section 300.153 by providing for the filing of a complaint with the SEA; and</p> <p>(2) Widely disseminating to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, independent living centers, and other appropriate entities, the State procedures under Secs. 300.151 through 300.153.</p> <p>b) Remedies for denial of appropriate services. In resolving a complaint in which the SEA has found a failure to provide appropriate services, the SEA, pursuant to its general supervisory authority under Part B of the Act, must address</p> <p>(1) The failure to provide appropriate services, including corrective action appropriate to address the needs of the child (such as compensatory services or monetary reimbursement); and</p> <p>(2) Appropriate future provision of services for all children with disabilities.</p> <p>2. Minimum State complaint procedures.</p> <p>a) Time limit; minimum procedures. Each SEA must include in its complaint procedures a time limit of 60 days after a complaint is filed under Section 300.153 to</p> <p>(1) Carry out an independent on site investigation, if the SEA determines that an investigation is necessary;</p> <p>(2) Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change
43-243 continued...	State	Regulation	<p>a) Except as provided in paragraph (2)(b) of this section, the SEA must determine that an LEA complies with paragraph (1) of this section for purposes of establishing the LEA's eligibility for an award for a fiscal year if the LEA budgets, for the education of children with disabilities, at least the same total or per capita amount from either of the following sources as the LEA spent for that purpose from the same source for the most recent prior year for which information is available:</p> <p>(1) Local funds only.</p> <p>(2) The combination of State and local funds.</p> <p>b) An LEA that relies on paragraph (b)(1)(i) of this section for any fiscal year must ensure that the amount of local funds it budgets for the education of children with disabilities in that year is at least the same, either in total or per capita, as the amount it spent for that purpose in the most recent fiscal year for which information is available and the standard in paragraph (2)(a)(1) of this section was used to establish its compliance with this section.</p> <p>c) The SEA may not consider any expenditures made from funds provided by the Federal Government for which the SEA is required to account to the Federal Government or for which the LEA is required to account to the Federal Government directly or through the SEA in determining an LEA's compliance with the requirement in paragraph (1) of this section.</p> <p>E. Exception to maintenance of effort. Notwithstanding the restriction in Section 300.203(a), an LEA may reduce the level of expenditures by the LEA under Part B of the Act below the level of those expenditures for the preceding fiscal year if the reduction is attributable to any of the following:</p> <p>1. The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.</p> <p>2. A decrease in the enrollment of children with disabilities.</p> <p>3. The termination of the obligation of the agency, consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child</p> <p>a) Has left the jurisdiction of the agency;</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change
43-243 continued...	State	Regulation	<p>b) Authority of hearing officer.</p> <p>(1) A hearing officer under Section 300.511 hears, and makes a determination regarding an appeal under paragraph (a) of this section.</p> <p>(2) In making the determination under paragraph (b)(1) of this section, the hearing officer may</p> <p>(i) Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of Section 300.530 or that the child's behavior was a manifestation of the child's disability; or</p> <p>(ii) Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.</p> <p>(3) The procedures under paragraphs (a) and (b)(1) and (2) of this section may be repeated, if the LEA believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.</p> <p>c) Expedited due process hearing.</p> <p>(1) Whenever a hearing is requested under paragraph (a) of this section, the parents or the LEA involved in the dispute must have an opportunity for an impartial due process hearing consistent with the requirements of Secs. 300.507 and 300.508(a) through (c) and Secs. 300.510 through 300.514, except as provided in paragraph (c)(2) through (4) of this section.</p> <p>(2) The SEA or LEA is responsible for arranging the expedited due process hearing, which must occur within 20 school days of the date the complaint requesting the hearing is filed. The hearing officer must make a determination within 10 school days after the hearing.</p> <p>(3) Unless the parents and LEA agree in writing to waive the resolution meeting described in paragraph (c)(3)(i) of this section, or agree to use the mediation process described in Section 300.506</p> <p>(i) A resolution meeting must occur within seven days of receiving notice of the due process complaint; and</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change



Law number	Jurisdiction	Type	Description	Purpose the law serves:	Notes:	Changes made during FY2023
43-243 continued...	State	Regulation	<p>h) Construction. Nothing in this part should be construed to alter the requirements imposed on a State Medicaid agency, or any other agency administering a public benefits or insurance program by Federal statute, regulations or policy under title XIX, or title XXI of the Social Security Act, 42 U.S.C. 1396 through 1396v and 42 U.S.C. 1397aa through 1397jj, or any other public benefits or insurance program.</p> <p>M. Additional Eligibility Requirements</p> <p>1. Hearings relating to LEA eligibility. The SEA must not make any final determination that an LEA is not eligible for assistance under Part B of the Act without first giving the LEA reasonable notice and an opportunity for a hearing under 34 CFR 76.401(d).</p> <p>2. Personnel qualifications.</p> <p>a) General. The SEA must establish and maintain qualifications to ensure that personnel necessary to carry out the purposes of this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities.</p> <p>b) Related services personnel and paraprofessionals. The qualifications under paragraph (a) of this section must include qualifications for related services personnel and paraprofessionals that</p> <p>(1) Are consistent with any State approved or State recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services; and</p> <p>(2) Ensure that related services personnel who deliver services in their discipline or profession</p> <p>(i) Meet the requirements of paragraph (b)(1) of this section; and</p> <p>(ii) Have not had certification or licensure requirements waived on an emergency, temporary, or provisional basis; and</p> <p>(iii) Allow paraprofessionals and assistants who are appropriately trained and supervised, in accordance with State law, regulation, or written policy, in meeting the requirements of this part to be used to assist in the provision of special education and related services under this part to children with disabilities.</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change
43-243 continued...	State	Regulation	<p>(1) Each State must collect valid and reliable information as needed to report annually to the Secretary on the indicators established by the Secretary for the State performance plans.</p> <p>(2) If the Secretary permits States to collect data on specific indicators through State monitoring or sampling, and the State collects the data through State monitoring or sampling, the State must collect data on those indicators for each LEA at least once during the period of the State performance plan.</p> <p>(3) Nothing in Part B of the Act shall be construed to authorize the development of a nationwide database of personally identifiable information on individuals involved in studies or other collections of data under Part B of the Act.</p> <p>3. State use of targets and reporting.</p> <p>a) General. Each State must use the targets established in the State's performance plan under Section 300.601 and the priority areas described in Section 300.600(d) to analyze the performance of each LEA.</p> <p>b) Public reporting and privacy</p> <p>(1) Public report.</p> <p>(i) Subject to paragraph (b)(1)(ii) of this section, the State must</p> <p>(A) Report annually to the public on the performance of each LEA located in the State on the targets in the State's performance plan as soon as practicable but no later than 120 days following the State's submission of its annual performance report to the Secretary under paragraph (b)(2) of this section; and</p> <p>(B) Make each of the following items available through public means: the State's performance plan, under Section 300.601(g); annual performance reports, under paragraph (b)(2) of this section; and the State's annual reports on the performance of each LEA located in the State, under paragraph (b)(1)(i)(A) of this section. In doing so, the State must, at a minimum, post the plan and reports on the SEA's web site, and distribute the plan and reports to the media and through public agencies.</p> <p>(ii) If the State, in meeting the requirements of paragraph (b)(1)(i) of this section, collects performance data through State monitoring or sampling, the State must include in its report under paragraph (b)(1)(i)(A) of this section the most recently available performance data on each LEA, and the date the data were obtained.</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change
43-243 continued...	State	Regulation	<p>(2) In matters alleging a procedural violation, a hearing officer may find that a child did not receive a FAPE only if the procedural inadequacies</p> <p>(i) Impeded the child's right to a FAPE;</p> <p>(ii) Significantly impeded the parent's opportunity to participate in the decision making process regarding the provision of a FAPE to the parent's child; or</p> <p>(iii) Caused a deprivation of educational benefit.</p> <p>(3) Nothing in paragraph (a) of this section shall be construed to preclude a hearing officer from ordering an LEA to comply with procedural requirements under Secs. 300.500 through 300.536.</p> <p>b) Construction clause. Nothing in Secs. 300.507 through 300.513 shall be construed to affect the right of a parent to file an appeal of the due process hearing decision with the SEA under Section 300.514(b), if a State level appeal is available.</p> <p>c) Separate request for a due process hearing. Nothing in Secs. 300.500 through 300.536 shall be construed to preclude a parent from filing a separate due process complaint on an issue separate from a due process complaint already filed.</p> <p>d) Findings and decision to advisory panel and general public. The public agency, after deleting any personally identifiable information, must</p> <p>(1) Transmit the findings and decisions referred to in Section 300.512(a)(5) to the State advisory panel established under Section 300.167; and</p> <p>(2) Make those findings and decisions available to the public.</p> <p>15. Finality of decision; appeal; impartial review.</p> <p>a) Finality of hearing decision. A decision made in a hearing conducted pursuant to Secs. 300.507 through 300.513 or Secs. 300.530 through 300.534 is final, except that any party involved in the hearing may appeal the decision under the provisions of paragraph (b) of this section and Section 300.516.</p> <p>b) Appeal of decisions; impartial review.</p> <p>(1) If the hearing required by Section 300.511 is conducted by a public agency other than the SEA, any party aggrieved by the findings and decision in the hearing may appeal to</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change
43-243 continued...	State	Regulation	<p>(3) A party may amend its due process complaint only if</p> <p>(i) The other party consents in writing to the amendment and is given the opportunity to resolve the due process complaint through a meeting held pursuant to Section 300.510; or</p> <p>(ii) The hearing officer grants permission, except that the hearing officer may only grant permission to amend at any time not later than five days before the due process hearing begins.</p> <p>(4) If a party files an amended due process complaint, the timelines for the resolution meeting in Section 300.510(a) and the time period to resolve in Section 300.510(b) begin again with the filing of the amended due process complaint.</p> <p>c) LEA response to a due process complaint.</p> <p>(1) If the LEA has not sent a prior written notice under Section 300.503 to the parent regarding the subject matter contained in the parent's due process complaint, the LEA must, within 10 days of receiving the due process complaint, send to the parent a response that includes</p> <p>(i) An explanation of why the agency proposed or refused to take the action raised in the due process complaint;</p> <p>(ii) A description of other options that the IEP Team considered and the reasons why those options were rejected;</p> <p>(iii) A description of each evaluation procedure, assessment, record, or report the agency used as the basis for the proposed or refused action; and</p> <p>(iv) A description of the other factors that are relevant to the agency's proposed or refused action.</p> <p>(2) A response by an LEA under paragraph (e)(1) of this section shall not be construed to preclude the LEA from asserting that the parent's due process complaint was insufficient, where appropriate.</p> <p>f) Other party response to a due process complaint. Except as provided in paragraph (e) of this section, the party receiving a due process complaint must, within 10 days of receiving the due process complaint, send to the other party a response that specifically addresses the issues raised in the due process complaint.</p> <p>10. Model forms.</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change

Law number	Jurisdiction	Type	Description	Purpose the law serves:	Notes:	Changes made during FY2023
43-243 continued...	State	Regulation	<p>(3) Allocation of remaining funds. After making allocations under paragraph (b)(1) of this section, as adjusted by paragraph (b)(2) of this section, the State must</p> <p>(i) Allocate 85 percent of any remaining funds to those LEAs on the basis of the relative numbers of children enrolled in public and private elementary schools and secondary schools within the LEA's jurisdiction; and</p> <p>(ii) Allocate 15 percent of those remaining funds to those LEAs in accordance with their relative numbers of children living in poverty, as determined by the SEA.</p> <p>(c) Reallocation of funds.</p> <p>(1) If the SEA determines that an LEA is adequately providing FAPE to all children with disabilities residing in the area served by that agency with State and local funds, the SEA may reallocate any portion of the funds under this part that are not needed by that LEA to provide FAPE to other LEAs in the State that are not adequately providing special education and related services to all children with disabilities residing in the areas served by those other LEAs. The SEA may also retain those funds to use at the State level to the extent the State has not reserved the maximum amount of funds it is permitted to reserve for State level activities pursuant to Section 300.704.</p> <p>(2) After the SEA distributes funds under this part to an eligible LEA that is not serving any children with disabilities, as provided in paragraph (a) of this section, the SEA must determine, within a reasonable period of time prior to the end of the carryover period in 34 CFR 76.709, whether the LEA has obligated the funds. The SEA may reallocate any of those funds not obligated by the LEA to other LEAs in the State that are not adequately providing special education and related services to all children with disabilities residing in the areas served by those other LEAs. The SEA may also retain those funds for use at the State level to the extent the State has not reserved the maximum amount of funds it is permitted to reserve for State level activities pursuant to Section 300.704.</p> <p>C. Definitions that Apply to this Subpart</p> <p>1. Definitions applicable to allotments, grants, and use of funds. As used in this subpart</p> <p>a) Freely associated States means the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau;</p> <p>b) Outlying areas means the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands;</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change
43-243 continued...	State	Regulation	<p>(5) Vocational education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career not requiring a baccalaureate or advanced degree.</p> <p>36. State. State means each of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, and each of the outlying areas.</p> <p>37. State educational agency. State educational agency or SEA means the State board of education or other agency or officer primarily responsible for the State supervision of public elementary schools and secondary schools, or, if there is no such officer or agency, an officer or agency designated by the Governor or by State law.</p> <p>38. Supplementary aids and services. Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with Secs. 300.114 through 300.116.</p> <p>39. Transition services.</p> <p>a) Transition services means a coordinated set of activities for a child with a disability that</p> <p>(1) Is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;</p> <p>(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes</p> <p>(i) Instruction;</p> <p>(ii) Related services;</p> <p>(iii) Community experiences;</p> <p>(iv) The development of employment and other post school adult living objectives; and</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change
43-243 continued...	State	Regulation	<p>(9) Physical therapy means services provided by a qualified physical therapist.</p> <p>(10) Psychological services includes</p> <p>(i) Administering psychological and educational tests, and other assessment procedures;</p> <p>(ii) Interpreting assessment results;</p> <p>(iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;</p> <p>(iv) Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations;</p> <p>(v) Planning and managing a program of psychological services, including psychological counseling for children and parents; and</p> <p>(vi) Assisting in developing positive behavioral intervention strategies.</p> <p>(11) Recreation includes</p> <p>(i) Assessment of leisure function;</p> <p>(ii) Therapeutic recreation services;</p> <p>(iii) Recreation programs in schools and community agencies; and</p> <p>(iv) Leisure education.</p> <p>(12) Rehabilitation counseling services means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with a disability by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended, 29 U.S.C. 701 et seq.</p> <p>(13) School health services and school nurse services means health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP.</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change
43-243 continued...	State	Regulation	<p>(C) Inappropriate types of behavior or feelings under normal circumstances.</p> <p>(D) A general pervasive mood of unhappiness or depression.</p> <p>(E) A tendency to develop physical symptoms or fears associated with personal or school problems.</p> <p>(i) The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have a serious emotional disturbance.</p> <p>(5) Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.</p> <p>(6) Intellectual disability means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.</p> <p>(7) Multiple disabilities means concomitant impairments (such as intellectual disability blindness or intellectual disability orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf blindness.</p> <p>(8) Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).</p> <p>(9) Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:</p> <p>(i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and</p> <p>(ii) Adversely affects a child's educational performance.</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change

