



1 members shall serve terms of four years and until their successors  
2 are elected and qualify, except of those first elected, the members  
3 from the fifth, tenth and fourteenth circuits shall serve terms of one  
4 year; the members from the first, sixth, eighth and twelfth circuits  
5 shall serve terms of two years and the members from the fourth,  
6 seventh, ninth and eleventh circuits shall serve terms of three  
7 years. The terms of all members ~~shall~~ must commence on January  
8 first following their election.

9 (2) The legislative delegations representing the counties of  
10 each judicial circuit shall meet upon written call of a majority of  
11 the members of the delegations of each judicial circuit at a time  
12 and place to be designated in such call for the purpose of electing a  
13 member of the Board to represent such circuit. A majority present,  
14 either in person or by written proxy, of the members of the county  
15 legislative delegations from a given circuit shall constitute a  
16 quorum for the purpose of electing a member, but no person ~~shall~~  
17 may be declared elected who shall fail to receive a majority vote of  
18 all the members of the county legislative delegations from the  
19 circuit. The joint county legislative delegations of each circuit ~~shall~~  
20 must be organized by the election of a chairman and a secretary  
21 and such joint legislative delegations shall, subject to the  
22 provisions herein, adopt such rules as they ~~deem~~ consider proper to  
23 govern the election. Any absentee may vote by written proxy.  
24 When the election is completed, the chairman and secretary of the  
25 joint county legislative delegations of each circuit shall  
26 immediately transmit the name of the person elected to the  
27 Secretary of State who shall forthwith issue to such person, after  
28 he has taken the usual oath of office, a certificate of election as a  
29 member of the State Board of Education. The Governor shall  
30 thereupon issue a commission to such person and pending such  
31 issuance the certificate of election ~~shall~~ must be a sufficient  
32 warrant to such person to perform all of the duties and functions of  
33 his office.

34 (3) Any vacancy ~~shall~~ must be filled in the same manner as  
35 the original appointment for the unexpired portion of the term.

36 (4) Representation of a given judicial circuit on the State  
37 Board of Education ~~shall~~ must be rotated among the counties of the  
38 circuit, except by unanimous consent of all members of the county  
39 legislative delegations from the circuit. No member shall succeed  
40 himself in office except by unanimous consent of the members of  
41 the county legislative delegations from the circuit. Members of the  
42 legislative delegation of any county entitled to a member of the  
43 board shall nominate persons for the office, one of whom ~~shall~~  
44 must be elected to the board.

1       (5) The board shall select its chairman and other officers to  
2 serve for such terms as the board may designate. Provided, the  
3 Superintendent of Education shall serve as secretary and  
4 administrative officer to the board. The board shall adopt its own  
5 rules and procedures. The chairman and other officers shall have  
6 such powers and duties as may be determined by the board not  
7 inconsistent with the law.

8       (6) At the initial meeting of the legislative delegations  
9 representing the counties of each circuit, it ~~shall~~ must be  
10 determined by lot the sequence in which each county ~~shall be~~ is  
11 entitled to nominate persons for the office.

12       (B) In addition to the members of the State Board of Education  
13 provided in subsection (A), the State Board of Education also shall  
14 include two nonvoting advisory members who are public school  
15 students appointed by the Governor for a one -year term. A  
16 nonvoting advisory member may not serve if he discontinues  
17 attending public school in this State. A vacancy must be filled for  
18 the remainder of the term. A person may serve no more than two  
19 years as a nonvoting advisory member. A nonvoting advisory  
20 member may not serve as chairman of the board.”

21       (C) Beginning in 2021, and in consultation with the Education and  
22 Economic Development Act Coordinating Council and the State  
23 Superintendent of Education, the State Board of Education shall,  
24 annually, before December first, provide a comprehensive report to  
25 the Governor and the General Assembly that specifically identifies  
26 key benchmarks within the 0-20 education and workforce pipeline  
27 for measuring progress of state agencies’ and other publicly funded  
28 entities’ efforts to meet those benchmarks. The State Board of  
29 Education through the State Superintendent of Education must  
30 provide recommendations regarding ways that state and local  
31 efforts can be improved, ways that collaboration and cooperation  
32 among state and local agencies and resources can be measurably  
33 improved, and efforts underway or being considered in other States  
34 that address the noted areas of concern. The State Superintendent  
35 also shall recommend legislation it considers necessary.”

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### PART III

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42 **SECTION 5.** Intentionally left blank

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PART IV

Enhancements to Workforce Preparation

Subpart I

Computer Science and Mathematics Coursework

**SECTION 6.** Article 1, Chapter 29, Title 59 of the 1976 Code is amended by adding:

"Section 59-29-250. (A) The purpose of this section is to expand access to computer science learning experiences to all students because computer science supports literacy, math, problem-solving, and technological skills, and advances productivity in every discipline, industry, and profession.

(B) The State Board of Education shall conduct, at least every five years, a cyclical review of grade appropriate standards for computer science and computational thinking and computer coding for grades 9-12. Experts and officials from higher education, business, and industry must be included in the development of the standards.

(C) Not later than the 2020-2021 School Year, each public high school and public charter high school must offer at least one computer science course which:

(1) is rigorous and standards-based;

(2) meets or exceeds the curriculum standards and requirements established by the State Board of Education;

(3) meets the needs of diverse students who will pursue postsecondary education or who will enter careers in computing and information technology upon graduation; and

(4) is made available in a traditional classroom setting, in a dual enrollment course, blended learning environment, online-based, or other technology-based format tailored to meet the needs of each participating student.

1 (D) Beginning in the 2020-2021 School Year, the Department of  
2 Education shall:

3 (1) establish qualifications for and employ staff whose  
4 responsibility is to coordinate and lead the South Carolina  
5 Computer Science Education Initiative;

6 (2) support K-12 academic and computer science teachers in  
7 designing interdisciplinary, project-based instruction and  
8 assignments that engage students in applying literacy, math, and  
9 computational thinking skills to solve problems;

10 (3) design career pathways that connect students to  
11 postsecondary programs, degrees, or postsecondary credentials in  
12 high-demand career fields including, but not limited to,  
13 cybersecurity, information systems, informatics, computer  
14 engineering, and software development as identified by the  
15 Department of Commerce;

16 (4) offer professional development and teacher endorsements to  
17 teachers who will teach computer science;

18 (5) the State Board of Education shall develop guidelines  
19 creating certification pathways for computer science teachers and  
20 the Department of Education also shall develop criteria for  
21 postsecondary computer science teacher preparation programs;

22 (6) provide information and materials which identify emerging  
23 career opportunities in computer science and related fields to  
24 parents, students, teachers, and guidance counselors; and

25 (7) assist districts in developing partnerships with business,  
26 industry, higher education, and communities to provide afterschool  
27 and extracurricular activities that engage students in computer  
28 science.

29 (E) Recognizing that successful implementation of computer  
30 science education requires effective instruction, the Department of  
31 Education shall develop guidelines for use by school districts and  
32 schools outlining the educational and degree requirements for  
33 computer science teachers."

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Subpart II

Statewide Assessment Program Revisions

**SECTION 7.** Section 59-18-310(B)(1) of the 1976 Code is amended to read:

“(1) The statewide assessment program must include the subjects of English/language arts, mathematics, ~~and science, and social studies~~ in grades three through eight, as delineated in Section 59-18-320, and end-of-course tests for courses selected by the State Board of Education and approved by the Education Oversight Committee for federal accountability, which award units of credit in English/language arts, mathematics, ~~and science, and social studies~~. A student’s score on an end-of-year assessment may not be the sole criterion for placing the student on academic probation, retaining the student in his current grade, or requiring the student to attend summer school. Beginning with the graduating class of 2010, students are required to pass a high school credit course in science and a course in United States history in which end-of-course examinations are administered to receive the state high school diploma. Beginning with the graduating class of 2015, students are no longer required to meet the exit examination requirements set forth in this section and State Regulation to earn a South Carolina high school diploma.”

**SECTION 8.** Section 59-18-320(A) and (B) of the 1976 Code is amended to read:

“(A) After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of high school credit courses, the Education Oversight Committee, established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests. The Department of Education will then report to the Education Oversight Committee no later than one month after receiving the

1 reports on the changes made to the assessments to comply with the  
2 recommendations.

3 (B) After review and approval by the Education Oversight  
4 Committee, and pursuant to Section 59-18-325, the  
5 standards-based assessment of mathematics, English/language arts,  
6 ~~social studies~~, and science will be administered for accountability  
7 purposes to all public school students in grades three through eight,  
8 to include those students as required by the federal Individuals  
9 with Disabilities Education Improvement Act and by Title 1 of the  
10 Elementary and Secondary Education Act. To reduce the number  
11 of days of testing, to the extent possible, field test items must be  
12 embedded with the annual assessments. To ensure that school  
13 districts maintain the high standard of accountability established in  
14 the Education Accountability Act, performance level results  
15 reported on school and district report cards must meet consistently  
16 high levels in all four core content areas. For students with  
17 documented disabilities, the assessments developed by the  
18 Department of Education shall include the appropriate  
19 modifications and accommodations with necessary supplemental  
20 devices as outlined in a student’s Individualized Education  
21 Program and as stated in the Administrative Guidelines and  
22 Procedures for Testing Students with Documented Disabilities.”

23  
24 **SECTION 9.** Section 59-18-325(C)(3) of the 1976 Code is  
25 amended to read:

26  
27 “(3) Beginning with the 2017-2018 School Year, the department  
28 shall procure and administer the standards-based assessments of  
29 mathematics and English/language arts to students in grades three  
30 through eight. The department also shall procure and administer  
31 the standards-based assessment in science to students in grades  
32 ~~four, and six, and eight, and the standards-based assessment in~~  
33 ~~social studies to students in grades five and seven.”~~

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Subpart III

Early Childhood Literacy Reports

**SECTION 10.** Chapter 156, Title 59 of the 1976 Code is amended by adding:

“Section 59-156-250. (A) Beginning with fiscal year 2018-2019, and with data and information submitted by the Office of First Steps to School Readiness, the State Department of Education, and the Department of Health and Human Services, the Education Oversight Committee as a component of an annual Kindergarten Readiness Program Report shall annually provide the following information, at the district and the state level:

(1) the number of four-year-olds eligible for the South Carolina Child Early Reading Development and Education Program, and the number of four-year-olds enrolled in, and the number funded, at the forty-fifth and one hundred thirty-fifth day of the program, provided this information must be reported by the school district and the Office of First Steps through its 4K providers, and must include the number of children served by state-funded public and private providers;

(2) kindergarten readiness assessment scores by district, differentiated by state-funded public and private 4K providers, and Head Start or ABC Voucher programs;

(3) the number of 4K classrooms and spaces added in each of the previous five school years by level of quality;

(4) the number of 4K classrooms provided that are considered to be high quality, and the basis for the determination;

(5) the number of spaces available to serve four-year-olds, the number of openings and number of children on a wait-list as of August 1st for 4K in the upcoming school year, and;

(6) a detailed plan for increasing the number of students served throughout the State, with an emphasis on districts in Tier III and IV counties as determined in Section 12-6-3360, and wait-list information in sub-item (5).

(B) Where reasonable and necessary, and to the extent possible, data and information for programs funded by local school districts and by the Education Improvement Act shall be provided and included in reporting required pursuant to this Section.

(C) Beginning January 15<sup>th</sup>, 2020, the Education Oversight Committee annually shall submit a Kindergarten Readiness Program Summary Report to the General Assembly; if funding is provided, a Kindergarten Readiness Comprehensive Analysis



1 Report at least every three years may be submitted to satisfy the  
2 reporting requirement. The information pursuant to subsections  
3 (A) and (B) must be included in the annual report submitted, and  
4 shall include year-over-year trend information.

5  
6  
7 **SECTION 11.A.** Section 59-104-20(G) of the 1976 Code is  
8 amended to read:

9  
10 (E) A Palmetto Fellows Scholarship is available to an eligible  
11 resident student who attends or will attend an eligible ~~four-year~~  
12 public or independent institution.

13  
14 (F) For purposes of subsection (E):

15 (1) 'Public or independent institution' means a:

16 (a) South Carolina public institution defined in Section 59-103-5,  
17 ~~excluding a public two-year or technical institution,~~ and an  
18 independent institution as defined in Section 59-113-50, ~~excluding~~  
19 ~~an eleemosynary junior or independent two-year institution;~~ or  
20 (b) public or independent bachelor's level institution chartered  
21 before 1962 whose major campus and headquarters are located  
22 within South Carolina.

