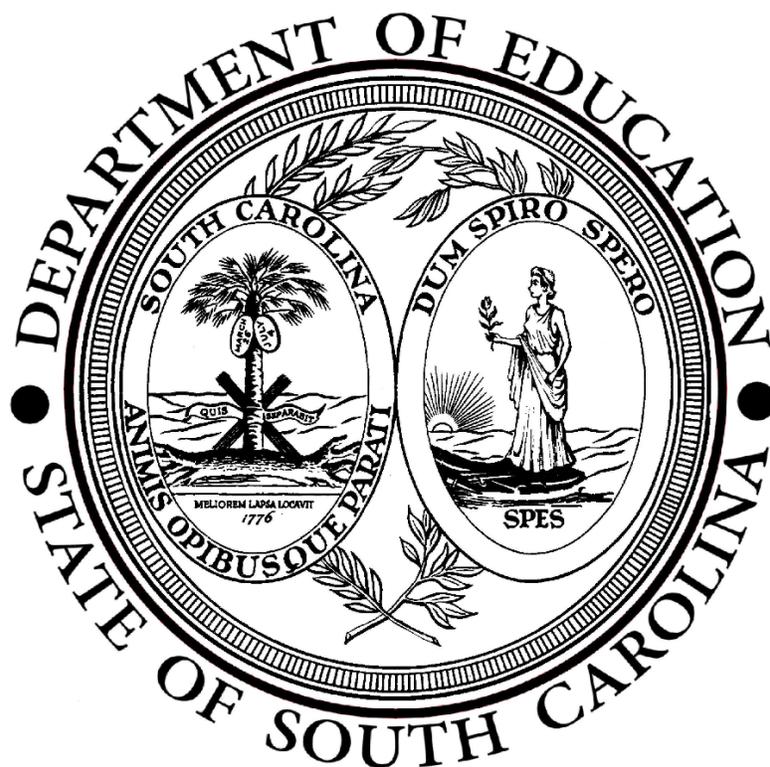


SUPPLEMENTAL EDUCATIONAL SERVICES

Policy and Procedures Manual



Office of Federal and State Accountability
Division of Accountability
South Carolina State Department of Education
1429 Senate Street
Columbia, SC 29201
www.ed.sc.gov

SUPPLEMENTAL EDUCATIONAL SERVICES

Policy and Procedures Manual

Signature Page for:

PROVIDER NAME TYPED OR PRINTED *(Black or Blue Ink Only-Please Print Legibly.)*

As a state approved provider of Supplemental Educational Services (SES), the above named provider has received the South Carolina Department of Education’s (SCDE) Policy and Procedures Manual for SES. In addition to all other requirements imposed by the SES Policy and Procedures Manual, the Federal Non-Regulatory Guidance for SES, and the Education Industry Association (EIA) Code of Ethics for SES, the above named provider further agrees to abide by the policies and procedures set forth in these documents. The above named provider may be placed on probation, barred from providing services in a school or district, or removed from the state-approved provider list for a time period no less than two years if the policies, procedures and guidance are not followed. By signing below, the above named provider certifies that it is the provider’s responsibility to ensure that all applicable parties affiliated with the above referenced organization, including but not limited to staff, employees, branch/site directors, contractors and sub-contractors who provide SES services in South Carolina understand that these policies, procedures and guidance must be adhered to at all times. As a state approved provider of Supplemental Educational Services I/we further understand that the policies and procedures may be modified or amended by the SCDE and that notice of any subsequent modifications or amendments to this document will be available to SES providers, school districts, and the public.

Designated Representative for Provider *(Please Print Legibly)*

Title

Signature of Designated Representative for Provider

Date

Effective: August 1, 2013



Part 1: Definitions

Part 2: General Provisions for SES Providers

Section A- Rationale and Scope

Section B- General Code of Ethics

Section C- SCDE's Standards for Supplemental Educational Services

C-1: Marketing and Recruitment

C-2: Financial Incentives or Other Gifts

C-3: Parent Enrollment Forms

C-4: Communication

C-5: District Required Meetings

C-5: District Criteria for Selecting Providers

Part 3: General Provisions for SES Providers Related to Criminal Background Checks, Liability Insurance and W-9 Federal Tax Documentation

Section A- Criminal Background Check Requirements

Section B- Proof of Liability Insurance Requirements

Section C- Federal Tax Documents

Part 4: Programmatic Requirements and Procedures

Section A- Service Agreement (Contracts)

Section B- Provisions for Payment-Service Delivery/Hourly Rate

Section C- Placement Requirements

C-1: Initial Placement of Student

C-2: Student Placement Criteria

Section D- Student Learning Plans and Invoicing Requirements

D-1: Student Learning Plan (SLP)

D-2: Criminal Background Checks

D-3: Proof of Liability Insurance

D-4: State Standards for Student Learning Plans

D-5: Student Attendance Requirements

D-6: Tutoring Hours/Invoicing Requirements

D-7: Withdrawal/Transfer Requirements

Section E- SCDE or District's Right to Withhold Payment/Deny Invoice

Section F- Provider Program Changes Requirements

Part 5- Guidelines for SES Providers

Section A- SES Provider Requirements

Section B- Provider Site/Location and Change Requirements

B-1: Site / Location

B-2: Site/Location Information

B-3: Site/Location Change

Section C- Provider Agreement and Application Assurances

C-1: Provider Agreements

C-2: Application Assurances

Section D- Provider Health and Safety Requirements

D-1: Required Policies and Procedures

D-2: Requirements for Staff

D-3: Supervision of Students

D-4: Transporting Students

D-5: Accident/Incident Report



Part 6: Guidelines for Districts and Schools

Section A- Information to Parents About SES / Enrollment

Section B- Assistance to Parents in the Selection of an SES Provider

Section C- District Policies Regarding Marketing and Preferential Treatment to Providers

C-1: Marketing

C-2: Preferential Treatment

Section D- Instruction, SLP Development and IEP/504 Requirements

D-1: Instruction and State Assessments

D-2: SLP Development and IEP's

D-3: SLP Development and 504 Plans

Section E- Contract Agreement and Scope of Service

E-1: Contract Agreement

E-2: Scope of Service

Section F- Hiring of District and School Personnel

Section G- Facilities and Transportation Use Policies

G-1: Use of School Facilities by SES Providers

G-2: Use of School Transportation by SES Providers

Part 7: Monitoring and Evaluation

Section A- Overview

Section B- Pre and Post Assessment Data (Measurement of Academic Progress-MAP)

Section C- Site Monitoring Visits

Section D- Parent Questionnaire

Section E- District Questionnaire

Section F- Appeal Process

Section G- Eligibility for Re-Applying

Section H- Provider Removal from List of State Approved Providers

Part 8: Complaint Procedures

Part 9: Cayen Data Management System

Appendix

Contact Information



Part 1: Definitions

Supplemental Educational Services (SES) - are additional academic instruction designed to increase the academic achievement of students in schools Priority and Focus Schools as defined by South Carolina Department of Education via the Elementary and Secondary Education Act (ESEA) 2012 Flexibility Waiver. These services, which are in addition to instruction provided during the school day, may include academic assistance such as tutoring, remediation and other supplemental academic enrichment services that are consistent with the content and instruction used by the local educational agency (LEA) and are aligned with the State's academic content and achievement standards. SES must be high quality, research-based, and specifically designed to increase student academic achievement [*Section 1116(e)(12)(C), of the No Child Left Behind Act of 2001; 34 §C.F.R. 200.45(a)*].

Cayen- Cayen System's Data Management Tool, which is commonly referred to as the Supplemental Services Tracker (SST) or "Cayen", is the data management system that integrates the day-to-day SES process and communication between Providers, School Districts and the SCDE (data management for enrollment, placement, assessment and evaluation, attendance, SLP development, invoicing, transfers and withdrawals).

ED- United States Department of Education

EIA Code of Conduct for SES Providers- (Education Industry Association Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers) - Codes that describe key organizational behaviors and policies that encourage SES Providers to adhere to the highest standards of professional conduct and business ethics.

Eligible Applicant- A provider of SES may be any public or private (non-profit or for-profit) entity that meets the state's criteria for approval. Public schools (including charter schools), private schools, LEAs, educational service agencies, institutions of higher education, faith-based organizations, community-based organizations, business groups, and individuals are among the types of entities that may apply to the State Education Agency for approval to provide SES.

Enrollment- enrollment involves procuring signed enrolled forms from parents, then adding the enrollment form information on each student to create a pool of enrollees. A student is considered enrolled when all information is stored in Cayen, including the student's choice of providers.

ESEA- Elementary and Secondary Education Act: the principal federal law affecting education from kindergarten through high school. ESEA is designed to improve student achievement and close achievement gaps. States are required to develop challenging academic standards, to educate all students to 100 percent proficiency by 2014, and to create and implement a single, statewide accountability system.

Ethical Behavior- is behavior that is in accordance with the rules or standards for right conduct or practice, especially the standards of a profession for an individual or group.

Focus Schools: underperforming schools with the largest subgroup performance gaps, and schools with significantly underperforming subgroups

SES Eligible Students: Any student not meeting state proficiency standards (Lunch Status: Paying, Reduced and Free)

Hourly Rate- The dollar amount approved by the SCDE that a provider charges per hour to tutoring students participating in SES.

Incentives- Incentives are rewards offered, which may be financial or otherwise. Incentives include, but are not limited to, goods, services, gifts, gift certificates, coupons, discounts, and cash.



The SCDE policy and procedures manual identifies incentives of two types: **enrollment incentives** and **completion incentives**.

1. **Enrollment incentives:** Incentives that are offered for students to enroll in a provider’s program OR that are offered to switch from one provider to another after a student has already enrolled. **Incentives of this nature are prohibited.**
2. **Completion incentives:** Incentives that are offered **AFTER** a student has enrolled with a provider. These incentives may be for student attendance, student completion, or student achievement.

