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3/12/2013	Senate	Introduced and read first time
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VERSIONS OF THIS BILL

[3/12/2013](#)

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A BILL

TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA, 1976, SO AS TO ENACT THE “SOUTH CAROLINA READ TO SUCCEED ACT”; BY ADDING CHAPTER 155 TO TITLE 59 SO AS TO CREATE THE SOUTH CAROLINA READ TO SUCCEED OFFICE AND A READING PROFICIENCY PANEL WITHIN THE OFFICE, AND TO PROVIDE RELATED REQUIREMENTS OF THE DEPARTMENT OF EDUCATION, STATE SUPERINTENDENT OF EDUCATION, SCHOOL DISTRICTS, COLLEGES, AND UNIVERSITIES THAT OFFER CERTAIN RELATED GRADUATE EDUCATION, AND EDUCATORS AND ADMINISTRATORS, AMONG OTHER THINGS.

Whereas, the South Carolina General Assembly finds that national research has documented that students unable to comprehend grade-appropriate text struggle in all their courses; and

Whereas, the South Carolina General Assembly finds that while reading typically has been assessed through standardized tests beginning in third grade, research has found that many struggling readers reach preschool or kindergarten with low oral language skills and limited print awareness. Once in school, they and other students fail to develop proficiency with decoding or comprehension because of inadequate instruction; and

Whereas, the South Carolina General Assembly finds that research has also shown that students who have difficulty comprehending texts struggle academically in their content area courses but seldom receive effective instructional intervention during middle and high school to improve their reading comprehension. These are the students least likely to graduate; and

1 (3) each student who cannot yet comprehend grade-appropriate
2 texts identified as early as possible and at all stages of his or her
3 educational process;

4 (4) each student receives targeted, effective comprehension
5 support from the classroom teacher and, if needed, supplemental
6 support from a reading interventionist so that ultimately all
7 students can comprehend grade-appropriate texts;

8 (5) each student and his parent or guardian is continuously
9 informed in writing of:

10 (a) the student's reading proficiency needs, progress, and
11 ability to comprehend grade-appropriate texts;

12 (b) specific actions the classroom teacher and other reading
13 professionals have taken and will take to help the student
14 comprehend grade-appropriate texts; and

15 (c) specific actions that the parent or guardian can take to
16 help the student comprehend grade-appropriate texts by providing
17 access to books, assuring time for the student to read
18 independently, reading to students, and talking with student about
19 books;

20 (6) classroom teachers receive preservice and in-service
21 coursework which prepares them to help all students comprehend
22 grade-appropriate texts;

23 (7) all students develop reading and writing proficiency to
24 prepare them to graduate and to succeed in career and
25 postsecondary education; and

26 (8) each school district and each school develops and publishes
27 annually a comprehensive research-based reading plan that
28 includes intervention options available to students and funding for
29 these services.

30

31 Section 59-155-120. As used in this chapter:

32 (1) 'Department' means the State Department of Education.

33 (2) 'Board' means the State Board of Education.

34 (3) 'Readiness assessment' means assessments used to analyze
35 students' literacy, mathematical, physical, social, and
36 emotional-behavioral competencies in prekindergarten or
37 kindergarten.

38 (4) 'Research-based formative assessment' means assessments
39 used within the school year to analyze strengths and weaknesses in
40 reading comprehension of students individually to adapt
41 instruction to meet student needs, make decisions about
42 appropriate intervention services, and inform placement and
43 instructional planning for the next grade level.

1 (5) ‘Summative assessment’ means state-approved assessments
2 administered in grades three through eight and any statewide
3 assessment used in grades nine through twelve to determine
4 student mastery of grade-level or content standards.

5 (6) ‘Content area reading’ means reading grade-appropriate
6 text across various disciplines and content areas including, but not
7 limited to, English language arts, science, mathematics, social
8 studies, and career and technology education.