23  
24 "(G) In addition to qualifications established by regulation, to  
25 qualify for a Palmetto Fellows Scholarship, a student shall:

26 (1) meet the following three criteria:

27 (a) a minimum score of 1200 on the Scholastic Aptitude  
28 Test (SAT) or ~~an equivalent a score of 25 on the ACT score;~~

29 (b) a cumulative ~~3.5~~ 4.0 grade point ratio on the Uniform  
30 Grading Scale at the end of the junior or senior year; ~~and~~

31 (c) rank in the top six percent of the class at the end of the  
32 sophomore, junior, or senior year. When calculating eligibility for  
33 Palmetto Fellows Scholarships in schools where the top six percent  
34 of the graduating class is two students or less, the top two students  
35 must be considered for the scholarship regardless of class rank.

36 The top six percent of the graduating class must meet all Palmetto  
37 Fellows Scholarship eligibility requirements in order to receive a  
38 scholarship. If the top six percent of the class is not a whole  
39 number of students, the Commission on Higher Education shall  
40 round up to the next whole number of students eligible; or

41 (2) meet the following two criteria:

42 (a) a minimum score of 1400 on the Scholastic Aptitude  
43 Test (SAT) or a score of 31 on the ACT ~~an equivalent ACT score;~~

44 and

1 (b) a cumulative ~~4.0~~ 4.3 grade point ratio on the Uniform  
2 Grading Scale at the end of the junior or senior year.  
3  
4

5 (H) Notwithstanding another provision of law, a student who met  
6 the initial eligibility requirements to receive a Palmetto Fellows  
7 Scholarship Award as a senior in high school and has met the  
8 continuing eligibility requirements shall receive the award. A  
9 student who received a Palmetto Fellows Scholarship Award as a  
10 senior in high school but declined the award is eligible to reapply  
11 for the annual scholarship, providing he meets all of the initial and  
12 continuing academic eligibility requirements of the Palmetto  
13 Fellows program, if he transfers to a qualifying South Carolina  
14 institution of higher learning. The number of semesters or  
15 academic years a student attended an out-of-state institution are to  
16 be deducted from the number of semesters or academic years a  
17 student is eligible for the scholarship. All funding provided for  
18 Palmetto Fellows Scholarships regardless of its source or  
19 allocation must be used to implement the provisions of this  
20 subsection. A student who uses a Palmetto Fellows Scholarship to  
21 attend an eligible two-year institution shall receive a maximum of  
22 four continuous semesters, and may continue to use the scholarship  
23 to attend an eligible four-year institution, subject to maximum  
24 number of semesters for which the student may be eligible for the  
25 scholarship.  
26

27 (I) Students receiving a Palmetto Fellows Scholarship to retain it  
28 and students currently enrolled in an eligible institution to receive  
29 such a scholarship must:

30 (1) earn a 3.0 cumulative grade point average on a 4.0 scale at the  
31 end of their freshman year and earn at least thirty credit hours, and;

32 (2) for each year after a student's freshman year, must earn a 3.0  
33 cumulative grade point average on a 4.0 scale and earn at least  
34 thirty credit hours each year for the maximum of semesters  
35 permitted at that institution by Section 59-149-60.

36 The cumulative grade point average calculation, for purposes of  
37 Palmetto Fellows scholarship eligibility, must be inclusive of the  
38 student's grade point average at all public or independent  
39 institutions attended by the student.  
40

41 (K) In the event SAT or ACT changes their respective scoring  
42 ranges, the Commission on Higher Education shall adjust the  
43 minimum scores required by this Chapter in order to ensure  
44 equivalency.

1  
2 (L). The provisions of this SECTION do not apply to students in  
3 the senior class of the 2020-2021 School Year.

4  
5 B. Section 59-104-25(A) of the 1976 Code is amended to read:

6  
7 “(A) A resident student who is at least a sophomore junior  
8 attending a four-year public or private institution of higher learning  
9 in this State, who is majoring in science or mathematics as defined  
10 below, and who is receiving a Palmetto Fellows Scholarship for  
11 the current year, shall receive an additional Palmetto Fellows  
12 Scholarship stipend equal to the cost of attendance after applying  
13 all other scholarships or grants, not to exceed three thousand three  
14 hundred dollars each year for no more than three two additional  
15 years of instruction, including his sophomore junior year, if the  
16 student enrolled in a four-year degree program, or for not more  
17 than four three additional years of instruction, including his  
18 sophomore junior year, if enrolled in a five-year degree program or  
19 a 3 plus 2 program. A year is defined as thirty credit hours of  
20 instruction or its equivalent each year. To receive the additional  
21 Palmetto Fellows Scholarship stipend each year, the student must  
22 receive the underlying Palmetto Fellows Scholarship for that year  
23 and must be making acceptable progress each year toward  
24 receiving a degree in his science or mathematics major. In  
25 addition, during his freshman year and sophomore years, the  
26 student must have successfully completed a total of at least  
27 fourteen twenty credit hours of instruction in mathematics courses,  
28 or life and physical science courses, or a combination of both. For  
29 purposes of meeting the required minimum level of instruction in  
30 mathematics and life and physical science courses during a  
31 student’s freshman year and sophomore years, advanced placement  
32 courses in mathematics and life and physical sciences taken in high  
33 school on which the student scored high enough on the advanced  
34 placement test to receive credit at his institution and for which he  
35 received credit, count toward the fulfillment of this minimum  
36 requirement.”

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39 **SECTION 12.A.** Section 59-149-50(A) of the 1976 Code is  
40 amended to read:

41  
42 “(A) To be eligible for a LIFE Scholarship, a student must be  
43 either a student who has graduated from a high school located in  
44 this State having earned at least one unit of credit in mathematics

1 or computer science and one unit of credit in English/language arts  
2 which may be accomplished by dual credit during the senior year  
3 beginning July 1, 2024, a student who has completed at least three  
4 of the final four years of high school within this State, a home  
5 school student who has successfully completed a high school home  
6 school program in this State in the manner required by law, a  
7 student who has graduated from a preparatory high school outside  
8 this State, while a dependent of a parent or guardian who is a legal  
9 resident of this State and has custody of the dependent, or a student  
10 whose parent or guardian has served in or has retired from one of  
11 the United States Armed Forces within the last four years, paid  
12 income taxes in this State for a majority of the years of service,  
13 and is a resident of this State. These students also must meet the  
14 requirements of subsection (B) and be eligible for in-state tuition  
15 and fees as determined pursuant to Chapter 112, Title 59 and  
16 applicable regulations. In addition, the student must have  
17 graduated from high school with a minimum of a ~~3.0~~ 3.3  
18 cumulative grade average on a 4.0 scale and have scored 1100 or  
19 better on the Scholastic Aptitude Test (SAT) or ~~have the~~  
20 ~~equivalent ACT score or a score of 22 on the ACT~~; provided that,  
21 if the student is to attend such a public or independent two-year  
22 college or university in this State, including a technical college, the  
23 SAT/ACT requirement does not apply. If a student chooses to  
24 attend such a public or independent institution of this State and  
25 does not make the required SAT/ACT score or the required high  
26 school grade point average, as applicable, the student may earn a  
27 LIFE Scholarship after his freshman year if he meets the grade  
28 point average and semester credit hour requirements of subsection  
29 (B). For the purpose of meeting the rank criteria pursuant to this  
30 section, the existing high school rank of a South Carolina resident  
31 attending an out-of-state high school may be used provided it is  
32 calculated pursuant to a state-approved, standardized grading scale  
33 at the respective out-of-state high school. If the Commission on  
34 Higher Education determines that a state-approved standardized  
35 grading scale substantially deviates from the South Carolina  
36 Uniform Grading Scale, the state-approved standardized grading  
37 scale shall not be used to meet the eligibility requirements for the  
38 LIFE Scholarship.”  
39  
40 (B) Students receiving a LIFE Scholarship to retain it and students  
41 currently enrolled in an eligible institution to receive such a  
42 scholarship must:

1 (1) earn a ~~3.0~~ 2.8 cumulative grade point average on a 4.0 scale at  
2 the end of their freshman year and earn at least thirty credit hours,  
3 each year;  
4 (2) for each year after a student's freshman year, earn a 3.0  
5 cumulative grade point average on a 4.0 scale and earn at least  
6 thirty credit hours each year for the maximum of semesters  
7 permitted at that institution by Section 59-149-60.

8  
9 The cumulative grade point average calculation, for purposes of  
10 LIFE scholarship eligibility, must be inclusive of the student's  
11 grade point average at all public or independent institutions  
12 attended by the student.

13  
14 (C) Students who were LIFE Scholarship recipients seeking a  
15 degree at such a public or independent institution of this State  
16 during their freshman or other year who failed to earn a the  
17 cumulative ~~3.0~~ grade point average as required by this subsection  
18 at the end of the term they attempted the requisite number of hours  
19 required by subsection (B) may regain eligibility if their  
20 cumulative grade average is a 3.0 at the end of the term they have  
21 attempted at least sixty hours if they are a sophomore or ninety  
22 hours if they are a junior.

23  
24  
25 (E) In the event SAT or ACT changes their respective scoring  
26 ranges, the Commission on Higher Education shall adjust the  
27 minimum scores required by this Chapter in order to ensure  
28 equivalency.

29  
30 F. The provisions of this SECTION do not apply to students in the  
31 senior class of the 2020-2021 School Year.

32  
33 B. Section 59-149-15(A) of the 1976 Code is amended to read:

34  
35 "(A) A resident student who is at least a ~~sophomore~~ junior attending  
36 a four-year public or private institution of higher learning in this  
37 State, who is majoring in science or mathematics as defined below,  
38 and who is receiving a LIFE Scholarship for the current year, shall  
39 receive an additional LIFE Scholarship stipend equal to the cost of  
40 attendance after applying all other scholarships or grants, not to  
41 exceed two thousand five hundred dollars each year for no more  
42 than ~~three~~ two additional years of instruction, including his  
43 ~~sophomore~~ junior year, if enrolled in a four-year degree program, or  
44 for not more than ~~four~~ three additional years of instruction,

1 including his ~~sophomore~~ junior year, if enrolled in a five-year  
2 degree program or a 3 plus 2 program. In addition, during ~~each of~~  
3 his freshman ~~year~~ and sophomore years, the student must have  
4 successfully completed a total of at least ~~fourteen~~ twenty credit  
5 hours of instruction in mathematics courses, or life and physical  
6 science courses, or a combination of both. A year is defined as thirty  
7 credit hours of instruction or its equivalent each year. To receive the  
8 additional LIFE Scholarship stipend each year, the student must  
9 receive the underlying LIFE Scholarship for that year and must be  
10 making acceptable progress each year toward receiving a degree in  
11 his science or mathematics major. For purposes of meeting the  
12 required minimum level of instruction in mathematics and life and  
13 physical science courses during a student's freshman ~~year and~~  
14 sophomore years, advanced placement courses in mathematics and  
15 life and physical sciences taken in high school on which the student  
16 scored high enough on the advanced placement test to receive credit  
17 at his institution and for which he received credit, count toward the  
18 fulfillment of this minimum requirement.”

19

20 C. Section 59-150-370(C) of the 1976 Code is amended to read:

21

22 ~~“(C) A student is eligible to receive a SC HOPE Scholarship if he~~  
23 ~~meets the criteria for receiving and maintaining the Legislative~~  
24 ~~Incentives for Future Excellence (LIFE) Scholarship except that~~  
25 To be eligible to receive a SC HOPE Scholarship, a student must  
26 have graduated from high school with a minimum of a 3.3  
27 cumulative grade point average on a 4.0 scale. A minimum  
28 Scholastic Aptitude Test (SAT) or ACT score and requisite class  
29 rank are not required for eligibility for the SC HOPE Scholarship.  
30 These SC HOPE Scholarships must be granted and awarded as  
31 provided in this section.”

32

33 D. The provisions of this SECTION do not apply to students in the  
34 senior class of the 2020-2021 School Year.

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4 Subpart IV

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6 Read to Succeed Initiative

7  
8 **SECTION 13.** Chapter 155, Title 59 of the 1976 Code is  
9 amended by adding:

10  
11 “Section 59-155-155. (A)(1) The State Board of Education shall  
12 approve no more than five reliable and valid early screening  
13 instruments for selection and use by school districts, pursuant to  
14 the district Universal Screening Process as defined in 59-33-510  
15 (7) in kindergarten through third grade. The approved screening  
16 instruments shall at a minimum include literacy and numeracy.

17 (2) An early literacy screening instrument must:

18 (a) provide screening and diagnostic capabilities for  
19 monitoring student progress in reading;

20 (b) measure, at a minimum, phonological awareness,  
21 decoding and encoding, fluency, vocabulary, and comprehension;  
22 and

23 (c) identify students who have a reading deficiency,  
24 including identifying students with characteristics of dyslexia.

25 (3) An early numeracy screening instrument must provide  
26 screening and diagnostic capabilities.