LEA- Local Educational Agency, as defined by 20 U.S.C. § 7801(26)(A). LEA and district have the same meaning. For the purposes of this document, a district is an LEA in which one or more of its schools is characterized under 20 U.S.C. § 6316(b)(5), (7), or (8). Such characterization includes Year Two of school improvement, corrective action, or restructuring. For the purposes of this document, “district” may include a charter school.

NCLB- No Child Left Behind Act of 2001

Occupational Safety and Health Administration (OSHA)-An agency of the United States Department of Labor that issues and enforces standards for workplace safety and health in an effort to prevent work-related injuries, illnesses, and occupational fatality.

Parent- For the purpose of the development of the SLP and any form of communication regarding the student eligible to receive SES, the term “parent” as defined in Section 9101(31) of the ESEA, includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare). This person must be documented in the student’s permanent school records.

Placement- Placement involves checking enrolled student’s eligibility and the actual placement of eligible students with providers. A student is considered placed when they are added to a Provider’s SST registration list.

Priority Schools- Palmetto Priority Schools (PPS) are the lowest performing schools based on the state assessment system criteria (ranked “at-risk” on the state system’s absolute index/rating for three consecutive years).

Any current PPS school that does not meet the current exit criteria (achieves a higher absolute rating of “below average” or above) for PPS by the end of the 2011–12 school year (by June 2012) will automatically be designated a priority school for 2012–13 and 2013–14.

School Improvement Grant (SIG) Tier I and SIG Tier II schools, including Title I-participating or Title I-eligible high schools with a graduation rate of less than 60 percent in each of the last three years will be identified as priority schools.

SES Eligible Students: All students attending Priority Schools (Lunch Status: Paying, Reduced and Free)

Provider- A provider of SES may be any public or private (non-profit or for-profit) entity that meets the state’s criteria for approval. Potential providers include individuals or groups of individuals, public schools (including charter schools), private schools, LEAs, educational service agencies, institutions of higher education, faith-based organizations and other community-based organizations, and business groups. A public school or an LEA that is in need of improvement may not be a provider. An approved provider (1) has a demonstrated record of effectiveness in increasing the academic achievement of students in subjects relevant to meeting the State’s academic content and student academic achievement standards; (2) is capable of providing instructional services that are (a) of high quality, research-based, and designed to increase student academic achievement, (b) consistent with the instructional program of the LEA,



(c) aligned with State academic content and student academic achievement standards, and (d) secular, neutral, and non-ideological; (3) is financially sound; and (4) provides SES consistent with all applicable Federal, State, and local health, safety, and civil rights laws [Section 1116(e)(12)(B); Section 1116(e)(5), of the No Child Left Behind Act of 2001; 34 C.F.R. §200.47(b)].

Qualified Instructors- The person or persons employed by an SES provider to deliver instruction in reading, English language arts, mathematics, and/or science to eligible student(s) enrolled in the provider’s program. Instructors may also be referred to as “tutors.” An instructor **must have** a high school diploma; be trained in the instructional program and strategies used by the provider; be trained in monitoring and evaluating student achievement; and **must be** eighteen (18) years old or older.

SCDE- South Carolina Department of Education

Scope of Service-The range of tutoring services deemed appropriate and necessary for an individual student. Such services may include but are not limited to: Name of Provider, Local Contact Person, Address, Phone and Fax Numbers, E-mail, Website (where applicable), Corporate Contact Person (Address, Phone and Fax Numbers, E-mail-where applicable) Estimated Start Date for Tutoring Services, Accommodations or Modifications for Special Needs Students, Transportation Logistics (where applicable), ELL Logistics (where applicable), Provider Description, Number of students to be served, Session Number, Subjects, Grades, Days of Week, Time, Hourly Rate and Student:Tutor Ratio.

SEA- State Education Agency also referred to as the SCDE

Service Delivery- services a provider offers including subjects in which student(s) will be tutored, and the grade level; whether tutoring will be offered to special needs and LEP students; availability of services-days, times, place (school, in-home, other facility); distance (internet based); tutoring services that are aligned with the state curriculum standards and the school/district’s instructional program; whether tutoring is offered in small or large groups, individual and the hourly rate.

SES Non-Regulatory Guidance- The SES Non-Regulatory Guidance provides important information for states, districts, and providers about their roles and responsibilities for implementing and participating in supplemental educational services under the *No Child Left Behind Act of 2001*.

Student Learning Plan (SLP) - describes the SES Provider’s plan for tutoring an individual student and is an agreement between the district, provider and parent. The learning plan includes achievement goals, services planned, start and end dates, student performance objectives, how parents and teachers are notified of student progress (May be a part of the Scope of Service/Contract Agreement).

Tutor- The person or persons employed by an SES provider to deliver instruction in reading, English language arts, mathematics, and/or science to eligible student(s) enrolled in the provider’s program. Tutors may also be referred to as “qualified instructor.” A tutor **must have** a high school diploma; be trained in the instructional program and strategies used by the provider; be trained in monitoring and evaluating student achievement; and **must be** eighteen (18) years old or older.



Part 2: General Provisions for SES Providers

Section A: Rationale and Scope

The purpose of this part is to establish general policies and procedures for SES Providers approved by the SCDE as well as school districts that must offer SES. Failure of a provider to abide by the policies and procedures detailed in this section may result in removal from the State-approved and or district list.

In addition to the requirements of SCDE policy and procedures governing SES, providers and school districts must adhere to the requirements of the 2009 Federal Non-Regulatory Guidance for Supplemental Educational Services (*Appendix A*), and the Education Industry Association (EIA) Code of Ethics for Supplemental Educational Services (*Appendix B*). The EIA Code of Ethics is described in section B.

Section B: Provider General Code of Ethics

Providers and their employees or any agent representing their company must also abide by the Provider General Code of Ethics. In the conduct of business and discharge of responsibilities, providers commit to:

1. Conduct community outreach, student recruitment, and to serve students fully consistent with the terms of their state-approved application and all state and local policies;
2. Conduct business honestly, openly, fairly, and with integrity;
3. Comply with applicable laws, statutes, regulations and ordinances;
4. Conduct affairs so as to avoid conflicts of commitment and avoid or minimize conflicts of interest, and respond appropriately when conflicts of interest arise;
5. Never offer or accept illegal payments for services rendered;
6. Apply these guidelines and standards throughout the company by ensuring all employees understand them and act accordingly;
7. Refrain from publicly criticizing or disparaging other providers;
8. Comply with the confidentiality and non-disclosure provisions of all applicable federal, state, and local laws, including those relating to student identity, records, reports, data, scores, and other sensitive information;
9. Be factual and forthright in reporting and documenting attendance rates, effectiveness of the programs, and in explaining the theoretical/empirical rationale behind major elements of its program, as well as the link between research and program design;
10. Take appropriate corrective action against provider employees, consultants, or contractors who act in a manner detrimental to the letter or spirit of this code; and
11. Take immediate steps to correct any actions on its part that willfully or inadvertently violate the letter or spirit of this code.

The Code of Ethics has been adapted from the EIA Code of Ethics for SES, revised January, 2008. Failure, by any provider to adhere to this code of ethics may result in removal from the State-Approved Providers List.

Section C: SCDE's Standards for Supplemental Educational Services

SES Providers and their employees, schools and districts are expected to consistently implement the SES provisions of the Elementary and Secondary Education Act (ESEA) in conjunction with the SCDE and promote full access of SES services to eligible students. The SCDE's standards for SES as described below must be followed.



C-1: Marketing and Recruitment

- Providers must create and use promotional materials and advertisements that are free from deception. Upon request, providers shall submit all promotional materials and advertisements related to the SES program to the SCDE and the school districts in which they wish to serve, as applicable.
- Providers must accurately and completely describe services to parents in terms that are easy to understand.
- Providers of SES may market their services directly to members of the community and only provide general information about the availability of SES. A district or school may not restrict any state-approved provider from engaging in standard marketing practices. However, unfair business practices by providers will not be tolerated. Examples of unethical business practices include, but are not limited to:
 - Begin recruiting and marketing of SES before the SCDE's established start date;
 - offering "kickbacks" to district or school personnel (including those school personnel hired by the provider) who encourage parents to select that provider as their provider of choice;
 - engaging in false advertising about either its program or other providers' programs;
 - making payments or in-kind contributions to schools, exclusive of customary fees for facility utilizations, in exchange for access to facilities, to obtain student lists, to obtain other similar benefits for its SES program, or for any illegal purpose;
 - encouraging students or parents of students to switch providers once enrolled in an SES program;
 - using unfair, deceptive, or excessive marketing ploys or practices; or
 - representing the provider as having an endorsement of preference from the district(s) or school(s) the provider proposes to serve.
- Providers must not misrepresent to anyone the location of a provider's program or the approval status of a program. Providers must understand that placement on the state's approved provider list is not an endorsement or guarantee of services by the SCDE or the ED.

C-2: Financial Incentives or Other Gifts

The SES Non-Regulatory Guidance gives the SCDE the authority to set parameters on the use of provider incentives. This document reflects those parameters. **Providers not in compliance with the incentive policy may be removed from the state approved SES provider list.**

Incentives: Incentives are rewards offered, which may be financial or otherwise. Incentives include, but are not limited to, goods, services, gifts, gift certificates, coupons, discounts, and cash. The SCDE policy and procedures manual identifies incentives of two types: **enrollment incentives** and **completion incentives**.

