

This is Your SIC
A Handbook for Effectiveness

Second Edition

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Civic Engagement at Work for Public Education

Preface

An effective School Improvement Council (SIC) is the one that harnesses the energy created when parents, students, and community members partner with their school's principal and teachers to achieve results to better the education, and environment, provided by their school.

For over 45 years, School Improvement Councils have been, by South Carolina law, directly involved in the school improvement planning process and helping to carry out and evaluate the outcomes of such plans. SICs are also mandated by the same law to craft a *Report to the Parents,* a newsletter encompassing their efforts towards their improvement goals. An effective SIC works closely with school staff (and all stakeholders as such) to provide attainable solutions so that students are equipped for success, whether that be challenging them academically, addressing personal resources, and preparing them for the next stepping stone in their educational journey.

Simply calling together an SIC does not ensure it will fulfill its potential to facilitate effective school improvement. SICs must gather data, assess school and community needs, establish realistic goals, and evaluate how the successful completion of those goals has positively impacted their schools and the lives of students in them.

As a member of an SIC, you have undertaken a public position that carries with it great responsibility and the potential to have a meaningful impact on your school community. Whether you are an elected parent member, an elected teacher or student, or an appointed community member of your SIC, you are uniquely positioned to affect real change on your school and the well-being of its students, parents, and community as a whole.

This handbook, and the other, online resources it references, strives to provide you, as an SIC member, with the tools necessary to be effective collaborators for school improvement and innovation in South Carolina. No matter your background, educational or personal, you are capable of enacting change in the future of South Carolina's students. Our schools, students, and their futures rely on your commitment to this end.

We appreciate you and thank you for your service to your school improvement council.

Introduction

Welcome to Your School Improvement Council!

Welcome and thank you for volunteering to serve as a member of your local School Improvement Council (SIC). This *Handbook* was prepared by the SC School Improvement Council (SC-SIC), a core partner in the Center for Educational Partnerships (CEP) within the College of Education at the University of South Carolina. SC-SIC supports SICs in becoming active partners with their schools in school improvement and innovation by providing them with specialized materials, training, and technical assistance.

The main emphasis of this *Handbook* is on steps that SICs can take to make real change happen in their schools. For SICs that need assistance in getting organized or need a refresher, however, Appendix A and Appendix B at the end of this *Handbook* cover in detail all of the state law requirements and recommended practices for organizing your SIC and operating it effectively.

New SIC members may want to read this *Handbook* through from start to finish so that they know what to expect during the coming year. Experienced SIC members will also want to refer to this *Handbook* periodically throughout the year, so keep a copy on hand during SIC meetings.

This *Handbook* is intended to be used together with the "SIC Basics" training sessions that are available at no cost to every South Carolina school district upon request. You can find more information about the "SIC Basics" training by visiting sic.sc.gov, and to schedule a training for your SIC, email Executive Director, Tom F. Hudson, at hudsontf@mailbox.sc.edu.

What is an SIC?

In South Carolina, a School Improvement Council is an advisory council to the principal and school on issues related to school improvement. By law, every K-12 public school in South Carolina must have an SIC that is made up of a parent, teacher, student (only for grades 9-12), and community member representatives. The principal is an ex-officio member of every SIC. An SIC may create additional ex-officio positions such as the school's Teacher of the Year, PTA or PTO president, past SIC chair, or a representative of the school's Title I Advisory Committee.

What Rules Apply to SICs?

There are two sets of rules that apply to SICs. The first is existing state laws and regulations. Current state law requirements regarding SIC membership, elections, and duties are set forward in Title 59 (Education) of the *SC Code of Laws*.

Because SICs are technically considered "public bodies," SICs must also follow the rules regarding open meetings and public records contained in the state's Freedom of Information Act (FOIA).

The second set of rules is contained in an SIC's bylaws. Bylaws are a set of written rules that members of an organization agree to follow in running their organization. Every SIC should have a current set of bylaws that has been approved by the membership and that is consistent with state laws. SC-SIC has created a sample set of bylaws that meet all state law requirements and include SC-SIC recommended practices. If an SIC doesn't have bylaws or can't locate them, it can modify and adopt the sample bylaws. An SIC can also choose to write its own bylaws from scratch. If it does so, however, the SIC must submit the bylaws to SC-SIC for review before they take effect to ensure their provisions do not conflict with state law.

Getting your SIC Up and Running

The first step to becoming and remaining an effective SIC is to get your SIC organized and operating in compliance with state law requirements and recommended practices. The following is a checklist of tasks to help your SIC stay in compliance.

- [ ] Hold nominations and elections every year by **October 15** to fill any vacancies in parent, teacher, and student (grades 9-12 only) positions as needed to comply with the SIC's bylaws. (State law requires that an SIC have at least 2 parent, 2 teacher, and for schools serving grade 9 and above, 2 student representatives.)
- [ ] Ensure that the principal fills vacancies in community member positions. These can be local business owners, leaders in your community, or anyone who has a vested interest in school improvement.
- [ ] Ensure that the SIC has twice as many elected members as appointed members.
- [ ] Review SIC bylaws to identify ex-officio representatives in addition to the principal.
- [ ] Send notice of the date, time, and location of the first SIC meeting of the year to all new and returning members.
- [ ] Elect new officers and set the SIC meeting schedule for the school year.
- [ ] Post names of current year's SIC officers and members and SIC meeting schedule on the school calendar, website, social media, and/or outside the school's main office.
- [ ] Provide SIC members with access to the SIC *Handbook,* bylaws, and a copy of the current School Improvement Plan.
- [ ] Encourage SIC members to attend "SIC Basics" training once it is scheduled.
- [ ] Create an SIC membership list that includes all contact information that must be reported to the *SC-SIC Member Network.*
- [ ] Open an account and/or reapply for a new password for the current school year on the *SC-SIC Member Network* (principal or designee only).
- [ ] Report SIC membership and contact information as required by law to the *SC-SIC Member Network* no later than **November 15** (principal or designee only).

SICs are also encouraged to consider using the *School Improvement Council Self-Assessment Profile* available on the SC-SIC website. The profile can be used at the beginning of the year to orient new SIC members at the beginning and end of the year to evaluate SIC progress in improving organizational capacity, functioning, and levels of school and district support.

Although getting an SIC organized and functioning in compliance with state law is an important and necessary first step to an effective SIC, it is only the first step. The remaining sections of this *Handbook* focus on helping SICs move from compliance to action and results.