9 (7) ‘Reading interventions’ means individual or group
10 assistance in the classroom and supplemental support based on
11 curricular and instructional decisions made by classroom teachers
12 and by reading interventionists who have an add-on reading
13 endorsement. Teachers make these research-based decisions when
14 planning and carrying out whole group, small group, and
15 one-on-one instruction.

16 (8) ‘Reading proficiency’ means the ability of students to meet
17 state reading standards in kindergarten through grade twelve,
18 demonstrated by readiness, formative or summative assessments.

19 (9) ‘Reading proficiency skills’ means the ability to understand
20 how written language works at the word, sentence, paragraph, and
21 text level and mastery of the skills, strategies, and oral and written
22 language needed to comprehend grade-appropriate texts.

23 (10) ‘Third-grade reading proficiency’ means the ability to read
24 grade-appropriate texts by the end of a student’s third grade year as
25 demonstrated by the results of state-approved assessments
26 administered to third grade students, or through other assessments
27 as noted in this chapter and adopted by the board.

28 (11) ‘Substantially fails to demonstrate third-grade reading
29 proficiency’ means reading at levels in the bottom ten percent of
30 the grade-level standards.

31 (12) ‘Summer reading camp’ means an educational program
32 offered in the summer by each local school district for students
33 who are unable to comprehend grade-appropriate texts.

34 (13) ‘Reading portfolio’ means a compilation of independently
35 produced student work and assessments selected by the student’s
36 teacher and verified by the teacher and principal, as providing an
37 accurate picture of the student’s ability to comprehend
38 grade-appropriate texts. The portfolio must constitute an organized
39 collection of evidence of the student’s mastery of the state’s
40 reading standards.

41

42 Section 59-155-130. (A) The Read to Succeed Office must
43 guide and support districts and collaborate with university teacher

1 training programs to increase reading proficiency through the
2 following functions including, but not limited to:

3 (1) providing professional development to teachers, school
4 principals, and other administrative staff on reading instruction and
5 reading assessment that informs instruction;

6 (2) providing professional development to teachers, school
7 principals, and other administrative staff on reading in content
8 areas;

9 (3) working collaboratively with institutions of higher
10 learning offering courses in reading and writing and those
11 institutions of education offering accredited master's degrees in
12 reading-literacy to design coursework leading to a literacy coach
13 add-on endorsement by the State;

14 (4) providing professional development in reading and
15 coaching for already certified literacy coaches;

16 (5) developing information and resources that school
17 districts can use to provide workshops for parents about how they
18 can support their children as readers;

19 (6) assisting school districts in the development and
20 implementation of their district reading proficiency plans for
21 researched-based reading instruction programs and to assist each
22 of their schools to develop its own implementation plan aligned
23 with the district and state plans; and

24 (7) annually designing content and questions for and review
25 and approve the reading proficiency plan of each district.

26 (B)(1) The Reading Proficiency Panel is created to assist the
27 Read to Succeed Office as provided in this subsection.

28 (2) The panel must be composed of six individuals selected
29 for having the highest expertise on reading instruction, with three
30 from public or private institutions of higher education nominated
31 by the Commission on Higher Education with recommendations
32 from the education deans of the institution and three who are
33 responsible for their district reading proficiency plans or have
34 exceptional reading expertise. Members of the panel serve terms
35 of two years and may be appointed to successive terms. They may
36 receive no compensation but may receive per diem and mileage as
37 provided for boards and commissions. A vacancy in the panel
38 must be filled in the manner of the original appointment.

39 (3) The Reading Proficiency Panel shall:

40 (a) review, select, and summarize for dissemination basic
41 research on reading, reading growth, reading assessment, and
42 reading instruction that will contribute to educators'

1 research-based knowledge of reading, benefit students in this State,
2 and impact policy and practices;

3 (b) provide technical assistance to the department and
4 written guidance to schools for improving reading instruction of
5 students in prekindergarten through twelfth grade; and

6 (c) review and comment, in writing, on the State Reading
7 Proficiency Plan and district and school proficiency plans.

