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K-12 SUBCOMMITTEE MEETING NOTICE TUESDAY, JANUARY 26, 2021 1.5 HOURS UPON ADJOURNMENT OF THE HOUSE BLATT ROOM 433

- Due to social distancing because of the COVID-19 pandemic, members of the public are strongly encouraged to follow the meeting via the following link: www.scstatehouse.gov/video/schedule.php
- Written testimony is also encouraged and may be submitted to gingerlee@schouse.gov. Material submitted will be provided to the subcommittee members.
- Testimony will be conducted virtually via Microsoft Teams. If you wish to testify requests must be sent prior to the meeting to gingerlee@schouse.gov. Requests must be received no later than 9:00 a.m., Monday, January 25, 2021. **Please provide Ginger Lee with the specific Bill Numbers of the legislation you wish to address.** This will help ensure that you will be called upon to speak. Once invited to testify, please follow the meeting via the State House website listed above.

H. 3465 -- Reps. Gilliam, B. Newton, Atkinson, Long, McCravy and Forrest: A BILL TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA, 1976, BY ADDING SECTION 59-26-42 SO AS TO PROVIDE A PERSON WHO HOLDS A PROFESSIONAL CERTIFICATE ISSUED BY THE SOUTH CAROLINA DEPARTMENT OF EDUCATION FOR TWENTY OR MORE YEARS AND WHO TEACHES IN THIS STATE FOR TWENTY OR MORE YEARS MAY RENEW ANNUALLY THE CERTIFICATE BY PARTICIPATING IN REQUIRED DISTRICT PROFESSIONAL DEVELOPMENT WITHOUT HAVING TO SATISFY ANY ADDITIONAL RENEWAL REQUIREMENTS, AND TO

PROVIDE THESE PROVISIONS APPLY NOTWITHSTANDING THE PROVISIONS OF THE CERTIFICATE RENEWAL PLAN DEVELOPED BY THE OFFICE OF TEACHER CERTIFICATION OR ANOTHER PROVISION OF LAW.

H. 3613 -- Reps. Lucas and Allison: A BILL TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA, 1976, BY ADDING SECTION 59-155-155 SO AS TO PROVIDE THE STATE DEPARTMENT OF EDUCATION SHALL APPROVE NO MORE THAN FIVE RELIABLE AND VALID EARLY LITERACY AND NUMERACY SCREENING ASSESSMENT INSTRUMENTS FOR SELECTION AND USE BY SCHOOL DISTRICTS FOR KINDERGARTEN THROUGH THIRD GRADE, AND TO PROVIDE REQUIREMENTS FOR SUCH INSTRUMENTS; BY ADDING SECTION 59-155-205 SO AS TO CREATE THE SOUTH CAROLINA READING PANEL, AND TO PROVIDE THE COMPOSITION, FUNCTIONS, AND DUTIES OF THE PANEL; TO AMEND SECTION 59-33-510, RELATING TO DEFINITIONS CONCERNING THE UNIVERSAL SCREENING PROCESSES USED IN PUBLIC SCHOOL DISTRICTS FOR STUDENTS EXPERIENCING ACADEMIC OR SOCIAL-EMOTIONAL DIFFICULTIES, SO AS TO PROVIDE ALL RELATED SCREENING TOOLS MUST BE CAPABLE OF IDENTIFYING STUDENTS WITH DYSLEXIA OR OTHER READING DISORDERS; TO AMEND SECTION 59-155-110, RELATING TO THE READ TO SUCCEED OFFICE, SO AS TO CORRECT A TYPOGRAPHICAL ERROR; TO AMEND SECTION 59-155-120, RELATING TO DEFINITIONS IN THE READ TO SUCCEED ACT, SO AS TO REVISE DEFINITIONS; TO AMEND SECTION 59-155-130, RELATING TO DUTIES OF THE READ TO SUCCEED OFFICE, SO AS TO REVISE THE REQUIREMENTS CONCERNING COURSEWORK NECESSARY FOR LITERACY ADD-ON ENDORSEMENTS AND TO REVISE REQUIREMENTS FOR PROFESSIONAL DEVELOPMENT IN READING AND COACHING FOR CERTIFIED READING/LITERACY COACHES AND LITERACY TEACHERS; TO AMEND SECTION 59-155-140, RELATING TO THE STATE READING PROFICIENCY PROGRAM, SO AS TO REMOVE THE USE OF BOOK CLUBS FOR CERTAIN REQUIRED SUPPLEMENTAL INSTRUCTION; TO AMEND SECTION 59-155-150, RELATING TO THE READINESS ASSESSMENT PROVIDED BY THE READ TO SUCCEED ACT, SO AS TO REVISE THE REQUIREMENTS FOR SCREENING AND DIAGNOSTIC ASSESSMENTS AND INTERVENTIONS; TO AMEND SECTION 59-155-160, RELATING TO MANDATORY STUDENT RETENTION PROVISIONS OF THE READ TO SUCCEED ACT, SO AS TO REVISE CRITERIA FOR RETENTION AND EXEMPTIONS FROM RETENTION, TO ELIMINATE AN APPEALS PROCESS, AND TO REVISE CRITERIA FOR INTENSIVE INSTRUCTIONAL SERVICES AND SUPPORT PROVIDED TO RETAINED STUDENTS; AND TO AMEND SECTION 59-155-180, RELATING TO PROVISIONS CONCERNING TEACHER EDUCATION PROGRAMS IN THE READ TO SUCCEED ACT, SO AS TO REMOVE THE REQUIREMENT THAT READING/LITERACY COACHES BE EMPLOYED IN ALL ELEMENTARY SCHOOLS, TO REVISE REQUIREMENTS CONCERNING THE ROLES AND FUNCTIONS OF READING/LITERACY COACHES, TO PROVIDE CERTAIN READING AND LITERACY SUPPORT SERVICES TO SCHOOLS IDENTIFIED AS HAVING CERTAIN LEVELS OF LOWEST ACHIEVEMENT ON ENGLISH/LANGUAGE ARTS SUMMATIVE ASSESSMENTS BY THIRD GRADE STUDENTS, AND TO PROVIDE THE MANNER OF USE FOR CERTAIN RELATED RESOURCES.