Taking Action to Improve Your School

Once an SIC has laid a foundation, members may find themselves asking, "now what do we do?" This is especially true when an SIC has not been active for a while or has been meeting but has not been able to move from discussion to action.
SICs will need to set aside a certain amount of time each year to fulfill their statutory duty to report on their school's progress toward improvement of the greater school community. SICs do this in two ways: (1) by writing the yearly SIC *Report to the Parents;* and (2) by assisting the principal in writing the narrative to the *SC School Report Card.* These duties are addressed in more detail in Appendix B of this *Handbook.*

Most SIC members, however, want to do more than report on what their school is doing- they want to take action themselves to improve their schools. The next two sections of this *Handbook* are intended to provide SICs with guidance on how to do this effectively.

The first section describes how SICs can begin to take a more active role in assisting the preparation and monitoring of the School Improvement Plan. The second section addresses ways that SICs can become active participants in developing, planning, and implementing school improvement activities.

Taking an Active Role in Preparing and Monitoring the School Improvement Plan

Assisting in Preparing the Plan

State law requires that every public K-12 school in South Carolina prepare a five-year School Improvement Plan that describes the school's needs, sets goals for improvements, and identifies strategies that will be used to reach the Plan's goals. Schools are required to review and update the Plan every year.

SICs are required by state law to assist in the preparation of this Plan. This includes serving as the voice of parents, students, teachers, and the community as the school assesses its needs and makes decisions about school improvement goals and strategies for the next five years. Under the state's Read to Succeed Act of 2014. Schools also have a duty to consult with SICs on the family engagement provisions of the School Reading Plan.

Some schools and districts are proactive in getting SICs involved early on in the planning process as to consider SIC input as they prepare the Plan. When this is not the case, SICs need to ask a few questions to find out when their school will bein preparing the next five-year Plan and how their SIC will be involved in the process.

Although there are certain requirements that apply to all School Improvement Plans, the timeline, procedures, and even the name that schools use to refer to the Plan can differ from district to district. The document that this *Handbook* refers to as the School Improvement Plan or the five-year Plan is also called the "Renewal Plan," the strategic plan, the "Portfolio," or possibly another name depending on the school district. Sometimes, the school improvement planning process is combined with the accreditation process conducted by AdvancedED/SACS and the Plan is referred to as the "AdvancedEd" or "SACS Plan."

SICs are encouraged to ask their principal to explain how things are done in their district. The following are some suggested questions to help start the discussion.

-Does our SIC have a copy of the most current version of the Plan? If not, ask the principal to provide your SIC with one.

-Has the school updated its School Reading Plan as required by the Read to Succeed Act? if so, when will the school consult with the SIC about the family engagement part of the Plan? If not, when does the school expect to do so?

-When does the school conduct its yearly review of the School Improvement Plan? How will the school make sure the SIC is represented in this review?

-When will the school start working on the next five-year Plan?

-What data will the school look at in doing its assessment of school needs? When will the SIC have an opportunity to review and comment on this data?

-What kinds of methods will the school use to gather input from parents, community members, and students in addition to those represented on the SIC? How can the SIC help the school gather this information?

-Who will decide what the school's improvement goals and strategies will be? When will the SIC have an opportunity to express its views on these parts of the Plan?

-Are there other ways that the SIC can assist the school in developing the best School Improvement Plan possible?

These questions should come from the SIC Chair and should be addressed to the principal in the spirit of partnership and collaboration. In some cases, school districts handle much of the planning process for individual schools. In such cases, the principal may have to refer to the district to answer some of these questions. Be polite but persistent if necessary.

Sometimes, SICs hesitate to ask to participate in the school improvement planning process because they don't feel that they have the same level of expertise in matters of curriculum and assessment, data, or policy as education professionals. Keep in mind, however, that SICs members are not expected to master these subjects. SIC participation is needed because they can bring a different but equally important type of expertise about student, teacher, family, and community needs to the table.

On the other hand, if an SIC wants to learn more about the School Improvement Plan, the planning process, or the data the school is using, it should take steps to do so. SICs often invite the principal, an SIC teacher representative, or a district staff member to make a special presentation on these topics at an SIC meeting. If other SICs in the districts have similar questions, get together and organize a districtwide presentation on these topics.

SICs are also encouraged to consider whether there are ways that they can help gather input from an even more diverse and larger number of parents and community members. For example, SICs can organize publicity campaigns or incentive programs to increase the response rate to parent surveys or organize town hall meetings for the school community.

Monitoring Progress Toward Achieving School Improvement Plan Goals

Assisting in the Monitoring of School Improvement

In addition to assisting with the preparation of the School Improvement Plan, state law also provides that SICs are to assist in the monitoring of school improvement.

One way that SICs can do this is by monitoring whether their school is meeting the timelines in their Plan for implementing school improvement strategies. SICs can also track their school's progress by reviewing whether the school has met its yearly interim Plan goals.

SICs can find this information in the school's Performance Goals and Actions Plans, usually found in the last section of the School Improvement Plan. An example of a Performance Goal and action Plan from an actual School Improvement Plan is reprinted in Appendix C of this *Handbook.*

Like the example in Appendix C, the school's Action Plan should include a list of the activities the school expects to undertake in order to achieve each of its improvement goals. There should also a be a start and end date/year or timeline for each activity. An SIC can review this information periodically with its principal to see if the school is on schedule.

Your school should have at least one Performance Goal in at least three areas: student achievement, administrator/teacher quality, and school climate.

Performance goals are the goals that the school expects to achieve at the end of five years. In addition to these long term goals, schools also have smaller interim (yearly) goals that they set for themselves. These interim goals are intended to make sure that schools make enough progress each year in order to meet their five-year goal. Like the example in Appendix C, these interim goals can usually be found underneath each long-term Performance Goal. SICs can periodically review the schools progress toward these interim goals with the principal.

In requiring an SIC role in monitoring school progress, the South Carolina General Assembly has given SICs and the stakeholders they represent a way to hold their schools accountable for increasing student achievement and closing achievement gaps. However, in cases where a school is not meeting its timelines or interim goals, the focus should always be on finding ways to improve and asking how the SIC can help. While schools must necessarily take much of the responsibility for seeing that improvements are made, student achievement remains a shared responsibility among schools, families, and communities. SICs and the groups that they represent must also hold themselves accountable for making sure that their school has all of the resources and support it needs in order to educate all students effectively.