8

9 Section 59-155-140. (A)(1) The department, in consultation
10 with the Reading Proficiency Expert Panel and with approval by
11 the State Board of Education, will develop, implement, evaluate,
12 and continuously refine a comprehensive state plan to improve
13 reading achievement in public schools. The State Reading
14 Proficiency Plan must be approved by the board by January 1,
15 2014 and must include, but not be limited to, sections addressing
16 the following components:

17 (a) reading process;

18 (b) professional development to increase teacher reading
19 expertise;

20 (c) professional development to increase reading expertise
21 and literacy leadership of principals and assistant principals;

22 (d) reading instruction;

23 (e) reading assessment;

24 (f) volume of reading;

25 (g) content area reading;

26 (h) writing;

27 (i) support for struggling readers;

28 (j) early childhood interventions;

29 (k) family support of literacy development;

30 (l) district guidance and support for reading proficiency;

31 (m) state guidance and support for reading proficiency;

32 (n) accountability; and

33 (o) urgency to improve reading proficiency.

34 (2) The plan must be based on reading research and
35 proven-effective practices, applied to the conditions prevailing in
36 reading-literacy education in this State, with special emphasis on
37 addressing instructional and institutional deficiencies that can be
38 remedied through faithful implementation of research-based
39 practices. The plan must provide standards, format, and guidance
40 for districts to use to develop and annually update their plans as
41 well as to present and explain the research-based rationale for
42 state-level actions to be taken. The plan must be updated annually
43 and must incorporate a state reading proficiency progress report.

1 (3) The plan must include specific plans for all substantial
2 uses of state, local, and federal funds promoting reading-literacy
3 and best judgment estimates of the cost of research-supported,
4 thoroughly analyzed proposals for initiation, expansion, or
5 modification of major funding programs addressing reading and
6 writing. Analyses of funding requirements must be prepared by the
7 department in consultation with the South Carolina Reading
8 Proficiency Expert Panel for incorporation into the plan.

9 (B)(1) Beginning in Fiscal Year 2014-2015, each district must
10 prepare a comprehensive annual reading proficiency plan for
11 prekindergarten through twelfth grade consistent with the plan by
12 responding to questions and presenting specific information and
13 data in a format specified by the Read to Succeed Office. Each
14 district's PK-12 reading proficiency plan must present the rationale
15 and details of its blueprint for action and support at the district,
16 school, and classroom levels. Each district should develop a
17 comprehensive plan for supporting the progress of students as
18 readers and writers, monitoring the impact of its plan, and using
19 data to make improvements and to inform its plan for the
20 subsequent years.

21 (2) Each district PK-12 reading proficiency plan shall:

22 (a) document the reading and writing assessment and
23 instruction planned for all PK-12 students and the interventions in
24 prekindergarten through twelfth grade to be provided to all
25 struggling readers who are not able to comprehend
26 grade-appropriate texts. Supplemental instruction should be
27 provided by teachers who have a literacy coach add-on
28 endorsement and offered during the school day and, as appropriate,
29 before or after school in book clubs, through a summer reading
30 camp, or both;

31 (b) include a system for helping parents understand how
32 they can support the student as a reader at home;

33 (c) provide for the monitoring of reading achievement and
34 growth at the classroom, school, and district levels with decisions
35 about intervention based on all available data;

36 (d) document the amount of time students spend reading
37 and writing including:

38 (i) the amount of classroom time students spend
39 engaged directly in reading;

40 (ii) the amount of time students spend reading outside
41 of school during the school year, including before or after school
42 in reading clubs, on homework, and through voluntary reading;
43 and

1 (iii) the amount of time students spend reading during
2 the summer which prevents summer loss of reading proficiency,
3 and because writing effectively improves reading proficiency,
4 districts must emphasize the volume and types of writing which
5 enables achievement of the State English language arts academic
6 standards, and the volume of both reading and writing should be
7 documented to include the time, frequency and duration, including
8 coordination across content areas;

9 (e) ensure that students are provided with wide selections
10 of texts over a wide range of genres and written on a wide range of
11 reading levels to match the reading levels of students;

12 (f) provide teacher training in reading and writing
13 instruction; and

14 (g) include strategically planned and developed
15 partnerships with county libraries, volunteers, social organizations
16 and school media specialists to promote reading.