Law number	Jurisdiction	Type	Description	Purpose the law serves:	Notes:	Changes made during FY2023
43-243 continued...	State	Regulation	<p>(ii) Data. For the purpose of making grants under this section, the Secretary uses the most recent population data, including data on children living in poverty, that are available and satisfactory to the Secretary.</p> <p>(2) Limitations. Notwithstanding paragraph (c)(1) of this section, allocations under this section are subject to the following:</p> <p>(i) Preceding year allocation. No State's allocation may be less than its allocation under section 611 of the Act for the preceding fiscal year.</p> <p>(ii) Minimum. No State's allocation may be less than the greatest of</p> <p>(A) The sum of</p> <p>(1) The amount the State received under section 611 of the Act for fiscal year 1999; and</p> <p>(2) One third of one percent of the amount by which the amount appropriated under section 611(i) of the Act for the fiscal year exceeds the amount appropriated for section 611 of the Act for fiscal year 1999;</p> <p>(B) The sum of</p> <p>(1) The amount the State received under section 611 of the Act for the preceding fiscal year; and</p> <p>(2) That amount multiplied by the percentage by which the increase in the funds appropriated for section 611 of the Act from the preceding fiscal year exceeds 1.5 percent; or</p> <p>(C) The sum of</p> <p>(1) The amount the State received under section 611 of the Act for the preceding fiscal year; and</p> <p>(2) That amount multiplied by 90 percent of the percentage increase in the amount appropriated for section 611 of the Act from the preceding fiscal year.</p> <p>(iii) Maximum. Notwithstanding paragraph (c)(2)(ii) of this section, no State's allocation under paragraph (a) of this section may exceed the sum of</p> <p>(A) The amount the State received under section 611 of the Act for the preceding fiscal year; and</p> <p>(B) That amount multiplied by the sum of 1.5 percent and the percentage increase in the amount appropriated under section 611 of the Act from the preceding fiscal year.</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change
43-243 continued...	State	Regulation	<p>10. Rule of construction. Nothing in this subpart shall be construed to restrict the Secretary from utilizing any authority under GEPA, including the provisions in 34 CFR parts 76, 77, 80, and 81 to monitor and enforce the requirements of the Act, including the imposition of special conditions under 34 CFR 80.12.</p> <p>B. Confidentiality of Information</p> <p>1. Confidentiality. The Secretary takes appropriate action, in accordance with section 444 of GEPA, to ensure the protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by the Secretary and by SEAs and LEAs pursuant to Part B of the Act, and consistent with Secs. 300.611 through 300.627.</p> <p>2. Definitions. As used in Secs. 300.611 through 300.625</p> <p>a) Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.</p> <p>b) Education records means the type of records covered under the definition of "education records" in 34 CFR part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).</p> <p>c) Participating agency means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the Act.</p> <p>3. Notice to parents.</p> <p>a) The SEA must give notice that is adequate to fully inform parents about the requirements of Section 300.123, including</p> <p>(1) A description of the extent that the notice is given in the native languages of the various population groups in the State;</p> <p>(2) A description of the children on whom personally identifiable information is maintained, the types of information sought, the methods the State intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;</p> <p>(3) A summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information;</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change
43-243 continued...	State	Regulation	<p>15. Destruction of information.</p> <p>a) The public agency must inform parents when personally identifiable information collected, maintained, or used under this part is no longer needed to provide educational services to the child.</p> <p>b) The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.</p> <p>16. Children's rights.</p> <p>a) The SEA must have in effect policies and procedures regarding the extent to which children are afforded rights of privacy similar to those afforded to parents, taking into consideration the age of the child and type or severity of disability.</p> <p>b) Under the regulations for FERPA in 34 CFR 99.5(a), the rights of parents regarding education records are transferred to the student at age 18.</p> <p>c) If the rights accorded to parents under Part B of the Act are transferred to a student who reaches the age of majority, consistent with Section 300.520, the rights regarding educational records in Secs. 300.613 through 300.624 must also be transferred to the student. However, the public agency must provide any notice required under section 615 of the Act to the student and the parents.</p> <p>17. Enforcement. The SEA must have in effect the policies and procedures, including sanctions that the State uses, to ensure that its policies and procedures consistent with Secs. 300.611 through 300.625 are followed and that the requirements of the Act and the regulations in this part are met. The sanctions are described in Section III. Local Education Eligibility.</p> <p>18. Department use of personally identifiable information. If the Department or its authorized representatives collect any personally identifiable information regarding children with disabilities that is not subject to the Privacy Act of 1974, 5 U.S.C. 552a, the Secretary applies the requirements of 5 U.S.C. 552a(b)(1) and (b)(2), 552a(b)(4) through (b)(11); 552a(c) through 552a(e)(3)(B); 552a(e)(3)(D); 552a(e)(5) through (e)(10); 552a(h); 552a(m); and 552a(n); and the regulations implementing those provisions in 34 CFR part 5b.</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change
43-243 continued...	State	Regulation	<p>2. Funds described in paragraph (1) of this section may also be used for the administration of Part C of the Act.</p> <p>K. Other State level activities. Each State must use any funds the State reserves under Section 300.812 and does not use for administration under Section 300.813</p> <p>1. For support services (including establishing and implementing the mediation process required by section 615(e) of the Act), which may benefit children with disabilities younger than three or older than five as long as those services also benefit children with disabilities aged three through five;</p> <p>2. For direct services for children eligible for services under section 619 of the Act;</p> <p>3. For activities at the State and local levels to meet the performance goals established by the State under section 612(a)(15) of the Act;</p> <p>4. To supplement other funds used to develop and implement a statewide coordinated services system designed to improve results for children and families, including children with disabilities and their families, but not more than one percent of the amount received by the State under section 619 of the Act for a fiscal year;</p> <p>5. To provide early intervention services (which must include an educational component that promotes school readiness and incorporates preliteracy, language, and numeracy skills) in accordance with Part C of the Act to children with disabilities who are eligible for services under section 619 of the Act and who previously received services under Part C of the Act until such children enter, or are eligible under State law to enter, kindergarten; or</p> <p>6. At the State's discretion, to continue service coordination or case management for families who receive services under Part C of the Act, consistent with Section 300.814(e).</p> <p>L. Subgrants to LEAs. Each State that receives a grant under section 619 of the Act for any fiscal year must distribute all of the grant funds that the State does not reserve under Section 300.812 to LEAs (including public charter schools that operate as LEAs) in the State that have established their eligibility under section 613 of the Act. Effective with funds that become available on July 1, 2009, each State must distribute funds to eligible LEAs that are responsible for providing education to children aged three through five years, including public charter schools that operate as LEAs, even if the LEA is not serving any preschool children with disabilities.</p> <p>M. Allocations to LEAs.</p> <p>1. Base payments. The State must first award each LEA described in Section 300.815 the amount that agency would have received under section 619 of the Act for fiscal year 1997</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change

Law number	Jurisdiction	Type	Description	Purpose the law serves:	Notes:	Changes made during FY2023
43-243 continued...	State	Regulation	<p>2. Modification made by an LEA or State agency. Subject to paragraph (3) of this section, policies and procedures submitted by an LEA or a State agency in accordance with this subpart remain in effect until the LEA or State agency submits to the SEA the modifications that the LEA or State agency determines are necessary.</p> <p>3. Modifications required by the SEA. The SEA will require an LEA or a State agency to modify its policies and procedures, but only to the extent necessary to ensure the LEA's or State agency's compliance with Part B of the Act or State law, if</p> <p>a) After December 3, 2004, the effective date of the Individuals with Disabilities Education Improvement Act of 2004, the applicable provisions of the Act (or the regulations developed to carry out the Act) are amended;</p> <p>b) There is a new interpretation of an applicable provision of the Act by Federal or State courts; or</p> <p>c) There is an official finding of noncompliance with Federal or State law or regulations.</p> <p>P. Notification of LEA or State agency in case of ineligibility. If the SEA determines that an LEA or State agency is not eligible under Part B of the Act, then the SEA must</p> <p>1. Notify the LEA or State agency of that determination; and</p> <p>2. Provide the LEA or State agency with reasonable notice and an opportunity for a hearing.</p> <p>Q. Fiscal Sanctions. If the SEA finds that a LEA, special school, or other agency, herein referred to as an applicant, with the responsibility under state law for the provision of a FAPE to students with disabilities is failing to comply with any requirement described under Part B of the IDEA, the applicable federal or state regulations, or state policies and procedures related to the requirements of the IDEA, the SEA may impose sanctions, including the reduction, withholding, or recovery of payments made relative to the IDEA grant administered by the SEA. In accordance with Part B of the IDEA and the Education Division General Administrative Regulations (EDGAR) Title 34, Code of Federal Regulations Sections 75 and 76, the SEA shall provide reasonable notice and an opportunity for a hearing prior to taking any final action regarding the reduction, withholding, or recovery of payments to the applicant.</p> <p>1. Hearing Issues. The SEA shall provide the applicant with notification of the right to a hearing and the procedures for a hearing if the SEA determines</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change
43-243 continued...	State	Regulation	<p>20. Surrogate parents.</p> <p>a) General. Each public agency must ensure that the rights of a child are protected when</p> <p>(1) No parent (as defined in Section 300.30) can be identified;</p> <p>(2) The public agency, after reasonable efforts, cannot locate a parent;</p> <p>(3) The child is a ward of the State under the laws of that State; or</p> <p>(4) The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney Vento Homeless Assistance Act (42 U.S.C. 11434a(6)).</p> <p>b) Duties of public agency. The duties of a public agency under paragraph (a) of this section include the assignment of an individual to act as a surrogate for the parents. This must include a method</p> <p>(1) For determining whether a child needs a surrogate parent; and</p> <p>(2) For assigning a surrogate parent to the child.</p> <p>c) Wards of the State. In the case of a child who is a ward of the State, the surrogate parent alternatively may be appointed by the judge overseeing the child's case, provided that the surrogate meets the requirements in paragraphs (d)(2)(g) and (e) of this section.</p> <p>d) Criteria for selection of surrogate parents.</p> <p>(1) The public agency may select a surrogate parent in any way permitted in the State Department of Education, Office of Exceptional Children's Policies and Procedures.</p> <p>(2) Public agencies must ensure that a person selected as a surrogate parent</p> <p>(i) Is not an employee of the SEA, the LEA, or any other agency that is involved in the education or care of the child;</p> <p>(ii) Has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and</p> <p>(iii) Has knowledge and skills that ensure adequate representation of the child.</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change
43-243 continued...	State	Regulation	<p>a) A public agency must control and administer the funds used to provide special education and related services under Secs. 300.137 through 300.139, and hold title to and administer materials, equipment, and property purchased with those funds for the uses and purposes provided in the Act.</p> <p>b) The public agency may place equipment and supplies in a private school for the period of time needed for the Part B program.</p> <p>c) The public agency must ensure that the equipment and supplies placed in a private school</p> <p>(1) Are used only for Part B purposes; and</p> <p>(2) Can be removed from the private school without remodeling the private school facility.</p> <p>d) The public agency must remove equipment and supplies from a private school if</p> <p>(1) The equipment and supplies are no longer needed for Part B purposes; or</p> <p>(2) Removal is necessary to avoid unauthorized use of the equipment and supplies for other than Part B purposes.</p> <p>e) No funds under Part B of the Act may be used for repairs, minor remodeling, or construction of private school facilities.</p> <p>H. Children With Disabilities in Private Schools Placed or Referred by Public Agencies</p> <p>1. Applicability of Secs. 300.146 through 300.147. Sections 300.146 through 300.147 apply only to children with disabilities who are or have been placed in or referred to a private school or facility by a public agency as a means of providing special education and related services.</p> <p>2. Responsibility of SEA. Each SEA must ensure that a child with a disability who is placed in or referred to a private school or facility by a public agency</p> <p>a) Is provided special education and related services</p> <p>(1) In conformance with an IEP that meets the requirements of Secs. 300.320 through 300.325; and</p> <p>(2) At no cost to the parents;</p> <p>b) Is provided an education that meets the standards that apply to education provided by the SEA and LEAs including the requirements of this part; and</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change
43-243 continued...	State	Regulation	<p>a) General. To the extent consistent with the number and location of children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district served by the LEA, provision is made for the participation of those children in the program assisted or carried out under Part B of the Act by providing them with special education and related services, including direct services determined in accordance with Section 300.137, unless the Secretary has arranged for services to those children under the by pass provisions in Secs. 300.190 through 300.198.</p> <p>b) Services plan for parentally placed private school children with disabilities. In accordance with paragraph (a) of this section and Secs. 300.137 through 300.139, a services plan must be developed and implemented for each private school child with a disability who has been designated by the LEA in which the private school is located to receive special education and related services under this part.</p> <p>c) Record keeping. Each LEA must maintain in its records, and provide to the SEA, the following information related to parentally placed private school children covered under Secs. 300.130 through 300.144:</p> <p>(1) The number of children evaluated;</p> <p>(2) The number of children determined to be children with disabilities; and</p> <p>(3) The number of children served.</p> <p>4. Expenditures.</p> <p>a) Formula. To meet the requirement of Section 300.132(a), each LEA must spend the following on providing special education and related services (including direct services) to parentally placed private school children with disabilities:</p> <p>(1) For children between the ages of 3 and 21, an amount that is the same proportion of the LEA's total subgrant under section 611(f) of the Act as the number of private school children with disabilities between the ages of 3 and 21 who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district served by the LEA, is to the total number of children with disabilities in its jurisdiction between the ages of 3 and 21.</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change