Section 2- Developing, Planning, Supporting and Implementing Improvement Activities

The SICs role is not limited to involvement in the preparation and monitoring of the School Improvement Plan. Perhaps the most satisfying of all SIC activities are ones in which SIC members work together with their school to implement strategies that produce visible improvements at the school that ultimately contribute to increased student achievement.

The Action Plans in the School Improvement Plan are one place that SICs can find activities to work on. These activities have been developed in response to your school's assessment of its needs and reflect your school's judgment on how to best to improve areas of the school that impact student achievement. Your SIC should already be an active participant in developing this Plan and annual updates.

There may be some cases, however, in which an SIC wants to review and expand on the assessment of needs in the Plan, develop its own goals (consistent with its school's improvement goals), and plan and implement activities that are directed towards achieving the SIC's supporting goals.

The next two parts of this section of the Handbook provide SICs with (1) guidance in adopting goals and activities directly from the School Improvement or Reading Plan and (2) suggested steps for SICs that wish to conduct a broader or deeper needs assessment, develop SIC goals that are consistent with the school's improvement goals, and plan and implement activities to achieve those goals.

Helping the School Implement Activities in its Plans

The School Improvement Plan is a good place to start when looking for goals and activities for your SIC. Some SICs may be able to access their school's Plan on the school or district website. If this is not the case, SICs should be able to obtain a copy from the principal.

The school's Performance Goals and Action Plans are usually found in the last section of the document. As mentioned earlier, schools are required to set Performance Goals in at least three areas: Student Achievement, Teacher/Administrator Quality, and School Climate. School Climate can include areas such as family engagement, student behavior and discipline, and school safety. Schools are required to have an Action Plan for each Performance Goal that lists the activities the school expects to implement to achieve the goal. For each activity, the Action Plan should name the person(s) responsible for implementation and the dates the activity is expected to begin and end.

An example of an actual School Climate Performance Goal and Action Plan is reprinted in Appendix C. Most Performance Goals and Action Plans will look very similar to this example. The improvement activities are listed in the Action Plan in the column on the far left.

Although SICs will want to review the school's Performance Goals and Action Plans in all three areas, it may want to start with school climate. This is where many SICs find activities that they can assist with.

To get started, go through the list with your principal and ask some of the questions below.

-Is the school on schedule in implementing the activities in the Action Plan?

-if not, which is the activities are behind schedule? Why? Is there a lack of resources? Is there some other problem that is preventing the school from implementing the activity?

-What can the SIC do to help? Can it help to obtain needed resources through community partnerships? Can the SIC help advocate for needed policy changes at the district level?

-Are there activities that are currently being implemented that would be more effective if the school had more resources? How can the SIC help with that?

-Are there activities that are not scheduled to be implemented until next year that the SIC could help their school plan and implement?

As SICs are not intended to hold funds, they often partner with their schools PTA/PTO to fund their school improvement activities. SICS have also been successful in applying for grants s from local foundations and businesses on behalf of their school. These grant monies go directly to the school to fund improvement activities.

There are many different kinds of resources in addition to money that a school may need in order to implement an activity. Time is one. Principals and teachers are sometimes so busy with day-to-day tasks that they often don't have enough time to do the planning and legwork needed to get a new activity off the ground. Ask if there are tasks that the SIC can do to relieve the time crunch and move things forward. An SIC can also connect its school to other types of resources in the community like materials, expertise, volunteers, facilities, or family and youth services and programs. Be creative in thinking about ways that your SIC can access needed resources for your school.

SICs can advocate with their districts to change policies and procedures that may be delaying or impeding implementation of an activity in the Plan. Another way that SICs can support implementation is by educating families and the community about improvement activities in order to build a strong base of support. SICs can also make calls and send emails to help increase family participation in improvement initiatives.

Depending on the size of your SIC and the number of goals and activities your SIC undertakes, your SIC may want to form temporary committees around each goal or activity that your SIC is working on. Committees can work between regular meetings, doing the detailed research and planning that is often needed in order to get new initiatives off the ground. It is important, however, that committees report in regularly and seek approval for key decisions from the full SIC as they move forward.

Steps to Developing Effective SIC Improvement Initiatives and Innovations

There may be some cases in which an SIC decides that it wants to set a goal or plan and implement an activity that is not listed in the School Improvement Plan. Many SICs have done this successfully and had important impacts on school improvement.

If an SIC does so, however, it is important that it do its homework. In order to be effective, SICs need to take steps to ensure that their goals and activities:
-Address a real rather than a perceived school need;
-Impact a significant number of students;
-Impact student achievement, either directly or indirectly and;
-Are consistent, and do not conflict, with the school's existing improvement goals.

The following is a set of suggested steps that SICs can follow in order to get started on developing, planning, and implementing goals and activities that are most likely to achieve successful results.

Step One: Learn About Your School's Needs

It is important to look at data to verify that the need your SIC proposes to address actually exists rather than relying solely on assumptions and perceptions.

Start your needs assessment using existing data. There is no need to reinvent the wheel if the information you need is already out there. Below is one way that an SIC might approach learning about its school's needs.

-Start by reviewing the needs assessment in your School Improvement Plan.
-Discuss and compare information in the plan with feedback from SIC members and the principal.
-Reach out to key stakeholders whose views may not have been available when the Plan was prepared. SICs can do this using tools such as surveys, discussion groups, interviews, or town hall meetings.
-Review additional existing school performance data. The Research Portal on the SC Department of Education's website is a good source of information. SICs can access copies of the annual SC School Report Card, ESEA accountability reports, and data showing how South Carolina schools performed on national assessments such as the SAT and ACT. SICs may also wish to review the full results of the annual parent/teacher/student school climate surveys administered by the SC Department of Education.
-SICs can invite more in-depth input from administrators, teachers, and staff who are responsible for the specific areas the SIC is studying.
-If an SIC cannot find existing data on an area of concern, it can gather data on its own or by partnering with individuals or organizations within the school or community that have expertise in the areas with which the SIC is concerned.

Step Two: Choose an SIC Area of Focus

-Start by choosing one to three areas of need that the SIC will focus on for the year. Consider forming temporary committees assigned to work on each area.
-SICs may need to do additional research in order to find out what factors need to be addressed in order to see improvements in the SIC's particular area of focus.

Step Three: Set an SIC Goal

-SICs are often so eager to do something, they jump into planning activities without first clearly defining the goals or results that they want to achieve. SICs will increase their effectiveness if they first set a goal and then decide on activities that are most likely to achieve their goal.