Enrollment Incentives

- Providers shall not offer or advertise monetary and or economic incentives or gratuities of any kind to parents or students to solicit them to enroll in their SES program.
- Providers shall not offer or advertise monetary and or economic incentives or gratuities of any kind to parents or students to solicit them to switch from another provider's SES program.
- A provider shall not offer financial incentives or gifts to a district, school, or school or district employee for enticing students to sign up with the provider.
- Providers must not sponsor promotional events including, but not limited to, pizza parties, etc., on school grounds for student recruitment that are for the sole benefit of a single provider. The preferred practice is for the school to organize such recruitment events that are for the benefit of all providers, accepting voluntary sponsorship from providers.

Completion Incentives

During the provision of SES, providers may only offer reasonable incentives (not financial) to students **enrolled** in its program for attendance, completion of an assessment, assignment, task, or student academic achievement. Completion incentives **shall not** be advertised in advance of actual enrollment.



C-3: Parent Enrollment Forms

- Under no circumstances shall an SES provider or its employees make any alterations to a district SES parent enrollment form, district parent agreements, or other district forms related to SES. This prohibition includes altering a form to specify a provider's company as the SES provider of choice or as the number one choice on the parent enrollment form (including pre-printed or copied forms).
- Each school district should share its district's SES parent enrollment form with providers, district and school personnel, and non-district individuals for the purpose of assisting parents of eligible students to sign up for SES. School districts should provide parents with information but should not encourage parents to sign up for a particular provider.
- Enrollment forms must be returned to schools participating in SES by parents only. Forms not returned by parents should not be processed and should be discarded by district SES personnel. **Providers cannot return enrollment forms.**
- Providers may offer parents mailing envelopes that are addressed to the appropriate district SES personnel.
- Enrollment forms returned in large quantities at the same time from one provider may be scrutinized and subject to being discarded if districts suspect unethical marketing and returning of the enrollment forms.

C-4: Communication

- Providers must ensure that all contact information, such as state, regional or local contact person(s), contractor(s), sub-contractor(s) telephone number(s), mailing address, e-mail address, etc. is accurate and up to date.
- Providers that maintain branch offices must ensure that local contacts are kept informed of information requests and correspondence that are received from the SCDE and school districts.
- **It is the responsibility of the provider to notify the SCDE and school districts in writing, within 5 business days, of any changes in contact information.**
- Providers must notify the district and parents **immediately**, if they change the tutoring site or location. If the site location change is permanent, the provider must notify the district in writing within five (5) business days.
- Providers must ensure that requests for information and access to service site(s) for monitoring and evaluation purposes by the SCDE and school districts are provided in a timely manner.
- ***The SCDE maintains NO responsibility for any contact information changes that have not been submitted in writing. The provider is responsible for any information or requests for information sent by the SCDE, ED and LEA, or any of its agents not received due to incorrect information.***
- Providers must respond to all reasonable requests for information from school districts and the SCDE by pre-set deadlines. Information includes, but is not limited to SLPs, contract agreements, policy signature pages, monitoring and evaluation data requested by the SCDE, and invoices or attendance sheets requested by districts.
- Providers that do not submit SCDE required forms by pre-set deadlines are subject to a delay in placement of students or a delay in invoices being processed.
- Providers that do not submit SCDE required forms by set pre-set deadlines are also subject to their invoices not being processed, removal of students from their program or removal from the district or state-approved provider list.
- Providers must not attempt to influence or bias parents' completion of the Parent Questionnaire or any other evaluation of the provider's services.
- When completing SCDE monitoring and evaluation documents, providers must not misrepresent data or report information that is in any way false or inaccurate.

C-5: District Required Meetings

- The district may require each provider to meet face-to-face with district personnel to discuss contractual arrangements and district SES policies and procedures.



- If a face-to-face meeting is not possible, the district and the provider may establish alternate means to communicate.
- If communication is not possible, the provider may be dropped from that district’s list of approved providers with approval from the SCDE.

C-6: District Criteria for Selecting Providers

School districts will choose ten providers to serve priority and focus schools based on the needs of the students in impacted schools. The list must be validated by the Office of Federal and State Accountability. To ensure that parents have diverse options in selecting a provider based on their child(rens’) academic needs, district lists should include in-home, distance learning (computer instruction), and community and faith-based providers. In addition, the list of district providers should include providers who are able to serve special needs students (Students with IEPs), students with 504 Accommodation Plans and, English Language Learners/Limited English Proficient students (ELL/ESOL).

To avoid real or perceived conflicts of interest and to ensure that parents have a diverse pool of providers from which they can choose to serve their child(ren), districts should select only one entity from among a provider who offers services via multiple names/companies if the services for each company are the same or very similar in nature.

- **District selection criteria should include the following:**

Services the provider offers relative to the academic needs of the eligible students

Subjects	ELA <input type="checkbox"/>	Math <input type="checkbox"/>	Science <input type="checkbox"/>	
Grade Levels	Elementary <input type="checkbox"/>	Middle <input type="checkbox"/>	High <input type="checkbox"/>	
Group Size	Large Group <input type="checkbox"/>	Small Group <input type="checkbox"/>	Individual <input type="checkbox"/>	In-Home <input type="checkbox"/>
Service Times	Weekdays <input type="checkbox"/>	Weekends <input type="checkbox"/>	Before School <input type="checkbox"/>	After School <input type="checkbox"/>
Special Needs	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Serve ELL Students	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Distance Learning	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Transportation	Yes <input type="checkbox"/>	No <input type="checkbox"/>		

Abstract and or Evidence of Effectiveness response from the 2013 application will be submitted to districts for review and scoring.



Describe your experience in raising academic achievement levels of students. If you have not provided tutoring or teaching services in the past, describe relevant experience you have that suggests you can effectively provide SES.

STRONG Evidence (7-10 points)	MODERATE Evidence (3-6 points)	LIMITED Evidence (1-2 points)	District Assigned Score
<p>Data are included that clearly demonstrates past effectiveness in providing SES services.</p> <p>Data are included that clearly demonstrates effectiveness in increasing student achievement.</p>	<p>A description of services that have been provided has been included, but data is vague or shows inconsistent results.</p>	<p>Description provided is inadequate to determine if the provider has been effective.</p> <p>Description provided is inadequate to determine if the applicant will be effective.</p>	Comment

School districts should select providers based on the following:

1. Services the provider offers relative to the academic needs of the eligible students (*See Chart 1 above.*) Refer to the 2013-14 SES Provider Service Delivery Document
2. Assign a score to the Abstract and or Evidence of Effectiveness response from the 2013 application (*See Chart 2 above.*)
-Rank order the score results from chart 2.
3. Select the 10 providers based on student/district/school needs from Chart 1 and score results from Chart 2.
4. If a provider elects not to serve once selected, districts may select the next provider of choice based on the criteria above.
5. E-mail the list of 10 providers to the South Carolina Department of Education (SCDE) for validation.
6. Districts/schools approved as a provider must select ten (10) providers from the state-approved list. Districts in this category will have a total of eleven providers; including themselves as a provider.
7. Contact providers in writing (e-mail and U.S. Postal Services) regarding being selected.

NOTE: The SCDE reserves the right to make adjustments, add or remove providers from a district’s list of selected providers to ensure integrity to the selection process and to ensure that parents have several options of providers from which they can choose.



Part 3: General Provisions for SES Providers Related to Criminal Background Checks, Liability Insurance and W-9 Federal Tax Documentation

Section A: Criminal Background Check Requirements

In addition to all other requirements imposed by law, providers of SES **must abide** by all policies and procedural requirements of the South Carolina SES Policy and Procedures Manual, the SES Non-Regulatory Guidance, and district board policy related to Criminal Background Checks consisting of the following:

- Providers **must** submit to districts they elected to serve, a South Carolina Law Enforcement (SLED) criminal background check on **all** persons who come in **direct or indirect** contact with students who will be tutored. **SLED** criminal background checks must be conducted on **all** individuals in the above category, including those acting on behalf of providers, volunteers, contractors, relatives, etc. All background checks must be completed during the **current** school year, prior to serving students, and **prior** to an individual working with students. **NOTE:** District employees hired by providers are not exempt from these requirements. All background checks will be inspected by school districts for authenticity and appropriate dates.
- Criminal background checks must be completed by the provider for each employee each time a new contract is signed, and no less frequently than each year, or whichever comes first.
- Criminal background checks **and** proof of liability insurance **must** be submitted and verified by the school district **prior to any** contact being made with students. Contact with the student includes administering pre-assessments as well as actual tutoring. Districts are reminded that providers **cannot** submit backdated invoices for payment if the criminal background check and proof of liability insurance requirements have not been met and contact has been made with a student.
- Individuals who plead guilty, are found guilty, and or are convicted of the following criminal offenses as outlined by the South Carolina Code of Laws, Section 16-1-60, **cannot work directly or indirectly with students** (convicted felons cannot work directly or indirectly with students being served):
 - (1) A violent crime as defined in Section 16-1-60;
 - (2) Certain offenses related to obscenity, materials harmful to minors, child exploitation, and child prostitution, including Sections 16-15-305, 16-15-335, 16-15-345, 16-15-355, 16-15-365, 16-15-385, 16-15-387, 16-15-395, 16-15-405, 16-15-410, 16-15-415 425

Details regarding the above referenced South Carolina Code of Laws are found on the South Carolina Legislature Web site at <http://www.scstatehouse.gov/CODE/t16c015.docx.9>

- If an employee is convicted of any of the crimes listed above during the course of contracted services, that employee **MUST** notify the SES provider, who must immediately submit an updated criminal history check to the district(s) with whom the provider has contracted.
- Districts are required to verify the legitimacy of all criminal background checks (SLED and FBI) as many organizations that conduct criminal background checks do not obtain their information directly from law enforcement agencies.
- If the SCDE determines that a provider has knowingly allowed a person convicted of one or more of the above crimes to work with SES children, without the express permission of each of the district(s) with which that provider has contracted, that provider will be removed **immediately** from the state approved list.
- **For on-line providers or any provider that hires tutors or other personnel who will be working directly or indirectly with students, and the aforementioned persons do not live in South Carolina, the provider must obtain an FBI background check and a law enforcement background check from the state in which said employee resides.**



-
- **NOTE: FBI background checks generally only provide nationwide information. Therefore, if an FBI background check cannot be obtained for a tutor or anyone who comes in direct or indirect contact with the students, that person cannot work directly or indirectly with students.**
 - **Providers whose personnel that have resided in South Carolina for ninety (90) days or less and who will be working directly and indirectly with students, must obtain an FBI background check and a law enforcement background check from the last state in which said employee resided.**
 - Providers should note that the SCDE and an LEA (with the permission of the SCDE) has the authority to cancel the contract with a provider or to remove a provider from the state-approved provider list or the district's list if criminal background checks are not provided for each employee or if criminal background checks are not completed prior to an employee working with SES students.