Law number	Jurisdiction	Type	Description	Purpose the law serves:	Notes:	Changes made during FY2023
43-243 continued...	State	Regulation	<p>a) No individual right to special education and related services. No parentally placed private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school.</p> <p>b) Decisions.</p> <p>(1) Decisions about the services that will be provided to parentally placed private school children with disabilities under Secs. 300.130 through 300.144 must be made in accordance with paragraph (c) of this section and Section 300.134(c).</p> <p>(2) The LEA must make the final decisions with respect to the services to be provided to eligible parentally placed private school children with disabilities.</p> <p>c) Services plan for each child served under Secs. 300.130 through 300.144. If a child with a disability is enrolled in a religious or other private school by the child's parents and will receive special education or related services from an LEA, the LEA must</p> <p>(1) Initiate and conduct meetings to develop, review, and revise a services plan for the child, in accordance with Section 300.138(b); and</p> <p>(2) Ensure that a representative of the religious or other private school attends each meeting. If the representative cannot attend, the LEA shall use other methods to ensure participation by the religious or other private school, including individual or conference telephone calls.</p> <p>9. Equitable services provided.</p> <p>a) General.</p> <p>(1) The services provided to parentally placed private school children with disabilities must be provided by personnel meeting the same standards as personnel providing services in the public schools, except that private elementary school and secondary school teachers who are providing equitable services to parentally placed private school children with disabilities do not have to meet the highly qualified special education teacher requirements of Section 300.18.</p> <p>(2) Parentally placed private school children with disabilities may receive a different amount of services than children with disabilities in public schools.</p> <p>b) Services provided in accordance with a services plan.</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change
43-243 continued...	State	Regulation	<p>b) Any State or local funds expended for programs that would qualify for assistance under any of the parts described in paragraph (a) of this section, but excluding any amounts for capital outlay or debt service.</p> <p>14. Free appropriate public education. Free appropriate public education or FAPE means special education and related services that</p> <p>a) Are provided at public expense, under public supervision and direction, and without charge;</p> <p>b) Meet the standards of the SEA, including the requirements of this part;</p> <p>c) Include an appropriate preschool, elementary school, or secondary school education in the State involved; and</p> <p>d) Are provided in conformity with an individualized education program (IEP) that meets the requirements of Secs. 300.320 through 300.324.</p> <p>15. Highly qualified special education teachers.</p> <p>a) Requirements for special education teachers teaching core academic subjects. For any public elementary or secondary school special education teacher teaching core academic subjects, the term highly qualified has the meaning given the term in section 9101 of the ESEA and 34 CFR 200.56, except that the requirements for highly qualified also</p> <p>(1) Include the requirements described in paragraph (b) of this section; and</p> <p>(2) Include the option for teachers to meet the requirements of section 9101 of the ESEA by meeting the requirements of paragraphs (c) and (d) of this section.</p> <p>b) Requirements for special education teachers in general.</p> <p>(1) When used with respect to any public elementary school or secondary school special education teacher teaching in a State, highly qualified requires that</p> <p>(i) The teacher has obtained full State certification as a special education teacher (including certification obtained through alternative routes to certification), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except that when used with respect to any teacher teaching in a public charter school, highly qualified means that the teacher meets the certification or licensing requirements, if any, set forth in the State's public charter school law;</p> <p>(ii) The teacher has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change
43-243 continued...	State	Regulation	<p>b) For an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, Braille, or oral communication).</p> <p>26. Parent.</p> <p>a) Parent means</p> <p>(1) A biological or adoptive parent of a child;</p> <p>(2) A foster parent, unless State law, regulations, or contractual obligations with a State or local entity prohibit a foster parent from acting as a parent;</p> <p>(3) A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State);</p> <p>(4) An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or</p> <p>(5) A surrogate parent who has been appointed in accordance with Section 300.519 or section 639(a)(5) of the Act.</p> <p>b)(1) Except as provided in paragraph (b)(2) of this section, the biological or adoptive parent, when attempting to act as the parent under this part and when more than one party is qualified under paragraph (a) of this section to act as a parent, must be presumed to be the parent for purposes of this section unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.</p> <p>(2) If a judicial decree or order identifies a specific person or persons under paragraphs (a)(1) through (4) of this section to act as the "parent" of a child or to make educational decisions on behalf of a child, then such person or persons shall be determined to be the "parent" for purposes of this section.</p> <p>27. Parent training and information center. Parent training and information center means a center assisted under sections 671 or 672 of the Act.</p> <p>28. Personally identifiable. Personally identifiable means information that contains</p> <p>a) The name of the child, the child's parent, or other family member;</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change
43-243 continued...	State	Regulation	<p>b) If more than one individual is designated, the Secretary designates one of those individuals as the Chief Hearing Official of the Hearing Panel. If one individual is designated, that individual is the Hearing Official.</p> <p>4. Hearing procedures.</p> <p>a) As used in Secs. 300.179 through 300.184 the term party or parties means the following:</p> <p>(1) The SEA that requests a hearing regarding the proposed disapproval of the State's eligibility under this part.</p> <p>(2) The Department official who administers the program of financial assistance under this part.</p> <p>(3) A person, group or agency with an interest in and having relevant information about the case that has applied for and been granted leave to intervene by the Hearing Official or Hearing Panel.</p> <p>b) Within 15 days after receiving a request for a hearing, the Secretary designates a Hearing Official or Hearing Panel and notifies the parties.</p> <p>c) The Hearing Official or Hearing Panel may regulate the course of proceedings and the conduct of the parties during the proceedings. The Hearing Official or Hearing Panel takes all steps necessary to conduct a fair and impartial proceeding, to avoid delay, and to maintain order, including the following:</p> <p>(1) The Hearing Official or Hearing Panel may hold conferences or other types of appropriate proceedings to clarify, simplify, or define the issues or to consider other matters that may aid in the disposition of the case.</p> <p>(2) The Hearing Official or Hearing Panel may schedule a prehearing conference with the Hearing Official or Hearing Panel and the parties.</p> <p>(3) Any party may request the Hearing Official or Hearing Panel to schedule a prehearing or other conference. The Hearing Official or Hearing Panel decides whether a conference is necessary and notifies all parties.</p> <p>(4) At a prehearing or other conference, the Hearing Official or Hearing Panel and the parties may consider subjects such as</p> <p>(i) Narrowing and clarifying issues;</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change

Law number	Jurisdiction	Type	Description	Purpose the law serves:	Notes:	Changes made during FY2023
43-243 continued...	State	Regulation	<p>b) Nothing in this part relieves an insurer or similar third party from an otherwise valid obligation to provide or to pay for services provided to a child with a disability.</p> <p>c) Consistent with Section 300.323(c), each public agency must ensure that there is no delay in implementing a child's IEP, including any case in which the payment source for providing or paying for special education and related services to the child is being determined.</p> <p>2. Residential and alternative residence placements.</p> <p>a) If placement in a public or private residential program is necessary to provide special education and related services to a child with a disability, the program, including non medical care and room and board, must be at no cost to the parents of the child.</p> <p>b) If a child with a disability is placed by a public entity for therapeutic reasons in a public or private residential program, the responsibility for providing a FAPE to that child shall rest with the LEA wherein the residence is located. This includes children with disabilities who reside in alternative residences (such as foster homes, group homes, orphanages, residential treatment facilities, state operated healthcare facilities and state operated facilities for the treatment of mental illness or chemical dependence) that are located within the LEA.</p> <p>This does not apply to children residing in hospitals, emergency shelters, special schools, child care institutions, or private healthcare settings that are funded through other provisions and acts.</p> <p>3. Assistive technology.</p> <p>a) Each public agency must ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in Secs. 300.5 and 300.6, respectively, are made available to a child with a disability if required as a part of the child's</p> <p>(1) Special education under Section 300.36;</p> <p>(2) Related services under Section 300.34; or</p> <p>(3) Supplementary aids and services under Secs. 300.38 and 300.114(a)(2)(ii).</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change
43-243 continued...	State	Regulation	<p>b) Parental consent for services.</p> <p>(1) A public agency that is responsible for making FAPE available to a child with a disability must obtain informed consent from the parent of the child before the initial provision of special education and related services to the child.</p> <p>(2) The public agency must make reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services to the child.</p> <p>(3) If the parent of a child fails to respond to a request for, or refuses to consent to, the initial provision of special education and related services, the public agency:</p> <p>(i) May not use the procedures in the Procedural Safeguards Due Process Procedures for Parents and Children section V (including the mediation procedures under Section 300.506) and the due process procedures under Section 300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child;</p> <p>(ii) Will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with the special education and related services for which the parent refuses or fails to provide consent; and</p> <p>(iii) Is not required to convene an IEP team meeting or develop an IEP under Section Section 300.320 and 300.324 for the child.</p> <p>(4) If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the public agency:</p> <p>(i) May not continue to provide special education and related services to the child, but must provide prior written notice in accordance with Section 300.503 before ceasing the provision of special education and related services;</p> <p>(ii) May not use the procedures in the Procedural Safeguards section (including the mediation procedures under Section 300.506 or the due process procedures under Section 300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child;</p> <p>(iii) Will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change
43-243 continued...	State	Regulation	<p>b) The Secretary waives the requirement of section 612(a)(10)(A) of the Act and of Secs. 300.131 through 300.144 if the Secretary implements a by pass.</p> <p>2. Provisions for services under a by pass.</p> <p>a) Before implementing a by pass, the Secretary consults with appropriate public and private school officials, including SEA officials, in the affected State, and as appropriate, LEA or other public agency officials to consider matters such as</p> <p>(1) Any prohibition imposed by State law that results in the need for a by pass; and</p> <p>(2) The scope and nature of the services required by private school children with disabilities in the State, and the number of children to be served under the by pass.</p> <p>b) After determining that a by pass is required, the Secretary arranges for the provision of services to private school children with disabilities in the State, LEA or other public agency in a manner consistent with the requirements of section 612(a)(10)(A) of the Act and Secs. 300.131 through 300.144 by providing services through one or more agreements with appropriate parties.</p> <p>c) For any fiscal year that a by pass is implemented, the Secretary determines the maximum amount to be paid to the providers of services by multiplying</p> <p>(1) A per child amount determined by dividing the total amount received by the State under Part B of the Act for the fiscal year by the number of children with disabilities served in the prior year as reported to the Secretary under section 618 of the Act; by</p> <p>(2) The number of private school children with disabilities (as defined in Secs. 300.8(a) and 300.130) in the State, LEA or other public agency, as determined by the Secretary on the basis of the most recent satisfactory data available, which may include an estimate of the number of those children with disabilities.</p> <p>d) The Secretary deducts from the State's allocation under Part B of the Act the amount the Secretary determines is necessary to implement a by pass and pays that amount to the provider of services. The Secretary may withhold this amount from the State's allocation pending final resolution of any investigation or complaint that could result in a determination that a by pass must be implemented.</p> <p>3. Notice of intent to implement a by pass.</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change
43-243 continued...	State	Regulation	<p>c) Local educational agency high cost fund.</p> <p>(1) In general</p> <p>(i) For the purpose of assisting LEAs (including a charter school that is an LEA or a consortium of LEAs) in addressing the needs of high need children with disabilities, each State has the option to reserve for each fiscal year 10 percent of the amount of funds the State reserves for other State level activities under paragraph (b)(1) of this section</p> <p>(A) To finance and make disbursements from the high cost fund to LEAs in accordance with paragraph (c) of this section during the first and succeeding fiscal years of the high cost fund; and</p> <p>(B) To support innovative and effective ways of cost sharing by the State, by an LEA, or among a consortium of LEAs, as determined by the State in coordination with representatives from LEAs, subject to paragraph (c)(2)(ii) of this section.</p> <p>(ii) For purposes of paragraph (c) of this section, local educational agency includes a charter school that is an LEA, or a consortium of LEAs.</p> <p>(2)(i) A State must not use any of the funds the State reserves pursuant to paragraph (c)(1)(i) of this section, which are solely for disbursement to LEAs, for costs associated with establishing, supporting, and otherwise administering the fund. The State may use funds the State reserves under paragraph (a) of this section for those administrative costs.</p> <p>(ii) A State must not use more than 5 percent of the funds the State reserves pursuant to paragraph (c)(1)(i) of this section for each fiscal year to support innovative and effective ways of cost sharing among consortia of LEAs.</p> <p>(3)(i) The SEA must develop, not later than 90 days after the State reserves funds under paragraph (c)(1)(i) of this section, annually review, and amend as</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change

Law number	Jurisdiction	Type	Description	Purpose the law serves:	Notes:	Changes made during FY2023
43-243 continued...	State	Regulation	<p>c) Source of data. The public agency must administer such assessments and other evaluation measures as may be needed to produce the data identified under paragraph (a) of this section.</p> <p>d) Requirements if additional data are not needed.</p> <p>(1) If the IEP Team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability, and to determine the child's educational needs, the public agency must notify the child's parents of</p> <p>(i) That determination and the reasons for the determination; and</p> <p>(ii) The right of the parents to request an assessment to determine whether the child continues to be a child with a disability, and to determine the child's educational needs.</p> <p>(2) The public agency is not required to conduct the assessment described in paragraph (d)(1)(ii) of this section unless requested to do so by the child's parents.</p> <p>e) Evaluations before change in eligibility.</p> <p>(1) Except as provided in paragraph (e)(2) of this section, a public agency must evaluate a child with a disability in accordance with Secs. 300.304 through 300.311 before determining that the child is no longer a child with a disability.</p> <p>(2) The evaluation described in paragraph (e)(1) of this section is not required before the termination of a child's eligibility under this part due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under State law.</p> <p>(3) For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.</p> <p>6. Determination of eligibility.</p> <p>a) General. Upon completion of the administration of assessments and other evaluation measures</p> <p>(1) A group of qualified professionals and the parent of the child determines whether the child is a child with a disability, as defined in Section 300.8, in accordance with paragraph</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change
43-243 continued...	State	Regulation	<p>c) State level nonsupplanting.</p> <p>(1) Except as provided in Section 300.202, funds paid to a State under Part B of the Act must be used to supplement the level of Federal, State, and local funds (including funds that are not under the direct control of the SEA or LEAs) expended for special education and related services provided to children with disabilities under Part B of the Act, and in no case to supplant those Federal, State, and local funds.</p> <p>(2) If the State provides clear and convincing evidence that all children with disabilities have available to them FAPE, the Secretary may waive, in whole or in part, the requirements of paragraph (c)(1) of this section if the Secretary concurs with the evidence provided by the State under Section 300.164.</p> <p>6. Maintenance of State financial support.</p> <p>a) General. A State must not reduce the amount of State financial support for special education and related services for children with disabilities, or otherwise made available because of the excess costs of educating those children, below the amount of that support for the preceding fiscal year.</p> <p>b) Reduction of funds for failure to maintain support. The Secretary reduces the allocation of funds under section 611 of the Act for any fiscal year following the fiscal year in which the State fails to comply with the requirement of paragraph (a) of this section by the same amount by which the State fails to meet the requirement.</p> <p>c) Waivers for exceptional or uncontrollable circumstances. The Secretary may waive the requirement of paragraph (a) of this section for a State, for one fiscal year at a time, if the Secretary determines that</p> <p>(1) Granting a waiver would be equitable due to exceptional or uncontrollable circumstances such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State; or</p> <p>(2) The State meets the standards in Section 300.164 for waiver of the requirement to supplement, not to supplant, funds provided under Part B of the Act.</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change
43-243 continued...	State	Regulation	<p>d) Accessibility of child's IEP to teachers and others. Each public agency must ensure that</p> <p>(1) The child's IEP is accessible to each regular education teacher, special education teacher, related services provider, and any other service provider who is responsible for its implementation; and</p> <p>(2) Each teacher and provider described in paragraph (d)(1) of this section is informed of</p> <p>(i) His or her specific responsibilities related to implementing the child's IEP; and</p> <p>(ii) The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.</p> <p>e) IEPs for children who transfer public agencies in the same State. If a child with a disability (who had an IEP that was in effect in a previous public agency in the same State) transfers to a new public agency in the same State, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide FAPE to the child (including services comparable to those described in the child's IEP from the previous public agency), until the new public agency either</p> <p>(1) Adopts the child's IEP from the previous public agency; or</p> <p>(2) Develops, adopts, and implements a new IEP that meets the applicable requirements in Secs. 300.320 through 300.324.</p> <p>f) IEPs for children who transfer from another State. If a child with a disability (who had an IEP that was in effect in a previous public agency in another State) transfers to a public agency in a new State, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide the child with FAPE (including services comparable to those described in the child's IEP from the previous public agency), until the new public agency</p> <p>(1) Conducts an evaluation pursuant to Secs. 300.304 through 300.306 (if determined to be necessary by the new public agency); and</p> <p>(2) Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in Secs. 300.320 through 300.324.</p> <p>g) Transmittal of records. To facilitate the transition for a child described in paragraphs (e) and (f) of this section</p> <p>(1) The new public agency in which the child enrolls must take reasonable steps to promptly obtain the child's records, including the IEP and supporting documents and any other</p>	Distribute funding to another entity; Other service or product our agency must/may provide	Implementation of IDEA by aligning state rules, regulations, and policies relating to Federal IDEA requirements	No Change