Step Four: Decide on an SIC Activity

SICs are encouraged to consider the following questions when choosing one or more activities to achieve their goals.
-Instead of developing our own activity, can we use an activity that has already been used by schools similar to ours and has been shown to get good results?

-Is the activity or program a good “fit,” in terms of the culture, values, or demographic characteristics of our school community? Can we make changes that will make the activity a better fit for our school without decreasing its effectiveness? Are we sure that we are not duplicating what others in our school are doing?
-Do we have the resources we need to fully implement the activity? If not, is there another group that we can partner with in order get the resources that we lack? Are there other options that do fit within our resources?

SICs should keep in mind that, in most cases, it will take more than one activity and possibly more than one school year in order to achieve a goal.

Step Five: Make a Plan to Implement and Evaluate the Activity

-Making a plan is important to the success of any activity. SICs need to break down the specific tasks that need to be carried out in order to implement an activity, set deadlines, and assign responsibility for completing tasks to specific individuals. Until an SIC begins to make specific task assignments and set deadlines, ideas for SIC activities are likely to remain no more than ideas.
-The plan should include a plan for collecting data and evaluating the results of the activity so that the SIC will know whether it achieved its goal.

Once an SIC has implemented an activity, it is important to sit down and review what went well, what didn’t go well, and how to improve next time. This process should include a review of the data the SIC collected to see if it met its goal.

SC-SIC has developed materials, training, and technical assistance to help SICs work through each of these steps. Contact the SC-SIC office to request individual assistance for your SIC.

SC-SIC Resources that Can Help Your SIC Succeed

The SC School Improvement Council is dedicated to providing the 1,1000-plus local SICs throughout South Carolina with the materials, training, technical assistance, and other services they need to be effective.

SC-SIC Materials

In addition to this *Handbook,* SC-SIC has developed a number of other materials designed to assist SICs in carrying out their work. Through the SC-SIC website, sic.sc.gov, SICs can find samples of many frequently used SIC documents. Tip sheets and other materials on a variety of topics are available as well as links to publications and materials available through other organizations.

SC-SIC Trainings

SC-SIC offers several different types of trainings in addition to the "SIC Basics" training, such as advanced training for SICs, SIC Chair and leadership training, and sessions on setting SIC goals and communicating with the greater school community. SICs can find out more by visiting the SC-SIC website or contacting the SC-SIC office directly.

SC-SIC Technical Assistance

SC-SIC staff members are available to answer questions and help locate information and resources that relate specifically to your SIC and the activities that you are working on. SICs should always feel free to call or email the SC-SIC office to work directly with a member of the SC-SIC staff or to request that a staff member visit an SIC meeting.

SC-SIC Website and Member Network

SC-SIC's website, sic.sc.gov, is a great source for additional, more detailed information about all of the topics covered in this *Handbook*, as well as how to access all SC-SIC services. The Member Network provides SICs with a quick and easy means of reporting their annual membership information as required by state law. Members of the public can view certain information on the Member Network in order to find out whether their school has reported its SIC membership, the names of current SIC members, and whether the SIC's membership complies with state law requirements. SICs are also asked to upload an electronic version of their annual SIC Report to the Parents directly to the Member Network.

SC-SIC Social Media, Newsletters, and Updates

SC-SIC maintains a very active presence on Facebook and Twitter. SC-SIC also publishes a quarterly electronic newsletter, Council News so that all members have access to important news and information relevant to SICs.

Appendix A

The Basics of Organizing a School Improvement Council

Who Must be Represented on an SIC?

By state law, every SIC must have at least four different types of members: elected parents, elected teachers, appointed community members, and at least one ex-officio member who is the school principal.

An SIC at a school serving grades 9-12, such as a high school or a junior high that includes 9th grade, must also have elected student representatives.

How Many Members Must an SIC Have?

The number of each type of SIC member should be listed in the SIC's bylaws. State law requires that an SIC must have at least the following number of members:

Primary, Elementary and Middle School SICs:
-At least two elected parents;
-At least two elected teachers;
-Half as many appointed community members as the total number of elected members;
-At least one ex-officio position for the current school principal.

High School SICs (or other schools that include grade 9 or above):
-At least two elected parents;
-At least two elected teachers;
-At least two elected students;
-Half as many appointed community members as the total number of elected members;
-At least one ex-officio position for the current school principal.

An SIC cannot decide to have fewer members than the number required by law. It can, however, decide in its bylaws to have more members. A school that has a large student population, includes many grade levels, and/or is very diverse may need more members than the law requires in order to ensure all parts of the school community are adequately represented. An SIC should not be so large, however, that it is difficult to manage effectively.

SICs should also remember that there must always be twice as many elected members as appointed members (not including ex-officio members). Therefore, if an SIC increases the number of elected members on the SIC, it will also have to increase the number of appointed community members in order to maintain this ratio.

How Long Do Members Serve on an SIC?

The terms of office for elected SIC members are determined by law:
-Parents are elected for a two year term;
-Teachers are elected for a two year term;
-Students are elected for a two year term.

"State law governing School Improvement Councils does not address a term of office for appointed community members. While this leaves it up to the local SIC to determine the length of term for such members (and reflect that term in its bylaws), it is recommended that the term of office for community members appointed by the principal be one year in duration. This does not preclude the principal from reappointing a community member to an additional term(s)."

An ex-officio member is not elected or appointed and does not have a defined term on the SIC. These members serve as an ex-officio due to the position they hold in the school community. The school's principal, by law, must serve as an ex-officio SIC member as long as he/she is principal. Similarly, individuals such as the president of the PTA or the School Resource Officer would serve as ex-officio members (if called for in the SIC's bylaws) as long as they hold these positions.

Staggered Terms of Office and Term Limits

State law directs SICs to stagger the terms of office of its elected members so that about half its members are up for election each year. This ensures that there will always be several experienced elected members on the SIC each year to guide newly elected members.

State law does not place any limits on the number of times that elected members can run for re-election to the SIC. SICs can add such limits to their bylaws if they choose to do so.

What is the Deadline for Holding SIC Elections?

The law states that SIC elections must be completed by **October 15** each year. As long as this requirement is met, schools can decide whether they prefer to hold elections at the beginning of the new school year or the preceding spring (May-June).

The advantage of holding SIC elections in the spring is that the newly elected SIC can meet during the summer months and is ready to start work as soon as the school year begins. If your SIC holds spring elections, however, make sure that parents and students who will be entering your school in the fall have an opportunity to participate.

SIC Parent Elections- Who is Eligible to Serve?