27 (4) In determining which instruments to approve, the board  
28 shall consider, at a minimum, the following factors:

29 (a) the time required to conduct the instrument, with the  
30 intention of minimizing the impact on instructional time;

31 (b) the level of integration of results with instructional  
32 support for teachers and students;

33 (c) the timeliness in reporting results to teachers,  
34 administrators, and parents; and

35 (d) the level of integration of results with instructional  
36 support for teachers and pupils.

37 (B) A district shall administer one or more screening  
38 instruments in the first thirty days of the school year and repeat, if  
39 indicated, pursuant to the Universal Screening Process defined in  
40 59-33-510 (7) which may be used to determine student progression  
41 in reading and numeracy in kindergarten through third grade. The  
42 department shall reimburse districts for the cost of the instrument  
43 or instruments selected upon receipt of assessment data used in the  
44 progress monitoring system and contingent upon funding being

1 provided by the General Assembly. All school districts must use  
2 one of the literacy and numeracy screening instrument or  
3 instruments selected by the department; however, no literacy or  
4 numeracy screening instrument or instruments must be used by  
5 school districts to determine whether a student will be promoted to  
6 the next grade level. For the purposes of this section, ‘literacy’  
7 means ability to read and write and ‘numeracy’ means fluency in  
8 understanding numbers and mathematical operations. Classroom  
9 teachers also must be provided professional development by the  
10 department in administering instruments and in understanding the  
11 results so that the teacher can provide the appropriate  
12 evidence-based intervention.

13 (C) A school district may submit a waiver to the State Board of  
14 Education to use a screening instrument which is not on the  
15 approved list, but meets minimum technical, administration, and  
16 content criteria as determined by the department.

17 (D)(1) The department shall:

18 (a) create an online reporting system to monitor the  
19 effectiveness of the early literacy or numeracy screening  
20 assessment instruments; and

21 (b) require school districts annually to submit data  
22 requested by the department which may be used to determine  
23 whether the instruments accurately are identifying students in  
24 need.

25 (2) The online reporting system provided in item (1) must:

26 (a) track, screen, and monitor the reading and early  
27 numeracy progress of students in kindergarten through third grade  
28 toward third grade reading proficiency and mathematics  
29 proficiency at the state, district, and school levels; and

30 (b) create a consistent statewide reporting mechanism to  
31 identify students with a reading deficiency, including students with  
32 dyslexia.

33 (c) be used to receive the annual reporting required in 59-  
34 33-540.

35  
36 **SECTION 14.** Section 59-155-110(4) of the 1976 Code is  
37 amended to read:

38  
39 “(4) each student receives targeted, effective, comprehension  
40 comprehensive support from the classroom teacher and, if needed,  
41 supplemental support from a reading interventionist so that  
42 ultimately all students can comprehend grade-level texts;”

43



1 **SECTION 15.** Section 59-155-120(5) and (10) of the 1976 Code  
2 is amended to read:

3  
4 “(5) ‘Reading interventions’ means individual or group  
5 assistance in the classroom and supplemental support based on  
6 curricular and instructional decisions made by classroom teachers  
7 who have proven effectiveness in teaching reading and an add-on  
8 literacy endorsement or reading/literacy coaches who meet the  
9 minimum qualifications established in guidelines published by the  
10 Department of Education. An intervention must be evidence-based  
11 and follow the multi-tiered system of supports or ‘MTSS’ as  
12 defined in 59-33-510 (3) and the Response to Intervention or ‘RTI’  
13 process as defined in 59-33-510 (4).

14  
15  
16 (10) ‘Substantially fails to demonstrate third-grade reading  
17 proficiency’ means a student who does not demonstrate reading  
18 proficiency at the end of the third grade as indicated by scoring at  
19 the lowest achievement level on the statewide summative reading  
20 assessment ~~that equates to Not Met 1 on the Palmetto Assessment~~  
21 ~~of State Standards (PASS) in English/language arts, qualifying the~~  
22 student as eligible for retention pursuant to 59-155-160(A).”

23  
24 **SECTION 16.** Section 59-155-130(3) and (4) of the 1976 Code  
25 is amended to read:

26  
27 “(3) working collaboratively with institutions of higher learning  
28 education offering courses in reading and writing and those  
29 institutions of higher education offering accredited master’s  
30 degrees in reading-literacy to design coursework leading to a  
31 literacy teacher add-on endorsement by the State. The coursework  
32 must be founded on scientifically based reading practices and  
33 evidence-based interventions, including how to use the data to  
34 identify struggling readers and inform instruction;

35 (4) providing professional development on scientifically based  
36 reading practices and evidence-based interventions, including use  
37 of data to identify struggling readers and inform instruction in  
38 reading and coaching for already certified reading/literacy coaches  
39 and literacy teachers;”

40  
41 **SECTION 17.** Section 59-155-140(B)(2)(a) is amended to read:

42  
43 “(a) document the reading and writing assessment and  
44 instruction planned for all PK-12 students and the interventions in

1 prekindergarten through twelfth grade to be provided to all  
2 struggling readers who are not able to comprehend grade-level  
3 texts. Supplemental instruction ~~shall~~ must be provided by teachers  
4 who have a literacy teacher add-on endorsement and offered  
5 during the school day and, as appropriate, before or after school in  
6 book clubs, through a summer reading camp, or ~~both any~~  
7 combination of these strategies.”

8  
9 **SECTION 18.** Section 59-155-150(B) of the 1976 Code is  
10 amended to read:

11  
12 “(B) Any student enrolled in prekindergarten, kindergarten, first  
13 grade, second grade, or third grade who is substantially not  
14 demonstrating proficiency in reading, based upon ~~formal~~  
15 ~~diagnostic assessments or through teacher observations~~ the  
16 universal screening process as defined in 59-33-510 (7) and if  
17 indicated diagnostic assessments, and teacher observations, must  
18 be provided intensive in-class and supplemental reading  
19 intervention immediately upon determination. These assessments  
20 may be used to satisfy the screening requirements provided in  
21 Article 5, Chapter 33 of this title. The intensive interventions must  
22 be provided ~~as~~ through individualized and small group assistance  
23 based on the analysis of assessment data. All sustained  
24 interventions must be aligned with the district’s reading  
25 proficiency plan. ~~These interventions must be at least thirty~~  
26 ~~minutes in duration and be in addition to ninety minutes of daily~~  
27 ~~reading and writing instruction provided to all students in~~  
28 ~~kindergarten through grade three. The district must continue to~~  
29 ~~provide intensive in-class intervention and at least thirty minutes of~~  
30 ~~supplemental intervention until the student can comprehend and~~  
31 ~~write text at grade level independently.~~ In addition, the parent or  
32 guardian of the student must be notified, in writing, of the child’s  
33 inability to read grade-level texts, the interventions to be provided,  
34 and the child’s reading abilities at the end of the planned  
35 interventions. The intensity and duration of the intervention must  
36 be appropriate to meet specific needs of each student to ensure that  
37 the student is on track to be reading on grade level by the end of  
38 the third grade. In addition to students enrolled in third grade and  
39 pursuant to 59-155-160(C), each district must offer Summer  
40 Reading Camp as an intervention for any student enrolled in first  
41 and second grade who is substantially not demonstrating  
42 proficiency in reading, based upon the universal screening process  
43 as defined in 59-33-510 (7) and if indicated diagnostic  
44 assessments, and teacher observations, at no cost to the student.

1 The results of the initial assessments and progress monitoring also  
2 must be provided to the Read to Succeed Office.”

3  
4 **SECTION 19.** Section 59-155-160 of the 1976 Code is amended  
5 to read:

6  
7 “Section 59-155-160. (A) Beginning with the 2017-2018  
8 School Year, a student must be retained in the third grade if the  
9 student fails to demonstrate reading proficiency at the end of the  
10 third grade as indicated by scoring at the lowest achievement level  
11 on the state summative reading assessment that equates to Not Met  
12 1 on the Palmetto Assessment of State Standards (PASS);

13 beginning with the 2019-2020 School Year, a student must be  
14 retained in the third grade if the student fails to demonstrate  
15 reading proficiency at the end of the third grade as indicated by  
16 scoring at the lowest achievement level on the state summative  
17 assessment in English/language arts which indicates that the  
18 student needs substantial academic support to be prepared for the  
19 next grade level. A student may be exempt for good cause from the  
20 mandatory retention but shall continue to receive instructional  
21 support and services and reading intervention appropriate for their  
22 age and reading level. Good cause exemptions include students:

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

25 (2) with disabilities whose individual education plan  
26 indicates the use of alternative assessments or alternative reading  
27 interventions and students with disabilities whose Individual  
28 Education Plan or Section 504 Plan reflects that the student has  
29 received intensive remediation in reading for more than two years  
30 but still does not substantially demonstrate reading proficiency;

31 (3) who demonstrate third-grade reading proficiency on the  
32 spring or summer administration of an alternative assessment  
33 approved by the department board and which teachers may  
34 administer following the administration of the state assessment of  
35 reading;

36 (4) who have received two years of reading intervention and  
37 were previously retained;

38 (5) ~~who through a reading portfolio document, the student’s~~  
39 ~~mastery of the state standards in reading equal to at least a level~~  
40 ~~above the lowest achievement level on the state reading~~  
41 ~~assessment. Such evidence must be an organized collection of the~~  
42 ~~student’s mastery of the state English/language arts standards that~~  
43 ~~are assessed by the grade three state reading assessment. The Read~~  
44 ~~to Succeed Office shall develop the assessment tool for the student~~

1 portfolio; however, the student portfolio must meet the following  
2 minimum criteria:

3 (a) be selected by the student's English/language arts  
4 teacher or summer reading camp instructor;

5 (b) be an accurate picture of the student's ability and only  
6 include student work that has been independently produced in the  
7 classroom;

8 (c) include evidence that the benchmarks assessed by the  
9 grade three state reading assessment have been met. Evidence is to  
10 include multiple choice items and passages that are approximately  
11 sixty percent literary text and forty percent information text, and  
12 that are between one hundred and seven hundred words with an  
13 average of five hundred words. Such evidence could include  
14 chapter or unit tests from the district or school's adopted core  
15 reading curriculum that are aligned with the state English/language  
16 arts standards or teacher prepared assessments;

17 (d) be an organized collection of evidence of the student's  
18 mastery of the English/language arts state standards that are  
19 assessed by the grade three state reading assessment. For each  
20 benchmark there must be at least three examples of mastery as  
21 demonstrated by a grade of seventy percent or above; and

22 (e) be signed by the teacher and the principal as an  
23 accurate assessment of the required reading skills  
24 who, through a reading portfolio, are documented to be reading on  
25 grade level and have mastered the third grade English/language  
26 arts standards. A student portfolio for promotion to fourth grade  
27 must meet the following criteria:

28 (a) consist only of grade-level work selected by the  
29 student's teacher from portfolio requirements;

30 (b) be an accurate representation of the student's reading  
31 ability and only include student work that has been independently  
32 produced in the classroom;

33 (c) include clear evidence that the standards assessed by  
34 the third grade English/language arts assessment have been met.  
35 This clear evidence:

36 (i) must include multiple choice items and passages  
37 that are approximately fifty percent literary text and fifty percent  
38 informational text, and that are at least an average of five hundred  
39 words; and

40 (ii) could include chapter or unit tests from the district  
41 or school's adopted core reading curriculum that are aligned with  
42 the state English/language arts standards or district or  
43 teacher-prepared assessments that meet standards developed and  
44 reviewed by the department;

1 (d) be an organized collection of evidence of the student's  
2 mastery of the state English/language arts standards that are  
3 assessed by the third grade statewide English language arts  
4 assessment. For each standard, there must be at least five work  
5 samples of mastery where the student attained a grade of seventy  
6 or higher. Demonstrating mastery of each standard is required; and

7 (e) be signed by the student's teacher and the principal of  
8 the school, both attesting that the portfolio is an accurate  
9 assessment of the reading achievement level of the student and that  
10 the student possesses required reading skills to be promoted to  
11 fourth grade; and

12 (6) who successfully participate in a summer reading camp  
13 at the conclusion of the third grade year and demonstrate through  
14 either a reading portfolio or through a norm-referenced, alternative  
15 assessment, selected from a list of norm-referenced, alternative  
16 assessments approved by the Read to Succeed Office for use in the  
17 summer reading camps, that the student's mastery of the state  
18 standards in reading is equal to at least a level above the lowest  
19 level on the state reading assessment in English/language arts.

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

23 (1) The teacher of a student eligible for exemption must  
24 submit to the principal documentation on the proposed exemption  
25 and evidence that promotion of the student is appropriate based on  
26 the student's academic record. This evidence must be limited to the  
27 student's individual education program, alternative assessments, or  
28 student reading portfolio. The Read to Succeed Office must  
29 provide districts with a standardized form to use in the process.

30 (2) The principal must review the documentation and  
31 determine whether the student should be promoted. If the principal  
32 determines the student should be promoted, the principal must  
33 submit a written recommendation for promotion to the district  
34 superintendent for final determination.