17 (3)(a) The Read to Succeed Office shall develop the format
18 for the plan and the deadline for districts to submit their plans to
19 the office for its approval. A school district that does not submit a
20 plan or whose plan is not approved will receive no state funds for
21 reading until it submits a plan that is approved. All district reading
22 plans must be reviewed and approved by the Read to Succeed
23 Office. The office will provide written comments to each district
24 on its plan and to all districts on common issues raised in prior or
25 newly submitted district reading plans.

26 (b) The Read to Succeed Office will monitor the district
27 and school plans and use their findings to inform the training and
28 support the office provides to districts and schools.

29 (c) The department may direct a district that is persistently
30 unable to prepare an acceptable PK-12 reading proficiency plan or
31 to help all students comprehend grade-appropriate texts to enter
32 into a multidistrict or contractual arrangement to develop an
33 effective intervention plan.

34 (C) Each school must prepare an implementation plan aligned
35 with the plan of its district to enable the district to monitor and
36 support implementation at the school level. A school plan should
37 be sufficiently detailed to provide practical guidance for classroom
38 teachers. Proposed strategies for assessment, instruction, and other
39 activities specified in the school plan must be sufficient to provide
40 to classroom teachers and other instructional staff helpful guidance
41 that can be related to the critical reading and writing needs of
42 students in the school. In consultation with the School
43 Improvement Council, each school must include in its plan the

1 training and support that will be provided to parents as needed to
2 maximize their promotion of reading and writing by students at
3 home and in the community.

4
5 Section 59-155-150. (A) The State Superintendent of
6 Education shall ensure that every student entering the public
7 schools for the first time in prekindergarten and kindergarten will
8 be administered a readiness screening by the forty-fifth day of the
9 school year. The screening must assess each child's early language
10 and literacy development, mathematical thinking, physical
11 well-being, and social-emotional development. The screening may
12 include multiple assessments, all of which must be approved by the
13 board. The approved assessments of academic readiness must be
14 aligned with first and second grade standards for English language
15 arts and mathematics. The purpose of the screenings is to provide
16 teachers and parents or guardians with information to address the
17 readiness needs of each student, especially by identifying
18 language, cognitive, social, emotional, health problems, and
19 concerning appropriate instruction for each child. The results of
20 the screenings and the developmental intervention strategies
21 recommended to address the child's identified needs must be
22 provided, in writing, to the parent or guardian. Reading
23 instructional strategies and developmental activities for children
24 whose oral language skills are assessed to be below the norm of
25 their peers in the State must be aligned with the district's reading
26 proficiency plan for addressing the readiness needs of each
27 student. The results of each screening also must be reported to the
28 Read to Succeed Office through an electronic information system.

29 (B) Any PK-3 student who exhibits significant difficulties with
30 reading grade-appropriate texts, based upon formal diagnostic
31 assessments or through teacher observations, must be provided
32 intensive in-class and supplemental reading intervention
33 immediately upon determination. The intensive interventions must
34 be provided as individualized and small group assistance based on
35 the analysis of assessment data. All sustained interventions must
36 be aligned with the district's reading proficiency plan. The district
37 must continue to provide intensive in-class intervention and
38 supplemental intervention until the student can comprehend
39 grade-appropriate texts independently. In addition, the parent or
40 guardian of the student must be notified, in writing, of the child's
41 inability to read grade-appropriate texts and of the planned
42 interventions. The results of the initial assessments and progress
43 monitoring also must be provided to the Read to Succeed Office

1 through an electronic student reading progress monitoring data
2 system for individually identified child reading data which can be
3 linked and compared over time to evaluate progress.

