

**Title of Regulation:**

**Regulation No.:**

**R 43-267**

**EARLY CHILDHOOD ASSISTANCE  
PROGRAMS - GRADES K-3**

**Effective Date:**

**06/24/94**

**Constitutional and Statutory Provisions:**

Section(s):

59-5-60.

General powers of [State] Board.

59-5-65(9).

Minimum standards for student conduct, attendance, and scholastic achievement; enforcement.

59-20-40.

Determination of annual allocation.

59-139-05, et seq.

Early Childhood Development and Academic Assistance

Code of Laws of South Carolina, 1976.

**State Board Regulation:**

Early Childhood Assistance Programs--Grades K-3.

I. Program Goals

- A. To place an emphasis on early childhood education and prevention.
- B. To focus the state's resources on academic success and prevention of academic problems.
- C. To establish the expectation that by providing extra assistance and learning time, all children will be prepared for the fourth grade.
- D. To promote the advancement of developmentally appropriate curriculum.
- E. To promote coordinated programs from preschool through grade three which are supportive of the curriculum for grades four through twelve.
- F. To allow districts and schools greater flexibility in providing targeted, coordinated programs of student assistance.
- G. To plan for accelerating the performance of students performing below their peers.

II. Requirements

A. Districts and schools shall develop and implement a developmentally appropriate curriculum model from pre-school through grade three.

If alternatives to the options listed in the guidelines are chosen for use in the Early Childhood Assistance Programs, they should be based on the needs assessment performed as a part of the district and/or school comprehensive plan and on strategies found to be effective in research.

B. Schools shall establish programs of activities for assisting children and their parents with the transitions between the various levels of schooling.

C. Districts and schools shall integrate the planning and direction of the half-day program for four-year-olds with other early childhood initiatives.

D. Districts and schools shall integrate the planning and direction of the parenting/family literacy program established in Section 59-1-450 with the early childhood initiatives.

E. Districts and schools shall design methods of assessing the efficacy of the early childhood programs or strategies implemented.

F. Districts and schools shall demonstrate coordination of the program or strategies implemented with federally-funded early childhood programs.

G. Districts and schools shall demonstrate the interrelationship of the various components of the early childhood initiatives for grades K-3 and the academic assistance programs for grades 4-12.

H. Districts and schools shall implement a program that expands and improves early child development activities.

I. Districts and schools shall implement an Early Childhood Assistance program that plans for accelerating the performance of students performing below their peers.

### III. Funding

The General Assembly shall determine an appropriation level for the funding.

A. The number of students in kindergarten through grade three who are eligible for the federal free and reduced-price lunch program will generate funds at a specified add-on weight.

B. Funds generated shall be used to provide needed academic assistance to any student in these grades.

C. Funds may be used to support other components of the early child development initiative as detailed in each district/school's comprehensive plan.

D. Districts may request a waiver from the State Board of Education to use a portion of the funds generated by students in kindergarten through grade three for students in grades four through twelve, if such a change promotes better coordination of state and federal funds.

E. A portion of the funds may be used to support other components of the early childhood initiatives in order to better prepare children for entering school.

F. Expenditures must adhere to definitions and guidelines established by the Office of Finance, South Carolina Department of Education, or the State Procurement Code.

### IV. Professional Development

Appropriate training to prepare teachers and administrators in the teaching techniques and strategies needed to implement the regulations shall be included in the district strategic plan and school renewal plans.

### V. Guidelines

Additional information relating to the implementation of this regulation, including but not limited to:

1. definition of terms,
2. explanation of program models,
3. procedures for selecting alternative options for methods of service

is contained in the “Guidelines for Implementing Early Childhood Assistance Programs --Grades K-3” available at the State Department of Education. The State Board of Education will review and update, if required, the “Guidelines” on an as needed basis.