

1 **AMENDMENT 2D - FOR 4/24/13 SENATE K-12**

2
3 _____ proposes the following Amendment No. 2D to
4 S.516

5
6 Reference is to the bill as introduced.

7
8 Amend the bill, as and if amended, by deleting all after
9 the enacting words and inserting:

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11
12
13 /SECTION 1. Title 59 of the 1976 Code is amended by adding:

14
15 "CHAPTER 155

16
17 South Carolina Read to Succeed Act

18
19 Section 59-155-110. South Carolina will implement a
20 comprehensive, systemic approach to reading which will ensure
21 that:

22 (1) classroom teachers, using text-based assessment measures
23 that inform curriculum and instruction, provide students access to
24 diverse text and ample time to read those texts, develop curriculum
25 and provide instruction which will ensure that all students can
26 comprehend grade-appropriate texts;

27 (2) classroom teachers periodically reassess their curriculum,
28 instruction, and engagement of students with text to determine if
29 they are helping each student progress as a proficient reader and a
30 proficient writer and make modifications as appropriate;

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

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

38 (5) each student reading significantly below grade level and his
39 parent or guardian are continuously informed in writing of:

40 (a) the student's reading proficiency needs, progress, and
41 ability to comprehend and write grade-appropriate text;

1 (b) specific actions the classroom teacher and other reading
2 professionals have taken and will take to help the student
3 comprehend and write grade-appropriate text; and

4 (c) specific actions that the parent or guardian can take to
5 help the student comprehend and write grade-appropriate text by
6 providing access to books, assuring time for the student to read
7 independently, reading to the student, and talking with the student
8 about books and the student's writing;

9 (6) all classroom teachers receive preservice and in-service
10 coursework which prepares them to help all students comprehend
11 and write grade-appropriate text;

12 (7) classroom teachers are encouraged to obtain Literacy
13 Teacher add-on endorsement that will assist teachers in enabling
14 all students to become proficient in reading across content areas
15 and grades;

16 (8) all students develop reading and writing proficiency
17 preparing them to graduate and to succeed in post-secondary
18 education and careers; and

19 (9) each school district and each school develops and publishes
20 annually a comprehensive research-based reading plan that
21 includes intervention options available to students and funding for
22 these services.

23

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

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

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

27 (3) 'Readiness assessment' means assessments used to analyze
28 students' literacy, mathematical, physical, social, and
29 emotional-behavioral competencies in prekindergarten and
30 kindergarten.

31 (4) 'Research-based formative assessment' means assessments
32 used throughout the school year to analyze the strengths and
33 weaknesses in reading skills and comprehension of each student in
34 order to adapt instruction to meet individual student needs, make
35 decisions about appropriate intervention services, and inform
36 placement and instructional planning for the next grade level.

37 (5) 'Summative assessment' means state-approved assessments
38 administered in grades three through eight and any statewide
39 assessment used in grades nine through twelve to determine
40 student mastery of grade-level content standards.

41 (6) 'Content area reading' means reading text across various
42 disciplines and content areas including, but not limited to, English

1 language arts, science, mathematics, social studies, and career and
2 technology education.

3 (7) ‘Reading interventions’ means individual or group
4 assistance in the classroom and supplemental support based on
5 curricular and instructional decisions made by classroom teachers
6 and reading interventionists who have **at least** an add-on Literacy
7 Teacher endorsement. Teachers make these research-based
8 decisions when planning and carrying out whole group, small
9 group, and one-on-one instruction.

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

13 (9) ‘Reading proficiency skills’ means the ability to understand
14 how written language works at the word, sentence, paragraph, and
15 text levels and mastery of the skills, strategies, and oral and written
16 language needed to comprehend grade-appropriate texts.

17 (10) ‘Third-grade reading proficiency’ means the ability to read
18 grade-appropriate texts by the end of a student’s third grade year as
19 demonstrated by the results of state-approved assessments
20 administered to third grade students, or through other assessments
21 as noted in this chapter and adopted by the Board.