# 2023

## Services Data

as submitted for the Accountability Report by:

H630 - Department of Education

Description of Service	Description of Direct Customer	Customer Name	Others Impacted by Service	Division or major organizational unit providing the service.	Description of division or major organizational unit providing the service.	Primary negative impact if service not provided.	Changes made to services during FY2023	Summary of changes to services
Provide communication to business and industry, school districts, post-secondary institutions, legislative representatives, parents, students, advocacy groups, and other CTE shareholders about career and technical education.	School Districts	All Districts	Business and Industries; Legislators; Parents; Students; Advocacy Groups; Institutions of Higher Education; CTE Stakeholders	Division of College and Career Readiness - Career and Technology Education (CTE)	Office responsible for supporting and monitoring Career and Technology Education (CATE) programs across state	Students would be unprepared post graduation	No Change	
Provide qualified personnel to serve as experts and liaisons in the 16 career clusters, career guidance, data/state & federal accountability, administer and monitor Perkins federal funds, provide legal counsel, oversee grant compliance, state EIA funds, and state industry credential funding.	School Districts	All Districts	CTE Centers; Schools	Division of College and Career Readiness - Career and Technology Education (CTE)		Possible mismanagement of federal and state funding	No Change	
Provide supplies and materials in the form of educational books and supplies, instructional materials, computer programmed licenses, postage, printed items, and travel costs to support relaying CTE content to k-12 schools, districts, and post-secondary institutions.	School Districts	All Districts	Schools; Institutions of Higher Education	Division of College and Career Readiness - Career and Technology Education (CTE)		Students would not have access to quality career and technology courses	No Change	
Provide professional learning opportunities to schools, districts, and post-secondary institutions through face to face meetings, regional collaborative meetings, and onsite technical assistance visits.	School Districts	All Districts	Schools; Institutions of Higher Education	Division of College and Career Readiness - Career and Technology Education (CTE)		Students would not receive proper instruction in career and technology	No Change	
Partner with related advocacy groups through dues and member fees, hosting professional learning opportunities, and collaboration that support the work of CTE and the distribution of Perkins Federal funds to schools and districts.	School Districts	All Districts	Advocacy Groups; CTE Centers	Division of College and Career Readiness - Career and Technology Education (CTE)		Students would not have access to quality career and technology courses	No Change	



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Implement and report components of Read to Succeed and other Early Learning and Literacy initiatives, including school and district reading plans, summer reading camps and literacy courses.	School Districts	All Districts	Schools	Division of College and Career Readiness - Early Learning and Literacy	Office responsible for implementation and reporting of components of Read to Succeed Act, including school and district reading plans, summer reading camps, and literacy courses. Also responsible for monitoring the implementation of CERDEP and EIA 4K in school districts, providing professional development and technical assistance to 4K educators and providers, and creating reports on district implementation.	Student achievement in English Language Arts would decrease	No Change	
Monitor and implement CERDEP and EIA 4K in school districts.	School Districts	All Districts	Schools	Division of College and Career Readiness - Early Learning and Literacy		Proper 4K classrooms would not be provided	No Change	
Provide professional development and technical assistance to 4k educators and providers.	School Districts	CERDEP Districts	Schools; Educators	Division of College and Career Readiness - Early Learning and Literacy		Proper 4K classrooms would not be provided	No Change	
Provide professional learning opportunities to teachers, schools, and students regarding personalized learning and competency based initiatives.	School Districts	All Districts	Students	Division of College and Career Readiness - Personalized Learning	Office responsible for development and support of state personalized learning and competency-based learning initiatives.	Proper 4K classrooms would not be provided	No Change	
Develop competencies for the Profile of the SC Graduate.	School Districts	All Districts	Students	Division of College and Career Readiness - Personalized Learning		There would be no alignment of the Profile of the South Carolina Graduate and the core competencies	No Change	
Develop and revise South Carolina's Academic Standards	School Districts	All Districts	Schools; Educators	Division of College and Career Readiness - Personalized Learning		Academic standards would not align with the Profile of the South Carolina Graduate	No Change	
Provide professional learning opportunities to improve the capacity of teachers and districts in raising student achievement.	School Districts	All Districts	Schools; Educators	Division of College and Career Readiness - Standards and Learning	Office responsible for development and support of K-12 standards across state.	Decrease in student achievement	No Change	
Monitor compliance with state statutes and regulations as they pertain to implementation of state standards.	School Districts	All Districts	Schools	Division of College and Career Readiness - Standards and Learning		State standards may not align with the SC Code of Laws or the SC Code of Regs	No Change	
Identify, develop and/or revise resources that support statewide implementation of the South Carolina Academic Standards.	School Districts	All Districts	Schools; Educators	Division of College and Career Readiness - Standards and Learning		Academic standards would not align with the Profile of the South Carolina Graduate	No Change	

Description of Service	Description of Direct Customer	Customer Name	Others Impacted by Service	Division or major organizational unit providing the service.	Description of division or major organizational unit providing the service.	Primary negative impact if service not provided.	Changes made to services during FY2023	Summary of changes to services
Form partnerships to implement district-level virtual resources and programming	School Districts	All Districts	Schools; Students of South Carolina	Division of College and Career Readiness - Virtual Education	Office responsible to development, administration, and improvement of Virtual SC as well as virtual options for students and teachers across the state.	Opportunities would be limited for students	No Change	
Develop virtual coursework and instruction	School Districts	All Districts	Schools; Students of South Carolina	Division of College and Career Readiness - Virtual Education		Students would have no virtual option; opportunities for students would be limited.	No Change	
Administer virtual k-12 coursework and instruction	School Districts	All Districts	Schools; Students of South Carolina	Division of College and Career Readiness - Virtual Education		Students would have no virtual option; opportunities for students would be limited.	No Change	
Provide online professional development for educators	School Districts	All Districts	Schools; Educators	Division of College and Career Readiness - Virtual Education		Educators providing online instruction may not be qualified	No Change	
Publish guides and handbooks (Internal Audit guide, the SCDE Financial Accounting Handbook, and the National Public Education Finance Survey)	Schools Districts	All Districts	Independent Auditors, Program Offices within SCDE, Nonprofits	Division of Data, Technology and Agency Operations - Auditing Services	The annual audit guide is updated annually and lists state and federal audit requirements that independent auditors should follow to complete the annual audits required under SC Code of Law 59-17-100.	Lack of transparency and accountability	No Change	
Perform internal audits of agency operations which includes compliance and inventory audits performed for county bus shops.	SCDE Offices	All Offices within the SCDE	County Bus Shops	Division of Data, Technology and Agency Operations - Auditing Services	Internal audits are performed on programs of offices within the SCDE and compliance and procurement audits are conducted for each county bus shop.	Possibility of mismanagement of funding;; regular audits would not occur	No Change	
Perform external audits of sub recipients of federal funds that have passed through the SCDE.	Sub recipients of Federal Funds	Sub recipients of Federal Funds		Division of Data, Technology and Agency Operations - Auditing Services		Possibility of mismanagement of funding;; regular audits would not occur	No Change	
Provide external auditing training.	External Auditors	External Auditors	Program Offices within SCDE	Division of Data, Technology and Agency Operations - Auditing Services		Districts would not submit proper audits	No Change	

Description of Service	Description of Direct Customer	Customer Name	Others Impacted by Service	Division or major organizational unit providing the service.	Description of division or major organizational unit providing the service.	Primary negative impact if service not provided.	Changes made to services during FY2023	Summary of changes to services
Calculate sub recipients risk assessment scores	School Districts	All Districts	Sub recipients of Federal Funds	Division of Data, Technology and Agency Operations - Auditing Services	As required by 2 CFR Part 200, the office evaluates each subrecipient's risk of noncompliance with federal statutes, regulations, and the terms and conditions of the subaward for purposes of determining the appropriate subrecipient monitoring	Mismanagement of funds	No Change	
Provide technology infrastructure development and support for the agency by maintaining all systems hardware and software.	SCDE Employees	All Employees		Division of Data, Technology and Agency Operations - Chief Information Officer		Employees at the SCDE would have decreased efficiency	No Change	
Provide project management, business analysis, application development, quality assurance and support.	SCDE Employees	All Employees		Division of Data, Technology and Agency Operations - Chief Information Officer		Employees at the SCDE would not have access to needed applications	No Change	
Provide systems that protect agency systems and information from malicious attack.	SCDE Employees	All Employees		Division of Data, Technology and Agency Operations - Chief Information Security Officer		Employees at the SCDE would be more prone to malware attacks	No Change	
Provide support related to student information systems, including PowerSchool, Enrich, SUNS, and related data.	School Districts	All Districts	Schools	Division of Data, Technology and Strategic Engagement - Research and Data	Office responsible for data collection and analysis for annual state report cards, EdFacts reporting, state reporting, and longitudinal data system. Per report requests, data could be supplied to IHEs, professional educator organizations (PSTA, SCEA, SCASA), or other entities via FOIA.	Districts would not be able to provide accurate data to the SCDE	No Change	
Collect and analyze data for the annual state report cards, EDfacts reporting, state reporting, and longitudinal data systems.	Schools	All Schools	Education Oversight Committee; General Public; SCDE Employee; School Districts	Division of Data, Technology and Strategic Engagement - Research and Data		Accountability measures would be compromised and not accurately depicted.	No Change	
Publication of the annual state and federal report cards.	Schools	All Schools	Education Oversight Committee; General Public; SCDE Employee; School Districts	Division of Data, Technology and Strategic Engagement - Research and Data		No report cards would be published	No Change	

Description of Service	Description of Direct Customer	Customer Name	Others Impacted by Service	Division or major organizational unit providing the service.	Description of division or major organizational unit providing the service.	Primary negative impact if service not provided.	Changes made to services during FY2023	Summary of changes to services
Provide support to other programs with data collection and reporting needs.	SCDE Employees	All Employees		Division of Data, Technology and Strategic Engagement- Research and Data		Proper data would not be collected	No Change	
Provide the following services: verification of secondary school completion; copies and replacements of high school equivalency diplomas; copies and replacements of high school equivalency diploma transcripts.	Individuals who have earned a high school equivalency diploma	Those with a High School Equivalency diploma		Division of Educator, Community, and Federal Resources - Adult Education	Office responsible for support and oversight of federal programs related to adult education across state	Individuals would not be able to receive a high school equivalency diploma	No Change	No change to service, but this office is now within the Division of College and Career Readiness
Monitor and provide technical assistance of the following grants provided to districts: Adult Education; Corrections Education; Generational Family Services; and Integrated English Literacy and Civics Education.	Adult Education Centers	All Adult Education Centers	School Districts	Division of Educator, Community, and Federal Resources - Adult Education		Mismanagement of funds	No Change	No change to service, but this office is now within the Division of College and Career Readiness
Provide trainings and support regarding adult education for each program year to districts.	Adult Education Centers	All Adult Education Centers	School Districts	Division of Educator, Community, and Federal Resources - Adult Education		Adult Education centers would not be providing effective instruction	No Change	No change to service, but this office is now within the Division of College and Career Readiness
Provide support and oversight of the Young Adult Program (YAP) Proviso for 17 to 21 year olds in adult education.	Individuals age 17 to 21 enrolled in an adult education program	Individuals age 17 to 21 enrolled in an adult education program		Division of Educator, Community, and Federal Resources - Adult Education		Individuals 17 to 21 enrolled in adult education programs would not have oversight or support	No Change	No change to service, but this office is now within the Division of College and Career Readiness
Provide support for teacher retention, principal induction, and educator effectiveness through leadership development programs.	School Districts	All Districts	Institutes of Higher Education	Division of Educator, Community, and Federal Resources - Educator Effectiveness and Leadership Development Office	Office responsible for design and implementation of statewide educator effectiveness and leadership support systems.	Teachers would leave the field; Effective instruction would not be provided	No Change	No change to service, but this office is now within the Division of College and Career Readiness
Provide human capital data to inform professional development planning, program evaluation, and continuous improvement.	School Districts	All Districts	Institutes of Higher Education	Division of Educator, Community, and Federal Resources - Educator Effectiveness and Leadership Development Office		Districts would not receive effective professional development	No Change	No change to service, but this office is now within the Division of College and Career Readiness
Provide monitoring, support, and training for statewide implementation of educator effectiveness and support systems.	School Districts	All Districts	Institutes of Higher Education	Division of Educator, Community, and Federal Resources - Educator Effectiveness and Leadership Development Office		Support systems would not be in place	No Change	No change to service, but this office is now within the Division of College and Career Readiness