4 (C) At the end of prekindergarten, kindergarten, first grade, or
5 second grade, students identified as having significant problems
6 reading grade-appropriate texts must be provided summer reading
7 camps. A parent or guardian of a student who does not
8 demonstrate the ability to comprehend texts appropriate for his
9 grade level must make the final decision regarding the student's
10 participation in the summer camp. Summer camps must be six to
11 eight weeks long for four or five days each week and include at
12 least five and one-half hours of instructional time daily. The camps
13 must be taught by compensated, licensed teachers who have
14 demonstrated substantial success in helping students comprehend
15 grade-appropriate texts.

16 (D) Programs that focus on early childhood literacy
17 development in the State are required to promote:

18 (1) parent training and support for parent involvement in
19 developing children's literacy; and

20 (2) development of oral language, print awareness, and
21 emergent writing; and are encouraged to promote community
22 literacy including, but not limited to, primary health care
23 providers, faith-based organizations, county libraries, and service
24 organizations.

25
26 Section 59-155-160. (A) Beginning with the 2015-2016 school
27 year, a student must be retained in the third grade if the student
28 fails substantially to demonstrate third-grade reading proficiency at
29 the end of the third grade. A student may be exempt for good cause
30 from the mandatory retention but shall continue to receive
31 instructional support and services and reading intervention
32 appropriate for their age and reading level. Good cause exemptions
33 include students:

34 (1) with limited English proficiency and less than two years
35 of instruction in English as a Second Language program;

36 (2) with disabilities whose individualized education program
37 indicates the use of alternative assessments or alternative reading
38 interventions and students whose reading comprehension level is
39 determined to match their low cognitive ability;

40 (3) who demonstrate third-grade reading proficiency on an
41 alternative assessment approved by the board and which teachers
42 may administer following the administration of the state

1 assessment of reading or after a student's participating in a
2 summer reading camp;

3 (4) who have received reading intervention and were
4 previously retained; and

5 (5) who through a reading portfolio demonstrate third-grade
6 reading proficiency. Teachers may submit the student reading
7 portfolio at the end of the school year or after a student's
8 participation in a summer reading camp. Guidelines and standards
9 for the reading portfolio and review process will be established by
10 the board.

11 (B) The superintendent of the local school district must
12 determine whether a student in the district may be exempt from the
13 mandatory retention by taking all of the following steps:

14 (1) The teacher of a student eligible for exemption must
15 submit to the principal documentation on the proposed exemption
16 and evidence that promotion of the student is appropriate based on
17 the student's academic record. This evidence must be limited to the
18 student's individual reading proficiency plan, individual education
19 program, alternative assessments, or student reading portfolio.

20 (2) The principal must review the documentation and
21 determine whether the student should be promoted. If the principal
22 determines the student should be promoted, the principal must
23 submit a written recommendation for promotion to the district
24 superintendent for final determination.

25 (3) The district superintendent's acceptance or rejection of
26 the recommendation must be in writing and a copy must be
27 provided to the parent or guardian of the child.

28 (C) Students not demonstrating third-grade reading proficiency
29 shall enroll in a summer camp prior to being retained the following
30 school year. Students who demonstrate third-grade reading
31 proficiency through an alternative assessment or student reading
32 portfolio after completing the summer reading camp must be
33 promoted to the fourth grade.

34 (D) Retained students must be provided intensive instructional
35 services and supports including a minimum of ninety minutes of
36 daily, uninterrupted reading and reading instruction, and other
37 strategies prescribed by the school district. These strategies may
38 include, but are not limited to, instruction directly focused on
39 improving the student's individual reading proficiency skills
40 through small group instruction, reduced teacher-student ratios,
41 more frequent student progress monitoring, tutoring or mentoring,
42 transition classes containing students in multiple grade spans, and
43 extended school day, week, or year reading support. The school

1 must report through the student reading progress monitoring data
2 system to the Read to Succeed Office on the progress of students
3 in the class at the end of the school year and at other times as
4 required by the office based on the reading progression monitoring
5 requirements of these students.