22 (11) ‘Substantially not demonstrating reading proficiency’
23 means reading at levels that are equal to or comparable to the level
24 of Not Met 1 on the Palmetto Assessment of State Standards
25 (PASS).

26 (12) ‘Summer reading camp’ means an educational program
27 offered in the summer by each local school district for students
28 who are substantially not demonstrating reading proficiency at the
29 end of third grade **and in other grades at the discretion of the**
30 **district.**

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

38

39 Section 59-155-130. (A) The Department must guide and
40 support school districts and collaborate with university teacher
41 training programs to increase reading proficiency through the
42 following functions including, but not limited to:

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

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

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

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

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

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

24 (7) designing content and questions annually for district
25 reading proficiency plans and reviewing and approving the reading
26 proficiency plan submitted by each district.

27

28 Section 59-155-140. (A)(1) The Department, with approval by
29 the State Board of Education, will develop, implement, evaluate,
30 and continuously refine a comprehensive state plan to improve
31 reading achievement in public schools. The State Reading
32 Proficiency Plan must be approved by the Board by January 1,
33 2014 and must include, but not be limited to, sections addressing
34 the following components:

35 (a) reading proficiency progress and the urgency to
36 improve reading proficiency;

37 (b) reading process;

38 (c) reading instruction;

39 (d) reading assessment;

40 (e) volume of reading;

41 (f) content area reading;

42 (g) support for struggling readers;

43 (h) early childhood literacy development;

- 1 (i) writing;
- 2 (j) family support of literacy development
- 3 (k) professional development to increase teacher reading
- 4 expertise;
- 5 (l) family support of literacy development;
- 6 (m) district guidance and support for reading proficiency;
- 7 (n) state guidance and support for reading proficiency;
- 8 (o) funding requirements and specific funding proposed to
- 9 implement the reading plan; and
- 10 (p) accountability of all students, parents and educators to
- 11 improve reading proficiency.

12 (2) The plan must be based on reading research and
13 proven-effective practices, applied to the current conditions
14 prevailing in reading and writing education in this State, with
15 special emphasis on addressing instructional and institutional
16 weaknesses that can be remedied through faithful implementation
17 of research-based practices designed to engage students fully and
18 effectively in reading and writing text. The plan must provide
19 standards, format, and guidance for districts to use to develop and
20 annually update their plans as well as to present and explain the
21 research-based rationale for state-level actions to be taken. The
22 plan must be updated annually and must incorporate a state reading
23 proficiency progress report.

24 (B)(1) Beginning in Fiscal Year 2014-2015, each district must
25 prepare a comprehensive annual reading proficiency plan for
26 prekindergarten through twelfth grade consistent with the **state**
27 plan by responding to questions and presenting specific
28 information and data in a format specified by the Department.
29 Each district's PK-12 reading proficiency plan must present the
30 rationale and details of its blueprint for action and support at the
31 district, school, and classroom levels. Each district should develop
32 a comprehensive plan for supporting the progress of students as
33 readers and writers, monitoring the impact of its plan, and using
34 data to make improvements and to inform its plan for the
35 subsequent years.

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

- 37 (a) document the reading and writing assessment and
- 38 instruction planned for all PK-12 students and the interventions in
- 39 prekindergarten through twelfth grade to be provided to all
- 40 struggling readers who are not able to comprehend
- 41 grade-appropriate texts. Supplemental instruction should be
- 42 provided by teachers who have **at least a Literacy Teacher** add-on
- 43 endorsement and offered during the school day and, as appropriate,

1 before or after school in book clubs, through a summer reading
2 camp, or both;

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

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

8 (d) document the amount of time students spend reading
9 and writing.