NOTE: SES Providers are also subject to the board policy governing employment criminal background checks for each district in which they are approved to tutor.

Section B: Proof of Liability Insurance Requirements

In addition to all other requirements imposed by law, providers of SES **must abide** by all policies and procedural requirements of the South Carolina SES Policy and Procedures Manual, the SES Non-Regulatory Guidance, and district board policy related to Proof of Liability Insurance consisting of the following:

- All state-approved SES providers **must** submit proof of liability insurance to **each** district in which it will provide services. Proof of liability insurance must include a copy of provider's current certificate of commercial general liability insurance (errors and omissions); with dates of coverage on the insurance company's letterhead indicating your entity has commercial/general liability insurance coverage in South Carolina or liability coverage that is applicable to South Carolina insurance guidelines. Liability insurance **must be in effect the entire time** tutoring services are rendered.

Section C: W-9 Federal Tax Documents

In addition to all other requirements imposed by law, providers of SES **must abide** by all policies and procedural requirements of the South Carolina SES Policy and Procedures Manual, the SES Non-Regulatory Guidance, and district board policy related to W-9 Federal Tax Documentation.

- Approved applicants **must** submit an Internal Revenue Services W-9 Tax Form to districts they elected to serve.



Part 4: Programmatic Requirements and Procedures

Section A: Service Agreement (Contract)

Districts and providers are required to enter into a Service Agreement (Contract) in addition to the requirements of the SLP. The service agreement/contract must include but is not limited to:

1. Specific achievement goals for the student, developed in consultation with the student's parents and the provider;
2. A description of how the student's progress will be measured and how the student's parents and teachers will be regularly informed of that progress A timetable for improving the student's achievement;
3. A provision for terminating the agreement if the provider fails to meet the student's specific achievement goals and timetables;
4. Provisions governing payment for the services, which may include provisions addressing missed sessions;
5. A provision prohibiting the provider from disclosing to the public the identity of any student eligible for or receiving SES without the written permission of the student's parents;
6. An assurance that SES will be provided consistent with applicable health, safety, and civil rights laws;
7. Administrative provisions dealing with such issues as the fees charged to providers for the use of school facilities, and or district transportation; and
8. Criminal background check and proof of liability insurance requirements.

Section B: Provisions for Payment-Service Delivery/Hourly Rate

A range of (or a cap on) acceptable rates that providers may charge in the state has been established to prohibit exorbitant or unrealistically low rates. The use of ranges helps to ensure the delivery of quality services while providing necessary flexibility to accommodate types/styles of instruction, fluctuations in attendance and variations in per-pupil funding among LEAs. **The established range of the Hourly Rate for tutoring in South Carolina is \$35.00 – \$55.00 per hour. Note: The Hourly Rate cannot exceed \$55.00.**

NOTE: The tutor to student ratio is set by the SCDE and cannot be altered.

Tutor: Student Ratios – Large Group (1:6-8); Small Group (1:2-5); Individual (1:1)

Section C: Placement Requirements and Criteria

Contacting Parents

Once a provider receives student contact information from the LEA, the provider has **15 business days** to begin services with the student. In order to meet this deadline, a provider should contact parents immediately to schedule the initial meeting.

C-1: Initial Placement of Student

Upon initial placement for each enrollment period:

- Providers have **fifteen (15) days** from the initial date of placement to notify a district via e-mail **of their intentions** to serve students assigned to them. After 15 days, districts may move students to their next provider of choice.
- Providers have **fifteen (15) days** from the initial date of placement to make contact with a parent to discuss the logistics of the tutoring services and to develop the SLP. This must be documented in the Cayen system.

C-2: Student Placement Criteria

Once a student has been placed (assigned) with a provider, the provider has an established number of days to take action on the following criteria and enter this information into Cayen.

- **Initial Placement** - initial rounds of placement– To Be Determined by school districts



- **Parental Contact**- Providers have fifteen (15) days from the initial date of placement to document their initial contact with parents in to Cayen
- **Submitting SLPs for Approval** - Providers have twenty (20) days from the initial date of placement to submit an SLP for approval by the district
- **First Date of Attendance** - Providers must enter their first date of attendance within thirty (30) days
- **Attendance/Progress Report** –Progress reports are required once a student receives their first 6 hours of tutoring. After the first six (6) hours of tutoring, progress reports are then entered into Cayen monthly.

Section D: Student Learning Plans and Invoicing Requirements

D-1: Student Learning Plan (SLP)

- Providers **must** have an approved SLP for **every** student. The SLP must contain specific achievement goals for the student and be developed in consultation with the student’s parent(s), the provider, and the school. The SLP must include how the student’s progress will be measured, and a timetable for improving student academic achievement.
- Once an SLP has been developed in Cayen, it is to be submitted electronically to the district for approval. This is “approval for content.”
- Tutoring must begin no later than five (5) days after the SLP has been approved for content in Cayen.
- When an SLP has been approved for content, at least two additional copies of the signed original must be made. The original signed SLP must be submitted to the district. One copy of the original signed SLP must be given to given to the parent.
- Tutors must have a copy of the original signed SLP on site and be familiar with the content of the plans.

D-2: Criminal Background Checks

All state-approved SES providers must conduct criminal background checks on any employee or staff member who come in direct and indirect contact with the students being served. This information must be submitted to each district in which the provider will provide services. Criminal **background checks must be submitted** to the district **before** the pre-assessment is administered **and before tutoring can begin**.

D-3: Proof of Liability Insurance

All state-approved SES providers must submit and maintain proof of liability insurance to each district in which it will provide services. **Proof of liability insurance must be submitted to the district before the pre-assessment is administered and before tutoring can begin.**

D-4: State Standards for Student Learning Plans

- ELA and Math State Curriculum/Common Core Standards have been updated by the South Carolina Department of Education (SCDE).
- Grade level indicators must be included in SLP for ELA, Math and Science where applicable.
- Providers should communicate directly with districts to determine if SPL’s should be developed using the Common Core Standards

D-5: Student Attendance Requirements

Signed attendance forms are required for all students.

1. Once the SLP has been approved, student attendance can be input into the Cayen data base.
2. Providers cannot enter attendance for time periods for less than 15 minutes.
3. Providers are limited to 2 hours of attendance / tutoring in one day.



Parent's signatures should be acquired after services are rendered. High school students may sign attendance forms themselves, however all other signatures must be acquired from the parent or legal guardian.

The LEA may accept online signatures from providers verifying attendance used for invoicing. In most cases, online signatures will be submitted by online providers. Online signatures are acceptable when:

- The provider obtains an online signature with date stamp from the parent(s)/legal guardian(s) that can be verified by the LEA. Provider may not, under any circumstances sign for the parent(s)/legal guardian(s).
- The provider has programmatic procedures in place to track the log in time of students to the minute.
- The provider has programmatic procedures that will log students out of the online system after 10 minutes of inactivity.
- The online signature is submitted to the LEA and accompanied by:
 - The date and length of time (in minutes) for each tutoring session (how long and when the student logged into the program).
 - The content area(s) and objective(s) taught during those sessions.

D-6: Tutoring Hours/Invoicing Requirements

- **NOTE: All providers must agree to tutor a minimum of 20 hours per child regardless of the district's per pupil rate and regardless of the provider's hourly rate for tutoring.**

The number of hours a student is eligible to be tutored is usually determined by dividing the provider's hourly rate into the district's per pupil allocation (PPA).

Example: The provider's hourly rate=\$50.00; the district's PPA=\$1,500.00. $1500 \div 50 = 30$. The eligible student should be tutored a total of 25 hours.

- **In districts where the PPA is less than \$1,000.00, a provider's first invoice per child, cannot exceed 12 tutoring hours.**
- **A district may allow providers to adjust (lower) their hourly rate to ensure that students receive the minimum 20 hours of tutoring required.**
- **The last invoice should be for the remaining four hours per child.**
- **Tutoring Hours** - The provider cannot bill the LEA for more than **six** instructional hours per week (**two hours per school day**) per student. **NOTE:** Tutoring may take place on Saturdays. However, Saturday tutoring will be in lieu of one of the weekdays.
- **Tutoring cannot take place before 7:30 a.m. Tutoring cannot take place after 8:00 p.m. This includes all aspects of tutoring: In-home, school site, community or faith-based site, provider's site, and distance/on-line tutoring.**
- **Tutoring shall not take place during a school district's "Winter Break" and "Spring Break".**

Districts must deny any hours submitted for tutoring that takes place before 7:30 a.m., during the school day and after 8:00 p.m.

1. Providers may only bill for actual tutoring services rendered.
2. **After** the SLP has been approved for content by the district's SES Coordinator/Title I Director, tutoring can begin.
3. Assessments are required in the system (Pre-assessment and Post-assessment).
Note: Providers **cannot** invoice for administering Pre or Post-assessments, administering of snacks or any other non-related SES activity.