6 (E) If the student is not demonstrating third-grade reading
7 proficiency by the end of third grade, his parent or guardian timely
8 must be notified, in writing, that the student will be retained unless
9 exempted from mandatory retention for good cause. The parent or
10 guardian may designate another person as an education advocate
11 also to act on their behalf to receive notification and to assume the
12 responsibility of promoting the reading success of the child. The
13 written notification must include a description of the proposed
14 reading interventions that will be provided to help the student
15 comprehend grade-appropriate texts. The parent, guardian, or other
16 education advocate must receive written reports at least monthly
17 on the student's progress towards being able to read
18 grade-appropriate texts based upon the student's classroom work,
19 observations, tests, assessment, and other information. The parent,
20 guardian, or other education advocate also must be provided with a
21 plan for promoting reading at home, including participation in
22 shared or guided reading workshops for the parent, guardian, or
23 other family members. The parent or guardian of a retained student
24 must be offered supplemental tutoring for the retained student in
25 evidenced-based services outside the instructional day.

26 (F) The board must establish a midyear promotion policy for
27 any retained student in or below third grade who, by November
28 first of the following school year, demonstrates the ability to read
29 grade-appropriate texts through an alternative assessment of
30 reading comprehension or a reading portfolio.

31
32 Section 59-155-170. (A) To help students develop and apply
33 their reading and writing skills across the school day in all the
34 content areas of English language arts, mathematics, science,
35 social studies, art, career and technology education, and physical
36 and health education, teachers of these content areas must focus on
37 comprehension, analysis, and oral and written expression. Reading
38 and writing to understand and apply content must be the focus of
39 learning at all grade levels. The Read to Succeed program is
40 intended to institutionalize in public schools a comprehensive
41 system to promote high achievement in the content areas described
42 in this chapter through extensive reading and writing.

- 1 Research-based practices must be employed to promote
2 comprehension skills through, but not limited to:
- 3 (1) vocabulary;
 - 4 (2) connotation of words;
 - 5 (3) connotations of words in context with adjoining or prior
6 text;
 - 7 (4) concepts from prior text;
 - 8 (5) personal background knowledge;
 - 9 (6) ability to interpret meaning through sentence structure
10 features;
 - 11 (7) questioning;
 - 12 (8) visualization; and
 - 13 (9) discussion of text with peers.

14 (B) These practices must be mastered by teachers through high
15 quality training and addressed through well-designed and
16 effectively executed assessment and instruction implemented with
17 fidelity to research-based instructional practices presented in the
18 State, district, and school reading plans. All teachers,
19 administrators, and support staff must be trained adequately in
20 reading comprehension in order to perform effectively their roles
21 enabling each student to become proficient in content area reading
22 and writing.

23
24 Section 59-155-180. (A) The department shall modify its
25 preservice educator requirements and enforce certification
26 requirements of teachers certified in this State on the effective date
27 of this act to conform with the requirements of this section.

28 (B) Beginning with the 2014-2015 school year, all preservice
29 teacher education programs must use a modified version of the
30 *Literacy: Reading-English Language Standards Second Edition* as
31 established by the National Board for Professional Teaching
32 Standards to describe the expertise needed for newly certified
33 teachers at all grade levels. Institutions of higher education in this
34 State must meet the standards set forth by the International
35 Reading Association for preservice Reading Teacher Preparation
36 Programs and must submit documentation to the Reading
37 Proficiency Panel to assure that their programs meet the modified
38 standards. The panel will subsequently make recommendations on
39 research-based reading and writing to the department for the
40 certification of educators' preservice training and to the
41 Commission on Higher Education for approval of preservice
42 programs.