Description of Service	Description of Direct Customer	Customer Name	Others Impacted by Service	Division or major organizational unit providing the service.	Description of division or major organizational unit providing the service.	Primary negative impact if service not provided.	Changes made to services during FY2023	Summary of changes to services
Issuance, renewal, and advancement of educator certificates	Participants in Educator Preparation Programs	Participants in Educator Preparation Programs	Educator Preparation Providers	Division of Educator, Community, and Federal Resources - Educator Services	Office is responsible for the preparation and certification of educators in South Carolina. For eligible individuals, the office issues first-time certificates, additional areas of certification, specialized endorsements, certificate renewals, certificate advancements, and classification level changes, and to eligible educator.	Educators would not be able to receive their certification	No Change	No change to service, but this office is now within the Division of College and Career Readiness
Development and maintenance of electronic certification system.	Educators	All Educators	School Districts; Applicants; SCDE Employees	Division of Educator, Community, and Federal Resources - Educator Services	Office responsible for the preparation and certification of educators in South Carolina. Per statutory requirement, the office is responsible for the electronic certification system which maintains a record of all educator certificates and related data. This enterprise system includes the internal interface for the evaluation and issuance of all educator credentials; a district certification portal supporting the recruitment, initial and ongoing employment, assignment, evaluation, and certificate renewal of each district's certified personnel; and a public educator lookup to verify certification status of employed teachers and school leaders.	Increase in wait time for educators receiving their certifications	No Change	No change to service, but this office is now within the Division of College and Career Readiness
Delivery of training program for individuals seeking to become educators through the Program of Alternative Certification for Educators (PACE).	Applicants seeking South Carolina teacher certification	All Educators	Educators seeking to maintain, advance, or add areas of certification; career changers; school districts; Institutions of Higher Education (IHEs)	Division of Educator, Community, and Federal Resources - Educator Services		Individuals seeking a certificate through an alternative route would not be able to proceed.	No Change	No change to service, but this office is now within the Division of College and Career Readiness
Provide technical assistance to educator preparation providers related to initial and ongoing program approval and provider accreditation.	Educator Preparation Providers	All Education Preparation Providers	Participants in Educator Preparation Programs	Division of Educator, Community, and Federal Resources - Educator Services		Educator preparation programs would have no oversight of the instruction provided to educators	No Change	No change to service, but this office is now within the Division of College and Career Readiness
Provide direct technical assistance and support to applicants, educators, and school districts regarding the certification, employment, and assignment of the State's educators including those prepared through traditional and alternative route programs.	School Districts	All Districts	Applicants; Educators	Division of Educator, Community, and Federal Resources - Educator Services		Increase in wait time for educators receiving their certifications	No Change	No change to service, but this office is now within the Division of College and Career Readiness

Description of Service	Description of Direct Customer	Customer Name	Others Impacted by Service	Division or major organizational unit providing the service.	Description of division or major organizational unit providing the service.	Primary negative impact if service not provided.	Changes made to services during FY2023	Summary of changes to services
Provide district support and regional trainings on family engagement strategies; facilitate partnerships between schools, districts, and community agencies in efforts of creating high quality community partnerships across the state; and, provide support to military families covered under the Military Interstate Compact Commission bylaws.	Community partners and partner organizations, including faith-based institutions	See Partnerships Information		Division of Educator, Community, and Federal Resources - Family and Community Engagement	Office tasked with increasing extended learning opportunities, summer learning opportunities, and high quality community partnerships across state	Family and community engagement in schools would decrease	No Change	No change in service; but office has been merged with the Office of Intervention Services within the Division of District Operations and Support
Provide local, regional, and statewide training related to school safety and emergency management, often in collaboration with SLED, the US Attorney's office - SC, and the State Fire Marshall. Administer the Youth Risk Behaviors Surveys (YRBS) and School Health Profiles.	School Districts	All Districts		Division of Educator, Community, and Federal Resources - Student Intervention Services		Districts would not have proper techniques needed for youth with risk behaviors	No Change	No change in service; but office is now in the Division of District Operations and Support
Administer and provide support, training, and monitoring to recipients of the federally funded 21st CCLC grant program.	Community-Based organizations, For-Profits organizations	See Partnerships Information		Division of Educator, Community, and Federal Resources - Student Intervention Services		Funding may be mismanaged without the oversight of the SCDE	No Change	No change in service; but office is now in the Division of District Operations and Support
Provide district support, training, and/or monitoring of Education and Economic Development Act grants, Alternative School Programs, South Carolina Occupational Information System, and other initiatives which address student behavior and discipline.	School Districts	All Districts	Educators	Division of Educator, Community, and Federal Resources - Student Intervention Services		Funding may be mismanaged without the oversight of the SCDE	No Change	No change in service; but office is now in the Division of District Operations and Support
Reimburse districts for the administration scoring, and reporting of assessments.	School Districts	All Districts		Division of Federal Programs, Assessment, and School Improvement - Assessment	Office tasked with procurement, implementation, and quality assurance of state summative assessments	Districts would be on the hook for funding assessments required at the state level	No Change	No change to service, but name of office should be Office of Assessments and Standards within the Division of College and Career Readiness
Development of test items and test forms for administration of assessments to students; in-person and online training of district staff on administration procedures; manuals and related documents detailing administration procedures for district and school staff; customer service to districts, when needed; administration of the assessments and collection of students' responses; scoring; providing online and paper score reports for students/parents, schools, and districts; providing data files for districts.	School Districts	All Districts	Schools	Division of Federal Programs, Assessment, and School Improvement - Assessment		Administration of assessments would not occur; data collected would not be accurate	No Change	No change to service, but name of office should be Office of Assessments and Standards within the Division of College and Career Readiness
Administer, score and report of assessments. (Specific tests related to this deliverable are listed in comment box below)	School Districts	All Districts	Schools	Division of Federal Programs, Assessment, and School Improvement - Assessment		Lack of transparency and accountability	No Change	No change to service, but name of office should be Office of Assessments and Standards within the Division of College and Career Readiness

Description of Service	Description of Direct Customer	Customer Name	Others Impacted by Service	Division or major organizational unit providing the service.	Description of division or major organizational unit providing the service.	Primary negative impact if service not provided.	Changes made to services during FY2023	Summary of changes to services
Administer and provide support and oversight of federal programs related to the Every Student Succeeds Act (ESSA). Responsible for LEA plan approvals, programmatic and fiscal monitoring, and technical assistance.	US Department of Education	US Department of Education		Division of Federal Programs, Assessment, and School Improvement - Federal and State Accountability		Federal requirement would be violated	No Change	No change to service, but this office is now within the Division of College and Career Readiness
Administer and provide support and oversight of State programs such as Accreditation, District/School Strategic Plans, and other state required programs.	School Districts	All Districts	Schools	Division of Federal Programs, Assessment, and School Improvement - Federal and State Accountability		Districts may not receive accreditation; students in the district would be at risk	No Change	No change to service, but this office is now within the Division of College and Career Readiness
Fiscal and Grants Management – Collect and maintain all financial and programmatic data required by the IDEA; Perform fiscal monitoring of local education agencies (LEAs) and state-operated programs (SOPs) under the IDEA.	School Districts	All Districts	State Operated Programs; US Department of Education	Division of Federal Programs, Assessment, and School Improvement - Special Education Services		Funding may be mismanaged without the oversight of the SCDE	No Change	No change to service, but this office is now within the Division of College and Career Readiness
Technical Assistance - Coordinate and provide statewide assistance for LEAs and SOPs for preschool, curriculum and instruction, post-secondary transition, assistive technology, behavioral supports, deaf and hard of hearing, visually impaired, visually impaired, group homes and residential treatment facilities.	School Districts	All Districts	State Operated Programs	Division of Federal Programs, Assessment, and School Improvement - Special Education Services		Districts would not receive technical assistance for students with disabilities	No Change	No change to service, but this office is now within the Division of College and Career Readiness
Programs and Initiatives - Professional Learning Opportunities - Oversee the special education across the state.	School Districts	All Districts	Educators; State Operated Programs	Division of Federal Programs, Assessment, and School Improvement - Special Education Services		Effective professional development would not occur	No Change	No change to service, but this office is now within the Division of College and Career Readiness
Data Collection and Analysis - internal support in areas of IDEA reporting such as demographic analysis, data collection, education, needs analysis, data systems, and data quality assessment.	School Districts	All Districts	State Operated Programs	Division of Federal Programs, Assessment, and School Improvement - Special Education Services		Accurate information would not be reported to the USED	No Change	No change to service, but this office is now within the Division of College and Career Readiness
AT and IT Support - Assistance and support for information technology and assistive technology needs for OSES and external stakeholders ranging from item piece and equipment, or product system, off the shelf, modified and customized, used to increase maintain or improve functional capabilities of children with disabilities.	School District	All Districts	SCDE Employees; State Operated Programs	Division of Federal Programs, Assessment, and School Improvement - Special Education Services		Decrease in functional capabilities of children with disabilities	No Change	No change to service, but this office is now within the Division of College and Career Readiness
General Supervision – implementation of general supervision and guidance that assists and supports LEAs and SOPs in meeting the requirements of federal and state regulations relating to students with disabilities.	School Districts	All Districts	State Operated Programs	Division of Federal Programs, Assessment, and School Improvement - Special Education Services		Federal and state requirements would be violated	No Change	No change to service, but this office is now within the Division of College and Career Readiness

Description of Service	Description of Direct Customer	Customer Name	Others Impacted by Service	Division or major organizational unit providing the service.	Description of division or major organizational unit providing the service.	Primary negative impact if service not provided.	Changes made to services during FY2023	Summary of changes to services
Professional learning opportunities relating to Compliance state and federal regulations and Outcomes for children with disabilities – This includes receiving and responding to informal parent complaints, updating and revising and the SC Special Education Process Guide, and receiving and responding to requests for technical assistance form LEAs and SOPs.	School Districts	All Districts	State Operated Programs; Educators	Division of Federal Programs, Assessment, and School Improvement - Special Education Services		Parental complaints would not be heard	No Change	No change to service, but this office is now within the Division of College and Career Readiness
Provide training, support, and coaching in low performing school districts.	School Districts	All Districts	Schools	Division of Federal Programs, Assessment, and School Improvement - School Transformation		Technical assistance would not be provided to low performing schools and districts	No Change	No change to service, but this office is now within the Division of College and Career Readiness
Monitor evidence based interventions, practices, and strategies by conducting progress monitoring reviews.	School Districts	All Districts	Schools	Division of Federal Programs, Assessment, and School Improvement - School Transformation		Proper technical assistance would not be provided	No Change	No change to service, but this office is now within the Division of College and Career Readiness
Monitor sub-grant recipients for the Charter School Planning and Implementation Grant	Subrecipients of the P&I Grant	Select Charter Schools	South Carolina Public Charter School District; The Charter Institute at Erskine College; Local District Charter Sponsors	Division of Federal Programs, Assessment, and School Improvement - School Transformation		Possible mismanagement of federal funding	No Change	No change to service, but this office is now within the Division of College and Career Readiness
Provide state-wide professional development relating to school transformation.	School Districts	All Districts	Educators; Schools	Division of Federal Programs, Assessment, and School Improvement - School Transformation		If proper technical assistance is not provided, schools and districts may see a decrease in student achievement	No Change	No change to service, but this office is now within the Division of College and Career Readiness
Maintain and operate the bus fleet for school districts through county bus shops	School Districts	All Districts	Schools	Division of District Operations and Support - Office of Transportation		Safe transportation would not be provided to the students in South Carolina	No Change	
Purchase school buses for the entire public school system of South Carolina	School Districts	All Districts	Schools	Division of District Operations and Support - Office of Transportation		Safe transportation would not be provided to the students in South Carolina	No Change	
Purchase and provide fuel for school buses to county bus shops	School Districts	All Districts	Schools	Division of District Operations and Support - Office of Transportation		Students would not be able to get to school	No Change	
Provide training to school bus drivers and support school districts	School Districts	All Districts	Schools	Division of District Operations and Support - Office of Transportation		Safe transportation would not be provided to the students in South Carolina	No Change	
Monitor, train, and support school districts regarding compliance with Medicaid billing for school-based services	School Districts	All Districts	SC DHHS	Division of District Operations and Support - Medicaid Services		Possibility of increase in Medicaid fraud	No Change	
Administration of School District Administrative Claiming (SDAC) program related to school district Medicaid reimbursement for administrative activities	School Districts	All Districts	None	Division of District Operations and Support - Medicaid Services		Correct reimbursements or claims would not be filed which would lead to more out of pocket expenses	No Change	
Medicaid reimbursement for Special Needs Transportation	School Districts	All Districts	SCDE	Division of District Operations and Support - Medicaid Services		Payments for Special Needs Transportation would not be made	No Change	



Description of Service	Description of Direct Customer	Customer Name	Others Impacted by Service	Division or major organizational unit providing the service.	Description of division or major organizational unit providing the service.	Primary negative impact if service not provided.	Changes made to services during FY2023	Summary of changes to services
Provide support and training to school districts regarding Health and Nutrition programs.	School Districts	All Districts	Schools	Division of District Operations and Support - Health and Nutrition	Office tasked with administration of school nutrition and summer feeding programs.	Health and Nutrition programs would not provide accurate information	No Change	
Approve all summer feeding sites and sponsors.	Summer Feeding Sites and Sponsors	Over 1,500 Summer Feeding Sites		Division of District Operations and Support - Health and Nutrition		Students would not have access to summer feeding sites	No Change	
Monitor all School Nutrition programs.	School Districts	All Districts	Schools	Division of District Operations and Support - Health and Nutrition		Possibility that funding provided for school nutrition programs may be mismanaged without the oversight of the SCDE	No Change	
Oversee and monitor USDA Foods to School Food Authorities.	School Districts	All Districts	USDA	Division of District Operations and Support - Health and Nutrition		Funding may be mismanaged without the oversight of the SCDE	No Change	
Monitor USDA grants for CEP, FFVP and Federal Equipment.	School Districts	All Districts	Schools	Division of District Operations and Support - Health and Nutrition		Funding may be mismanaged without the oversight of the SCDE	No Change	
Conduct Plan Reviews	School Districts	All Districts	Design Professionals	Division of District Operations and Support - School Facilities	Office responsible for ensuring safe and code compliant K-12 educational facilities newly constructed for the state of South Carolina.	Construction in school districts would not happen	No Change	
Issue Building Permits for all newly constructed buildings and renovation projects	School Districts	All Districts	Design Professionals; Contractors; Other State Agencies	Division of District Operations and Support - School Facilities		Construction in school districts would not happen	No Change	
Perform building inspections of South Carolina schools	School Districts	All Districts	Design Professionals; Contractors; Other State Agencies	Division of District Operations and Support - School Facilities		Students would not have access to facilities which meet all inspection requirements	No Change	
Issue Certificates of Occupancy	School Districts	All Districts	Design Professionals; Contractors; Other State Agencies	Division of District Operations and Support - School Facilities		Students would not have access to facilities which meet all inspection requirements	No Change	
Provide legal advice and support regarding the Individuals with Disabilities Education Act (IDEA) and other disability and civil rights laws related to the education of students with disabilities; the Family Educational Rights and Privacy Act (FERPA); school-based Medicaid services; medical homebound instruction; the educational rights of students placed or referred by state agencies in foster care, group homes, state-operated healthcare facilities, and residential treatment facilities (RTFs); the Freedom of Information Act (FOIA) and other education-related matters.	School Districts	All Districts	Schools; Educators; Parents; SCDE Employees	Division of Legal Affairs - Office of General Counsel		Possibility of non-compliance surrounding federal laws.	No Change	