4. A monthly progress report is required for each child for each invoicing period.
5. A signed SLP should be submitted with the first invoice. Districts are required to deny the attendance records and the invoice if the SLP is not signed by the parent.
 - **Parent Signature is required on the SLP (*Invoice cannot be processed for payment until the SLP is signed by parent*).**
 - Districts **cannot** backdate invoices beyond 60 days.
6. Three (3) attempts provision for parent signature on the SLP: the number of SLPs that a provider can submit without a parent signature is limited to five (5) percent of each provider's **total student enrollment**. There must be three legitimate, **documented**, time honored attempts to reach the parent. The documentation should include how the attempt was made and what the result was. Each contact attempt must be by a different method and should be at least three to five days apart.
7. All attempts to contact parents **must** be documented in Cayen. Documentation may include but is not limited to:
 - Provider e-mail to the parent; the district may request a copy of the e-mail;
 - Provider mailed communication via U.S. Postal Service or courier (If letter is returned to sender, provider must fax or send a copy of the returned envelope to the school district.);
 - Provider attempted to contact parent by telephone. Provider must include appropriate contact numbers provided on student application, the outcome of the call and with whom they spoke, if any conversations occurred; and
 - A home visit (Date and time of visit must be documented.)
8. Providers have **60 days** to invoice for a date of attendance.
9. Invoicing requests *beyond 60 days* must be approved by the State SES Coordinator. **Only district SES personnel can make the request to the State SES coordinator.**

D-7: Withdrawal/Transfer Requirements

1. Providers have seven (7) days to enter any attendance, progress reports, etc. withdrawn or transferred students
2. Providers have sixty (60) days to invoice for withdrawn or transferred students.

Section E: SCDE or District's Right to Withhold Payment/Deny Invoice

The SCDE may direct the school district to withhold payment to the provider for the following when:

- the provider's performance, in whole or in part, either has not been carried out or is insufficiently documented;
- the provider neglects, fails, or refuses to submit requested information or documentation required as a part of the SCDE Policy and Procedures Manual, the SLP or the Contract of Agreement between the provider and the district (Site location(s), names of tutors, criminal background checks, provider's operations manual/handbook, etc.);
- discrepancies in starting and ending tutoring times during site-monitoring visits are observed;
- the provider fails to submit invoices in a timely manner; and
- when a formal complaint has been submitted by either the district or the provider.

If LEA determines to withhold payment or deny an invoice, it shall provide a written notice by e-mail via Cayen and or the LEA's e-mail system within twenty-four hours. The LEA should send written notification U. S. Postal Services when a reply is not received from the provider within five business days.



The notice should include an explanation as to why the payment is being held or why the invoice is being denied. The provider shall have ten (10) business days from the date of said notice to correct such deficiency.

The SCDE may also direct the LEA to withhold payment or uphold the processing of invoices when complaints that can be substantiated, are received from parents, and provider's employees or sub-contractors.

Section F: Provider Program Changes Requirements

Providers who deviate from programming that was described in their state approved application and district approved Scope of Service, without prior approval from the SCDE and or school district, are subject to not being paid. Deviation from approved programming may include but is not limited to:

1. Change in tutoring location;
2. Changes in personnel who come in direct and indirect contact with students and no SLED checks have been submitted;
3. Changes in student/instructor ratio, grade levels tutored;
4. Changes in program curriculum, lesson descriptions; and
5. Changes in progress reporting for services rendered at such time.

Providers must notify the district and parents **immediately**, if they change the tutoring site or location, whether temporary or permanent. If the site location change is permanent, the provider must notify the district and parent in writing within five (5) days of the site or location change.



Part 5: Guidelines for Providers

Section A: SES Provider Requirements

Each provider's SES program shall:

1. Include an appropriate, research-based, diagnostic assessment (i.e. pre-test) aligned to the SCDE Curriculum/Common Core Standards, for use in identifying students' weaknesses and achievement gaps upon which to build an individual SLP and learning goals;
Note: The provider must administer their pre and post assessment and use district MAP, T21 and or district benchmark results to determine student academic needs and student achievement outcomes.
2. Ensure the pre and post assessments administered to SES students are both valid and reliable;
3. Enter pre and post assessments into the Cayen Data Management System (Cayen) for every student.
4. ***Districts cannot process a provider's last invoice until the provider's pre and post assessment has been entered into Cayen.***
5. Develop individual SLP that include specific achievement goals for each student according to their academic needs and subject area, which shall be developed in consultation with the LEA and each student's parent(s)/legal guardian(s);
6. Be aligned with the SCDE Curriculum/Common Core Standards in the areas of reading, English/Language Arts, mathematics and or science;
7. Ensure that the SLP **has been approved** by the LEA **before** tutoring can begin.
8. Ensure that the tutors must have a copy of the SLP agreements on site and are familiar with the content of the plans;
9. Use instructional practices that are high-quality, research-based, and specifically designed to increase students' academic achievement;
10. Ensure that instruction is consistent with student achievement goals identified in the SLP and that LEA is not billed for homework assistance.
11. Use targeted instruction that is aimed at addressing individual skill gaps revealed during the pre-assessment and that is based upon the developed SLP;
12. Be consistent with the academic program a student experiences in the regular school day;
13. Provide a description of how student progress will be measured and regularly reported to each student's parent(s)/legal guardian(s) and designated LEA contact(s);
14. Ensure that parent(s)/legal guardian(s) have access to Providers and/or Provider's designee to discuss their child's academic progress;
15. Include a post assessment (i.e. post test) linked to the diagnostic assessment (i.e. pre test) to determine whether student gains occurred and to further develop a plan for either re-teaching skills or identifying new skills for instruction; and
16. Adhere to all provider responsibilities as listed in the Federal SES Non-Regulatory Guidance and the EIA Code of Ethics governing SES.

Section B: Provider Site/Location and Change Requirements

B-1: Site / Location

Regardless of the location of the services, the instructional site must be:

- Conducive to learning;
- Safe and orderly;
- Free of any noticeable hazards;
- Clean;
- Organized;
- Well lit;
- Temperature controlled (Meeting OSHA Standards);
- At a facility that has Exit signs posted;
- At a facility that has inspection clearances on file; and
- At a facility that has a visible occupancy notice.



B-2: Site / Location Information

Providers must ensure that requests for information and access to service site(s) for monitoring and evaluation purposes by the SCDE are provided in a timely manner.

Such information should include:

- Site name/location and physical address;
- Site coordinator/director's name;
- Telephone number and e-mail address and;
- Names of **all** persons who come in direct and indirect contact with students.
- Copies of SLPs

B-3: Site / Location Change

Providers must notify the district and parents **immediately**, if they change the tutoring site or location, whether temporary or permanent. If the site location change is a permanent, the provider must notify the district and parent in writing within five (5) days of the site or location change.

Section C: Provider Agreement and Application Assurances

C-1: Provider Agreements

Providers must abide by all statements listed in the SCDE Assurances included in the SES Application.

- The electronic signature of the approved provider certifies that the assurances and requested information contained within the application have been satisfied and that all facts, figures, and representations are true and correct.
- The electronic signature of the approved provider indicates that the provider and all employees and representatives of the provider's organization will abide by the guidelines and terms set forth in the *2013–14 South Carolina Supplemental Educational Services Policies and Procedures Manual, the Education Industry Association (EIA) Code of Professional Ethics for Supplemental Educational Services and the 2009 Federal Non-Regulatory Guidance for SES*.
- The e-signature on the application certifies that neither the applicant nor their company is presently in debarment status, declared ineligible or involuntarily excluded from participation as a provider of SES.
- The e-signature on the application acknowledges that providing false, misleading, or incomplete information may prevent this entity from being approved to provide SES or may result in removal from the state's approval list if your application is recommended for approval.

C-2: SES Application Assurances

1. Provide parents, whose children receive SES, and the LEA with information regarding the child(ren)'s progress in increasing achievement, in a format and, to the extent practicable, a language that the parents can understand.
2. Ensure that applicant's instruction and content are consistent with instruction and content of the LEA and aligned with the South Carolina curriculum standards.
3. Meet all applicable federal, state, and local health, safety, and civil rights laws.
4. Ensure that all instruction and content are secular, neutral, and non-ideological.
5. Ensure that it is financially sound.
6. Comply with a SLED criminal background check for all persons who provide instruction and come in direct and indirect contact with the students.
7. Ensure compliance with the Family Educational Rights and Privacy Act (FERPA) of 1975, as amended.
8. Enter into a contractual agreement (i.e. SLP) with the LEA that shall include the following:
 - a) Specific student achievement goals;
 - b) A description of how progress will be measured and means to inform the parents;
 - c) An established timetable for improving the student's achievement. For a disabled/special needs student, the timetable must be consistent with the IEP. For a student covered under Section 504, the timetable must be consistent with the provisions in the 504 plan;



- d) A provision for termination of the agreement if the provider fails to meet student progress goals;
 - e) Provisions governing payment for services by the LEA;
 - f) A provision prohibiting the provider from disclosing to the public the identity of any student eligible for or receiving SES without the written permission of the student's parents; and
 - g) An assurance that SES will be provided consistent with applicable civil rights laws.
9. Supply the SCDE with all requested evaluation and monitoring data to include pre- and post-test data for each student served by the provider.
 10. Provide liability insurance information to school districts.
 11. Abide by the guidelines and terms set forth in the South Carolina Supplemental Educational Services Policies and Procedures Manual, the Education Industry Association Code of Professional Ethics for SES and the 2009 Non-Regulatory Guidance for SES.
 12. Refrain from altering, completing, or submitting student enrollment forms on behalf of parents.
 13. Submit an Internal Revenue Services W-9 Tax Form to school districts.
 14. Attend a mandatory meeting where expectations of providers will be outlined. Applicant further understands that if they do not attend the meeting their application will become null and void.

