

## **2019–20 ACCREDITATION STANDARDS FOR CAREER AND TECHNOLOGY EDUCATION CENTERS**

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

### **I. PERSONNEL**

#### **A. PRINCIPAL(S)/DIRECTOR(S)**

1. Each school must be staffed with a full-time properly certified principal/director. [R43-205]
2. The principal/director has completed a professional development plan with annual updates. [§59-24-30]

#### **B. ASSISTANT PRINCIPAL(S)/ASSISTANT DIRECTOR(S) AND/OR CURRICULUM COORDINATOR(S)**

1. Each school with an enrollment of four hundred to four hundred ninety-nine students must be staffed with at least one half-time properly certified assistant principal or the equivalent. [R43-205]
2. Each school with an enrollment of five hundred or more students must be staffed with at least one full-time properly certified assistant principal and a properly certified assistant principal for each additional five hundred students. [R43-205]
3. Assistant principals/directors or curriculum coordinators shall develop an on-going professional development plan with annual updates. [§59-24-30]

#### **C. TEACHERS**

1. Each teacher must be properly certified by the State Board of Education (SBE). [R43-50, R43-205, §59-25-20]
2. Teachers must meet the applicable certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. [R43-50, R43-205, §59-25-20, Every Student Succeeds Act, Pub. L. No. 114-95, 129 STAT 1845]

#### **D. SCHOOL COUNSELOR(S)**

1. Each school counselor must be properly certified by the State Board of Education. [R43-205, 59-26-10]
2. Schools with fewer than six hundred students must provide the services of a school counselor in the ratios in accordance with regulatory requirements. [R43-205]
3. Schools with enrollments of five hundred-one or more must employ one full-time certified counselor. Schools with more than six hundred students must provide

guidance services at the ratio of fifty minutes for each additional fifty-one to one hundred students. [R43-205 ]

4. The student-to-guidance certified personnel ratio will be reduced to 300:1. [R43-205, §59-59-100]

E. SCHOOL TRANSITION COORDINATOR(S) AND CAREER SPECIALIST(S)

1. Each school-to-work transition coordinator must be certified or meet all other regulatory requirements. [R43-205]
2. Each career specialist must hold a bachelor's degree and must have earned either Global Career and Development Facilitator certification (GCDF) or Career Development Facilitator certification (CDF). [R43-205, §59-59-100]
3. Any career specialist providing classroom instruction must be properly certified teacher. [R43-205, §59-25-10]

F. SCHOOL NURSE(S)

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

G. PARAPROFESSIONALS

1. Instructional paraprofessionals who work in Title I schools or a Title I targeted assistance programs meet applicable certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. [R43-209, Every Student Succeeds Act, Pub. L. No. 114-95, 129 STAT 1856].
2. Each teacher of trainable pupils that have orthopedic, emotional, or visual disabilities in a self-contained classroom model shall have a paraprofessional full-time, provided that the class has a minimum membership of four pupils. [R43-209]
3. When four or more students identified as emotionally disabled or orthopedically impaired are enrolled in a cross-categorical class, a full-time teaching assistant must be employed. [R43-205]
4. All instructional paraprofessionals must work under the direct supervision of a certified teacher. [R43-209]
5. Teaching assistants shall have at least a high school diploma or the equivalent. [43-209]

## II. CURRICULUM AND INSTRUCTION

A. CURRICULUM

1. The career and technology education (CATE) center has developed, in cooperation with participating high schools, a pre-registration form that outlines the career and

technology education courses a student may take in grades nine through twelve. [R43-272, §59-59-100]

2. Courses offered for high school credit at the career and technology center, including any approved locally designed courses, are consistent with the Defined Program, grades nine through twelve as listed in the Secondary Standards. [R43-234, §59-5-65]