1 (C) A teacher who receives his initial certification in early
2 childhood education, elementary education, or special education
3 after July 1, 2014 will have six years from the date of initial
4 certification during which he must earn a literacy teacher add-on
5 endorsement to maintain his certification. The first required course
6 must be offered at preservice institution where the teacher is
7 employed during the summer immediately following graduation.
8 Subsequent courses may be offered by distance education at school
9 sites or regional campuses of the institutions of higher education.

10 (D)(1) For teachers certified before July 1, 2014, beginning
11 2014-2015 and annually thereafter the institutions of higher
12 education that offer a master's in education program in
13 reading-literacy and are accredited by the International Reading
14 Association/National Council for Accreditation of Teacher
15 Education (IRA/NCATE) shall provide the following required
16 research-based coursework to equip these teachers with a strong
17 understanding of the theory, research, and practices that support
18 the teaching of reading:

19 (a) for certified early childhood and elementary teachers,
20 reading specialists, and special education teachers who work with
21 students in need of intervention and special education services, the
22 required five courses needed to obtain a literacy teacher add-on
23 endorsement;

24 (b) for certified middle and high school teachers, three of
25 the five courses required for a literacy teacher add-on
26 endorsement, including reading foundations, reading methods, and
27 reading assessment to prepare teachers to understand the cognitive
28 strategies that readers use to create meaning and comprehension
29 with texts; and

30 (c) for PK-8 administrators including principals, assistant
31 principals, and curriculum specialists and any grade 9-12
32 administrator and district office administrators with significant
33 responsibility for reading and writing education, two courses
34 including reading foundations and reading instruction and
35 professional development in reading assessments or an equivalent
36 combination of professional development experiences as approved
37 by the Read to Succeed Office.

38 (2) Teachers and administrators have seven years to obtain
39 the required add-on endorsement and complete the course
40 requirements required by this subsection.

41
42 Section 59-155-190. Local school districts are encouraged to
43 create family-school-community partnerships that focus on

1 increasing the volume of reading, in school and at home, during
2 the year and at home and in the community over the summer.
3 Schools and districts should partner with county libraries,
4 community organizations, faith-based institutions, pediatric and
5 family practice medical personnel, businesses, and other groups to
6 provide volunteers, mentors, or tutors to assist with the provision
7 of instructional supports, services, and books that enhance reading
8 development and proficiency. A district shall include specific
9 actions taken to accomplish the requirements of this section in its
10 reading proficiency plan.

11

12 Section 59-155-200. The Read to Succeed Office and each
13 school district must plan for and act decisively to engage the
14 families of students as full participating partners in promoting the
15 reading and writing habits and skills development of their children.
16 With support from the Read to Succeed Office, districts and
17 individual schools shall provide families with information about
18 how children progress as readers and writers and how they can
19 support this progress. This family support must include providing
20 time for their child to read as well as reading to the child. To
21 ensure that all families have access to a considerable number and
22 diverse range of books, schools should develop plans for
23 enhancing home libraries and for accessing books from county
24 libraries and school libraries and to inform families about their
25 child's ability to comprehend grade-appropriate texts and how to
26 interpret information about reading that is sent home. The districts
27 and schools shall help families learn about reading and writing
28 through home visits, open houses, South Carolina ETV, video and
29 audio tapes, websites, and school-family events and collaborations
30 that help link the home and school of the student. The information
31 should enable family members to understand the reading and
32 writing skills required for graduation and essential for success in a
33 career.

34

35 Section 59-155-210. The board and department shall translate
36 the statutory requirements for reading and writing specified in this
37 act into standards, practices, and procedures for school districts,
38 boards, and their employees and for other organizations as
39 appropriate. In this effort they will solicit the advice of the
40 Reading Proficiency Expert Panel and other education stakeholders
41 who have a deep understanding of reading as well as school
42 boards, administrators, and others who play key roles in facilitating
43 support for and implementation of effective reading instruction.”

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SECTION 2. This act takes effect upon approval by the Governor.

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