Section D: Provider Health and Safety Requirements

D-1: Required Policies and Procedures

Providers are to maintain at a minimum, **and** provide a copy to each district, their policies and procedures for students and staff regarding:

1. General Student Safety
2. Student Behavior
3. Student Attendance
4. Severe/Inclement Weather Emergencies
5. Building Evacuations and Evacuation routes
6. Cancellation of Tutoring Sessions
7. Internet/Technology Usage
8. Hiring
9. Contracting and Sub-contracting
10. Employee, Contractor and Sub-contractor training
11. Employee, Contractor and Sub-contractor role and responsibilities
12. Ethical Behavior of Employees
13. Substitute Tutors *(All substitute tutors must have criminal background checks submitted to districts prior to working directly or indirectly with students.)
14. Civil Rights and OSHA Requirements

D-2: Requirements for Staff

- **Qualified Instructors**-The person or persons employed by an SES provider to deliver instruction/tutoring in reading, English language arts, mathematics, and/or science to eligible student(s) enrolled in the provider's program. Instructors may also be referred to as "tutors." An instructor **must have** a high school diploma; be trained in the instructional program and strategies used by the provider; school diploma; be trained in monitoring and evaluating student achievement; and **must be eighteen (18) years old or older.**
- Before tutoring begins, providers must submit to the LEA a list of all approved tutors and volunteers. Changes, additions, or deletions to the list must be sent to the LEA at the time of the change. The list of tutors and volunteers must also be maintained at each respective tutoring site.
- Providers shall maintain on site, a copy of a government issued photo identification (driver's license, state/federal issued I.D., etc.) for every individual within a completed criminal background check for verification and monitoring purposes.



D-3: Supervision of Students

- Providers must maintain supervision for SES students the **entire time** of the tutoring session.
- Providers should also ensure that students are escorted and appropriately supervised whenever students leave the tutoring space/room (e.g. to participate in other SES related activities, restroom, snack breaks, etc.).
- A parent, legal guardian or person 21 years old or older (designated by parent), **must** be present the entire time during in-home tutoring. Providers **cannot** tutor if an adult 21 years old or older is not present.

D-4: Transporting Students

The provider shall ensure they receive written permission from the parent(s)/legal guardian(s) prior to transporting students.

Written permission shall include:

- The student's name
- Parent(s)/legal guardian(s) contact information (telephone, e-mail, etc.)
- The name and address where instruction will occur
- A working telephone number for the instructional site
- An approximate distance and total travel time
- Procedures for emergency situations
- Procedures for dropping off and picking up students at transportation sites including approximate departure and arrival times and dates
- A parent(s)/legal guardian(s) signature
- A copy of the permission form for transporting the students for parent(s)/legal guardian(s) and LEA (if requested)
- A copy of the permission form for transporting the students must be maintained on file at the Provider's site for monitoring purposes

D-5: Accident/Incident Report

Providers must submit a written accident report to the parent and LEA immediately and in all cases within no more than twenty-four (24) hours of an accident or incident when a pupil has suffered an injury, injured another individual, or has been involved in an activity requiring notification of emergency personnel or law enforcement.



Part 6: Guidelines for Districts and Schools

Section A: Information to Parents About SES / Enrollment

Provide information to parents about their child's eligibility for SES and when services should begin.

1. The notice to parents must:
 - Explain how parents can obtain SES for their child. Identify each approved SES provider within the LEA or in its general geographic location, including providers that are accessible through technology, such as distance learning
 - Describe briefly the services, qualifications and evidence of effectiveness for each provider
 - Indicate providers that are able to serve students with disabilities or Limited English Proficient (LEP) students
 - Include an explanation of the benefits of receiving SES
2. Help parents choose a provider, if requested
3. Apply fair and equitable procedures for serving students if not all students can be served
4. Ensure that eligible students with disabilities and LEP students receive appropriate services
5. Enter into an agreement with a provider selected by parents of an eligible student
6. Protect the privacy of students who are eligible for or receive SES
7. Provide logistical and program information to providers in order to ensure that advertising includes correct information on such issues as the procedures parents must follow in obtaining SES for their children.
8. A district may set a deadline by which parents must request SES, but in setting the deadline; the district must ensure that parents have sufficient time (*at least two (2) six-week enrollment periods*), information, and opportunities to make informed decisions about SES participation.

Section B: Assistance to Parents in the Selection of an SES Provider

The SCDE encourages district and school personnel to provide teachers and principals with information concerning SES and state-approved local providers so that they can act as resources for parents choosing a provider. District and school personnel should, if requested by parents, assist parents in the selection of an SES provider.

Parents, and only parents, must make the choice of which provider will provide services to their child(ren). District and school personnel may not tell parents which provider to choose, but may guide them as they look at all the provider information (provided by the provider, district, or SCDE from the state-approved provider's SES application), to make the best possible choice(s) for their child(ren).

Section C: District Policies Regarding Marketing and Preferential Treatment to Providers

C-1: Marketing

A district may not limit or ban approved SES providers from promoting their programs to the general public. Providers are allowed to market their services directly to members of the community or to provide general information to the public about the availability of SES.

However, based on board policy, a district has the authority to set reasonable requirements related to marketing and advertising on school grounds and during the school day or during school-sponsored events. Providers are expected to adhere to such reasonable requirements.

C-2: Preferential Treatment

Neither districts nor schools shall give preferential treatment to any SES provider. The following are examples of such prohibited preferential treatment:

- A district or school shall not give preferential treatment to a provider due to a long-standing relationship with that provider.



- A district or school shall not give preferential treatment to a district's or school's own program over another provider's program (including any advertisement that promotes the district's or school's program over that of another provider).
- A district or school shall not allow access to school facilities free of fees for one provider, but charge rent or other fees to other providers.
- A district or school cannot impose certain or additional employment requirements on providers that district itself does not routinely impose on all of its other employees. Such requirements may include but are not limited to (Tuberculosis Test, DSS Child Abuse Background Checks, etc.)

Section D: Instruction, SLP Development and IEP/504 Plan Requirements

D-1: Instruction and State Assessments

District SES/ Title I personnel are responsible for ensuring that all instruction and content provided through SES are secular, neutral, and non-ideological. Districts and schools should share State assessment scores with providers to ensure continuity of addressing the student's greatest academic needs.

Note: *District SES/Title I personnel are responsible for ensuring that the district's pre and post is entered into the Cayen Data Management System (Cayen) for every student.*

D-2: SLP Development and IEP's

District SES/ Title I personnel are responsible for ensuring that students with disabilities, their achievement goals, measurement and reporting of progress, and timetable for reporting progress be consistent with (although not included in) the student's individualized educational program (IEP) as outlined by Individuals with Disabilities Education (IDEA) Act legislation. Providers who serve any student with an IEP are allowed access to the IEP as outlined by IDEA legislation and school board policy regarding special needs students.

D-3: SLP Development and 504 Plans

District SES/Title I personnel are responsible for ensuring that students covered by Section 504 of the Rehabilitation Act of 1993 (Section 504), as amended, their achievement goals, measurement and reporting of progress, and timetable for reporting progress be consistent with the student's individualized services under Section 504. Providers who serve any student with 504 Plans are allowed access to the 504 Plans as outlined by Section 504 and school board policy regarding said students.

Section E: Contract Agreement / Scope of Service

E-1: Contract Agreement

District SES/ Title I personnel are responsible for reviewing and signing each SES agreement. By signing an SES agreement, districts indicate that they agree with the goals and timetables that were set for each student receiving SES.

E-2: Scope of Service

District SES/ Title I personnel are responsible for reviewing and approving each SES provider's Scope of Service. The **Scope of Service/Contract Agreement** may include but is not limited to the following:

- Assurances agreed to by provider
- Responsibilities of the school district
- Responsibilities of the parents/guardians
- Responsibilities of the Student
- Location of services
- Timing of services
- Payment provisions to provider
- Termination provisions



District SES/ Title I personnel should ensure the Scope of Service includes the following:

- Description of services
- Evidence of effectiveness
- Qualifications of staff
- Make sure there is no mention of incentives.
- Ensure the hourly rate is either at the state approved rate or below! It may not be higher than the state approved rate. (Refer to the Service Delivery Document)
- Correct spelling and grammar
- A clear, concise description of their organization
- Course/session details (grades served, session length, number of classes, etc.)
- Whether or not they are an online or in-home tutoring provider, etc.

Section F: Hiring of District and School Personnel / District Personnel Serving as Providers

Providers may hire district employees, as long as a conflict of interest, real or apparent, would not be involved as a result of the hiring. School teachers and paraprofessionals, including those teachers and paraprofessionals who work in a school or district identified as being in need of improvement, may be hired by a provider to provide SES.

District personnel who are the owners and or business partners of a state-approved SES provider entity cannot market their services to parents and students at the school to which they (i.e. district employee) are assigned.

District personnel who are the owners and or business partners of a state-approved SES provider entity cannot serve students at the school to which they (i.e. district employee) are assigned.

District personnel who are the owners and or business partners of a state-approved SES provider entity should take care to avoid real or perceived conflicts of interest by hiring non-district personnel to market their company's services within the district in which they are employed.

As outlined in the SES EIA code of Professional Ethics, providers can only hire school-employed personnel for instruction-related services or program coordination. Employees of a school district **cannot** recruit for a provider.