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

38 (4) A parent or legal guardian may appeal the decision to  
39 retain a student to the district superintendent if there is a  
40 compelling reason why the student should not be retained. A  
41 parent or legal guardian must appeal, in writing, within two weeks  
42 after the notification of retention. The letter must be addressed to  
43 the district superintendent and specify the reasons why the student  
44 should not be retained. The district superintendent shall render a

1 decision and provide copies to the parent or legal guardian and the  
2 principal.

3 (5) Beginning September 1, 2019, each school district  
4 superintendent shall annually submit a report with the following  
5 information at the school and the district level for the academic  
6 year just completed, to its district board and to the department:  
7 (a) the total number of retention exemptions granted pursuant to  
8 this section;  
9 (b) the number of appeals made and the number of appeals granted  
10 pursuant to this section;  
11 (c) the academic outcome of students pursuant to (a) and (b), to  
12 include, but not limited to, state English/language arts summative  
13 assessment results in grades four through eight; and  
14 (d) the information in (a) - (c) for the current and the immediate  
15 two previous academic years.

16 (C)(1) Students eligible for retention under the provisions in  
17 Section 59-155-160(A) may enroll in a summer reading camp  
18 provided by their school district or a summer reading camp  
19 consortium to which their district belongs prior to being retained  
20 the following school year. Summer reading camps must be at least  
21 six weeks in duration with a minimum of four days of instruction  
22 per week and four hours of instruction per day, or the equivalent  
23 minimum hours of instruction in the summer. The camps must be  
24 taught by compensated teachers who have at least an add-on  
25 literacy endorsement or who have documented and demonstrated  
26 substantial success in helping students comprehend grade level  
27 texts. The Read to Succeed Office shall assist districts that cannot  
28 find qualified teachers to work in the summer camps. Districts also  
29 may choose to contract for the services of qualified instructors or  
30 collaborate with one or more districts to provide a summer reading  
31 camp. Schools and school districts are encouraged to partner with  
32 county or school libraries, institutions of higher learning,  
33 community organizations, faith-based institutions, businesses,  
34 pediatric and family practice medical personnel, and other groups  
35 to provide volunteers, mentors, tutors, space, or other support to  
36 assist with the provision of the summer reading camps. A parent or  
37 guardian of a student who does not substantially demonstrate  
38 proficiency in comprehending texts appropriate for his grade level  
39 must make the final decision regarding the student's participation  
40 in the summer reading camp.

41 (2) A district may include in the summer reading camps  
42 students who are not exhibiting reading proficiency at any grade  
43 and do not meet the good cause exemption. Districts may charge  
44 fees for these students to attend the summer reading camps based

1 on a sliding scale pursuant to Section 59-19-90, except where a  
2 child is found to be reading below grade level in the first, second,  
3 or third grade and does not meet the good cause exemption.

4 (D) Retained students must be provided intensive instructional  
5 services and support, including a minimum of ninety minutes of  
6 daily reading and writing instruction, supplemental text-based  
7 instruction, and other strategies prescribed by the school district.  
8 These strategies may include, but are not limited to, instruction  
9 directly focused on improving the student's individual reading  
10 proficiency skills through small group instruction, reduced  
11 teacher-student ratios, more frequent student progress monitoring,  
12 tutoring or mentoring, transition classes containing students in  
13 multiple grade spans, and extended school day, week, or year  
14 reading support. The intensity and duration of the intervention  
15 must be appropriate to meet the specific needs of each student to  
16 ensure the student is on track to be reading at or above grade level  
17 by the end of the school year. The school must report to the Read  
18 to Succeed Office, through the online portal, on the progress of  
19 students in the class at the end of the school year and at other times  
20 as required by the office based on the reading progression  
21 monitoring requirements of these students.

22 (E) If the student is not demonstrating third-grade reading  
23 proficiency by the end of the second grading period of the third  
24 grade:

25 (1)(a) his parent or guardian timely must be notified, in  
26 writing, that the student is being considered for retention and a  
27 conference with the parent or guardian must be held prior to a  
28 determination regarding retention is made, and conferences must  
29 be documented;

30 (b) within two weeks following the parent/teacher  
31 conference, copies of the conference form must be provided to the  
32 principal, parent or guardian, teacher and other school personnel  
33 who are working with the child on literacy, and summary  
34 statements must be sent to parents or legal guardians who do not  
35 attend the conference;

36 (c) following the parent/teacher retention conference, the  
37 principal, classroom teacher, and other school personnel who are  
38 working with the child on literacy must review the  
39 recommendation for retention and provide suggestions for  
40 supplemental instruction; and

41 (d) recommendations and observations of the principal,  
42 teacher, parent or legal guardian, and other school personnel who  
43 are working with the child on literacy must be considered when  
44 determining whether to retain the student.

1 (2) The parent or guardian may designate another person as  
2 an education advocate also to act on their behalf to receive  
3 notification and to assume the responsibility of promoting the  
4 reading success of the child. The parent or guardian of a retained  
5 student must be offered supplemental tutoring for the retained  
6 student in evidenced-based services outside the instructional day.

7 (F) For students in grades four and above who are substantially  
8 not demonstrating reading proficiency, interventions shall be  
9 provided by reading interventionists in the classroom and  
10 supplementally by teachers with a literacy teacher add-on  
11 endorsement or reading/literacy coaches. This supplemental  
12 support will be provided during the school day and, as appropriate,  
13 before or after school as documented in the district reading plan,  
14 and may include book clubs or summer reading camps, or any  
15 combination of these strategies.”

16  
17 **SECTION 20.** Section 59-155-180 of the 1976 Code is amended  
18 to read:

19  
20 “Section 59-155-180. (A) As a student progresses through  
21 school, reading comprehension in content areas such as science,  
22 mathematics, social studies, English/language arts, career and  
23 technology education, and the arts is critical to the student’s  
24 academic success. Therefore, to improve the academic success of  
25 all students in prekindergarten through grade twelve, the State  
26 shall strengthen its pre-service and in-service teacher education  
27 programs.

28 (B)(1) Beginning with students entering a teacher education  
29 program in the fall semester of the 2016-2017 School Year, all  
30 pre-service teacher education programs including MAT degree  
31 programs must require all candidates seeking certification at the  
32 early childhood or elementary level to complete a twelve credit  
33 hour sequence in literacy that includes a school-based practicum  
34 and ensures that candidates grasp the theory, research, and  
35 practices that support and guide the teaching of reading. The six  
36 components of the reading process that are comprehension, oral  
37 language, phonological awareness, phonics, fluency, and  
38 vocabulary will provide the focus for this sequence to ensure that  
39 all teacher candidates are skilled in diagnosing a child’s reading  
40 problems and are capable of providing an effective intervention.  
41 All teacher preparation programs must be approved for licensure  
42 by the State Department of Education to ensure that all teacher  
43 education candidates possess the knowledge and skills to assist  
44 effectively all children in becoming proficient readers. The



1 General Assembly is not mandating an increase in the number of  
2 credit hours required for teacher candidates, but is requiring that  
3 pre-service teacher education programs prioritize their missions  
4 and resources so all early and elementary education teachers have  
5 the knowledge and skills to provide effective instruction in reading  
6 and numeracy to all students.

7 (2) Beginning with students entering a teacher education  
8 program in the fall semester of the 2016-2017 School Year, all  
9 pre-service teacher education programs, including MAT degree  
10 programs, must require all candidates seeking certification at the  
11 middle or secondary level to complete a six credit hour sequence in  
12 literacy that includes a course in the foundations of literacy and a  
13 course in content-area reading. All middle and secondary teacher  
14 preparation programs must be approved by the department to  
15 ensure that all teacher candidates possess the necessary knowledge  
16 and skills to assist effectively all adolescents in becoming  
17 proficient readers. The General Assembly is not mandating an  
18 increase in the number of semester hours required for teacher  
19 candidates but rather is requiring that pre-service teacher education  
20 programs prioritize their mission and resources so all middle and  
21 secondary education teachers have the knowledge and skills to  
22 provide effective instruction in reading and numeracy to all  
23 students.

24 (C)(1) To ensure that practicing professionals possess the  
25 knowledge and skills necessary to assist all children and  
26 adolescents in becoming proficient readers, multiple pathways and  
27 strategies are needed for developing this capacity.

28 (2) ~~A reading/literacy coach shall be employed in each  
29 elementary school. Reading coaches shall serve as job embedded,  
30 stable resources for professional development throughout schools  
31 in order to generate improvement in reading and literacy  
32 instruction and student achievement. Reading coaches shall  
33 support and provide initial and ongoing professional development  
34 to teachers based on an analysis of student assessment and the  
35 provision of differentiated instruction and intensive intervention.  
36 The reading coach shall:~~

37 ~~(a) model effective instructional strategies for teachers by  
38 working weekly with students in whole, and small groups, or  
39 individually;~~

40 ~~(b) facilitate study groups;~~

41 ~~(c) train teachers in data analysis and using data to  
42 differentiate instruction;~~

43 ~~(d) coaching and mentoring colleagues;~~

1 (e) work with teachers to ensure that research-based  
2 reading programs are implemented with fidelity;

3 (f) work with all teachers (including content area and  
4 elective areas) at the school they serve, and help prioritize time for  
5 those teachers, activities, and roles that will have the greatest  
6 impact on student achievement, namely coaching and mentoring in  
7 the classrooms; and

8 (g) help lead and support reading leadership teams All  
9 reading coaches funded wholly or partially with state funds will  
10 serve as a stable resource for professional development throughout  
11 an elementary school to build master teachers of reading  
12 school-wide to improve student reading achievement. Reading  
13 coaches will support and provide initial and ongoing professional  
14 development to teachers in:

15 (i) administration and analysis of screening, formative,  
16 diagnostic, and summative English/language arts assessments to  
17 guide instruction;

18 (ii) scientifically based reading instruction, including  
19 phonological awareness, phonics, fluency, vocabulary, and  
20 comprehension, and the state's English/language arts standards;

21 (iii) explicit and systematic instruction with more  
22 detailed explanations, more extensive opportunities for guided  
23 practice, and more opportunities for error correction and feedback;  
24 and

25 (iv) differentiated reading instruction and intensive  
26 intervention based on student needs.

27 (b) state-funded reading coaches must have the following  
28 minimum qualifications:

29 (i) a bachelor's degree and advanced coursework or  
30 professional development in reading. The State Board shall  
31 prescribe, by regulation, any coursework or professional  
32 development that a State-funded reading coach is required to  
33 successfully complete;

34 (ii) three years of experience as a successful classroom  
35 literacy teacher;

36 (iii) exhibit knowledge of scientifically based reading  
37 research, special expertise in quality reading instruction and  
38 intervention, and data analysis;

39 (iv) strong knowledge base and experience in working  
40 with adult learners; and

41 (v) excellent communicators with outstanding  
42 presentation, interpersonal, and time management skills.

43 (c) The duties and responsibilities of a state-funded  
44 reading coach must include:

1 (i) collaborate with the principal to create a strategic  
2 plan for coaching that includes specific support for students in  
3 poverty;

4 (ii) facilitate school-wide professional development and  
5 study groups;

6 (iii) model effective reading instructional strategies for  
7 teachers;

8 (iv) coach and mentor teachers on a daily basis;

9 (v) facilitate data analysis discussions and support  
10 teachers with using data to differentiate instruction according to  
11 student need; and

12 (vi) work with all teachers, including Exceptional  
13 Student Education (ESE), content area, and elective areas,  
14 prioritizing their time to those teachers, activities, and roles that  
15 will have the greatest impact on student reading achievement,  
16 namely coaching and mentoring in classrooms.

17 (d) Reading coaches may not be required to perform  
18 administrative functions that will confuse their role for teachers.

19 (e) School districts shall monitor the implementation and  
20 effectiveness of the literacy coach and assure communication  
21 between the district, school administration, and the literacy coach  
22 throughout the year.

23 (f) Beginning with the 2019-2020 School Year, as a  
24 condition for receiving the state appropriations for reading  
25 coaches, the State Department of Education shall screen and  
26 approve the hiring of all reading coaches in a school which has  
27 more than one-third of its third grade students scoring at the lowest  
28 achievement level on the statewide summative English/language  
29 arts assessment. In addition, each reading coach employed in a  
30 school having more than one-third of its third grade students  
31 scoring at the lowest achievement level on the statewide  
32 summative English/language arts assessment and the principal  
33 shall attend professional development training provided by the  
34 department. The professional development for the principal and  
35 reading coach team must focus on the role of the reading coach in  
36 continuously improving reading to include the role of the reading  
37 coach and strategic plans for the coach to support teachers and  
38 scientifically based reading research and evidence-based  
39 interventions to be implemented in the school, to include specific  
40 support for students in poverty.