Any parent, guardian or other individual who serves as a student's primary caretaker is eligible to serve as a parent representative on the SIC for as long as he/she has at least one child enrolled in the school. An individual who no longer has a child enrolled in the school will immediately become ineligible to serve as a parent representative, even if the individual has not completed his/her two-year term. Parents can nominate themselves or be nominated by other parents.

Methods for Electing Parent Representatives

State law does not require that SICs follow any particular method of conducting parent nominations and elections. An SIC should create a method that is fair and that is intended to encourage large and 16 diverse numbers of parents to participate. The method should be clearly outlined in the SIC's bylaws or placed in writing and approved by the SIC. SICs have had success holding parent nominations and elections during school events that are usually well attended by parents such as an annual spring fair, student registration, back-to-school open house, PTA/PTO meeting, or an athletic event.

It is important that an SIC provide parents with plenty of advance notice of the procedures for nominating and voting for candidates. SICs are encouraged to use more than one of the many methods of communication available to reach all parents, such as the school website, the school's social media pages, the school newsletter, emails, telephone calls, and flyers sent home with students and posted around the school.

SIC Teacher Elections- Who is Eligible to Serve?

Any teacher who is currently assigned to the school is eligible to serve for as long as he/she remains assigned to the school. Teachers may nominate themselves or be nominated by a fellow teacher at the school.

Methods for Electing Teacher Representatives

It is recommended that outgoing SIC teacher representatives work together with the principal to carry out teacher nominations and elections. Teachers should be nominated in advance and faculty members should be notified of the names of the candidates prior to the election.

For most schools, the best time to conduct teacher elections is during a regularly scheduled faculty meeting or other event that all teachers are required to attend. Outgoing SIC teacher representatives can supervise collecting and counting the ballots and announce the names of the winners.

SIC Student Elections- Who is Eligible to Serve?

Any student may serve as an SIC representative for as long as he/she is enrolled in school and attending classes. An individual who is no longer enrolled as a student in the school may not continue to serve as a student representative, even if the individual has not completed his/her two-year term.

For SICs that have four or more student representative positions, it is recommended that at least one position be assigned to represent each grade. In a high school, for example, each grade (9-12) would elect its own SIC representative. This ensures that there is balanced representation of all grades on the SIC. For SICs that do not have enough student positions to represent each grade, the lower grades (9- 10) and upper grades (11-12) may combine to elect their own SIC student representative.

Alternatively, an SIC can treat student representatives as "at-large," meaning that all student representatives are elected by and represent the entire student body.

Methods for Electing Student Representatives

Elections for student SIC representatives are usually held when other class and student body officers are chosen. SICs should avoid the practice of simply assigning a student who already holds a school office (such as the student body president) to serve as an SIC student representative. SIC student positions are intended to provide diverse student viewpoints and give more students an opportunity to serve in leadership positions.

Appointing SIC Community Members- Who is a Community Member?

SICs were created to give a voice to all groups within the community that have a stake in their schools, including local taxpayers who do not currently have children in school. For that reason, principals should appoint as community member representatives individuals who:

-Do not currently have a child enrolled in the school;
-Are not employed by the school system;
-Live and/or do business in the school's attendance zone or surrounding community.

Considerations in Selecting Community Representatives

Principals can use community member appointments to connect their school with:

-Neighborhoods, diverse racial and ethnic groups, retirees, the local business community, or other groups that have a stake in the school but are not represented among the elected SIC membership;
-Individuals or organizations that can contribute expertise or skills that the school needs in order to meet important school improvement goals;
-Diverse types of resources that the school needs to meet the needs of the whole child;
-Opinion leaders who can build community support for school improvement initiatives.

Where to Look for Community Member Representatives

-Libraries
-Churches
-Military and law enforcement
-Non-profit service providers
-Local business owners/partners
-Retirees/retiree organizations
-Marketing, communications, and fundraising professionals
-City and county recreation departments
-Economic and community development organizations
-Civic and cultural organizations
-Child and adolescent health care providers
-Universities, colleges, technical colleges, trade schools
-Local and state social service agencies
-Local law and accounting firms, banks, or real estate agencies

Ex-Officio Members- What is an Ex-Officio Member?

An ex-officio member of an SIC is someone who holds another position or office in the school or community that the SIC decides should be represented on the SIC. The principal is automatically an ex-officio member of the SIC in accordance with state law.

How Many Ex-Officio Members Should an SIC Have?

SICs can create additional ex-officio positions by adding them to the SIC bylaws. Generally, SICs add ex-officio positions for one of two reasons. Sometimes, SICs create ex-officio 18 positions in order to bring in individuals who have special knowledge, skills, or influence that will benefit the SIC. Examples include the Teacher of the Year or the immediate past SIC Chair.

Other times, ex-officio positions are created for leaders of organizations that frequently work together with the SIC on issues of shared interest. Examples are the president of the school's PTA/PTO or the chair of the school's Title I Parent Advisory Committee. It is up to the SIC to decide in the bylaws whether the principal and other ex-officio members will be voting members of the SIC. The bylaws should clearly state whether each ex-officio member may or may not vote on SIC matters.

Membership on New or Reconstituted SICs

When a new school opens (or a dormant SIC is reactivated), state law provides a mechanism to ensure the staggered terms of members of the SIC. After all new members are elected, they will select the length of term they will serve by lot (such as drawing numbers from a hat), with half of the members serving a one-year term and the other half a two-year term. For subsequent SIC elections, elected parent and teacher members (and students in schools with grades 9-12) will serve for full two-year terms provided they are eligible to do so.

SIC Membership Reporting Requirements

Schools are required by law to report their SIC membership to SC-SIC every year. The online SC-SIC Member Network was created to make this task easier for SICs. The Member Network may be accessed by links located on the SC-SIC website, sic.sc.gov. The school principal, working with the SIC District Contact, is responsible for reporting SIC membership to the Member Network no later than **November 15**, the deadline set in state law.

What Information Must be Reported?

The SIC Chair or a designee should collect and provide to the principal a list of information that must be reported to SC-SIC:
-The first and last name of each member;
-The type of each SIC member (parent, teacher, community member, etc.);
-The name of the SIC Chair;
-Contact information for each member including home mailing address, telephone number, and email address (if available).

Requesting an *SC-SIC Member Network* Account and/or New Password

The school principal is ultimately responsible for ensuring that SIC membership information is updated each year on the SC-SIC Member Network. In order to make the required updates, the principal or a designated staff person must first go online to the SC-SIC Member Network or the SC-SIC website and request a user account using a valid and official school or district email address. Within 48 hours of submitting an account request, SC-SIC will issue a user account password by email. This password will enable the principal or staff person to access their school's account on the Member Network and report membership information.