Description of Service	Description of Direct Customer	Customer Name	Others Impacted by Service	Division or major organizational unit providing the service.	Description of division or major organizational unit providing the service.	Primary negative impact if service not provided.	Changes made to services during FY2023	Summary of changes to services
Tasked with disciplinary matters for South Carolina educators. Investigate and prosecute teacher certification matters in due process hearings. Provide legal guidance to school districts, educators, and the general public.	School Districts	All Districts	School; Educators; General Public	Division of Legal Affairs - Office of General Counsel		Educators who have conducted themselves in an unprofessional manner would remain in the classrooms.	No Change	
Oversees all state legal matters within the purview of the SCDE.	Superintendent of Education	Molly Spearman	SCDE Employees	Division of Legal Affairs - Office of General Counsel		Legal advice would not be available to the employees within the agency.	No Change	
Provide legal support and advice regarding all federal programs housed within the SCDE.	Superintendent of Education	Molly Spearman	SCDE Employees	Division of Legal Affairs - Office of General Counsel		Legal advice surrounding federal programs would not be available, which could lead to non-compliance issues.	No Change	
Provide administrative and legal advice to the State Board of Education.	State Board of Education	Members of the State Board of Education		Division of Legal Affairs - Office of General Counsel		Important educational decisions would be made without counsel from the SCDE.	No Change	
Provide technical assistance and resources to the agency administration and program offices on pre-award tasks and grant management topics.	SCDE Employees	All SCDE Employees	SCDE Program Offices	Division of Legal Affairs - Grants Program		Risk of mismanaging state and federal funds.	No Change	
Procure requested items and assist vendors with questions/concerns regarding the procurement process	School Districts	All Districts	SCDE, Vendors	Division of Legal Affairs - Procurement		Possible non-compliance issues and risk of misuse of state and federal funds.	No Change	
Communicate and work with members of the General Assembly and their staff regarding policy changes and budget updates.	Legislators	Members of the General Assembly	Legislative Staff; SCDE Employees	Division of Legal Affairs - Government Affairs	Ombudsman for agency and switchboard responding to calls and public inquiries; Liaison to the Governor, General Assembly, and other state agencies	No input from the SCDE would be provided regarding important educational decisions.	No Change	
Ensure all reports required of the SCDE are sent to the appropriate recipients	General Assembly	Members of the General Assembly	US Department of Education; General Public; School Districts; Education Oversight Committee	Division of Legal Affairs - Government Affairs		Reporting requirements established in law would not be met; stakeholder transparency would also decrease.	No Change	
Respond to and engage students, parents, educators, education stakeholders, and South Carolina Citizens regarding education issues and agency initiatives.	Students of South Carolina	All Students	Parents, Educators, Education Stakeholders	Office of Communications		Stakeholder transparency efforts would decrease.	No Change	
Respond to and engage the news media regarding education issues and agency initiatives	Media Outlets	All Media Outlets	General Public	Office of Communications		Stakeholder transparency efforts would decrease; important information would not be disseminated to the public.	No Change	
Provide financial transparency reports and data	Legislature	Members of the General Assembly	General Public, School Districts	CFO - Chief Finance Office and Office of Finance		The SCDE would have no accountability of taxpayer dollars.	No Change	
Process timely disbursements to School Districts	School Districts	All Districts		CFO - Chief Finance Office and Office of Finance		Students would not have access to a minimally adequate education	No Change	

Description of Service	Description of Direct Customer	Customer Name	Others Impacted by Service	Division or major organizational unit providing the service.	Description of division or major organizational unit providing the service.	Primary negative impact if service not provided.	Changes made to services during FY2023	Summary of changes to services
Process timely disbursements to State Agencies	State Agencies	Any State Agency receiving pass-through funding	Colleges and/or Universities	CFO - Chief Finance Office and Office of Finance		Other state agencies would not be able to operate existing programs.	No Change	
Process timely disbursements to County and Local Governments	School Districts	All Districts		CFO - Chief Finance Office and Office of Finance		County and local governments would not be able to operate existing programs.	No Change	
Visit districts to ensure fiscal stability and compliance, provide technical assistance, and issue declarations when necessary	School Districts	All Districts	Schools	CFO - Chief Finance Office and Office of Finance		Possibility that districts would not be in compliance with rules and regulations surrounding school finance.	No Change	
Procure, receipt, distribute, and maintain instructional materials	School Districts	All Districts	Schools	CFO - Chief Finance Office and Office of Finance		Students would not have access to a minimally adequate education	No Change	
Prepare federal grant reimbursement requests/reports and provide support to various audits by reporting procedures, supporting closing procedures, and fulfilling requests for information as it relates to the Statewide Audit, Office of State Auditor Agreed Upon Procedure Audit and Federal government audits	Recipients of Federal Grants	Recipients of Federal Grants	Legislature; SCDE Employees	CFO - Chief Finance Office and Office of Finance		The SCDE would have no accountability of taxpayer dollars.	No Change	
	School districts, recipients of Federal Grants	School districts, recipients of Federal Grants	General Public	Division of College and Career Readiness		Greater number of SC citizens without a high school diploma, decreased number of high school completers for employers to hire from, could increase incarcerations and the number of citizens seeking public assistance		

# 2023

## Partnerships Data

as submitted for the Accountability Report by:

H630 - Department of Education

Type of Partner Entity	Name of Partner Entity	Description of Partnership	Change to the partnership during the past fiscal year
Non-Governmental Organization	Able South Carolina	Feedback and input on SCDE policies and initiatives	No Change
Private Business Organization	Absolute Total Care	School nurses asthma symposium	No Change
Non-Governmental Organization	Afterschool and Community Learning Network	Feedback and input on SCDE policies and initiatives to address learning loss due to COVID-19.	No Change
Private Business Organization	AT&T	African American Heritage Calendar	No Change
Non-Governmental Organization	BCBSSC Foundation	Fitness Gram	No Change
State Government	Center for Educator Recruitment, Retentions, and Advancement (CERRA)	Training development and facilitation; collaboration with the Alternative Certification Team to present district and/or regional information sessions in rural districts; partnership on Rural Technical Assistance proviso and SC State Plan for the Equitable Distribution of Excellent Educators	No Change
Non-Governmental Organization	Children's Trust of South Carolina	Feedback and input on SCDE policies and initiatives to address learning loss due to COVID-19.	No Change
Higher Education Institute	Clemson University	Reading Recovery programming and certification	No Change
Private Business Organization	Cognia	Diagnostic reviews for Priority Schools; district/school accreditation; support of SCDE transformation coaches	No Change
State Government	Commission on Higher Education (CHE)	NCRC data	No Change
Professional Association	Council for the Accreditation of Educator Preparation (CAEP)	EPP state accreditation is tied to national accreditation through CAEP; SCDE is part of national accreditation visits and provides CAEP support to IHEs	No Change

Type of Partner Entity	Name of Partner Entity	Description of Partnership	Change to the partnership during the past fiscal year
Professional Association	Council of Chief State School Officers (CCSSO)	Feedback and input on SCDE policies and initiatives; state partnerships; national-level training, support, and information; technical assistance	No Change
Private Business Organization	Data Recognition Corporation	Assessments	No Change
Non-Governmental Organization	ECTA	Funding; training and technical assistance; strategic planning	No Change
K-12 Education Institute	Education consortia (Old English, Midlands, Pee Dee, and Western Piedmont)	Feedback and input on SCDE implementation; collaboration around state and federal opportunities	No Change
State Government	Education Oversight Committee (EOC)	Standard-setting and approval; assessments, reporting and accountability (including report cards); grading and accountability plans; oversight of EIA funding	No Change
Higher Education Institute	Educator Preparation Programs (EPPs)	Training, resources, and technical assistance related to EPP accreditation, teacher licensure, state initiatives, and current legislation; EPP program approval; information sharing through monthly SC Education Dean's Alliance meetings	No Change
Non-Governmental Organization	Engaging Creative Minds	Feedback and input on SCDE policies and initiatives to address learning loss due to COVID-19.	No Change
State Government	First Steps	Collaboration around planning and professional development for early learning teachers of 4K; Collaboration around 4K professional learning and data collection	No Change
Higher Education Institute	Francis Marion University	Resources related to teaching students of poverty	No Change
Non-Governmental Organization	Girl Scouts of South Carolina Mountains to Midlands	Feedback and input on SCDE policies and initiatives to address learning loss due to COVID-19.	No Change
K-12 Education Institute	Governors Schools	Fiscal agent; SCDE seat on the board	No Change
State Government	HeadStart	Collaboration around planning and professional development for early learning teachers; Collaboration around professional learning and data collection	No Change
K-12 Education Institute	Home School Association(s)	Statutory determinations for purposes of school attendance	No Change

Type of Partner Entity	Name of Partner Entity	Description of Partnership	Change to the partnership during the past fiscal year
Higher Education Institute	IHEs	Collaboration and information-sharing around K-12 students for post-secondary success/readiness; feedback and input on SCDE implementation; collaboration around state and federal opportunities	No Change
K-12 Education Institute	K-12 Technology Initiative	Partnership among DOA, EOC, SCDE, State Library, and others	No Change
Non-Governmental Organization	KnowledgeWorks	Collaboration and technical assistance related to personalized learning	No Change
Higher Education Institute	Lander University	Montessori programming and professional learning	No Change
Non-Governmental Organization	LARCUM	Interdenominational faith-based group; collaboration around literacy support and family/community engagement	No Change
K-12 Education Institute	Local education agencies (LEAs; school districts)	Funding allocations; leadership, funding, and professional support; monitoring of state/federal requirements and plans; training and technical assistance; feedback and input on SCDE implementation; collaboration around state and federal opportunities	No Change
Higher Education Institute	MUSC	Partnership with school-based telehealth program to improve availability of health care to children living in underserved areas	No Change
Higher Education Institute	MUSC Boeing Center	Technical assistance targeted to school districts related to development of local wellness policies	No Change
Non-Governmental Organization	National Alliance on Mental Health Illness of South Carolina	Feedback and input on SCDE policies and initiatives to address impacts on mental health due to COVID-19.	No Change
Federal Government	National Highway Traffic Safety Administration (NHTSA)	Regulation of federal motor vehicle standards related to school buses	No Change
State Government	Office of Revenue and Fiscal Affairs	Data matching	No Change
State Government	Office of the Attorney General	Training related to school climate/safety	No Change
Non-Governmental Organization	Palmetto Health	Go Noodle	No Change
Professional Association	Palmetto State Teachers Association (PSTA)	Feedback and input on SCDE policies and initiatives; training and information	No Change
K-12 Education Institute	Palmetto Unified School District	SCDE seat on board	No Change

Partnerships Data

Type of Partner Entity	Name of Partner Entity	Description of Partnership	Change to the partnership during the past fiscal year
Higher Education Institute	Riley Institute at Furman University	Technical assistance and data support for several SCDE areas, including Profile, Montessori, and personalized learning	No Change
Non-Governmental Organization	SC African American Heritage Association	Teacher's Guide to African American Historic Places in SC	No Change
Professional Association	SC Association for Educational Technology	Annual conference presentations; collaboration around instructional technology	No Change
Professional Association	SC Association of School Administrators (SCASA)	Feedback and input on SCDE policies and initiatives; training and information	No Change
Professional Association	SC Association of School Business Officials	Feedback and input on SCDE policies and initiatives; training and information	No Change
Non-Governmental Organization	SC Baptist Convention	Adopt a school program	No Change
Non-Governmental Organization	SC Council on the Holocaust	Funding provided through Appropriations Act	No Change
State Government	SC Department of Commerce	Proviso Task Force; EEDA recommendations; regional educational coordinators; workforce projections	No Change
State Government	SC Department of Employment and Workforce	Career readiness, workforce statistics and projections	No Change
State Government	SC Department of Health and Environmental Control	Technical assistance to select counties related to meal patterns and nutrition education; Statewide School Nursing technical support	No Change
State Government	SC Department of Health and Human Services	School-based health Medicaid reimbursement policies	No Change
State Government	SC Department of Mental Health	Mental health services in the schools (some school districts contract with SCDMH)	No Change
State Government	SC Department of Social Services	Collaboration around planning and professional development for early learning teachers of 4K; Resource regarding summer food initiatives	No Change
Professional Association	SC Education Association (SCEA)	Feedback and input on SCDE policies and initiatives; training and information	No Change
Non-Governmental Organization	SC Future Minds	SCDE seat on board; Teacher of the Year	No Change
K-12 Education Institute	SC Public Charter School District	Fiscal agent; leadership, funding, and professional support; advocacy; monitoring of state/federal requirements and plans as appropriate; training and technical assistance; feedback and input on SCDE implementation; collaboration around state and federal opportunities	No Change
Professional Association	SC School Board Association	Feedback and input on SCDE policies and initiatives; training and information	No Change

Partnerships Data

Type of Partner Entity	Name of Partner Entity	Description of Partnership	Change to the partnership during the past fiscal year
State Government	SC State Board for Technical and Comprehensive Education	Dual credit awarding entity; collaboration around college readiness and reduction of remediation; sharing of vocational equipment	No Change
Higher Education Institute	SC State Board of Trustees	SCDE seat on Board of Trustees	No Change
State Government	SCETV	SCDE board seat; public service announcements; collaboration around filming and broadcasting professional learning	No Change
State Government	School Food Authorities	Actual benefit issuance/determinations; Training and technical assistance	No Change
K-12 Education Institute	Schools (elementary, middle, and high)	Funding allocations; leadership, funding, and professional support; monitoring of state/federal requirements and plans; training and technical assistance; feedback and input on SCDE implementation; collaboration around state and federal opportunities	No Change
Non-Governmental Organization	South Carolina Afterschool Alliance	Feedback and input on SCDE policies and initiatives to address learning loss due to COVID-19.	No Change
State Government	South Carolina Arts Commission	Feedback and input on SCDE policies and initiatives to address learning loss due to COVID-19.	No Change
Non-Governmental Organization	South Carolina Association of School Nurses	Feedback and input on SCDE policies and initiatives to address the safe return to school due to COVID-19.	No Change
Federal Government	Southeastern Comprehensive Center/American Institutes of Research	USDE-funded research and program support; technical assistance; networking/contact with other states	No Change
Non-Governmental Organization	Southeastern Regional Education Board (SREB)	Implementation of High Schools That Work (HSTW) proviso; technical assistance for low-performing schools; programmatic support of HSTW, MMGW, TTGW, LDC and MDC	No Change
Professional Association	State Chamber of Commerce	Advocacy; feedback and input on SCDE policies and initiatives	No Change
Non-Governmental Organization	TASC	Funding; training and technical assistance; strategic planning	No Change
Higher Education Institute	Technical colleges	SCDE seat on SC Board of Technical Colleges; ReadySC; youth apprenticeships; collaboration and information-sharing around K-12 students for post-secondary success/readiness; feedback and input on SCDE implementation; collaboration around state and federal opportunities	No Change
Non-Governmental Organization	TransformSC	Business partnerships; collaboration around Profile and personalized learning	No Change