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

13 (f) provide for teacher training in reading and writing
14 instruction critical for implementing the district plans and thereby
15 for the success of students in achieving reading proficiency;

16 (g) include strategically planned and developed
17 partnerships with county libraries, volunteers, social organizations
18 and school media specialists to promote reading;

19 (h) provide for alignment of school plans and instructional
20 efforts that fully implement the purposes and strategies of the
21 district plan; and

22 (i) provide strategies and materials that are relevant and
23 meaningful to engage all children in reading

24 (3)(a) The Department shall develop the format and
25 questions to be addressed in the district plans and the deadline for
26 districts to submit for approval. All approved plans will be
27 available online by the Department on its agency website.

28 (b) The Department will monitor the district and school
29 plans and use their findings to inform the training and support the
30 Department provides to districts and schools.

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

36

37 Section 59-155-150. (A) The State Board of Education shall
38 ensure that every student entering the public schools in
39 prekindergarten and kindergarten will be administered a readiness
40 screening by the forty-fifth day of the school year. The screening
41 must include, but not be limited to, assessments of each child's
42 early language and literacy development, mathematical thinking,
43 physical well-being, and social-emotional development. The

1 screening may include multiple assessments, all of which must be
2 approved by the Board. The approved assessments of academic
3 readiness must be aligned with first and second grade standards for
4 English language arts and mathematics. The purpose of the
5 screenings is to provide teachers, administrators, and parents or
6 guardians with information to address the readiness needs of each
7 student, especially by identifying language, cognitive, social,
8 emotional, and health needs, and providing appropriate instruction
9 and support for each child. The results of the screenings and the
10 developmental intervention strategies recommended to address the
11 child's identified needs must be provided, in writing, to the parent
12 or guardian. Reading instructional strategies and developmental
13 activities for children whose oral language and emergent literacy
14 skills are assessed to be below the state-prescribed norms for the
15 same grade-students must be aligned with the district's reading
16 proficiency plan for addressing the readiness needs of each
17 student. The results of each screening also must be reported to the
18 Department through an electronic information system.

19 (B) It is the goal of the General Assembly that every student read
20 at or above grade level.

21 (1) Any student who is **substantially not demonstrating** reading
22 proficiency, based upon locally determined or statewide research-
23 based formative or summative assessments conducted in
24 prekindergarten, kindergarten or grade 1, grade 2 or grade 3, or
25 through teacher observations, must be given intensive reading
26 instruction immediately following the identification. The student's
27 reading proficiency must be reassessed by locally determined
28 assessments or through teacher observations at the beginning of the
29 grade following the intensive reading instruction. The intensive
30 interventions must be provided as individualized and small group
31 assistance based on the analysis of assessment data. All sustained
32 interventions must be aligned with the district's reading
33 proficiency plan. These interventions must be in addition to the
34 ninety minutes of daily uninterrupted reading and reading
35 instruction provided to all students in kindergarten through grade
36 three. The district must continue to provide intensive in-class
37 intervention and supplemental intervention until the student can
38 comprehend and write grade-appropriate text independently. In
39 addition, the parent or guardian of the student must be notified in
40 writing that the child is substantially not yet able to read grade-
41 appropriate text and of the planned interventions. The results of the
42 initial assessments and progress monitoring also must be provided
43 to the Department through an electronic student reading progress

1 monitoring data system for individually identified child reading
2 data which can be linked and compared over time to evaluate
3 progress. The student must continue to be provided with intensive
4 reading instruction until the student is reading grade-appropriate
5 text. A district may offer summer reading camps for students who
6 are not exhibiting reading proficiency in prekindergarten through
7 grade 2. The district may charge fees based on a sliding scale
8 pursuant to Section 59-19-90.