For security reasons, the Member Network deactivates all passwords annually on July 1. All account holders must request a new password at the beginning of each school year. This can be done online at sic.ed.sc.edu/network. In most cases, an account holder can get a new password simply by logging in with his/her email address and the previous year's password, then clicking on the link to request a new password.

The account holder should receive a new password by email within 48 hours of the request. The system-generated password renewal email sent by the SC-SIC Member Network may not be accepted by certain school email systems. In this case, the account holder can either return to the main Member Network page and request a new user account or email the SC-SIC office directly for a new password. If the account holder cannot locate last year's password or there has been a change to the account holder's email address, the account holder will similarly need to return to the main Member Network page and request a new user account.

For more information on any of the topics in this Appendix, visit the SC-SIC website at sic.sc.gov or contact the SC-SIC office by phone or email.

Appendix B

Agenda Items for the First Meeting of the Newly Elected/Appointed SIC

SICs should include the following items on the agenda for the first meeting of a newly elected/appointed SIC:
-Welcome and introduction of new and returning SIC members;
-Expression of appreciation to outgoing members (if not done already);
-Update on the status of SIC goals/activities from the previous year;
-Election of new SIC officers for the current year;
-Schedule and location for regular SIC meetings for the current year;
-Reminder to attend "SIC Basics" training;
-Distribution of current SIC bylaws, copies of this *Handbook*, and the five-year School Improvement Plan with updates.

If the prior year's SIC Chair is present, he/she should lead the meeting until a new Chair is elected. If not, last year's Vice Chair or the principal may lead the meeting until a new chair is elected.

Electing SIC Officers

SIC members elect their own officers for a one-year term. SICs should elect officers **no later than the November 15** membership reporting deadline so that the school can report the name of the current SIC Chair.

Every SIC should have at least three officers: Chair, Vice-Chair (or Co-Chair), and Secretary. An SIC may create additional SIC officer positions by adding them to the SIC's bylaws. However, an SIC should not have a Treasurer as an SIC does not hold money or bank accounts in its own name.

Only elected and appointed SIC members are eligible to serve as SIC officers; the principal and other ex-officio members are not eligible. All voting members of the SIC may vote for SIC officers, including ex-officio members who are designated as voting members in the bylaws.

The SIC Chair

The most important qualifications for serving as an SIC Chair are a strong commitment to assisting the school in meeting its improvement goals and an ability to work well with others. It is particularly important that an SIC Chair be able to work in partnership with the principal as the Chair is the primary link between the SIC and the principal.
-Leading SIC meetings;
-Preparing meeting agendas in consultation with the principal and ensuring that they are distributed and posted at least 24 hours in advance of meetings;
-Appointing SIC committee chairs and members;
-Monitoring SIC compliance with state law requirements.

The SIC Vice Chair (or Co-Chair)

The Vice-Chair's duties should be listed in full in the bylaws and should include:
-Assisting the Chair during meetings;
-Leading meetings in the absence of the Chair;
-Assisting in preparing agendas, serving on or assisting with SIC committees, and providing general support for SIC initiatives.

The SIC Secretary

The Secretary's duties should be listed in full in the bylaws and include:
-Ensuring that the SIC's schedule of regular meetings for the year is posted on the school's website, included on the school's calendar, and/or posted at the entrance to the main school office;
-Recording attendance at each meeting;
-Taking meeting minutes and transcribing/distributing copies to members in a timely manner prior to the next SIC meeting;
-Serving on or assisting with SIC committees and providing general support for SIC initiatives;
-Maintaining a complete set of SIC records in a file located in the school office or other central location.

Scheduling Regular SIC Meetings for the Year

SC-SIC strongly recommends that SICs meet at least eight (8) times during the school year. This allows SICs the option of taking one month off. SICs often elect not to meet in December or May as these tend to be especially busy months for SIC members.

An SIC should review its schedule of regular meetings at the beginning of each year and make adjustments as needed to meet the needs of new and returning members. The day and time of SIC meetings can significantly impact SIC meeting attendance, which in turn impacts the overall success of the SIC. If an SIC always meets immediately after school on a weekday (a time often preferred by principals and teachers), it is unlikely that many working parents and community members will be able to attend regularly. Some SICs alternate from month to month between daytime meetings and evening meetings.

SICs are not restricted to meeting on school grounds if there is another location that is convenient for parents, community members, teachers, and the principal.

Welcoming New SIC Members

It is up to the SIC Chair and returning SIC members to ensure that new members feel welcome and that each finds a meaningful role to play on the SIC. There are many jobs in addition to serving as an officer, such as working on SIC publicity, advocacy, member recruitment and retention, or by serving on a committee that is working on a specific school improvement goal. Assigning mentors to new members can also help them quickly feel like part of the group.

All new members will benefit by attending an "SIC Basics" training delivered either by SC-SIC or the district. Information on training schedules can be found online at sic.sc.gov. If your district is not listed, contact your SIC District Contact and request that the district schedule a training. Some individual school districts also hold SIC orientations for new members. Check with your SIC District Contact to see if your district provides an orientation or other resources for SICs.

Holding Effective SIC Meetings

One key to a successful SIC is holding effective SIC meetings. Although the SIC Chair is primarily responsible for running SIC meetings, all members can help the Chair make meetings more effective. SIC members should take the time to review the agenda, last month's minutes, and other materials in advance, work together to observe the time limits set by the Chair for agenda items, take turns in speaking and listening, stay on topic, keep disagreements focused on ideas and not individuals, and make sure to complete any tasks assigned to them in a timely fashion.

Keeping Current SIC Members and Recruiting Future Members

Holding effective SIC meetings is one important strategy for making sure that your members come back each month. It also helps to make sure that every SIC member has a specific role or responsibility. Members are more likely to keep coming when they know that the SIC is depending on them to carry out a specific task.

If you are an SIC Chair, don't just assume that everyone is satisfied with how things are going. Check in with individual members regularly for their feedback and suggestions. Contact members if they miss a meeting without sending word to see what happened. While a member's absence may have nothing to do with the SIC, you can't know unless you ask. If you wait too long, the member may feel that his/ her presence isn't missed and it may be too late to resolve whatever issue kept the member away in the first place.