Type of Partner Entity	Name of Partner Entity	Description of Partnership	Change to the partnership during the past fiscal year
Federal Government	US Department of Agriculture	Policy, technical assistance, and reimbursement related to several programs that provide healthy food to children including the National School Lunch Program, School Breakfast Program, and Summer Food Service Program	No Change
Federal Government	US Department of Education	Policy, funding, technical support, oversight, and monitoring of all federally funded programs	No Change
Federal Government	US Department of Justice	Office of Civil Rights reviews data (dropout, chronic absenteeism, and discipline) to ensure that students' rights are not violated	No Change
Higher Education Institute	USC - Center for Educational Partnerships (CEP)	Technical assistance and support of several state initiatives, including Read to Succeed and school improvement	No Change
Higher Education Institute	USC - Children's Law Center	Truancy training and resources	No Change
Higher Education Institute	USC - SC Educational Policy Center	Data analysis, accountability support, and training regarding climate surveys	No Change
Private Business Organization	WIS	African American Calendar	Amend
Non-Government Organization	National Dropout Prevention Center	Technical assistance and support regarding dropout prevention strategies and improving graduation rates.	No Change
Higher Education Institute	USC-Carolina Family Engagement Center	Supports resources for community and family engagement. Provides training for district/school level family liaisons	No Change
State Government	Department of Social Services	SC Department Education - Office of Adult Education and the Department of Social Services' SNAP E&T program partner to serve SNAP recipients. The goal is to help recipients attain a high school diploma or GED, and a career readiness certificate. Once complete, recipients are encouraged to seek self sustaining employment or enter post-secondary education.	No Change
State Government	SC Vocational Rehabilitation Department	SC Department Education - Office of Adult Education and the SC Vocational Rehabilitation Department partner to serve vocational rehabilitation clients. The goal is to assist clients with completing a career readiness certificate.	No Change
Non-Government Organization	Teach.org	Strategic partnership to assist in teacher recruitment efforts by promoting and increasing the number of people enrolled in an EPP program in SC.	No Change
State Government	SLED	Collaboration in renovation , development of safety coordination efforts among districts, SLED, and SCDE.	Add
Private Business Organization	Lexia	Providing teacher professional development grounded in the Science of Reading and focused on early foundational literacy skills	No Change

# 2023

## Reports Data

as submitted for the Accountability Report by:  
H630 - Department of Education

Report Name	Law Number (if applicable)	Summary of information requested in the report	Date of most recent submission DURING the past fiscal year	Reporting Frequency	Type of entity/entities	Method to access the report	Direct access hyperlink or agency contact (if not provided to LSA for posting online)	Changes to this report during the past fiscal year	Explanation why a report wasn't submitted
Agency Accountability Report (Proviso 117.29 - FY 2019-2020)	1-1-810	Promote strategic planning and thoughtful review of agency goals; 1-1-810; Provide information for the purpose of a zero-base budget analysis	January-23	Annually	Other	Available on agency's website	<a href="https://www.scstatehouse.gov/reports/aar2020/H630.pdf">https://www.scstatehouse.gov/reports/aar2020/H630.pdf</a>	No change	
Annual listing of buildings suitable for charter school use.	59-40-170	The Department of Education shall make available, upon request, a list of vacant and unused buildings and vacant and unused portions of buildings that are owned by school districts in this State and that may be suitable for the operation of a charter school. The department shall make the list available to applicants for charter schools and to existing charter schools. The list must include the address of each building, a short description of the building, and the name of the owner of the building.	October of 2022	Other	Other	Available on agency's website	<a href="https://ed.sc.gov/districts-schools/planning-building/facilities/guides/forms/2022-vacant-schools-report/?showMeta=2&amp;ext=.pdf">https://ed.sc.gov/districts-schools/planning-building/facilities/guides/forms/2022-vacant-schools-report/?showMeta=2&amp;ext=.pdf</a>	No Change	
American Board	59-25-350	Submit total number of individual employed in SC with a passport certificate issued by ABCTE (now American Board) by district and nonprivileged information collected on these individuals through the ADEPT system	August of 2022	Annually	Legislative entity or entities AND South Carolina state agency or agencies	Provided to LSA for posting online	<a href="https://www.scstatehouse.gov/reports/DeptofEducation/EP-04-Attach-AmericanBoardReportforthe2020-21SchoolYear-03-22.pdf">https://www.scstatehouse.gov/reports/DeptofEducation/EP-04-Attach-AmericanBoardReportforthe2020-21SchoolYear-03-22.pdf</a>	No Change	
Critical Needs, Schools, Geographic Areas, and Subject Areas for SC Teacher Loan Forgiveness	59-26-20	Areas of critical need shall include both geographic areas and areas of teacher certification and must be defined annually for that purpose by the State Board of Education. SBE approved definitions should be posted and sent to the SCSLC.	December of 2022	Annually	South Carolina state agency or agencies	Available on agency's website	<a href="https://ed.sc.gov/educators/recruitment-and-recognition/critical-need-areas/22-23-sub/">https://ed.sc.gov/educators/recruitment-and-recognition/critical-need-areas/22-23-sub/</a>	No Change	
Diploma Pathways	59-18-310	The department shall monitor the number of diplomas and employability credentials earned by students and shall report to the State Board of Education and the General Assembly biannually by February 15, beginning in 2020.	January of 2023	Annually	Governor or Lt. Governor AND Legislative entity or entities AND South Carolina state agency or agencies	Provided to LSA for posting online	<a href="https://www.scstatehouse.gov/reports/DeptofEducation/59-18-310_RetroactiveDiplomas-2019.pdf">https://www.scstatehouse.gov/reports/DeptofEducation/59-18-310_RetroactiveDiplomas-2019.pdf</a>	No Change	
EIA Program Reports	59-6-10	Provide programmatic and expenditure information to EOC for EIA-funded programs; Approximately 30 reports submitted with budget actuals	November of 2022	Annually	South Carolina state agency or agencies	Available on another website	Contact Phillip Cease (Pcease@ed.sc.gov) for copies of individual reports.	No Change	
Founding principles	59-29-155	Due next cycle; Submit documentation of implementation of this section (founding principles instruction required, reporting requirements, professional development); See statute for specific requirements. Requires SCDE professional development (and reporting of it). References EOC and SBE. Provide report on October 15 of each odd-numbered year, commencing in 2017.	October of 2022	Every 2 years	Legislative entity or entities	Available on agency's website	<a href="https://ed.sc.gov/data/reports/legislative/legislative-reports/annual-reports/founding-principles/2019-founding-principles-report/">https://ed.sc.gov/data/reports/legislative/legislative-reports/annual-reports/founding-principles/2019-founding-principles-report/</a>	No Change	
Gun Free Schools Act	59-39-100	Provide information about weapons in SC schools; GFSA Authorizing Legislation (Title IV, Part A, Subpart 3, Section 4141)	August of 2022	Every 2 years	Legislative entity or entities	Available on agency's website	<a href="https://ed.sc.gov/policy/education-laws-legislation/office-of-governmental-affairs/department-reports/gun-free-schools-act-report/">https://ed.sc.gov/policy/education-laws-legislation/office-of-governmental-affairs/department-reports/gun-free-schools-act-report/</a>	No Change	
Missed School Days (Weather Report)	59-1-425	School term information; Provide detailed report of information from each district listing beginning and length of school term as well as the number of: (1) days missed and the reason, (2) days made up, and (3) days waived; Must be provided prior to July 1	July of 2023	Annually	Legislative entity or entities	Provided to LSA for posting online	<a href="https://www.scstatehouse.gov/reports/DeptofEducation/2020-21WeatherReport-Final.pdf">https://www.scstatehouse.gov/reports/DeptofEducation/2020-21WeatherReport-Final.pdf</a>	No Change	

Report Name	Law Number (if applicable)	Summary of information requested in the report	Date of most recent submission DURING the past fiscal year	Reporting Frequency	Type of entity/entities	Method to access the report	Direct access hyperlink or agency contact (if not provided to LSA for posting online)	Changes to this report during the past fiscal year	Explanation why a report wasn't submitted
Federal or Other Funds	2-65-20	Listing of all conditions imposed on this State if the funds are accepted and expended, including, but not limited to, matching requirements; maintenance of effort requirements for the activity for which the funds are to be expended; limits on program changes, including eligibility requirements, either by agency action or legislative enactment; and any other requirements that limit the authority of this State. The submission also must include information on all federal funds available to the agency or for which the agency is eligible to request or draw upon that have not been requested or drawn upon due to insufficient matching funds being available or any other reason and also must include the potential costs, conditions, and restrictions of the federal program providing or offering the funds.	November of 2022	Annually	Entity within federal government	Electronic copy available upon request	<a href="https://admin.sc.gov/sites/default/files/budget/H630%20FY22%20Other%20Funds%20Survey.pdf">https://admin.sc.gov/sites/default/files/budget/H630%20FY22%20Other%20Funds%20Survey.pdf</a>	No Change	
Proviso "Adult Education"	Proviso 1A.27 - (FY 2020-21)	Provide summary information on school district quarterly reports to the SCD; District reports should include unique student identifiers; Report why students have enrolled in adult education and whether or not they are pursuing a GED or a diploma; In this data report, the SCDE typically provides a summary of data for the first quarter of the current fiscal year.	July of 2023	Annually	South Carolina state agency or agencies	Available on agency's website	<a href="https://www.sccstatehouse.gov/reports/DeptofEducation/Adult%20Education%20Proviso%20Summary%202nd%20quarter%202020-2021.pdf">https://www.sccstatehouse.gov/reports/DeptofEducation/Adult%20Education%20Proviso%20Summary%202nd%20quarter%202020-2021.pdf</a>	No Change	
Proviso "Aid to District Draw Down"	Proviso 1A.42 - (FY 2020-21)	Report on districts that failed to submit an updated plan in the current fiscal year; Plans ensure districts are meeting the safety needs of their students; Plans ensure districts, Palmetto Unified, and DJJ have updated safety plans in place	April of 2023	Annually	Legislative entity or entities	Electronic copy available upon request	<a href="https://ed.sc.gov/finance/financial-services/proviso-compliance/proviso-co">https://ed.sc.gov/finance/financial-services/proviso-compliance/proviso-co</a>	No Change	
Proviso "Bank Account and Transparency and Accountability"	Proviso 117.80 - (FY 2020-21)	Report use composite reservoir bank accounts	August of 2022	Annually	Governor or Lt. Governor AND Legislative entity or entities	Available on agency's website	<a href="https://ed.sc.gov/finance/financial-services/proviso-compliance/proviso-compliance-fiscal-year-2021-2022/proviso-117-80-bank-account-transparency-and-accountability-report/">https://ed.sc.gov/finance/financial-services/proviso-compliance/proviso-compliance-fiscal-year-2021-2022/proviso-117-80-bank-account-transparency-and-accountability-report/</a>	No Change	
Proviso "CDEPP Student Information and Reporting"	Proviso 1A.50 (FY 2020-21)	SCDE and First Steps provide any information required by the EOC for the annual CDEPP report; List of requested data is provided by EOC	April of 2023	Annually	South Carolina state agency or agencies	Available on agency's website	<a href="https://www.sccstatehouse.gov/reports/DeptofEducation/2021%20CERDEP%20Unexpended%20Funds%20Report.pdf">https://www.sccstatehouse.gov/reports/DeptofEducation/2021%20CERDEP%20Unexpended%20Funds%20Report.pdf</a>	No Change	
Proviso "Debt Collection Reports"	Proviso 117.33 (FY 2020-21)	Report outstanding debt owed to the SCDE by outside entities in previous fiscal year; See definitions in proviso	February of 2023	Annually	South Carolina state agency or agencies	Provided to LSA for posting online	<a href="https://ed.sc.gov/finance/financial-services/proviso-compliance/proviso-compliance-fiscal-year-2021-2022/proviso-11733-debt-collection-report/">https://ed.sc.gov/finance/financial-services/proviso-compliance/proviso-compliance-fiscal-year-2021-2022/proviso-11733-debt-collection-report/</a>	No Change	
Proviso "Dropout Prevention and High Schools that Work Program"	Proviso 1A.16 (FY 2020-21)	Report on the effectiveness of dropout prevention programs; Assess program progress and effectiveness in providing a better prepared workforce and student success in post-secondary education; EEDA program monitoring and effectiveness	June of 2023	Annually	Legislative entity or entities AND South Carolina state agency or agencies	Provided to LSA for posting online	<a href="https://ed.sc.gov/data/reports/legislative/legislative-reports/annual-reports/dropout-prevention-and-high-schools-that-work/2018-program-report-on-ecda-dropout-prevention-and-high-schools-that-work/">https://ed.sc.gov/data/reports/legislative/legislative-reports/annual-reports/dropout-prevention-and-high-schools-that-work/2018-program-report-on-ecda-dropout-prevention-and-high-schools-that-work/</a>	No Change	
Proviso "Fines and Fees" Report	Proviso 117.71 (FY 2020-21)	All aggregate amounts of fines and fees that were charged and collected by that state agency in the prior fiscal year.	September of 2023	Annually	Governor or Lt. Governor AND Legislative entity or entities	Available on agency's website	<a href="https://ed.sc.gov/finance/financial-services/proviso-compliance/proviso-compliance-fiscal-year-2021-2022/fiscal-year-2021-2022-fines-and-fees-report/">https://ed.sc.gov/finance/financial-services/proviso-compliance/proviso-compliance-fiscal-year-2021-2022/fiscal-year-2021-2022-fines-and-fees-report/</a>	No Change	
Proviso "Full Day 4K"	Proviso 1A.56 (FY 2020-21)	Districts will report to the Department of Education sources of funding used to provide 4K services by Oct 15. The Department will report the data by Dec 1.	July of 2023	Annually	Legislative entity or entities	Provided to LSA for posting online	<a href="https://ec.sc.gov/sites/ec/files/Documents/CERDEP%202022/CERDEP%20Annual%20Report%202022.GA01142022.pdf">https://ec.sc.gov/sites/ec/files/Documents/CERDEP%202022/CERDEP%20Annual%20Report%202022.GA01142022.pdf</a>	No Change	
Proviso "GP: Discrimination Policy"	Proviso 117.13 (FY 2020-21)	Each state agency shall submit to the State Human Affairs Commission employment and filled vacancy data by race and sex by October thirty-first of each year.	December of 2022	Annually	Legislative entity or entities	Electronic copy available upon request	<a href="https://ed.sc.gov/districts-schools/health-and-nutrition/special-programs/usda-summer-meal-programs/usda-non-discrimination-statement/">https://ed.sc.gov/districts-schools/health-and-nutrition/special-programs/usda-summer-meal-programs/usda-non-discrimination-statement/</a>	No Change	