#### B. CURRICULUM – CAREER AND TECHNOLOGY EDUCATION PROGRAMS

1. The SBE shall adopt instructional program standards for career and technology programs and a needs assessment format, which includes instructional requirements for the special characteristics of the different career and technology programs. [§59-53-1870]
2. Rigorous, relevant career and technology education programs are provided. [§59-53-1870, R43-234]
3. Career and technology education programs are organized around a career cluster system that provides students with individualized education choices. [R43-234, §59-59-50, §59-59-60]
4. Career and technology education programs incorporate state-approved course standards, which are competency-based. [§59-53-1870]
5. Students who plan to complete a CATE program must earn at least three units in an approved sequence of CATE courses leading to a career goal. [R43-234, §59-5-65]
6. The CATE center conducts the annual survey required to determine the placement status of its career and technology education completers and reports the placement results to the school district(s) as required. [R43-234]
7. All students entering the eleventh grade must be administered a Ready to Work (R2W) assessment. [§59-18-325]

#### C. AWARDING HIGH SCHOOL CREDIT

1. A school may award one unit of credit for an academic standards-based course that requires a minimum of one hundred-twenty hours of instruction; one-half unit of credit for standards-based course that requires a minimum of sixty hours of instruction; and one-fourth unit of credit for standards-based course that requires a minimum of thirty hours of instruction. [R43-234]
2. Proficiency-Based System. A school may award credit for courses that have been approved by the South Carolina Department of Education (SCDE) in a proficiency-based system. A proficiency-based course may also be offered for one-fourth and one-half unit if the system specifies these units. The SCDE must approve the district-submitted plan prior to the district's use of the proficiency-based system. [R43-234]
3. Locally designed Career and Technology Education (CATE) courses funded with state or federal CATE monies must be approved by the SCDE's Office of Career and Technology Education. [R43-234]

4. Summer School Program: A school may award credit if a district-wide or school-site summer school program meets all of the regulatory requirements for the courses offered for students in grades 9–12. [R43-234, R43-240]
5. Adult Education: A school may award credit toward the high school diploma for a course that the student takes in an approved adult education program if the course is granted approval by the superintendent or his/her designee. [R43-234, R43-259]
6. Dual Credit Arrangement. A school may award credit for a college course that students take under the district’s dual credit arrangement. A three-semester-hour college course transfers as one unit of credit. [R43-234]
7. a. Transfer Students Credits. Units earned by a student in an accredited high school of this state or in a school of another state which is accredited under the regulations of the board of education of that state, or the appropriate regional accrediting agency recognized by the U.S. Department of Education will be accepted under the same value which would apply to students in the school to which they transferred.  
  
b. Home school, private school, or out-of-state non-public school students shall have the opportunity to provide evidence of work to be considered for honors weighting when transferring to a public school. The district shall have the right to evaluate evidence provided by the parent or student before transcribing the course(s) at honors weight. The receiving school may use the South Carolina Honors Framework criteria to evaluate such evidence and shall make the final decision on whether to award the honors weighting. The South Carolina Department of Education advises districts to adopt a policy for accepting units of credit from home school, private school, or out-of-state nonpublic school for consistency. [R43-273, R43-234]
8. Transfer Students of Military Families. Children are entitled to attend public schools of a school district if a parent’s or legal guardian’s military deployment or call to active duty is more than seventy miles from his residence for a period greater than sixty days [§59-63-31]. It is the purpose of this compact to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents by:
  - a. Facilitating the timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from the previous school districts or variations in entrance/age requirements. [§59-46-50]
  - b. Facilitating the student placement process through which children of military families are not disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content, or assessment. [§59-46-50]

### **III. OPERATIONS AND PROCEDURES**

## A. SCHOOL YEAR

1. The statutory school term is one hundred ninety days annually and shall consist of a minimum of one hundred eighty days of instruction. [§59-1-425]
2. a. All school days missed because of snow, extreme weather conditions, or other disruptions requiring schools to close must be made up. All school districts shall designate annually at least three days within their school calendars to be used as make-up days in the event of these occurrences. If those designated days have been used or are no longer available, the local school board of trustees may lengthen the hours of school operation by no less than one hour per day for the total number of hours missed, operate schools on Saturday, or may waive up to three days. A waiver granted by the local board of trustees may only be authorized by a majority vote of the local school board, and may not be granted until the school has made up three full days, or the equivalent number of hours. [§59-1-425]  
  