Recruiting future members is a year-round job. SICs that wait until the week before elections to think about this task often have trouble finding enough candidates to fill the vacant positions on the Council.

Some suggestions for recruiting future members include:
-Regularly asking members, other teachers, staff, and school leaders to help identify potential new SIC members and inviting interested individuals to attend an SIC meeting;
-Increasing SIC visibility by setting up an SIC information table at well-attended school or community events throughout the year;
-Developing relationships with parents who are active in SICs at schools that feed into your school before their children transition to your school;
-Publicizing your SICs accomplishments by asking for a page on the school's website and by regularly submitting updates to the school newsletter, to local media through the district's public information officer, and by postings on school social media sites.

SICs are encouraged to create standing committees that are dedicated to member recruitment and retention and to regularly publicizing SIC goals, activities, and successes.

Operating Your SIC in Compliance with the SC Freedom of Information Act (SC FOIA)

As noted earlier in this Handbook, SICs are considered "public bodies" as the term is defined by the SC Freedom of Information Act (SC FOIA). Therefore, SICs are subject to all applicable state open meeting and public record requirements.

FOIA and SIC Meetings

The FOIA requires that SICs open meetings to any interested member of the community in the same way that a school board meeting or local town council meeting is open to the public. SICs should always be prepared to welcome guests to their meetings and may wish to routinely reserve time on the agenda for a brief public comment period.

SICs should also post the day, time, and location of regularly scheduled meetings on the school's website, the school calendar, at the entrance to the main school office, or other high-traffic location where it is likely to be seen by members of the public. Monthly meeting agendas should be posted in the same manner at least 24 hours in advance of each SIC meeting.

FOIA and SIC Records

SICs are required to maintain their records in compliance with state FOIA requirements. Records such as membership rosters, agendas, meeting minutes, and bylaws are considered public information under FOIA. SC-SIC recommends that SICs maintain copies of all such records in a file in the school's main office or other central location and, additionally, that they post electronic copies to the SIC section of the school's website where they can be accessed by the public at any time.

Preparing the Annual SIC *Report to the Parents*

By law, SICs are responsible for preparing a Report to the Parents every school year. The purpose of the Report is to keep the community informed about their school's performance and progress toward improvement goals. The Report is to be publicly distributed by **April 30** of each year, must focus on the current school year, and should include the following:

-A brief statement about each SIC or school goal being reported on;
-Progress made during the current school year;
-Actions planned for the upcoming school year;
-Information about school programs, activities, awards, and recognitions for students, teachers, and staff;
-Important school test results or other information that is not already reported in the annual SC School Report Card.

The SIC may appoint a committee to write the entire *Report* or form small teams to write sections of it. The design of the final product should draw the reader's interest to the information contained within it. SICs may wish consider the following suggestions when preparing the *Report*:

-Include the school's mission statement;
-Write a brief introduction about the *Report*;
-List SIC member names and contact information;
-Use letter-sized paper and fold it to make a brochure;
-Print the Report on colored paper;
-Use the school mascot or colors as a graphic theme throughout the publication;
-Use various size fonts and graphics for emphasis.

SICs looking for ideas on how to prepare their *Report* may want to visit the SC-SIC Member Network and view electronic copies of *Reports* prepared by other SICs. The SC-SIC website also has a page that includes a sample *Report* as well as helpful tips and instructions on how to upload *Reports* to the Member Network.

The SIC *Report to the Parents* provides schools with an opportunity to connect with the community as well as parents. For that reason, some schools place copies of the *Report* in public locations like libraries, churches, doctors' waiting rooms, or on a bulletin board at the local supermarket as well as posting a copy to the school's website.

The deadline for SICs to upload a copy of their *Report* to the SC-SIC Member Network is **June 1** of each year.

Assisting the Principal in Writing the Narrative for the Annual *SC School Report Card*

Since 1998, SICs have been required to assist the principal in writing a brief narrative report for the annual *SC School Report Card*. The narrative should include information about the school, its challenges, and the strategies developed to address those challenges. The text of this narrative is submitted by the school to the SC Department of Education as part of the summer data collection for the *Report Card.*

In 2008, under revisions to the Education Accountability Act (EAA), the *SC School Report Card* was shortened to an executive summary format of two pages, with a full online version posted to the SC Department of Education website. Both versions of the *Report Card* include the narrative, which bears the name and title of both the school's principal and the SIC Chair.

Achieving Recognition for SIC Accomplishments – The Dick and Tunky Riley Award for School Improvement Council Excellence

If your SIC has been successful in achieving results that improved your school, consider submitting an application for SC-SIC's annual *Dick and Tunky Riley Award for School Improvement Council Excellence.* SC-SIC presents The *Riley Award* in the spring of each year to an SIC that has demonstrated exemplary leadership and actions that have improved public education in its community. The award is named for former US Secretary of Education and SC Governor Richard Riley and his late wife, Tunky.

The *Riley Award* is open to any SIC in South Carolina that has been active for at least one year.

When to Apply

The *Riley Award* process begins in the fall of each year. Interested SICs should check the SC-SIC website beginning in September for a timeline, instructions, and application deadlines.

The *Riley Award* honors the **results** that SICs achieved during the **prior** school year. If an SIC spent the prior school year studying school needs and planning improvement activities but didn't start implementing activities until the current school year, it is too soon to apply. The SIC should wait until next fall, when it can report on the results of the activities carried out during the current year.

Award Levels

SICs have an opportunity to win recognition at several levels of the award process. Level One applicants who score at or above the required point level will be named as an "Honor Roll SIC." Up to 20 "Honor Roll SICs" will be selected to participate in Level Two of the process. SICs with the top five scores after Level Two will be named as Riley Award finalists and compete at the Winners Level. A panel of independent judges will select the Riley Award winner from among the five finalists. The remaining finalists will receive Honorable Mention awards.

Participating in the *Riley Award* process is an opportunity for SICs to celebrate their achievements, share strategies with others, ensure their compliance with state law, and provide much deserved recognition for hard-working volunteers. More information on the *Riley Award*, the application process and timeline, judging criteria, and application examples from previous award winners is available online at sic.sc.gov.

Sustaining SIC Progress From Year to Year

One of the more difficult challenges that SICs face is finding ways to sustain ongoing programs and forward momentum towards goals from one year to the next. This is due to several factors, including the relatively short terms of SIC members, personnel changes at the school, the length of holiday and summer breaks, and the volunteer nature of all SICs.

With some advance planning, however, there are steps that an SIC can take to lessen the impact of some of these factors.