9 (2) The district shall conduct a review of student progress
10 monitoring plans for all students who are substantially not
11 demonstrating reading proficiency at all grade levels. The review
12 shall address additional supports and services needed to assist the
13 students. Students must be provided intensive instructional
14 services and supports including a minimum of ninety minutes of
15 daily, uninterrupted reading and reading instruction, and other
16 strategies prescribed by the school district reading plan. These
17 strategies may include, but are not limited to, instruction directly
18 focused on improving the student's individual reading proficiency
19 skills through small group instruction, reduced student-teacher
20 ratios, more frequent student progress monitoring, tutoring or
21 mentoring, transition classes containing students in multiple grade
22 spans, and extended school day, week, or year reading support.
23 The school must report through the student reading progress
24 monitoring data system to the Department on the progress of
25 students at the end of the school year and at other times as required
26 by the Department based on the reading progress monitoring
27 requirements of these students.

28 (3) If the student is substantially not demonstrating reading
29 proficiency in kindergarten through grade 2, his parent or guardian
30 must be notified timely in writing of the student's struggles and a
31 clear description of the interventions being provided. Parents must
32 also receive a plan for promoting reading at home.

33 If the student is **substantially not** demonstrating reading
34 proficiency at any point in the third grade year, his parent or
35 guardian must be notified timely in writing, that the student will be
36 retained unless exempted from mandatory retention for good
37 cause. The parent or guardian may designate another person as an
38 education advocate also to act on their behalf to receive
39 notification and to assume the responsibility of promoting the
40 reading success of the child. The written notification must include
41 a **clear** description of the proposed reading interventions that will
42 be provided to help the student comprehend grade-appropriate
43 texts. The parent, guardian, or other education advocate must

1 receive written reports at least monthly on the student's progress
2 towards being able to read grade-appropriate texts based upon the
3 student's classroom work, observations, tests, assessment, and
4 other information. The parent, guardian, or other education
5 advocate also must be provided with a plan for promoting reading
6 at home, including participation in shared or guided reading
7 workshops for the parent, guardian, or other family members. The
8 parent or guardian of the student must be offered supplemental
9 tutoring for the student in evidenced-based services outside the
10 instructional day.

11

12 Section 59-155-160. (A) Beginning with the 2015-2016 school
13 year, a student must be retained in the third grade if the student is
14 substantially not demonstrating reading proficiency at the end of
15 the third grade. A student may be exempt for good cause from the
16 mandatory retention but shall continue to receive instructional
17 support and services and reading intervention appropriate for their
18 age and reading level. Good cause exemptions include students:

19 (1) with limited English proficiency and less than two years
20 of instruction in **an** English as a Second Language program;

21 (2) with disabilities whose individualized education program
22 does not require their participation in the state-approved,
23 assessment program as defined in state and federal laws;

24 (3) who demonstrate third-grade reading proficiency on an
25 alternative assessment approved by the Board and which teachers
26 may administer following the administration of the state
27 assessment of reading or after a student's participation in a
28 summer reading camp;

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

31 (5) who through a reading portfolio demonstrate third-grade
32 reading proficiency. Teachers may submit the student reading
33 portfolio at the end of the school year or after a student's
34 participation in a summer reading camp. Guidelines and standards
35 for the reading portfolio and review process will be established by
36 the Board.

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

40 (1) The teacher of a student eligible for exemption must
41 submit to the principal documentation on the proposed exemption
42 and evidence that promotion of the student is appropriate based on
43 the student's academic record. This evidence must be limited to the

1 student's individual reading proficiency plan, individual education
2 program, alternative assessments, or student reading portfolio. The
3 Department must provide districts a standardized form to use in
4 this process.

5 (2) The principal must review the form and documentation
6 and determine whether the student should be promoted. If the
7 principal determines the student should be promoted, the principal
8 must submit a written recommendation for promotion to the
9 district superintendent for final determination.

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

13 (4) The district shall annually submit to the Department the
14 total number of students retained and promoted and the number of
15 students exempted from the retention policies of this section.

16 (C) Students retained must be provided intensive interventions
17 as identified by valid and reliable diagnostic assessments. This
18 intensive intervention must include effective instructional
19 strategies, participation in the school district's summer reading
20 camp, and appropriate teaching methodologies necessary to assist
21 students in becoming successful readers, able to read at or above
22 grade level, and ready for promotion to the next grade.