b. The State Board of Education may waive the requirements of making up days beyond the three days forgiven by the local school district, not to exceed three additional days. The State Department annually before July first shall provide the General Assembly with a detailed report of information from each district listing the number of days missed and the reason, regardless of whether any were missed; days made up; and days waived. [§59-1-425, R43-234]
3. Of the ten days above, three days must be used for collegial professional development based upon the educational standards as required by §59-18-300. No more than two days may be used for preparation of opening of schools and the remaining five days may be used for teacher planning, academic plans, and parent conferences. [§59-1-425]
4. Schools may reduce the length of the instructional day to not less than three hours for not more than three days each year for staff development, teacher conferences, and for the purpose of administering end-of-semester and end-of-year examinations. [§59-1-425]
5. Early dismissal days for emergencies must be reported to and approved by the director of the Consolidated Programs Administration and Support team (formerly The Office of Federal and State Accountability. [R43-234] A plan to make up days by lengthening the school day must be approved by the SCDE, Office of Federal and State Accountability before implementation. [R43-234]

## B. SCHOOL DAY/WEEK

1. The instructional day for secondary students must be at least six hours a day, or its equivalent weekly, excluding lunch periods. [R43-234, §59-1-425]
2. Schools may exercise options and vary the number of minutes in the instructional week, provided that such variation meets statutory requirements and is approved by the local board of trustees. [R43-234, §59-1-425]
3. A class period is defined as a minimum of fifty minutes, or an accumulation of the equivalency of one hundred-twenty hours required for a Carnegie Unit of Credit. [R43-172]

4. Homeroom periods, announcement times, and administrative activities such as attendance are not counted as part of the instructional day. [R43-234]
5. Priority during the instructional day must be given to teaching and learning tasks. [§59-1-425]
6. Class interruptions are limited only to emergencies. [§59-1-425]
7. The length of the school day for full-time teachers is a minimum of seven hours. [R43-57.1]

C. TEACHERS - CLASSLOADS/PREPARATIONS

1. No teacher's daily teaching load exceeds one hundred-fifty students per day with a maximum of thirty-five students in a class. [R43-234, R43-205]
2. No teacher is permitted to teach more than fifteen hundred minutes weekly. [R43-205]
3. Teachers are not assigned more than four preparations daily. [R43-205]

D. STUDENTS - ENROLLMENT/ATTENDANCE

1. Students are enrolled in the center in accordance with state laws pertaining to age and residency requirements. [§59-63-20, §59-63-30, §59-63-31, §59-65-10]
2. The center's attendance policy conforms to the state's definitions of lawful and unlawful absences. [R43-274, §59-65-10]
3. The district board of trustees or its designee(s) shall approve or disapprove any student's absence in excess of ten days, whether lawful or unlawful, for students in grades Kindergarten through twelve. [R43-274, §59-65-90]
4. Intervention plans are initiated for students who are truant (students ages six through seventeen who accrue three consecutive unlawful absences or five cumulative unlawful absences). [R43-274, §59-65-90]
5. Intervention plans contain the minimum elements stated in regulation. [R43-274, §59-65-90]
6. Family court referrals are made if the intervention is not successful and further inquiries by school officials fail. [R43-274, §59-65-50]
7. There is outlined specific, objective criteria for districts to use in identifying students who may be poorly prepared for the next level of study or who are at-risk of dropping out of school. [R43-274.1, §59-59-150]

E. STUDENT - DISCIPLINE/CONDUCT

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

F. RECORDS, REPORTS, AND REQUIRED ACTIVITIES

1. Each school district must file a record of all dropouts that specifies for every student the name of the school in which he or she was enrolled and gives the following