-Hold SIC elections every year to ensure that the terms of elected members remain staggered as required by state law. When SIC terms of office are staggered, there will always be several members returning who can serve as a bridge from the prior year to the coming year.

-Make sure that SIC committees are made up of both new and returning members.

-When appropriate, advocate for the adoption of formal school or district policies that will help support and maintain priority SIC programs and activities.

-Develop routine procedures for departing SIC members to train new and returning members in how to carry out key activities or program tasks.

-Create an ex-officio position on the SIC for the immediate past SIC Chair for a term of one year to help ensure the continuation of SIC goals, programs, and activities.

-Develop a "champion" within the permanent school staff for a program or activity who will advocate to continue it over the long term.

-Develop and maintain a broad base of support for a continuing program or activity both among those directly served as well as people in the greater school community.

-Document and publicize the results of a program or activity so that people know why it is important that this work continue into the next year.

For more information on any of the topics in this Appendix, visit the SC-SIC website at sic.sc.gov or contact the SC-SIC office by phone or email.

Appendix C

An Example of a School Improvement Plan Performance Goal and Action Plan in the area of School Climate:

Performance Goal

Performance Goal Area	School Climate
Performance Goal (desired result of student learning)	By the summer of 2024, 90% of the school's stakeholders will indicate satisfaction with the learning environment, social and physical environment, and school-home relations as measured by agree and strongly agree responses on the Spring School Stakeholder Survey.
Interim Performance Goal	Annually, XYZ School will meet the targets listed below.
Data Sources	Spring School Stakeholder Surve

Measure	**Avg. Baseline**	**2019/ 20**	**2020/ 21**	**2021/ 22**	**2022/ 23**	**2023/ 24**
Learning Environment	80.7%	82%	85%	87%	89%	90%
Social and Physical Environment	76.9%	82%	85%	87%	89%	90%
School-Home Relations	88.4%	88.5%	88.75%	89%	89.5%	90%

Action Step	Time	People Responsible	Est. Cost	Funding Source	Indicators of Implementation
Update technology within the building	2019-2022	Principal	$600,000	District and School Funds	Increased Wi-Fi capacity, expansion of one-to-one computing project, replacement of old computers in classrooms.
Improve safety of students and staff through building improvements	2019-2024	Principal District Maintenance	$500,000	District and School Funds	90% satisfaction on Junior Survey with school safety climate
Coordinate parent and student survey with Junior Parent Night	2019-2024	Principal and Junior Class Sponsor	$0	None	Schedule of Junior Parent Night coincides with survey distribution
Provide incentives for parents/ students who complete survey	2019-on	Principal	$5,000	School funds, PTSA grant and/or donations	Increased number of survey responses for parents/students
Improved networking with community.	2020-2024	Guidance staff	$0	N/A	Increased percentage of parents and teachers satisfied with home/school relations through junior surveys.
Parent nights to provide info about financial aid, NCAA regulations, scholarships, etc.	2020-2024	Guidance staff	$0	N/A	Scheduled parent nights for various information sessions

Sample Overview of an SIC Year

August/September

-Unless elections were held in the spring, plan and hold SIC nominations and elections.
-Announce newly elected/appointed members to school community.
-Hold first meeting of current year's SIC to elect officers and develop and post schedule of regular monthly SIC meetings.
-Make assignments to any standing and temporary committees that are continuing to work on goals from the prior school year.
-Create SIC membership and contact information list.
-Review timeline for five-year school improvement planning process and annual updates.
-Distribute copies of Handbook, SIC bylaws, and five-year School Improvement Plan (or a summary of the results of the needs assessment, goals, and strategies in the plan).
-Encourage new members in particular to attend "SIC Basics" training scheduled for the district.
-Contact the SIC District Contact or SC-SIC regarding any additional training and development needs or questions that may come up throughout the year.

October

-Begin review of School Improvement Plan and other school data such as survey results, test scores, demographic information, and budget.
-Begin ongoing monitoring of school's progress toward achieving goals in Plan.
-Begin identifying areas of school need or goals that the SIC wants to focus on and appoint temporary committee for each specific area.

November/December

-Submit the SIC's current membership and contact information to SC-SIC Member Network by November 15 deadline.
-Review data from new SC School Report Card (as soon as available).
-Committees report to full SIC and continue work in their assigned areas.

January/February

-Identify SIC members to begin work on SIC Report to the Parents for the current school year
-Committees report to full SIC and continue work in their assigned areas.

March/April

-Review draft of SIC Report to the Parents; revise and finalize for publication.
-Distribute Report to Parents by April 30.
-Attend annual statewide SIC meeting and/or plan spring SIC training event.
-Identify SIC members to work with principal on the narrative for the SC School Report Card.

May/June

-Post electronic copy of SIC Report to the Parents to the SC-SIC Member Network by June 1.
-Finalize narrative for SC School Report Card with the principal for submission in mid-June.
-SIC and committees plan how they will transfer information and work assignments from outgoing SIC members to next year's SIC members so that the SIC's work can continue uninterrupted.
-Conduct SIC elections or begin planning fall elections for next school year's SIC.

Summary of State Law Requirements Governing SICs

A School Improvement Council (SIC) is an advisory council to the principal and school that is focused on school improvement and innovation.

-It is the responsibility - as set forth in state law - of local school boards to ensure that SICs are established in each school within their school districts.

Membership Requirements

Every K-12 public school in South Carolina is required to have an SIC that includes at least:
-Two elected parent representatives;
-Two elected teacher representatives;
-Two elected student representatives (only required in schools with grade 9 and above;)
-Two community member representatives appointed by the principal (three in schools with grade 9 and above);
-The school's principal as an ex-officio member.

The SIC is required to maintain twice as many elected members as appointed members. (Ex-officio members are **not** included in this count.)

Term Length

Parent and teacher representatives (and student representatives if required) serve staggered terms of two years.

Deadlines

-SIC elections must be completed by **October 15** every year.
-The school must report its SIC membership information to SC-SIC using the online *SC-SIC Member Network* by **November 15** each year.

Required SIC Duties

-Assisting in the preparation of the five-year School Improvement Plan and annual updates;
-Assisting in monitoring the school's progress under the Plan;
-Consulting with the school on development of the family engagement portion of the School Reading Plan as required by the Read to Succeed Act;
-Writing the annual SIC Report to the Parents (distributed by April 30 and posted to online SIC Member Network by June 1);
-Assisting the principal in writing the narrative report for the annual SC School Report Card