41 A school in which at least sixty percent of students scored at meets  
42 or exceeds expectations on the state summative assessment in  
43 English/language arts may submit, as part of their reading plan, a  
44 request to the department for flexibility to utilize their allocation to

1 provide literacy support to students, which may include, but is not  
2 limited to: a reading coach, a literacy interventionist, or other  
3 supplemental services directed to students in need of interventions.  
4 This plan must be approved by the department annually as part of  
5 the district reading plan.

6 (3) The reading coach must not be assigned a regular  
7 classroom teaching assignment, must not perform administrative  
8 functions that deter from the flow of improving reading instruction  
9 and reading performance of students and must not devote a  
10 significant portion of his or her time to administering or  
11 coordinating assessments. By August 1, 2014, the department must  
12 publish guidelines that define the minimum qualifications for a  
13 reading coach. Beginning in Fiscal Year 2014-2015,  
14 reading/literacy coaches are required to earn the add-on  
15 certification within six years, except as exempted in items (4) and  
16 (5), by completing the necessary courses or professional  
17 development as required by the department for the add-on. During  
18 the six-year period, to increase the number of qualified reading  
19 coaches, The Read to Succeed Office shall identify and secure  
20 courses and professional development opportunities to assist  
21 educators in becoming reading coaches and in earning the literacy  
22 add-on endorsement. In addition, the Read to Succeed Office will  
23 establish a process through which a district may be permitted to  
24 use state appropriations for reading coaches to obtain in-school  
25 services from department-approved consultants or vendors, in the  
26 event that the school is not successful in identifying and directly  
27 employing a qualified candidate. Districts must provide to the  
28 Read to Succeed Office information on the name and qualifications  
29 of reading coaches funded by the state appropriations.

30 (4) Beginning in Fiscal Year 2015-2016 early childhood and  
31 elementary education certified classroom teachers, reading  
32 interventionists, and those special education teachers who provide  
33 learning disability and speech services to students who need to  
34 substantially improve their low reading and writing proficiency  
35 skills, are required to earn the literacy teacher add-on endorsement  
36 within ten five years of their most recent certification by taking at  
37 least two courses or six credit hours every five years, or the  
38 equivalent professional development hours as determined by the  
39 South Carolina Read to Succeed Office, consistent with existing  
40 recertification requirements. By August 1, 2019 and annually  
41 thereafter, the State Board of Education is authorized to approve  
42 guidelines for the professional development, coursework,  
43 certification, and endorsement requirements for K-12 teachers  
44 including special education teachers, interventionists, reading

1 specialists, and administrators whose responsibilities, either  
2 directly or indirectly, substantially relate to reading and literacy  
3 instruction, support, or interventions. The guidelines approved by  
4 the Board shall also include the issuance of appropriate credit  
5 to individuals who have completed an intensive and prolonged  
6 professional development program like Reading Recovery, Project  
7 Read, the South Carolina Reading Initiative, or another similar  
8 program. Inservice hours earned through professional development  
9 ~~for the literacy teacher endorsement must be used for renewal of~~  
10 ~~teaching certificates in all subject areas. The courses and~~  
11 ~~professional development leading to the endorsement must be~~  
12 ~~approved by the State Board of Education and must include~~  
13 ~~foundations, assessment, content area reading and writing,~~  
14 ~~instructional strategies, and an embedded or stand-alone practicum.~~  
15 ~~Whenever possible these courses shall be offered at a professional~~  
16 ~~development rate which is lower than the certified teacher rate.~~  
17 ~~Early childhood and elementary education certified classroom~~  
18 ~~teachers, reading specialists, and special education teachers who~~  
19 ~~provide learning disability and speech services to students who~~  
20 ~~need to improve substantially their reading and writing proficiency~~  
21 ~~and who already possess their add-on reading teacher certification~~  
22 ~~can take a content area reading course to obtain their literacy~~  
23 ~~teacher add-on endorsement. Individuals who possess a literacy~~  
24 ~~teacher add-on endorsement or who have earned a master's or~~  
25 ~~doctorate degree in reading are exempt from this requirement.~~  
26 ~~Individuals who have completed an intensive and prolonged~~  
27 ~~professional development program like Reading Recovery, Project~~  
28 ~~Read, the South Carolina Reading Initiative, or another similar~~  
29 ~~program should submit their transcripts to the Office of Educator~~  
30 ~~Licensure to determine if they have completed the coursework~~  
31 ~~required for the literacy teacher add-on certificate.~~

32 (5) Beginning in Fiscal Year 2015-2016, middle and  
33 secondary licensed classroom teachers are required to take at least  
34 one course or three credit hours, or the equivalent professional  
35 development hours as determined by the South Carolina Read to  
36 Succeed Office, to improve reading instruction within five years of  
37 their most recent certification. The courses and professional  
38 development must be approved by the State Board of Education  
39 and include courses and professional development leading to the  
40 literacy teacher add-on endorsement. Coursework and professional  
41 development in reading must include a course in reading in the  
42 content areas. Whenever possible these courses shall be offered at  
43 a professional development rate which is lower than the certified  
44 teacher rate. Individuals who possess a literacy teacher add-on

1 endorsement or who have earned a master's or doctorate degree in  
2 reading are exempt from this requirement. Individuals who have  
3 completed an intensive, prolonged professional development  
4 program like Reading Recovery, Project Read, the South Carolina  
5 Reading Initiative, or another similar program should submit their  
6 transcripts to the Office of Educator Licensure to determine if  
7 they have completed the coursework or professional development  
8 required for the literacy teacher add-on certificate.

9 ~~—(6) Beginning in Fiscal Year 2015-2016 principals and~~  
10 ~~administrators who are responsible for reading instruction or~~  
11 ~~intervention and school psychologists in a school district or school~~  
12 ~~are required to take at least one course or three credit hours within~~  
13 ~~five years of their most recent certification, or the equivalent~~  
14 ~~professional development hours as determined by the South~~  
15 ~~Carolina Read to Succeed Office. The course or professional~~  
16 ~~development shall include information about reading process,~~  
17 ~~instruction, assessment, or content area literacy and shall be~~  
18 ~~approved by the Read to Succeed Office.~~

19 ~~(7) The Read to Succeed Office shall publish by August 1,~~  
20 ~~2014, the guidelines and procedures used in evaluating all courses~~  
21 ~~and professional development, including virtual courses and~~  
22 ~~professional development, leading to the literacy teacher add-on~~  
23 ~~endorsement. Annually by January first, the Read to Succeed~~  
24 ~~Office shall publish the approved courses and approved~~  
25 ~~professional development leading to the literacy teacher add-on~~  
26 ~~endorsement.~~

27 Beginning July 1, 2020, early childhood, elementary, and  
28 special education teacher candidates seeking their initial  
29 certification in South Carolina must earn a passing score on a  
30 rigorous test of scientifically research-based reading instruction  
31 and intervention and data-based decision-making principles as  
32 approved by the State Board of Education. The objective of this  
33 item is to ensure teacher candidates understand the foundations of  
34 reading and are prepared to teach reading to all students.

35 (6) The State Board of Education shall approve guidelines and  
36 procedures to allow in-service educators the option of utilizing the  
37 test in subitem (5) to exempt requirements established by the State  
38 Board pursuant to subitem (4). As part of this process, the board  
39 shall set a minimum cut score which an in-service educator must  
40 achieve in order to take advantage of this provision. An educator's  
41 score on this assessment may not be used for evaluation purposes.  
42 Contingent upon funding by the General Assembly, this test shall  
43 be provided at no cost to the educator.

1 (D)(1) Beginning July 1, 2020 and annually thereafter, the  
2 Commission on Higher Education, in consultation with the  
3 Department of Education shall conduct an analysis to determine  
4 the effectiveness of each teacher education program in preparing  
5 teachers to diagnose a child’s reading problems and to provide  
6 small group and individual student interventions that are  
7 scientifically based and evidence-based. The department shall  
8 provide this information to the Learning Disorder Task Force in  
9 59-33-550. At a minimum, the analysis must evaluate each teacher  
10 education program as it relates to preparing teachers with  
11 knowledge and expertise in the six components of the reading  
12 process:

- 13 (a) comprehension;
- 14 (b) oral language;
- 15 (c) phonological awareness;
- 16 (d) phonics;
- 17 (e) fluency; and
- 18 (f) vocabulary.

19 (2) The commission shall report its findings of its analysis  
20 conducted pursuant to item (1) and recommendations for  
21 improving teacher education programs shall be reported to the  
22 Governor and to the General Assembly.”

23  
24  
25 **SECTION 21:** Intentionally left blank

26  
27 **SECTION 22.** Article 3, Chapter 18, Title 59 is amended by  
28 adding:

29  
30 “Section 59-18-365. (A) For the purposes of monitoring  
31 student progress and tracking growth toward college and career  
32 readiness and beginning with the 2020-2021 School Year, the  
33 Department of Education shall track student performance from  
34 kindergarten through grade twelve in reading and mathematics  
35 along a common, consistent scale that is nationally recognized and  
36 approved by the Education Oversight Committee. The department  
37 at least annually before August fifteenth shall provide the resulting  
38 measures of student performance to parents and teachers. These  
39 measures must be designed to help parents and teachers better  
40 understand what skills and concepts the student is ready to learn and  
41 help to form instruction, track growth, and identify appropriate  
42 resources for the students. The local school district also shall  
43 provide information on Lexile and Quantile measures on

1 interim/benchmark assessments administered at the local school  
2 district or local school during the school year.

3 (B) The department shall provide online and printed resources  
4 for assisting parents in improving student growth in reading and  
5 mathematics to ensure all students graduate with the skills to be  
6 college and career ready. The parent resources must include  
7 information that identifies Lexile and Quantile scores recommended  
8 for specific careers.

9 (C) The department shall provide resources to assist teachers in  
10 using the common, consistent scale measures to improve the  
11 teaching and learning of reading and mathematics.

12 (D) The formative assessments adopted pursuant to Section 59-  
13 18-310(D) shall be linked to common, consistent scales in reading,  
14 mathematics, or both. Formative assessments approved pursuant to  
15 Section 59-18-310 must provide a common, consistent scale in  
16 reading, mathematics, or both.

17 (E)(1) In kindergarten through second grade, local schools and  
18 districts may select assessments designed to measure students'  
19 reading and mathematical performance that report the common,  
20 consistent scales. Those measures should then be reported to the  
21 department, and also shared with students, parents, and teachers.

22 (2) In third grade through eighth grade, the statewide  
23 assessment program in English/language arts and mathematics that  
24 are administered pursuant to Section 59-18-325(C)(1) must provide  
25 Lexile measures that report information on the student's reading  
26 ability and Quantile measures that describe the student's  
27 understanding of mathematical skills and concepts at the individual  
28 student level.

29 (3) Assessments offered and administered at the high school  
30 level pursuant to Section 59-18-325(A) and the end of course  
31 assessments administered pursuant to Section 59-18-320(C) should  
32 when available measure students' reading ability and mathematical  
33 understanding on these same Lexile and Quantile scales. Those  
34 measures must be reported to the department and shared with  
35 students, parents, and teachers.

36 (F) Before January 1, 2021, the department and State Board for  
37 Technical and Comprehensive Education shall establish sufficient  
38 common minimum admission scores standards to include high  
39 school equivalency standards, that do not require a student to attend  
40 or enroll in reading or mathematics remediation at the postsecondary  
41 level.

42  
43 **SECTION 23:** Intentionally left blank  
44



1 **SECTION 24.** Section 59-18-1950(B)(1) of the 1976 Code is  
2 amended to read:

3  
4 “(1) The Revenue and Fiscal Affairs Office, working with the  
5 Office of First Steps to School Readiness, the South Carolina  
6 Department of Education, the South Carolina Commission on  
7 Higher Education, the Department of Social Services, the South  
8 Carolina Technical College System, the Department of Commerce,  
9 the Department of Employment and Workforce, and other state  
10 agencies or institutions of higher education, shall develop,  
11 implement, and maintain a universal identification system that  
12 includes, at a minimum, the following information for measuring  
13 the continuous improvement of the state public education system  
14 and the college and career readiness and success of its graduates:

- 15 (a) students graduating from public high schools in the  
16 State who enter postsecondary education ~~without the~~  
17 ~~need for remediation;~~  
18 (b) students graduating from public high schools in the  
19 State who enter postsecondary education with the  
20 need for remediation;  
21 (c) working-aged adults in South Carolina by county  
22 who possess a postsecondary degree or industry  
23 credential;  
24 (d) high school graduates who are gainfully employed  
25 in the State within five and ten years of graduating  
26 from high school; and  
27 (e) outcome data regarding student achievement and  
28 student growth that will assist colleges of  
29 education in achieving accreditation and in  
30 improving the quality of teachers in  
31 classrooms.”