23 (D) The Board must establish a midyear promotion policy for
24 any retained student in or below third grade who, by October first
25 of the following school year, demonstrates the ability to read
26 grade-appropriate texts through an alternative assessment of
27 reading comprehension or a reading portfolio.

28
29 Section 59-155-170. (A) Students develop and apply their
30 reading and writing skills across the school day in all the content
31 areas of English language arts, mathematics, science, social
32 studies, art, career and technology education, and physical and
33 health education. Teachers at all grade levels but especially in
34 middle and high school content area courses must focus on helping
35 students comprehend content area texts. It is the intent of the Read
36 to Succeed Act that a comprehensive system of instruction
37 promoting high achievement in the content areas through extensive
38 proficient reading and writing be institutionalized in public
39 schools. In order for students to comprehend grade-appropriate
40 content area texts, they need to be proficient readers able to
41 understand the discipline-specific features of the content-area
42 texts. To be proficient content area readers, students must focus on
43 reading as meaning-making rather than reading at the word level

1 and must stop when something does not make sense and
2 problem-solve at the word, paragraph, chapter and text levels.
3 They also need to know how to make sense of information which
4 is new to them. To understand the discipline-specific features of
5 content area texts, students must understand how such texts are
6 organized and how they should be read. To learn from content area
7 texts, students must possess or access appropriate background
8 knowledge about the content. Teachers must use research-based
9 practices which support students in all these areas.

10 (B) The Department will define the specific strategies, skills,
11 and knowledge which students must master in order to become
12 proficient in comprehending content area texts. The Department
13 will review the strategies, skills, and knowledge promoted in
14 research and through high quality professional development
15 training for content area teachers across all disciplines. Based on
16 this review, the Department must prescribe the strategies and skills
17 expected in the content area reading training courses required for
18 teachers and administrators as specified in Section 59-155-180.
19 The student strategies, skills, and knowledge to be considered by
20 the Department in consultation with higher education professors
21 and with content area teachers should include, but not be limited
22 to: vocabulary; connotation of words; connotations of words in
23 context with adjoining or prior text; concepts from prior text;
24 personal background knowledge; ability to interpret meaning
25 through sentence structure features; questioning; visualization;
26 discussion of text with peers; and rereading sentences, passages
27 and chapters.

28
29 Section 59-155-180. (A) To equip teachers with a strong
30 understanding of the theory, research, and practices that support
31 and guide the teaching of reading, beginning with the 2014-2015
32 school year, all preservice teacher education programs must ensure
33 that teachers can develop the specified reading instruction
34 competencies in the following three three-credit-hour courses:

35 (1) foundations of reading instruction focused on the six
36 components of the reading process including comprehension, oral
37 language, phonological awareness, phonics, fluency, and
38 vocabulary;

39 (2) application of research-based reading instructional practices
40 so that teachers can apply the principles of research-based reading
41 instruction and integrate the six components of reading into
42 instruction; and

1 (3) foundations of reading assessment that will allow teachers to
2 understand how to select, administer, and **interpret** appropriate
3 assessments and analyze data to inform reading instruction to meet
4 the needs of all students.

5
6 The content of the courses must be prescribed by the Department
7 in consultation with the Commission on Higher Education. **As**
8 **required by the Department**, each institution will submit specific
9 information **verifying the alignment of the content elements of**
10 **each course** with the prescribed standards. The courses must reflect
11 national standards, including but not limited to, *Literacy:*
12 *Reading-English Language Standards Second Edition* as
13 established by the National Board for Professional Teaching
14 Standards; the standards set forth by the International Reading
15 Association for Preservice Reading Teacher Preparation Programs;
16 CEC Professional Development Standards for early childhood
17 special education and learning disabilities; and standards for
18 teachers of reading set forth by the International Dyslexia
19 Association. The Department will revise the *Praxis* to measure
20 teacher preparation in alignment with these competencies.