Providers that employ district staff must adhere to the following:

1. Providers **may not** hire district employees who are directly responsible for the administration of SES or Title I programs, such as a district SES coordinator, liaison or a Title I program administrator or administrative assistant, school administrator (principal and/or assistant principal). Again, in hiring district employees, providers should take care to avoid real or perceived conflicts of interest.
2. District employees hired by providers **cannot** promote SES providers during district contracted services hours.
3. Providers may hire tutors who are district employees, but district employees **MUST** follow district regulations related to student recruitment and distribution of promotional materials.
4. Just as all other provider representatives, district employees cannot distribute promotional materials on school grounds or directly to parents and students on district property unless directly authorized to do so under district policies.
5. District employees must maintain compliance with their district employment contract, which stipulates that work conducted during contracted services hours must be limited to district related services directly defined by the employment contract with the district.



6. A provider's employees who are also employees in a district or school must, if asked for assistance in selecting a provider, offer unbiased assistance to parent(s) that focuses on the specific academic needs of the student and the preferences of the parent(s).
7. During contracted service hours, district employees may provide information about SES as representatives of the district, fulfilling obligations under 20 U.S.C. § 6316(e)(2) of the Non-Regulatory Guidance for SES. District employees may offer general information about SES tutoring services and general information about ALL providers, and may encourage parents and students to find out more about SES *in general*. However, during district contracted services hours, a district employee **MAY NOT** promote any one provider over another.

Section G: Facilities and Transportation Use Policies

G-1: Use of School Facilities by SES Providers

It is the decision of each school district whether to allow use of school facilities by SES Providers. Therefore, approved providers must contact the Title I Coordinators regarding facility use due to possible limited space, charges, district board policies, etc.

If a district has a policy that disallows providers from using its facilities, it must apply its policy consistently across all providers. If the district is itself an SES provider, it **may not** allow itself to use district facilities but disallow other providers from using district facilities.

G-2: Use of School Transportation by SES Providers

It is the decision of each school district whether to allow use of their transportation services by SES Providers. Therefore, approved providers must contact the Title I Coordinators regarding the district's board policies relative to transportation and all associated costs.

The provider shall ensure they receive written permission from parent(s)/legal guardian(s) prior to transporting students.

Written permission shall include:

- The student's name
- Parent(s)/legal guardian(s) contact information (telephone, e-mail, etc.)
- The name and address where instruction will occur
- A working phone number for the instructional site
- An approximate distance and total travel time
- Procedures for emergency situations
- Procedures for dropping off and picking up students at transportation sites including approximate departure and arrival times and dates
- A parent(s)/legal guardian(s) signature
- A copy of permission for transporting the students for parent(s)/legal guardian(s) and LEA (if requested)
- A copy of permission for transporting the students must be maintained on file at the provider's site for monitoring purposes



Part 7: Monitoring and Evaluation of SES Providers

Section A: Overview

As required under *ESEA*, the SCDE/ SEA, is responsible for monitoring the quality and effectiveness of services of approved SES Providers and removing any provider that fails, for two consecutive years, to contribute to increasing academic achievement among the students it serves [*Section 1116(e)(4)(D)*; 34 C.F.R. §200.47(c)]. Such monitoring must include, at a minimum, examination of evidence that the provider’s instructional program:

1. Is consistent with the instruction provided and the content used by the LEA/School District and the SEA [*Section 1116(e)(5)(B)*, (*e)(12)(B)(ii)*; 34 C.F.R. §200.47(c)(1)(i)];
2. Addresses students’ individual needs as described in students’ SES plans [*Section 1116(e)(3)(A)*; 34 C.F.R. §200.47(c)(1)(ii)];
3. Has contributed to increasing students’ academic proficiency [*Section 1116(e)(4)(D)*; 34 C.F.R. §200.47(c)(1)(iii)]; and
4. Is aligned with the State’s academic content and student academic achievement standards [*Section 1116(e)(5)(B)*, (*e)(12)(B)(ii)*; 34 C.F.R. §200.47(c)(1)(iv)].

SCDE/SEA monitoring and evaluation requirements include but are not limited to, results from site monitoring visits, parent questionnaires, district questionnaires, and abiding by the guidelines and terms set forth in the *South Carolina Supplemental Educational Services Policy and the Education Industry Association (EIA) Code of Professional Ethics for Supplemental Educational Services*. A provider may also be **immediately** removed from the state’s approved list for “**cause**” and or if any of the additional SCDE/SEA requirements are violated or not met. Removal for “cause” include but is not limited to a provider failing to provide SES services that are consistent with applicable health, safety, and civil rights requirements, or failing to meet any other regulatory or statutory requirements, particularly after more than one violation.

Monitoring and Evaluation Process

The quality and effectiveness of services of approved providers will be evaluated according to the following four dimensions:

1. **Student Achievement-** (*MAP/PASS- pre and post Assessment Data*) -**40%**
2. **Service Delivery-** (*Site Monitoring Visits*)-**25%**
3. **Customer Satisfaction Part A** (*Parent Questionnaires*)-**20%**
4. **Customer Satisfaction Part B** (*District Questionnaires*)-**15%**
5. **Maximum Composite Score-100%**

Evaluation Rating and Composite Score

Meets: 80–100 Percent

Providers that receive an evaluation composite score of 80 percent or greater for all applicable SES evaluation criteria will earn an overall rating of “**Meets**” and are eligible to reapply during the next application cycle.

Does Not Meet: Below 80 Percent

Providers that receive an evaluation composite score of less than 80 percent for all applicable SES evaluation criteria will earn an overall rating of “**Does Not Meet**” and *may not* be eligible to reapply during the next application cycle.

Section B: Pre and Post Assessment Data (Measurement of Academic Progress-MAP)

An analysis of Pre and Post assessment results based on MAP and or PASS data will be used to determine student achievement gains (*First Fall administration and final Spring administration of MAP for the current school year*).



Section C: Site Monitoring Visits

To carry out the mandates of the 2009 Non-Regulatory Guidance for SES as it relates to on-site monitoring, each entity is subject a site visit. Site monitoring visits will be conducted until the end of the current school year. The monitor will use the **SES Site Visit/Monitoring Instrument** as the basis for the visit (*Appendix C*).

Monitoring will consist of documentation reviews, on-site observations of services with students, and interviews with staff. The monitoring visits will focus on the following program compliance indicators:

1. Program Management
2. Instructional Program
3. Federal, State, and Local Health, Safety and Civil Rights Laws
4. Parent Communication
5. Online Provider Requirements (when applicable)

Monitors will observe the tutoring site and tutoring session(s). SCDE assigned monitors, SCDE SES Coordinator and or LEA staff will conduct the monitoring visit; and district representatives may be invited to attend. **Site visits may be announced/scheduled or unannounced.**

It is the responsibility of the provider to ensure the location of the monitoring visit is conducive for the monitoring visit.

It is the responsibility of On-line Providers to make available their on-line instructional programs for review during a monitoring visit. The online provider must comply with any reasonable request made by the SCDE/SEA regarding access to the Provider's technology to ensure a thorough monitoring visit is completed. The monitor may interview parent(s)/legal guardian(s) and students to determine instructional compliance with SES monitoring Indicators

Districts shall conduct at least one monitoring reviews **for each** on-line (virtual) provider approved to serve in their district. This review should be conducted via a designated site/location determined by the district. The SES Coordinator or his/her designee will notify the primary contact for the SES Program ten (10) business days prior to the scheduled monitoring review. SES provider programs that utilize devices other than computers for virtual tutoring sessions **must** the bring devices to the monitoring review and provide a demonstration of an actual student tutoring session.

It is the responsibility of in-home providers to make available tutor lesson plans/procedures and access to tutors for interviews regarding the instruction/tutoring. The monitor may interview parent(s)/legal guardian(s) and students to determine instructional compliance with SES monitoring Indicators.

As noted in the SES Non-Regulatory Guidance, the SEA/SCDE will also monitor the extent to which a provider's program, as implemented, reflects its program design, as proposed in its application to the SEA; student enrollment (including enrollment of students with disabilities and LEP students); and attendance in a provider's program. An SEA's monitoring criteria must be publicly reported [*Section 1116(e)(4)(D)*; 34 C.F.R. §200.47(a)(4)(iii)], and an SEA should report any findings resulting from such monitoring.

As time allows, the monitor(s) will provide preliminary feedback to the provider's representative at the end of the visit. A copy of the monitoring results will be sent to the provider's designated contact person. The provider will have an opportunity to comment on the monitoring process and the results of the on-site review.

Section D: Parent Questionnaire

LEA's will be responsible for conducting the parent questionnaire for every provider serving in that district. The questionnaire will be sent to parents of current SES students and students who have already completed the SES program for the current school year. Parents will complete the questionnaire and return it to the school/LEA. The LEA will forward the completed parent questionnaires to the SCDE (*Appendix D*).



Section E: District Questionnaire

LEAs will complete a questionnaire for every provider currently serving, or who served that district for the current school year. District SES personnel, school administrators and district SES site coordinators may complete a questionnaire for each provider. Completed district questionnaires will be forwarded to the SCDE (*Appendix E*).

Section F: Appeal Process

If the provider believes the overall rating is in error, the provider may submit supporting evidence to the SCDE within five (5) business days after receipt of the SES Composite Evaluation Results. The SCDE will notify the Provider of its final determination within 20 business days from receipt of such evidence.

Unsuccessful Providers wishing to appeal results of their overall rating should forward the appeal in writing to: *Roy M. Stehle, Director*

*Office of Federal and State Accountability (OFSA)
South Carolina Department of Education
1429 Senate Street, Suite 502-A
Columbia, South Carolina 29201
rstehle@ed.sc.gov*

The following information must be included in the appeal:

- SES Provider applicant name,
- Name and title of person submitting the appeal,
- Contact information {mailing address, telephone number(s), e-mail address },
- Justification for the appeal and,
- Any additional documentation you feel that would support your appeal.

The appeal must be e-mailed or postmarked five (5) business days after applicant has received the composite score results and overall rating.