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Proviso "Grants Committee Process"	Proviso 1A.67 (FY 2020-21)	Evaluation of the grantees impact and effectiveness on student performance or student outcomes.	August of 2023	Annually	South Carolina state agency or agencies	Available on another website	<a href="https://www.screstatohouse.gov/reports/DeptoEducation/2021%20Legislative%20Report%20-%20Grants%20Committee.pdf">https://www.screstatohouse.gov/reports/DeptoEducation/2021%20Legislative%20Report%20-%20Grants%20Committee.pdf</a>	No Change	
Proviso "IDEA Maintenance of Effort"	Proviso 1A.67 (FY 2020-21)	Submit estimate of the IDEA MOE requirement; This item deals with the Proviso informing the General Assembly of the estimate MFS needed for the current year.	June of 2023	Annually	Governor or Lt. Governor AND Legislative entity or entities	Provided to LSA for posting online	On file with agency	No Change	
Proviso "Information Technology and Information Security Plans"	Proviso 1A.32 (FY 2020-21)	By August 1 of the current fiscal year, all state agencies must submit an information technology plan and an information security plan.	June of 2023	Annually	Governor or Lt. Governor AND Legislative entity or entities	Provided to LSA for posting online	<a href="https://www.screstatohouse.gov/reports/DeptoEducation/SC%20Tech%20Plan%202020-24_Final%20Version%20for%20Release.pdf">https://www.screstatohouse.gov/reports/DeptoEducation/SC%20Tech%20Plan%202020-24_Final%20Version%20for%20Release.pdf</a>	No Change	
Proviso "LEA: Audit" regarding lottery expenditures	Proviso 117.107 (FY 2020-21)	Provide guidelines/procedures and expenditures of lottery funds allocated to school districts and other recipient institutions according to law; In addition, provide report on the amount of lottery funds distributed to each entity in the prior fiscal year	November of 2022	Annually	South Carolina state agency or agencies	Provided to LSA for posting online	<a href="https://www.ed.sc.gov/finance/auditing/information-memos-and-forms/memos-and-forms/memo-lea-audit-submission-2021/">https://www.ed.sc.gov/finance/auditing/information-memos-and-forms/memos-and-forms/memo-lea-audit-submission-2021/</a>	No Change	
Proviso "Reading/Literacy Coaches"	Proviso 3.1 (FY 2020-21)	Report on hiring/assignment of reading/literacy coaches by school in current fiscal year; Also report amount of funds to be used for Summer Reading Camps	January of 2023	Annually	Legislative entity or entities AND South Carolina state agency or agencies	Provided to LSA for posting online	<a href="https://ed.sc.gov/data/reports/literacy/scde-literacy-reports/reading-coach/2020-21-reading-coach-report/">https://ed.sc.gov/data/reports/literacy/scde-literacy-reports/reading-coach/2020-21-reading-coach-report/</a>	No Change	
Proviso "School Districts and Special Schools Flexibility"	Proviso 1A.56 (FY 2020-21)	All school districts must report the student teacher ratio for every classroom to the Department of Education at the ninety and one hundred and eighty day mark. The department shall report this information to the General Assembly. The school district shall report to the Department of Education the actual percentage of its per pupil expenditures used for classroom instruction, instructional support, and transportation, food service, and safety within non-instruction pupil services for the current school year ending June thirtieth. Quarterly throughout the current fiscal year, the chairman of each school district's board and the superintendent of each school district must certify where non-instructional or nonessential programs have been suspended and the specific flexibility actions taken. The certification must be in writing delivered electronically to the State Superintendent of Education, and an electronic copy forwarded to the Chairman of the Senate Finance Committee, the Chairman of the Senate Education Committee, the Chairman of the House Ways and Means Committee, and the Chairman of the House Education and Public Works Committee. Additionally, the certification must be presented publicly at a regularly called school board meeting, and the certification must be conspicuously posted on the internet website maintained by the school district.	July of 2023	Annually	Legislative entity or entities	Provided to LSA for posting online		No Change	
Proviso "Work Based Learning" (Proviso 1A.5 - FY 2018-2019)	Proviso 1.25, 1.40, and 1A.14 (FY 2020-21)	Accomplishments of the Regional Career Specialists	February of 2023	Annually	Legislative entity or entities	Available on agency's website	<a href="https://ed.sc.gov/instruction/career-and-technical-education/career-guidance/work-based-learning/proviso-1a-5-wbl/">https://ed.sc.gov/instruction/career-and-technical-education/career-guidance/work-based-learning/proviso-1a-5-wbl/</a>	No Change	
Report by Advisory Council on services for preschoolers	59-36-70	State Advisory Council, with assistance from SCDE staff, submit summary of services provided for preschool children with disabilities and their families; See statute for requirements; Related to Act 86, which requires LEAs to serve children with disabilities ages 3 through 5	February of 2023	Every 2 years	Legislative entity or entities	Provided to LSA for posting online	<a href="https://www.screstatohouse.gov/reports/DeptoEducation/IDEA%20Preschool%20Report%20Final%202021.pdf">https://www.screstatohouse.gov/reports/DeptoEducation/IDEA%20Preschool%20Report%20Final%202021.pdf</a>	No Change	
SBE facilities information (capital needs reports)	59-144-130	SBE report projected five-year school facilities improvement requirements reported by school districts, needs since last report, and previously identified needs; Report every three years beginning in 1998	September of 2022	Other	Legislative entity or entities	Available on agency's website	<a href="https://ed.sc.gov/districts-schools/school-planning-building/south-carolina-school-facilities-planning-construction-guides-forms/reports-school-facility-building-funds/">https://ed.sc.gov/districts-schools/school-planning-building/south-carolina-school-facilities-planning-construction-guides-forms/reports-school-facility-building-funds/</a>	No Change	Next report due in 2025

Report Name	Law Number (if applicable)	Summary of information requested in the report	Date of most recent submission DURING the past fiscal year	Reporting Frequency	Type of entity/entities	Method to access the report	Direct access hyperlink or agency contact (if not provided to LSA for posting online)	Changes to this report during the past fiscal year	Explanation why a report wasn't submitted
SC Virtual School Program and Virtual School Offerings	59-16-60	Report on the overall effectiveness of the virtual school program including completion rates, course enrollments, etc. Provide SBE with report on virtual school offerings and data.	October of 2022	Annually	Legislative entity or entities AND South Carolina state agency or agencies	Available on agency's website	<a href="https://ed.sc.gov/districts-schools/virtual-education/virtuals/annual-reports/annual-report-2020-21/">https://ed.sc.gov/districts-schools/virtual-education/virtuals/annual-reports/annual-report-2020-21/</a>	No Change	
School and District Report Cards (Proviso 1A.39 "Dropout Recovery Data," 59-10-50 Physical Education Assessments, and 59-18-920 report card for charter, alternative, and career and technology schools included)	59-19-900 (E)	The school's report card must be furnished to parents and the public no later than November fifteenth; Report cards must provide calculated physical education program effectiveness score per 59-10-50; also 59-18-930	February of 2023	Annually	South Carolina state agency or agencies	Available on agency's website	<a href="https://ed.sc.gov/data/report-cards/state-report-cards/">https://ed.sc.gov/data/report-cards/state-report-cards/</a>	No Change	
School-Related Crime	59-63-330	Report compiled school-related crime information; Identify persistently dangerous schools; Provide January 31 following districts' final quarterly reports of the school year	August of 2023	Annually	Legislative entity or entities AND South Carolina state agency or agencies	Provided to LSA for posting online	<a href="https://ed.sc.gov/policy/education-laws-legislation/office-of-governmental-affairs/requests-from-general-assembly/201819-and-201920-school-crime-reports/">https://ed.sc.gov/policy/education-laws-legislation/office-of-governmental-affairs/requests-from-general-assembly/201819-and-201920-school-crime-reports/</a>	No Change	
State Reading Plan and Progress towards 95% Reading on Grade Level	59-155-140; 59-155-130	No due date; Provide updated plan and state reading proficiency progress report; Include proficiency update regarding 59-155-130	November of 2022	Annually	Entity within federal government	Electronic copy available upon request	<a href="https://ed.sc.gov/data/reports/literacy/scde-literacy-reports/state-reading-plan-and-proficiency/2021-reading-plan-and-proficiency-report/">https://ed.sc.gov/data/reports/literacy/scde-literacy-reports/state-reading-plan-and-proficiency/2021-reading-plan-and-proficiency-report/</a>	No Change	
Students Health and Fitness Act	59-10-10	Provide summary of district- and school-level compliance with all elements of the 2005 Student Health and Fitness Act	February of 2023	Annually	Legislative entity or entities	Provided to LSA for posting online	N/A	No Change	No survey completed in 2020 or 2021 due to COVID. The report for the past year's data is currently being compiled.
Summer Reading Camp Report	59-155-130	Report yearly success rate of summer reading camps; No date in law	January of 2023	Annually	South Carolina state agency or agencies	Provided to LSA for posting online	<a href="https://ed.sc.gov/data/reports/literacy/scde-literacy-reports/summer-reading-camp/2021-and-2022-summer-learning-reportpdf/">https://ed.sc.gov/data/reports/literacy/scde-literacy-reports/summer-reading-camp/2021-and-2022-summer-learning-reportpdf/</a>	No Change	
Tabulation of college freshman results	Federal Requirement	Provide information for federal student loan forgiveness; Federal critical needs areas defined. Access via USED website.	August of 2023	Annually	Entity within federal government	Available on agency's website	<a href="https://ed.sc.gov/data/other/college-freshman-report/college-freshman-report-graduating-class-of-2020/">https://ed.sc.gov/data/other/college-freshman-report/college-freshman-report-graduating-class-of-2020/</a>	No Change	
Title II EPP Completer Data	Federal Requirement	Update USDE on completers of SC EPPs. Data uploaded via required template to Title II. Access via USED Title II website.	October of 2022	Annually	Entity within federal government	Available on another website	<a href="https://title2.ed.gov/Public/Report/StateHome.aspx?si=45">https://title2.ed.gov/Public/Report/StateHome.aspx?si=45</a>	No Change	
Vacant School Building Report	59-40-170	A list of vacant and unused buildings and vacant and unused portions of buildings that are owned by school districts in this State and that may be suitable for the operation of a charter school	December of 2022	Other	Legislative entity or entities AND South Carolina state agency or agencies	Available on agency's website	<a href="https://ed.sc.gov/districts-schools/planning-building/facilities/guides/forms/2022-vacant-schools-report/?showMeta=2&amp;ext=-pdf">https://ed.sc.gov/districts-schools/planning-building/facilities/guides/forms/2022-vacant-schools-report/?showMeta=2&amp;ext=-pdf</a>	No Change	

Report Name	Law Number (if applicable)	Summary of information requested in the report	Date of most recent submission DURING the past fiscal year	Reporting Frequency	Type of entity/entities	Method to access the report	Direct access hyperlink or agency contact (if not provided to LSA for posting online)	Changes to this report during the past fiscal year	Explanation why a report wasn't submitted
Alternative Education Program	1.99 (23-24 Budget)	List must be available to schools by July 31. SDE creates list of alternative programs. List must be published on school district website. The State Department of Education shall create, publish, and provide to all public schools in the State a list of alternative education programs that can award a high school degree or high school equivalency credential. The list must include, but not be limited to, the Wil Lou Gray Opportunity School and the South Carolina Youth Challenge Academy. As part of each student's annual review of his Individualized Graduation Plan, school counselors shall distribute information provided by the Wil Lou Gray Opportunity School, the South Carolina Youth Challenge Academy, and any other alternative education program to students who are not on track for on-time graduation or who otherwise are at risk of dropping out of school. School counselors shall provide those institutions the names and addresses of all students who are not on track for on-time graduation or who otherwise are at risk of dropping out of school, except for students who have opted out of disclosure of directory information under the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g. Parents or students age eighteen or older may complete a form to opt the student out of the disclosure of student contact information with these institutions. The department shall develop this opt-out and each district shall make the form available on its website.	July of 2023	Annually	South Carolina state agency or agencies	Available on another website	SCDE website	Add	
Gavin's Law/Sextortion/Sexual Extortion	H3583 (23 session)	SCDE along with local school districts, SLED and Attorney General implement a policy to educate and notify students of change in law. SCDE must file a report as to the status of the adoption and implementation of the education policies annually by July 1.		Annually	Governor or Lt. Governor AND Legislative entity or entities AND South Carolina state agency or agencies	Available on agency's website	Report due in 2024	Add	First report due in July 1, 2024
Child Food & Nutrition Services Study Committee	H3312 (23 session)	Study moving breakfast and lunch food service responsibilities from SCDE to SCAD.			Legislative entity or entities	Available on agency's website	Report due in 2024	Add	One time report due January 1, 2024
Student Technology Safety	1.103 (23 Budget)	SDE develops list of vendors on an annual basis. The Department of Education is directed to create and maintain an approved list of third-party providers on an annual basis that provide technology to mitigate cyberbullying and assist in the prevention of self-harm, suicide, or possible harm to others by monitoring student digital activity on school-issued devices and accounts. Providers included on the list must meet all state and agency data use and governance policies and must be domiciled in the United States.		Annually	South Carolina state agency or agencies	Available on agency's website	Report due in 2024	Add	

<b>AGENCY NAME:</b>	South Carolina Department of Education		
<b>AGENCY CODE:</b>	H630	<b>SECTION:</b>	001

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**2023**  
**Accountability Report**

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**SUBMISSION FORM**

I have reviewed and approved the data submitted by the agency in the following templates:

- Data Template
  - Reorganization and Compliance
  - FY2023 Strategic Plan Results
  - FY2024 Strategic Plan Development
  - Legal
  - Services
  - Partnerships
  - Report or Review
  - Budget
- Discussion Template
- Organizational Template

I have reviewed and approved the financial report summarizing the agency’s budget and actual expenditures, as entered by the agency into the South Carolina Enterprise Information System.

The information submitted is complete and accurate to the extent of my knowledge.

<b>AGENCY DIRECTOR</b> <i>(SIGN AND DATE):</i>	<b>SIGNATURE ON FILE</b>	<b>Signature Received:</b> 9/13/2023 11:49 AM
<i>(TYPE/PRINT NAME):</i>	Ellen E. Weaver	

<b>BOARD/CMSN CHAIR</b> <i>(SIGN AND DATE):</i>	<b>SIGNATURE ON FILE</b>	<b>Signature Received:</b> 9/13/2023 11:49 AM
<i>(TYPE/PRINT NAME):</i>	Crystal F. Stapleton, Ed. D	