- information on the student: his or her name, grade, race, sex, date of birth, free/reduced meals status, English proficiency status, and migrant status. Each district superintendent must verify the accuracy of the student enrollment, attendance, membership by category, and dropout reports submitted to the State Department of Education's Office of Finance. [R43-234] [R43-172, §59-65-470]
2. Each school must have an appropriate means of reporting academic achievement to parents. [R43-234, §59-18-930]
  3. Financial resources are to be allocated, expended, and accounted for in accordance with accounting practices specified in the Financial Accounting Handbook, Funding Manual, and the Pupil and Staff Accountability Manual. [R43-172, §59-20-60]
  4. Each student transferring shall be given a transfer form showing name, date of birth, grade placement, and attendance record to present to the appropriate school official where he or she is enrolling. Appropriate additional data shall be furnished by the sending school when requested in writing by the receiving school, as soon as possible but no later than ten business days upon receiving the written request, excluding weekends and recognized state holidays. Accurate accounting records shall be developed and maintained for student transfers and withdrawals. Comprehensive transcripts shall be submitted directly to the receiving school when requested in writing, as soon as possible, but no later than ten business days upon receiving the written request, excluding weekends and recognized state holidays. A permanent record of the transferred student shall be retained in the school from which the student is transferred. The school of record must transfer a student's disciplinary record of suspensions and expulsions to the public or private school to which the student is transferring as soon as possible, but no later than ten business days upon receiving the written request, excluding weekends and recognized state holidays. Schools may not withhold the transfer of records to a public or private school for fees owed by the student. [R43-273, §59-63-420]
  5. Financial records are audited annually by a certified or licensed public accountant. [R43-172, §59-20-60]
  6. Each school district must maintain accurate student data according to the pupil accounting system prescribed by the SCDE. [R43-234]
  7. Each school district must develop a five-year district strategic plan and each school must develop a five-year school renewal plan with annual updates. The district strategic plan, school renewal plans, and annual updates must be reviewed and approved by the local board of trustees and coordinate funding from local, state, federal, and private sources. New five-year district and school plans, along with the annual update of the district strategic plan, must be submitted to the SCDE by April 30 of each year. [§59-20-60, §59-139-10 et seq., R43-261]
  8. The School Improvement Council must actively participate in the development of the school renewal plan and annual updates. [§59-20-60, §59-139-10, R43-261]
  9. The School Improvement Council annually, by November fifteenth, provides to parents and constituents a report on the school's progress in meeting school and district goals and objectives. [§59-20-60]
  10. The School Improvement Council performs other duties as specified in state and federal law. [§59-20-60]

11. A staff development program has been implemented that meets national professional development standards, and provides participants the knowledge and skills necessary to implement the strategies. Coordination of funding is from local, state, federal, and private sources. [R43-261, §59-20-60]

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

1. Immunization records are current for each student. Records of vaccinations or immunizations must be maintained by the institution, school, or day care facility to which the child or person has been admitted [§44-29-180]
2. No person will be initially hired to work in any public or private school, kindergarten, nursery or day care center for infants and children until appropriately evaluated for tuberculosis. [R43-207, §44-29-150, §44-29-160]
3. A pupil and teacher shall wear an industrial quality eye device while participating in courses necessitating wearing of protective eye devices. [§59-1-390]
4. Each school shall provide adequate first aid supplies and equipment. [R43-166]
5. All operating school facilities shall comply with sanitation and health regulations prescribed by the South Carolina Department of Health and Environmental Control. [R61-42, R43-71, R43-237.1, §59-31-330]
6. All operating school facilities shall comply with safety regulations prescribed by the State Fire Marshal. [§5-25-370, §5-25-390, §5-25-400]
7. All public schools, including charter schools whose instruction is not primarily delivered online, shall conduct fire, active shooter/intruder, and severe weather/earthquake drills. Within each school year, schools must conduct at least two fire drills, two active shooter/intruder drills, and two severe weather/earthquake drills, with at least one of each drill conducted each semester.[§59-63-910(A), Act #0256 of 2018]
8. All schools shall conduct fire drills at least once each month. [§59-63-910, Act #0256 of 2018]
9. A plan shall be designed to provide for the protection and welfare of students in the event of any disaster that threatens to involve the school community. [R43-166]
10. Each school shall conduct at least one emergency drill within the first month of school. [R43-166, §59-63-910]