32  
33 **SECTION 25:** Intentionally left blank

34  
35 **SECTION 26.** Section 59-59-20 of the 1976 Code is amended to  
36 read:

37  
38 ~~“Section 59-59-20. (A)(1) The Department of Education shall~~  
39 ~~develop a curriculum, aligned with state content standards,~~  
40 ~~organized around a career cluster system that must provide~~  
41 ~~students with both strong academics and real world problem~~  
42 ~~solving skills. Students must be provided individualized~~  
43 ~~educational, academic, and career-oriented choices and greater~~  
44 ~~exposure to career information and opportunities. This system~~

1 must promote the involvement and cooperative effort of parents,  
2 teachers, and school counselors in assisting students in making  
3 these choices, in setting career goals, and in developing individual  
4 graduation plans to achieve these goals.

5 (B) School districts must lay the foundation for the clusters of  
6 study system in elementary school by providing career awareness  
7 activities. In the middle grades programs must allow students to  
8 identify career interests and abilities and align them with clusters  
9 of study for the development of individual graduation plans.  
10 Finally, high school students must be provided guidance and  
11 curricula that will enable them to complete successfully their  
12 individual graduation plans, preparing them for a seamless  
13 transition to relevant employment, further training, or  
14 postsecondary study. On or before August 1, 2022, the Department  
15 of Education, in collaboration with the Technical College System,  
16 the Commission on Higher Education, the Department of  
17 Employment and Workforce, and the Department of Commerce,  
18 shall develop a career pathways system that:

19 (a) aligns public education and postsecondary education  
20 systems and the career and technology education services provided  
21 within and across program providers;

22 (b) aligns with state and regional workforce needs;

23 (c) provides students, teachers, parents, and families with  
24 general information about career pathways and with strategies to  
25 support students in acquiring the academic, employability, and  
26 technical skills that employers demand; and

27 (d) promotes the involvement and cooperative effort of  
28 parents, teachers, and school counselors in assisting students in  
29 making these choices, in setting career goals, and in developing  
30 individual graduation plans to achieve these goals.

31 (2) After developing the career pathways system provided in  
32 subsection (A), the department shall develop a curriculum that:

33 (a) is aligned with state content standards, organized  
34 around the career pathways system and system of career clusters,  
35 which may be based on national career clusters, aligned with state  
36 and regional workforce needs as determined by the Department of  
37 Commerce;

38 (b) provides students with both strong academics and  
39 real-world problem-solving skills;

40 (c) provides students with individualized educational,  
41 academic, and career-oriented choices and greater exposure to  
42 career information and opportunities; and

43 (d) provides online and printed resources for assisting  
44 parents in improving student growth in reading and mathematics to

1 ensure all students graduate with the skills to be college and career  
2 ready. These parent resources must include information that  
3 identifies specific careers and the reading and mathematics  
4 demands expected in those careers.

5 (B)(1) In elementary school, districts shall establish a  
6 foundation for the career pathways system and career clusters by  
7 providing career awareness activities and, at least annually,  
8 informing students, parents, and teachers of the student's progress  
9 toward having the academic skills in reading and mathematics  
10 needed as a foundation for a successful pathway through  
11 graduation and post-secondary study;

12  
13 (2) In middle school, districts shall assist students in:

14 (a) identifying career interests and abilities; and

15 (b) developing individual graduation plans that align the  
16 interests and abilities of the student as identified pursuant to  
17 subitem (a) with related career pathways and clusters of study.

18 (3) In high school, districts shall provide guidance and  
19 curricula that will enable them to complete successfully their  
20 individual graduation plans, preparing them for a seamless  
21 transition to relevant employment, further training, or  
22 postsecondary study.”

23  
24 **SECTION 27.** Section 59-59-50 of the 1976 Code is amended to  
25 read:

26  
27 “Section 59-59-50. (A)(1) ~~Before July 1, 2006, the Department~~  
28 ~~of Education shall develop state models and prototypes for~~  
29 ~~individual graduation plans and the curriculum framework for~~  
30 ~~career clusters of study. These clusters of study may be based upon~~  
31 ~~the national career clusters and may include, but are not limited to:~~

32 ~~(1) agriculture, food, and natural resources;~~

33 ~~(2) architecture and construction;~~

34 ~~(3) arts, audio video technology, and communications;~~

35 ~~(4) business, management, and administration;~~

36 ~~(5) education and training;~~

37 ~~(6) finance;~~

38 ~~(7) health science;~~

39 ~~(8) hospitality and tourism;~~

40 ~~(9) human services;~~

41 ~~(10) information technology;~~

42 ~~(11) law, public safety, and security;~~

43 ~~(12) manufacturing;~~

44 ~~(13) government and public administration;~~

1 ~~(14) marketing, sales, and service;~~  
2 ~~(15) science, technology, engineering, and mathematics; and~~  
3 ~~(16) transportation, distribution, and logistics. Beginning with~~  
4 ~~the 2020-2021 School Year and every five years thereafter, the~~  
5 ~~Department of Education shall:~~

6 ~~(a) develop pathways under each career cluster; and~~

7 ~~(b) develop programs of study under each pathway.~~

8 ~~(2) In developing programs of study as provided in item (1)~~  
9 ~~(b), the department shall emphasize the high-skill and in-demand~~  
10 ~~pathways that the state Workforce Innovation and Opportunity Act~~  
11 ~~plan and Coordinating Council for Workforce Development have~~  
12 ~~identified as critical to the state's workforce development system.~~

13 (B) The Department of Education is to include in the state  
14 models and prototypes for individual graduation plans and  
15 curriculum framework the flexibility for a student to develop an  
16 individualized plan for graduation utilizing courses offered within  
17 the clusters at the school of attendance. Any plan of this type is to  
18 be approved by the student, parent or guardian, and the school  
19 guidance staff.

20 (C) ~~Before August 1, 2021, the Department of Education in~~  
21 ~~collaboration with the Education and Economic Development Act~~  
22 ~~Coordinating Council shall develop a pathway certification process~~  
23 ~~for high schools and postsecondary institutions. To ensure students~~  
24 ~~have seamless pathways to in-demand careers, the Regional~~  
25 ~~Education Centers shall create alignment between public~~  
26 ~~education and postsecondary education and employers.”~~

27  
28 **SECTION 28:** Section 59-59-60 of the 1976 Code is amended to  
29 read:

30  
31 ~~Before July 1, 2007, school districts shall:~~

32  
33 ~~(1) organize high school curricula around a minimum of three~~  
34 ~~clusters of study and cluster majors. The curricula must be designed~~  
35 ~~to provide a well-rounded education for students by fostering~~  
36 ~~artistic creativity, critical thinking, and self-discipline through the~~  
37 ~~teaching of academic content, knowledge, and skills that students~~  
38 ~~will use in the workplace, further education, and life;~~

39 ~~(2) promote increased awareness and career counseling by~~  
40 ~~providing access to the South Carolina Occupational Information~~  
41 ~~System for all schools. However, if a school chooses another~~  
42 ~~occupational information system, that system must be approved by~~  
43 ~~the State Department of Education~~

1 Beginning with the 2021-2022 School Year, school districts shall:

2  
3 (1) organize high school curricula around a minimum of three  
4 career pathways that are targeted to the regional and state workforce  
5 needs. The district must offer at least one pathway in each career  
6 center or in each high school and at least one high-skill and  
7 in-demand pathway as identified in the state’s Workforce  
8 Innovation and Opportunity Act plan. Districts shall coordinate with  
9 other school districts to ensure that students have increased access  
10 to multiple pathways. Students approved to take coursework  
11 outside of their attendance zone, to include across district lines, may  
12 be transported by school bus at no cost to the student or school  
13 district provided the route information has been submitted to the  
14 department. The department is permitted to utilize state funds to  
15 initiate and foster cross district programs and may mandate that  
16 districts participate in such programs as a condition of receipt of  
17 state funding. The curricula must be designed to provide a  
18 well-rounded education as defined by the “Every Student Succeeds  
19 Act” to prepare students for multiple pathways, including  
20 postsecondary credentials, advanced coursework, IB and dual  
21 enrollment. The pathways must foster the life and career  
22 characteristics, world class knowledge, and skills identified in the  
23 Profile of the South Carolina Graduate;

24 (2) promote increased awareness and career counseling that  
25 focus on the regional and state workforce needs and on the careers  
26 that require a high school diploma, industry certification,  
27 postsecondary degree, or postsecondary credential; and

28 (3) review the pathways selected by the districts every two years  
29 and determine if a different pathway is more appropriate for local  
30 workforce needs. Districts shall report their process used in  
31 determining whether to keep or replace a pathway to the State Board  
32 of Education.”

33  
34  
35 **SECTION 29.** Section 59-53-30 of the 1976 Code is amended to  
36 read:

37  
38 “Section 59-53-30. (A) Before August 1, 2021 the State Board  
39 for Technical and Comprehensive Education shall establish  
40 common minimum admission standards for institutions within its  
41 jurisdiction, and may differentiate based on areas of study for  
42 programs that award credit toward a degree, certificate, or diploma.  
43 For individuals who do not meet the minimum scores, the colleges  
44 shall provide information regarding continuing education programs

1 and other programs that do not award credit toward a degree,  
2 certificate, or diploma.

3  
4 (B) Institutions of the South Carolina Technical Education  
5 System shall ~~maintain open admissions policies unless determined~~  
6 ~~to be economically unfeasible by the State Fiscal Accountability~~  
7 ~~Authority and~~ establish and maintain low tuition and fees in order  
8 to provide access to post-secondary education and insure that such  
9 educational opportunities shall not be denied to anyone.

10 (C) Upon request and justification and with the approval of the  
11 State Board of Education, the Board may authorize an institution  
12 within its jurisdiction to contract with local school districts to offer  
13 adult literacy courses and programs and secondary-level ~~vocational~~  
14 career and technical education courses and programs.

15 (D) Upon request and justification and with the approval of the  
16 Commission on Higher Education, the Board may authorize an  
17 institution within its jurisdiction to offer two-year college parallel  
18 programs. The Commission on Higher Education shall approve all  
19 criteria for college parallel courses.”

20  
21  
22 **SECTION 30.** Section 59-150-360(A) and (F) of the 1976 Code  
23 is amended to read:

24  
25 “(A)(1) A person who qualifies for in-state tuition rates  
26 pursuant to Chapter 112, Title 59 may receive tuition assistance to  
27 attend a technical college of this State or a public two-year  
28 institution of higher learning. A person who qualifies for in-state  
29 tuition rates pursuant to this title may attend an independent  
30 two-year institution of higher learning and receive lottery tuition  
31 assistance each year limited to the highest amount of tuition  
32 assistance received by students at public two-year institutions. In  
33 order to qualify as a first time entering freshman and before  
34 attempting twenty-four academic credit hours, a student must:

35 ~~(1a)~~ be a South Carolina resident for a minimum of one year;

36 ~~(2b)~~ be enrolled and maintain six credit hours each semester  
37 in a certificate, degree, or diploma program;

38 ~~(3c)~~ make reasonable progress toward completion of the  
39 requirements for the certificate, degree, or diploma program;

40 ~~(4-d)~~ if enrolled in a program awarding college credit,  
41 complete a Free Application for Federal Student Aid (FAFSA)  
42 application. If a student feels that he will definitely not qualify to  
43 receive federal financial aid, the student may complete a simple  
44 form of minimum questions created by the State Board for

1 Technical and Comprehensive Education and the Commission on  
2 Higher Education to determine if the student definitely will not  
3 qualify to receive federal financial aid. If it is determined that the  
4 student definitely will not qualify to receive federal financial aid,  
5 the student shall sign a form created by the State Board for Technical  
6 and Comprehensive Education and the Commission on Higher  
7 Education, and the student is exempted from completing the Free  
8 Application for Federal Student Aid. The State Board for Technical  
9 and Comprehensive Education and the Commission on Higher  
10 Education shall promulgate regulations to set thresholds for  
11 determining if a student definitely will not qualify to receive federal  
12 financial aid; ~~and~~

13 (5e) not be the recipient of a LIFE Scholarship.

14  
15 (2) Regulations for implementation of this section are the  
16 responsibility of the South Carolina State Board for Technical and  
17 Comprehensive Education, for the technical college system, and the  
18 Commission on Higher Education, for the two-year public and  
19 private institutions. These regulations must be developed in a  
20 coordinated effort, provide for the allocation of funds based on the  
21 tuition assistance granted at each institution, and be interchangeable  
22 between each of the institutions affected.

23  
24 (F) In order for a student seeking credit hours for a certificate,  
25 degree, or diploma to be eligible after attempting twenty-four  
26 academic credit hours the student must have earned a grade point  
27 average of 2.0 or better on a 4.0 grading scale.”