As a part of the appeal process, evaluation dimensions along with any additional documentation submitted by the Provider are subject to an additional review. Please understand that neither an appeal nor an additional review will automatically result in a successful review. **You may only appeal once during the time you did not meet the required overall evaluation rating.**

Section G: Eligibility for Reapplying

Providers who are removed from the State approved list of SES Providers and whose ratings remain “Does Not Meet” after the appeal process, may not reapply for a period of two consecutive school years.

Section H: Provider Removal from List of State Approved Providers

If the Provider receives an overall rating of **“Does Not Meet”**, the SCDE will notify the provider in writing and begin the process to remove the Provider from the list of providers eligible to reapply during the next application cycle.

The SCDE may remove providers from the State-Approved Providers List for **“cause”**. The SCDE defines removal for **“cause”** as a sufficient reason or grounds for immediate action in areas defined and not previously defined.



“Cause” may include but is not limited to the following:

- Provider’s failure to maintain compliance assurances once services have begun. (Assurance such as completing and submitting to districts criminal background checks on individuals who come in contact with students, maintaining liability insurance, i.e. the assurances included in the SES application);
- Failure to serve students whose parent(s)/legal guardian(s) request services within any LEA listed in the provider’s service area which is determined by the information submitted in approved SES application;
- Releasing identifiable and confidential student information to non-approved parties without written parental consent;
- Knowingly providing (or authorizing its employee to provide) inaccurate information, falsifying documents, (SLPs, attendance data/rosters, etc.) appropriate signatures to the SEA, LEA, or parent(s)/legal guardian(s);
- Knowingly submitting (or authorizing its employee to submit) inaccurate invoices to LEAs;
- Endangering students;
- Creating an environment not conducive to learning;
- For two consecutive years, there is evidence that shows it failed to contribute to increased student proficiency relative to state academic content and achievement standards;
- Failure to provide SES consistent with all applicable federal, state, and local health, safety, and civil rights requirements;
- The school or district is approved to be an SES provider, but is identified during the same school year as being in need of improvement; (*Contingent Upon Waiver from US Department of Education)
- A state-approved SES provider also will be removed from the state-approved SES provider list immediately if it fails to comply with federal laws, regulations, guidance and/or the South Carolina SES Policy regarding:
 - SES Parent Enrollment Forms
 - Assistance to parents in the selection of an SES Provider
 - Unfair/Unethical marketing and business practices
 - Providers’ use of financial incentives or other gifts
 - Hiring of school and district personnel



Part 8: Complaint Procedures

1. The Office of Federal and State Accountability of the South Carolina Department of Education (SCDE) shall review complaints from parent(s)/legal guardian(s), students, SES providers, school districts, schools, and other individuals and organizations to determine whether school districts and SES providers are in compliance with the all applicable local, state and federal laws, regulations and guidance, and South Carolina SES Policy governing the provision of SES, and with all applicable federal, state, and local health, safety, and civil rights requirements.
2. An organization or individual may file with the SCDE's Office of Federal and State Accountability (OFSA) a signed, written complaint setting forth allegations of non-compliance.
3. The written complaint shall include, at a minimum:
 - a. A clear statement of the allegation(s);
 - b. The facts upon which the allegation(s) is based;
 - c. Any documentation supporting the allegation(s); and
 - d. The complainant's contact information, including the individual name of the complainant or the authorized representative of the organization, and the address and telephone number of the complainant or the authorized representative of the organization.

Complaints shall be signed and addressed in writing to:

*Roy M. Stehle, Director
Office of Federal and State Accountability (OFSA)
South Carolina Department of Education
1429 Senate Street, Suite 502-A
Columbia, South Carolina 29201
rstehle@ed.sc.gov*

4. The State Title I Director shall acknowledge the complaint within five (5) business days.
5. Within ten (10) business days of receiving the complaint, the State Title I Director shall inform the SES provider or school district against whom the complaint is made in writing, of the filing of the complaint. This notification shall include a listing of the allegations made against the SES provider or school district.
6. A provider or school district against whom a complaint has been filed will have the opportunity to respond by providing appropriate documentation to support compliance with the relevant federal, state, and local requirements. The provider's or school district's response in writing must be received at the OFSA within ten (10) business days of the provider's or school district's receipt of notification that the OFSA has received a complaint. The submitted documentation will be used in an attempt to resolve the issue between the parties.
7. If it is determined that the complaint cannot be resolved between the parties with the assistance of the OFSA, a panel of three disinterested members of the state's Committee of Practitioners ("panel") will review the allegations set forth in the complaint, and the SES provider's or school district's response, and will make an independent determination as to whether the allegations warrant further review or action.
8. If necessary, the panel may conduct an on-site visit to clarify any issues raised by the complaint. The panel may examine relevant records and conduct interviews of relevant persons to determine whether there has been a violation of any applicable local, state or federal law, regulation, guideline, or South Carolina SES Policy, or violation of any applicable federal, state, and local health, safety, and civil rights requirements.
9. The OFSA shall notify all appropriate parties regarding the steps necessary to resolve the complaint, including technical assistance activities, negotiations, and corrective actions to achieve compliance.
 - a. This letter of notification may include specific requirements and timelines that must be met in order to ensure that providers other than school districts continue to receive SES funds from the school district.



-
- b. School districts that are providers shall meet the requirements in order to ensure that funds equal to the amount of their SES set-aside are available.
10. The panel will conclude its review of the allegations within 20 business days of receiving the provider's or school district's response, or within 20 business days of receiving the complaint, if the provider does not respond to the allegations in the specified time period. During its review, the panel will consider any corrective actions undertaken by the SES provider to address the allegations raised in the complaint.
 11. Upon conclusion of the panel's review of the allegations, the panel will decide whether to remove the provider from the state-approved SES providers' list.
 - a. If the panel decides to remove a provider from the state-approved SES providers' list, the provider shall be sent a letter by certified mail return receipt requested informing it of its removal no later than three business days after the panel's decision.
 - b. If the panel decides to remove a provider from the state-approved SES providers' list, the LEA will be notified, by certified mail return receipt requested, no later than three business days after the panel's decision.
 12. Upon notification to the provider of its removal from the state-approved SES providers' list, the provider is not eligible to re-apply to serve students as an approved provider in South Carolina for two years. After the two-year period expires, the provider may re-apply to become a state-approved provider.
 - a. Upon approval of the application, the provider may serve students as an approved provider in South Carolina.
 - b. In the event that the provider is reinstated, and subsequently is removed from the state-approved providers' list a second time; the provider will be barred permanently from providing SES in South Carolina.
 13. If the decision of the panel is to remove from the state-approved list a school district who is a state-approved SES provider, the SCDE shall withhold funds equal to the amount of the school district's SES set-aside funds until the school district complies. If funds are withheld from a school district for not providing services to eligible children within the specified timeframe, the SCDE may enter into agreements with state-approved SES providers in lieu of the school district.
 14. Any decision of the panel or the OFSA regarding the removal of state-approved provider from the state-approved SES provider list will be final. There is no right to appeal.
 15. The panel has the authority to recommend to the OFSA the appropriate action if it finds a school district is not in compliance with laws, regulations, guidance, or South Carolina SES Policy, or other requirements relating to the provision of SES.
 16. The OFSA will decide, in accordance with state and federal guidance governing SES, what steps would be necessary to remedy the alleged action(s) lodged against the district and impose any corrective actions as appropriate.



Part 9: Cayen Data Management System

Cayen System's Data Management Tool, which is commonly referred to as the Cayen SES or “Cayen”, is the data management system that integrates the day-to-day SES process and communication between Providers, School Districts and the SCDE.

The primary data management functions of “Cayen” include but are not limited to:

- Facilitating the **Enrollment** and **Placement** process;
- **Student Learning Plan** (SLP) Development;
- Maintaining **Assessment** and **Evaluation Data** (students and providers);
- Maintaining efficient and accurate collection of **Attendance** information (students and providers);
- Managing **Withdrawals, Transfers, and Waiting Lists**; and
- **Invoicing** procedures via recording of attendance generated and submitted to districts for payment of services.

NOTE: Cayen is also use to track all SES data mandated for reporting to the SCDE and ED. Therefore, all districts participating in SES and all providers are **required** to use Cayen for carrying out the data management procedures of SES.

APPENDIX

Appendix A: SES Non-Regulatory Guidance

Appendix B: SES EIA Code of Professional Conduct

Appendix C: Site Visit/Monitoring Instrument

Appendix D: Parent Questionnaire (Spanish Version Included)

Appendix E: District Questionnaire

Appendix F: 2013–14 Timeline of Supplemental Educational Services (Provides and Districts)

Appendix G: SCDE Contacts



Appendix G: SCDE Contacts

Basil Harris- SES Coordinator
Office of Federal and State Accountability
Division of Accountability
South Carolina Department of Education
1429 Senate Street, Suite 507 A
Columbia, South Carolina 29201
Telephone: 803-734-8373
E-mail: bharris@ed.sc.gov

Steve Abbott- Team Leader
Office of Federal and State Accountability
Division of Accountability
South Carolina Department of Education
1429 Senate Street, Suite 503 A
Columbia, South Carolina 29201
Telephone: 803-734-0025
E-mail: sabbott@ed.sc.gov

Roy M. Stehle- Director
Office of Federal and State Accountability
Division of Accountability
South Carolina Department of Education
1429 Senate Street, Suite 502 A
Columbia, South Carolina 29201
Telephone: 803-734-8118
E-mail: rstehle@ed.sc.gov

Nancy W. Busbee, PhD- Deputy Superintendent
Division of Accountability
South Carolina Department of Education
1429 Senate Street, Suite 505 A
Columbia, South Carolina 29201
Telephone: 803-734-8105
E-mail: nbusbee@ed.sc.gov