21
22 (B) Beginning in 2014-2015 **all prekindergarten through grade 8**
23 **teachers certified before September 1, 2014 and those subsequently**
24 **certified**, administrators, including principals, assistant principals
25 and curriculum specialists, and grade 9-12 administrators and
26 district office administrators with significant responsibility for
27 reading must take at least one course to improve reading
28 instruction every five years at an in-state institution of higher
29 education that offers a master's in education program in
30 reading-literacy and are accredited by the International Reading
31 Association/National Council for Accreditation of Teacher
32 Education (IRA/NCATE) or at an in-state institution that offers a
33 master's degree in early childhood special education or learning
34 disabilities accredited by the International Council for Exceptional
35 Children (CEC) through NCATE, to maintain certification.

36 The Department, in consultation the Commission on Higher
37 Education and institutions of higher education, will review student
38 reading achievement and the findings of the student progress
39 monitoring system **in order** to determine the reading needs of
40 students and their learning outcomes **to design and effectuate the**
41 **reading course priorities for teachers**. Each teacher **or administrator**
42 must receive approval from the school district for the selection of
43 the following courses which include, but are not limited to the

1 following, based on the student reading achievement needs in the
2 district **as specified in the district plan:**

- 3 (1) foundations and applications of differentiated instruction;
- 4 (2) early literacy instruction;
- 5 (3) teaching reading to students with disabilities;
- 6 (4) content area reading literacy; and
- 7 (5) **other courses recommended by the Department and**
8 **approved by the Board.**

9
10 For all non-practicum courses, teachers and administrators will
11 have the option, subject to availability, of taking web-based
12 courses or taking them at an institution of higher education. In
13 addition, some districts may choose to collaborate with an
14 institution of higher education **to** offer the courses on-site in their
15 districts. **Practicum courses** could be offered at school sites **for**
16 **experience working with** children enrolled in after-school
17 programs or summer reading camps. The Department will work
18 with institutions of higher education individually or with consortia
19 **to arrange for**, when possible, the courses **to be provided** at a
20 professional development rate rather than at the certified teacher
21 rate.

22
23 Section 59-155-190. Local school districts are encouraged to
24 create family-school-community partnerships that focus on
25 increasing the volume of reading, in school and at home, during
26 the year and at home and in the community over the summer.
27 Schools and districts should partner with county libraries,
28 community organizations, faith-based institutions, pediatric and
29 family practice medical personnel, businesses, and other groups to
30 provide volunteers, mentors, or tutors to assist with the provision
31 of instructional supports, services, and books that enhance reading
32 development and proficiency. A district shall include **in its reading**
33 **proficiency plan the** specific actions **to be** taken to accomplish the
34 requirements of this section.

35
36 Section 59-155-200. Each school district must plan for and act
37 decisively to engage the families of students as full participating
38 partners in promoting the reading and writing habits and skills
39 development of their children. With support from the Department,
40 districts and individual schools shall provide families with
41 information about how children progress as readers and writers and
42 how they can support this progress. This family support must
43 include providing time for their child to read as well as reading to

1 the child. To ensure that all families have access to a considerable
2 number and diverse range of books, schools should develop plans
3 for enhancing home libraries and for accessing books from county
4 libraries and school libraries and to inform families about their
5 child's ability to comprehend grade-appropriate texts and how to
6 interpret information about reading that is sent home. The districts
7 and schools shall help families learn about reading and writing
8 through home visits, open houses, South Carolina ETV, video and
9 audio tapes, websites, and school-family events and collaborations
10 that help link the home and school of the student. The information
11 should enable family members to understand the reading and
12 writing skills required for graduation and essential for success in a
13 career.

14

15 Section 59-155-210. The Board and Department shall translate
16 the statutory requirements for reading and writing specified in this
17 act into standards, practices, and procedures for school districts,
18 local school boards, and their employees and for other
19 organizations as appropriate.

20

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

23

24

25 Renumber sections to conform.

26 Amend title to conform.

27

28

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30

31