28  
29 **SECTION 31:** Intentionally left blank

30  
31 **SECTION 32:** Chapter 43, Title 59 is amended by adding:

32 The General Assembly recognizes a need to increase the  
33 percentage of working-aged adults with a postsecondary degree or  
34 industry credential by encouraging closer partnerships between the  
35 State Board for Technical and Comprehensive Education and the  
36 State Board of Education in providing these programs. The State  
37 Board for Technical and Comprehensive Education in  
38 collaboration with the State Board of Education shall look at  
39 additional pathways of cooperation to better facilitate adult  
40 education in an efficient and cost effective manner. They shall  
41 provide a report detailing their findings, to include student  
42 participation, retention and completion numbers, to the General  
43 Assembly by June 1, 2020.

1 **SECTION 33:** Intentionally left blank

2

3

PART V

4

Educator Development and Satisfaction

5

6

Subpart I

7

8

Educator Preparation

9

10  
11 **SECTION 34.** Article 11, Chapter 18, Title 59 of the 1976 Code  
12 is amended by adding:

13

14 “Section 59-18-1115. (A) The State Department of Education is  
15 directed to establish a pilot program by May 1, 2020 which will  
16 permit schools that have received an overall rating of ‘Excellent’  
17 on the annual report card for at least two consecutive years to hire  
18 noncertified teachers in a ratio of up to ten percent of its entire  
19 teaching staff. In order to effect the establishment of the pilot, the  
20 State Board of Education, through the department, shall approve  
21 guidelines which at a minimum shall include the following:

22 (1) A noncertified teacher must possess a baccalaureate or  
23 graduate degree in the subject he is hired to teach and must  
24 have at least five years of relevant workplace experience;

25 (2) Procedures for non-certified teachers to participate in the  
26 evaluation process pursuant to 59-26-30(B)(4) and (5); and

27 (3) Training required to ensure that the non-certified teachers  
28 are prepared to enter the classroom

29 (B) Participation in the pilot program is optional, and the decision  
30 for participation rests solely with the Department and with the  
31 school principal upon approval of the district superintendent.  
32 Participating schools and districts are encouraged to collaborate on  
33 recruitment, training, and implementation of the pilot, and to assist  
34 the department with establishing best practices.

35 (C) The department shall establish a separate code in the  
36 professional coding system to capture non-certified teachers and  
37 shall continue to report this information on the school report cards.

38 (D) Beginning November 1, 2021, SDE is to submit an annual  
39 report to the General Assembly which shall include  
40 recommendations for improving, expanding, or continuing the  
41 pilot. At the end of the five-year pilot, the annual status report  
42 shall include a recommendation regarding continuance of the  
43 program.

44



1 **Section 59-25-115** of the 1976 Code is amended by adding a  
2 subsection at the end to read:

3  
4 ( ) The department shall establish procedures for the registration  
5 and clearance of all non-certified educators working in any public  
6 school, to include a public charter school. Educators shall submit  
7 required documentation and fees to the department which shall  
8 include, but is not limited to: a completed registration form,  
9 associated fee, transcripts which shall be subject to review, FBI,  
10 SLED and NASDTEC Clearinghouse checks. An educator whose  
11 South Carolina educator certificate has been suspended or revoked  
12 shall not be employed as a non-certified teacher. If a non-certified  
13 teacher commits an offense covered by the Code of Conduct as  
14 promulgated by the State Board of Education the board is  
15 authorized to revoke the educator's registration.

16  
17 **SECTION 35.** Article 1, Chapter 25, Title 59 of the 1976 Code  
18 is amended by adding:

19  
20 "Section 59-25-25. (A) The State Board of Education is  
21 authorized to approve alternative route providers and programs for  
22 educator preparation and certification. Educator preparation  
23 programs housed within an institution of higher education (IHE)  
24 may be approved as an alternative route provider and may submit a  
25 separate and distinct educator preparation program for alternative  
26 certification to the State Board of Education for approval. These  
27 alternative preparation programs are not required to be nationally  
28 accredited, but, consistent with other alternative preparation  
29 programs, IHE-led alternative programs must include, but are not  
30 limited to, documented evidence of the following:

31 (1) budget and sources of revenue including fees paid by the  
32 candidates;

33 (2) organizational information including the names and  
34 qualifications of administrators, support staff, and faculty;

35 (3) entry requirements for candidates for each certification  
36 area program offered by the applicant;

37 (4) plans for curriculum offerings including delivery method  
38 and timeframe, field placements, field supervision plans, and  
39 assessments of success;

40 (5) partnerships with public schools for clinical experiences,  
41 if applicable, including signed memoranda of agreement with  
42 detailed responsibilities for the alternative route educator provider  
43 program and the school district;

1 (6) evidence of annual successful teaching experience by the  
2 candidates and progress toward obtaining a professional certificate;  
3 (7) ongoing monitoring of candidates' performances in the  
4 classroom while in the alternative route program; and  
5 (8) mentoring provided by the educator preparation program.  
6 (B) The department annually shall report the total number of  
7 individuals employed in this State, by district, with certificates  
8 issued by IHE alternative programs to the State Board of  
9 Education and the General Assembly before March thirty-first of  
10 each year.”

11  
12  
13 **SECTION 36.** Section 59-26-20 of the 1976 Code is amended  
14 by adding a subsection at the end to read:

15  
16 “( ) The State Board of Education, through the State  
17 Department of Education, and the Commission on Higher  
18 Education, shall develop and implement a plan for the cyclical  
19 evaluation process for all educator preparation providers and  
20 programs every seven years. The plan shall include requirements  
21 for initial and continuing approval and must include evidence of  
22 annual successful teaching experience of educators, differentiated  
23 by program. The Board shall include a process for revocation of  
24 program approval, continuous evaluation and upgrading of  
25 standards for program approval of undergraduate and graduate  
26 education training programs of colleges and universities in this  
27 State.

28 An educator preparation provider is defined as the entity  
29 responsible for the preparation of educators. An educator  
30 preparation program is defined as a sequence of academic courses  
31 and experiences leading to a degree and/or state certification.

32  
33  
34 **SECTION 37.** Chapter 26, Title 59 of the 1976 Code is amended  
35 by adding:

36  
37 “Section 59-26-35. (A) The State Board of Education, with the  
38 assistance of the Department of Education, the South Carolina  
39 Commission on Higher Education, and Revenue and Fiscal Affairs  
40 Office, shall develop and annually shall produce a teacher  
41 preparation data dashboard that shall provide, at a minimum, the  
42 following:

43 (1) number of undergraduate and graduate completions;

1 (2) placement and retention rates by district and region of  
2 the state;  
3 (3) performance of candidates on basic skills examination;  
4 (4) ability of program to recruit a strong, diverse cohort of  
5 candidates and prepare them to teach in the content areas of  
6 greatest need;  
7 (5) quality of clinical experiences; and  
8 (6) effectiveness of individuals who completed a provider's  
9 program and are employed in a public school classroom. The  
10 information must be differentiated by provider and, where  
11 applicable, across content areas.

12 (B) The State Department of Education, each educator  
13 preparation provider, and each school district shall report all data  
14 as requested by the State Board of Education and necessary to  
15 produce the dashboard which shall be published on the  
16 Department's website."

17  
18 **SECTION 38.** Chapter 26, Title 59 of the 1976 Code is amended  
19 by adding:

20  
21 "Section 59-26-120. (A) Using the Longitudinal Data System  
22 established pursuant to 59-18-1950, the State Department of  
23 Education annually before December first shall provide each  
24 college of education and state-approved educator preparation  
25 program with information regarding its graduates. Information  
26 must be provided to a college of education or educator preparation  
27 program regarding each of its individual educator graduates and  
28 alternative program participants and completers, and must include,  
29 but is not limited to:

30 (1) SCPASS and SC READY, or the succeeding assessment,  
31 scores aggregated by classroom, content, and/or grade, school,  
32 district, and learner demographic;

33 (2) Student learning objective data aggregated by classroom,  
34 content, and/or grade, school, district, and learner demographic;

35 (3) results of ADEPT Evaluation by individual educator  
36 graduate;

37 (4) records of employee certification by individual educator  
38 graduate; and

39 (5) other information requested by the programs designed to  
40 enhance the ability of the college of education or educator  
41 preparation program to provide improved education services.

42 (B) A college of education or educator preparation program  
43 receiving individualized information regarding its graduates  
44 pursuant to subsection (A) shall:

1 (1) develop and use a unique system for identifying each  
2 individual educator graduate for whom it receives such  
3 individualized information;  
4 (2) strictly maintain the confidentiality of all information  
5 that can be used to identify an individual educator graduate for  
6 whom it receives such information; and  
7 (3) not share such information with a third party without the  
8 express written consent of the educator.  
9 (C) Information provided to a college of education or educator  
10 preparation program pursuant to this section is not subject to the  
11 provisions of the Freedom of Information Act.”

12  
13 Subpart II

14  
15 Satisfaction Survey

16  
17 **SECTION 39.** Article 1, Chapter 25, Title 59 of the 1976 Code  
18 is amended by adding:

19  
20 “Section 59-25-52. (A) Recognizing that supportive working  
21 conditions for teachers make it more likely that teachers will  
22 continue with, and prosper in the profession, the Center for  
23 Educator Recruitment, Retention and Advancement (CERRA)  
24 shall use and update the teacher survey currently administered by  
25 the department. CERRA annually shall administer the uniform,  
26 confidential, and online survey of all public school teachers to  
27 evaluate teacher satisfaction. CERRA shall collect and analyze the  
28 survey information received and ensure publication of results  
29 pursuant to this Section. Among other things, the survey should  
30 assess teacher perceptions of:

- 31 (1) school administrative support and district administrative  
32 support;  
33 (2) student behavior;  
34 (3) decision making roles;  
35 (4) parental support;  
36 (5) amount of paperwork and routine duties;  
37 (6) availability of resources;  
38 (7) communication with principal;  
39 (8) cooperation among the staff;  
40 (9) staff recognition;  
41 (10) control in classroom;  
42 (11) influence over school policy;  
43 (12) student absenteeism;  
44 (13) student apathy; and

1 (14) violence.  
2 (B) CERRA shall compile, analyze and report survey results for  
3 each school, district, and statewide. These reports must be:  
4 (1) provided to the Education Oversight Committee and each  
5 school district board, school district superintendent, school  
6 principal, and school teacher; and  
7 (2) published by the State Department of Education,  
8 CERRA, the Education Oversight Committee, each school district,  
9 and each school in a conspicuous place on the respective websites.  
10 A district only must publish the results for the district and a school  
11 only must publish the results for the school. Yearly results must be  
12 published online and maintained for ten years.”

13  
14 Subpart III

15  
16 Incentives

17  
18 **SECTION 40.** Section 59-20-50 of the 1976 Code is amended to  
19 read:

20  
21 “Section 59-20-50. (1) Notwithstanding the computations  
22 prescribed in Section 59-20-40, the level of state contributions to  
23 each district shall not be reduced to a per-pupil level of foundation  
24 program funds below that per-pupil level of state funding of  
25 programs for the fiscal years prior to implementation of this  
26 chapter which will be incorporated in the foundation program.

27 Provided, no district shall receive annually an increase in state  
28 funds less than the full rate of the inflationary adjustment in the  
29 base student cost specified in Section 59-20-40(1)(b). This increase  
30 shall be computed annually over and above the amount actually  
31 received from the State for the foundation program in the prior  
32 fiscal year.

33 Provided, further, after the fiscal year 1982-83 no district shall  
34 receive annually an increase in state funds less than four-fifths of  
35 the inflationary adjustment in the base student cost specified in  
36 Section 59-20-40(1)(b). This increase shall be computed annually  
37 over and above the amount actually received from the State for the  
38 foundation program in the prior fiscal year.

39 Beginning July 1, 1994, no additional school district shall  
40 receive hold-harmless funds under this subsection due to decreases  
41 in student numbers or upward adjustments in the index of  
42 taxpaying ability.

43 (2) Notwithstanding any provisions of this chapter, any local  
44 school district may increase the local effort above the foundation

1 program funding level as deemed necessary to meet the aspirations  
2 of the people of the district.

3 (3) Eighty-five percent of the funds appropriated through state  
4 and local effort for each weighted classification shall be spent in  
5 direct and indirect aid in the specific area of the program planned  
6 to serve those children who generated the funds. Districts  
7 expending less than the required eighty-five percent of the  
8 appropriated amount shall be subject to a penalty the following  
9 fiscal year in the amount equal to the difference between the  
10 amount spent and the required eighty-five percent figure.

11 However, this requirement shall not apply to the funds generated  
12 by children in the pupil classification "Speech Handicapped  
13 Pupils".

14 (4)(a) Each school district shall pay each certified teacher or  
15 administrator an annual salary at least equal to the salary stated in  
16 the statewide minimum salary schedule for the person's experience  
17 and class. No teacher or administrator employed in the same  
18 position, over the same time period, shall receive less total salary,  
19 including any normal incremental increase, than that teacher or  
20 administrator received for the fiscal year before the  
21 implementation of this article.

22 (b) The state minimum salary schedule must be based on the  
23 state minimum salary schedule index in effect as of July 1, 1984.  
24 Beginning with Fiscal Year 2019-2020, the minimum starting  
25 teacher salary for a teacher with no years of experience and a  
26 bachelor's degree shall be at least thirty-five thousand dollars. The  
27 General Assembly shall establish the starting teacher salary, the  
28 salary schedule, and the Education Finance Act inflation factor  
29 each year in the annual Appropriations Act. Annual salary  
30 increases must be based on funding provided by the General  
31 Assembly in the annual Appropriations Act and provided through  
32 adjustments in the salary schedule to educators identified by the  
33 State Department of Education as eligible to receive the Education  
34 Improvement Act teacher salary supplement during Fiscal Year  
35 2018-2019 as reported to the Revenue and Fiscal Affairs Office. In  
36 Fiscal Year 1985 the 1.000 figure in the index is \$14,172. (This  
37 figure is based on a 10.27% increase pursuant to the South  
38 Carolina Education Improvement Act of 1984.) Beginning with  
39 Fiscal Year 1986, the 1.000 figure in the index must be adjusted on  
40 a schedule to stay at the southeastern average as projected by the  
41 Office of Research and Statistic of the Revenue and Fiscal Affairs  
42 Office and provided to the General Assembly during their  
43 deliberations on the annual appropriations bill. The southeastern  
44 average teacher salary is the average of the average teachers'

1 salaries of the southeastern states. In projecting the southeastern  
2 average, the office shall include in the South Carolina base teacher  
3 salary all local teacher supplements and all incentive pay. Under  
4 this schedule, school districts are required to maintain local salary  
5 supplements per teacher no less than their prior fiscal level. In  
6 Fiscal Year 1986 and thereafter teacher pay raises through  
7 adjustments in the state's minimum salary schedule may be  
8 provided only to teachers who demonstrate minimum knowledge  
9 proficiency by meeting one of the following criteria:

- 10 (1) holding a valid professional certificate;
- 11 (2) having a score of 425 or greater on the Commons  
12 Examination of the National Teachers Examinations;
- 13 (3) meeting the minimum qualifying score on the  
14 appropriate area teaching examination; or
- 15 (4) meeting the minimum standards on the basic skills  
16 examinations as prescribed by the State Board of Education  
17 provided in Section 59-26-20.

18  
19 **SECTION 41:** Intentionally left blank

20  
21  
22 **SECTION 42:** Intentionally left blank

23  
24  
25 **SECTION 43.** Article 1, Chapter 19, Title 59 of the 1976 Code  
26 is amended by adding:

27  
28 “Section 59-19-360. The board of trustees of a local school  
29 district may authorize the daily mileage reimbursement of a  
30 teacher who must travel more than twenty-five miles each way  
31 between home and school. This reimbursement may not exceed the  
32 existing federal reimbursement rate for mileage.”

33  
34 **NEW SECTION XX**

35  
36 Section 49-25-XXX of the 1976 Code is amended by adding a  
37 subsection at the end to read:

38  
39 “( ) By October 1, 2019, each school district board of trustees  
40 shall establish a policy for the schools under its jurisdiction, in  
41 providing all full-time teachers assigned to a classroom with duty-  
42 free time during each school day as required in this subsection.  
43 The duty-free time provided under the policy:

- 1 (1) shall be established pursuant to the local board policy and  
2 may vary by school within the district, and by grade
- 3 (2) shall be for the equivalent of at least thirty minutes on a  
4 daily basis, and may include flexible or rotating hours;
- 5 (3) may be during the lunch period, or at other times during  
6 the regular school day;
- 7 (4) may not withheld or reduced on a given day, except as  
8 occasionally reasonable and necessary to ensure safety and  
9 proper supervision of students; and
- 10 (5) may not include an option for additional pay in lieu of  
11 duty-free time.

12  
13  
14 **SECTIONS 44-46:** Intentionally left blank

15  
16  
17 **PART VII**

18  
19 **Local School Board Accountability**

20  
21 **SECTION 47.** Chapter 19, Title 59 of the 1976 Code is amended  
22 by adding:

23  
24 **“Article 5**

25  
26 **Local School Governance**

27  
28 Section 59-19-710. The purpose of this article is to enhance  
29 local school governance by promoting the highest standards of  
30 ethical behavior.

31  
32 Section 59-19-720. For purposes of this article, ‘board member’  
33 means a person holding membership, whether by election or  
34 appointment, on a board of education, including a charter school  
35 board and the South Carolina Charter School District board, other  
36 than the State Board of Education.

37  
38 Section 59-19-730. (A) The State Board of Education shall  
39 adopt a model code of ethics for local school board members  
40 before July 1, 2020. This model code of ethics also shall include  
41 appropriate consequences for violations of provisions of the model  
42 code of ethics. The State Board of Education periodically may  
43 adopt revisions to the model code of ethics as it considers  
44 necessary.



1 (B)(1) A local school board shall adopt a local code of ethics  
2 applicable to that board within three months after adoption of the  
3 model code of ethics by the State Board of Education. A local  
4 code must include, at a minimum, the model code of ethics.

5 (2) If the State Board of Education adopts a revision to the  
6 model code of ethics, a local school board shall adopt and  
7 incorporate the revision into its local code within three months of  
8 the adoption of the revision by the state board.

9 (3) A local school board only may adopt its local code of  
10 ethics or any changes to that local code at a regularly scheduled  
11 meeting.

12 (4) A local school board may not adopt or follow a code of  
13 ethics that prevents its members from discussing freely the policies  
14 and actions of the board outside of a board meeting. This does not  
15 preclude a local school board from adopting a policy in a regularly  
16 scheduled meeting that prohibits certain disclosures allowed by  
17 law.

18 (5) A local school board shall submit a copy of its local code  
19 of ethics and subsequent revisions to the State Department of  
20 Education within thirty days of adoption.

21 (6) Nothing contained in this section may be construed to  
22 repeal, replace, or preclude application of any other statute.

23  
24  
25 **SECTION 48** Intentionally left blank

26  
27  
28 **SECTION 49:** Intentionally left blank

29  
30  
31 **SECTION 50** Intentionally left blank

32  
33  
34 **SECTION 51.** Section 1-3-240(A) of the 1976 Code is amended  
35 to read:

36  
37 “(A) Any officer of the county or State, **an elected or appointed**  
38 **official of the State, a county, a municipality, or a political**  
39 **subdivision thereof, including candidates for the office,** except:

40 (1) an officer whose removal is provided for in Section 3 of  
41 Article XV of the State Constitution;

42 (2) an officer guilty of the offense named in Section 8 of  
43 Article VI of the State Constitution; or

1 (3) pursuant to subsection (B) of this section, an officer of  
2 the State appointed by the Governor, either with or without the  
3 advice and consent of the Senate; who is guilty of malfeasance,  
4 misfeasance, incompetency, absenteeism, conflicts of interest,  
5 misconduct, persistent neglect of duty in office, or incapacity must  
6 be subject to removal by the Governor upon any of the foregoing  
7 causes being made to appear to the satisfaction of the Governor.  
8 Before removing any such officer, the Governor shall inform him  
9 in writing of the specific charges brought against him and give him  
10 an opportunity on reasonable notice to be heard.”

11  
12 **SECTION 52.** Section 59-19-45 of the 1976 Code is amended to  
13 read:

14  
15 “Section 59-19-45. ~~(B)~~ ~~(A)~~ Within one year of taking office,  
16 all persons elected, reelected, or appointed as members of a school  
17 district board of trustees after July 1, 1997, regardless of the date  
18 of their election, reelection, or appointment or reappointment, shall  
19 complete successfully ~~an orientation~~ a training program in the  
20 powers, duties, and responsibilities of a board member including,  
21 but not limited to, topics on policy development, personnel,  
22 superintendent and board relations, instructional programs, district  
23 finance, school law, ethics, nepotism, conflict of interest, and  
24 community relations. This program must be offered by a district  
25 or its designee, and completed by each board member within one  
26 year after his election, reelection, appointment, or reappointment.  
27 This program also must be offered by a district or its designee and  
28 completed by each board member within one year after the  
29 effective date of this act.

30 ~~(A)~~ ~~(B)~~ (1) The orientation shall be approved by the State  
31 Board of Education and conducted by public or private entities  
32 approved by the State Board of Education such as the South  
33 Carolina School Boards Association. By December 31, 2019, the  
34 State Board of Education shall adopt a model training program for  
35 training local school board members. The State Board of  
36 Education shall tri-annually review the training program as it  
37 considers necessary, and adopt revisions.

38 (2)(a) A local school board shall adopt a local training  
39 program applicable to that board within three months after  
40 adoption of the model training program by the State Board of  
41 Education. A training program must include, at a minimum, the  
42 model training program adopted by the State Board of Education.

43 (b) If the State Board of Education adopts a revision to the  
44 training program, a local school board shall adopt and incorporate

1 the revision into its local training program within three months of  
2 the adoption of the revision by the State Board of Education.

3 (c) A local school board only may adopt its local training  
4 program or any changes to that local training program at a  
5 regularly scheduled meeting.

6 (C) The provisions of this section also apply to members  
7 of county boards of education appointed or elected after July 1,  
8 1997, in the same manner the provisions of this section apply to  
9 members of school district boards of trustees.

10 (D) The provisions of this section do not apply to a school  
11 board trustee or county board of education member who was  
12 serving in such office on July 1, 1997, and who is continuously  
13 reelected or reappointed to office thereafter.

14 In addition to meeting other requirements provided by law, a  
15 person serving on a school board shall sign a statement asserting  
16 that he understands and is in compliance with, the South Carolina  
17 Ethics law and the applicable local code of ethics, and the training  
18 required under this Section.

19  
20 (D) (E) The State Department of Education shall reimburse a  
21 school district or county board of education conducting an  
22 orientation for a new board member as required by this section at  
23 the rate of eighty dollars for a member, provided that the total  
24 reimbursements by the department in one fiscal year must not  
25 exceed ten thousand dollars. If the total projected cost of these  
26 reimbursements for a year as determined by the department  
27 exceeds ten thousand dollars, the eighty dollar reimbursement for  
28 each new member must be reduced proportionately. If funds are  
29 not available for these reimbursements, the board member  
30 orientation is not required but may be conducted at the option of a  
31 school district or county board of education. The State Board of  
32 Education shall establish guidelines and procedures for these  
33 reimbursements.

34 (F) The State Department of Education must keep a record of  
35 the school board trustees who complete the orientation program.<sup>22</sup>  
36 At the beginning of each calendar year, the local board shall certify  
37 compliance with provisions of subsection (C) by all board  
38 members, and publish this certification in the minutes of the next  
39 regularly scheduled school board meeting.

40  
41 **SECTION 53.** Intentionally left blank

42  
43 **SECTION 54.** Intentionally left blank

1 **SECTION 55.** Intentionally left blank

2

3 **SECTION 56.** Intentionally left blank

4

5 **SECTION 57.** Intentionally left blank

6

7 **SECTION 58.** If any section, subsection, paragraph,  
8 subparagraph, sentence, clause, phrase, or word of this act is for  
9 any reason held to be unconstitutional or invalid, such holding  
10 shall not affect the constitutionality or validity of the remaining  
11 portions of this act, the General Assembly hereby declaring that it  
12 would have passed this act, and each and every section, subsection,  
13 paragraph, subparagraph, sentence, clause, phrase, and word  
14 thereof, irrespective of the fact that any one or more other sections,  
15 subsections, paragraphs, subparagraphs, sentences, clauses,  
16 phrases, or words hereof may be declared to be unconstitutional,  
17 invalid, or otherwise ineffective.

18

19

20 **SEC. XX** Section 59-39-100 of the 1976 Code is amended to add  
21 a new subsection at the end:

22

23 (G) (1) Beginning with School Year 2019 - 2020, a district school  
24 board or charter school sponsor may establish a board policy to  
25 require all high school students without a scheduled class or  
26 classes for the remainder of a school day to remain at their  
27 assigned school until the end of that regular school day, unless the  
28 student:

29 (a) is actively participating in a college or career readiness activity,  
30 class, or course away from the school, including but not limited to  
31 work-based learning, an approved apprenticeship, internship, or  
32 externship, or a senior project;

33 (b) is actively involved in an ongoing community service project;

34 (c) regularly schedule for a volunteer or service activity, such as  
35 tutoring or mentoring another student;

36 (d) is gainfully employed; or

37 (e) provides a written request from his parent or guardian  
38 requesting an exemption from the requirement.

39 (2) The district board or charter sponsor policy established may  
40 require a uniform district-wide policy, or include provisions  
41 allowing each high school under its governance to establish a  
42 policy unique to its students' needs that is uniformly applied  
43 within the school.

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**SECTION 59.** This act takes effect upon approval by the Governor.

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