H. 3589 -- Reps. Allison and Lucas: A BILL TO AMEND SECTION 59-19-350, CODE OF LAWS OF SOUTH CAROLINA, 1976, RELATING TO THE ESTABLISHMENT OF SCHOOLS OF CHOICE EXEMPT FROM CERTAIN STATUTES AND REGULATIONS, SO AS TO REDESIGNATE THESE SCHOOLS AS BEING SCHOOLS OF INNOVATION, TO CLARIFY THAT PUBLIC SCHOOL DISTRICTS MAY ESTABLISH MULTIPLE SCHOOLS OF INNOVATION, AND TO PROVIDE PROCEDURES FOR OBTAINING AND RENEWING STATUS AS A SCHOOL OF INNOVATION.

K-12 Subcommittee:

**Raye Felder, Chair
Lin Bennett
Case Brittain**

**Terry Alexander
Gil Gatch
Michael Rivers**

Cc: Reps. Lucas, Allison, Gilliam.

The presentation order as indicated above does not necessarily reflect the order in which these bills will be addressed. Other bills may be added if necessary.

H. 3465

THIS SUMMARY IS PREPARED BY THE STAFF OF THE SOUTH CAROLINA HOUSE OF REPRESENTATIVES AND IS NOT THE EXPRESSION OF THE LEGISLATION'S SPONSOR(S) OR THE HOUSE OF REPRESENTATIVES. IT IS STRICTLY FOR THE INTERNAL USE AND BENEFIT OF MEMBERS OF THE HOUSE AND IS NOT TO BE CONSTRUED BY A COURT OF LAW AS AN EXPRESSION OF LEGISLATIVE INTENT.

BILL SUMMARY
H. 3465
(Gillam, Newton, Atkinson, et. al.)

BILL:

House bill 3465 allows educators who have held a South Carolina teaching certificate and taught in the state for twenty or more years to become recertified annually by participating in required district professional development. No other requirements are necessary for recertification.

NOTES:

State Board of Education Regulation 43-55 states that an educator's professional certificate is valid for five years. To renew a certificate, educators must earn a minimum of 120 renewal credits during the five year period. National Board Certified Teachers undergo national recertification every ten years, and do not have to meet the state's five year requirement provided they maintain their national certification.

This bill requires that eligible educators only must attend yearly district professional development in order to remain certified.

FISCAL IMPACT:

A fiscal impact statement has been requested.

South Carolina General Assembly
124th Session, 2021-2022

H. 3465

STATUS INFORMATION

General Bill

Sponsors: Reps. Gilliam, B. Newton, Atkinson, Long, McCravy, Forrest and Caskey

Document Path: I:\council\bill\rt\17791wab21.docx

Introduced in the House on January 12, 2021

Currently residing in the House Committee on **Education and Public Works**

Summary: Not yet available

HISTORY OF LEGISLATIVE ACTIONS

<u>Date</u>	<u>Body</u>	<u>Action Description with journal page number</u>
12/16/2020	House	Prefiled
12/16/2020	House	Referred to Committee on Education and Public Works
1/12/2021	House	Introduced and read first time
1/12/2021	House	Referred to Committee on Education and Public Works
1/13/2021	House	Member(s) request name added as sponsor: Caskey

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VERSIONS OF THIS BILL

[12/16/2020](#)

A BILL

TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA, 1976, BY ADDING SECTION 59-26-42 SO AS TO PROVIDE A PERSON WHO HOLDS A PROFESSIONAL CERTIFICATE ISSUED BY THE SOUTH CAROLINA DEPARTMENT OF EDUCATION FOR TWENTY OR MORE YEARS AND WHO TEACHES IN THIS STATE FOR TWENTY OR MORE YEARS MAY RENEW ANNUALLY THE CERTIFICATE BY PARTICIPATING IN REQUIRED DISTRICT PROFESSIONAL DEVELOPMENT WITHOUT HAVING TO SATISFY ANY ADDITIONAL RENEWAL REQUIREMENTS, AND TO PROVIDE THESE PROVISIONS APPLY NOTWITHSTANDING THE PROVISIONS OF THE CERTIFICATE RENEWAL PLAN DEVELOPED BY THE OFFICE OF TEACHER CERTIFICATION OR ANOTHER PROVISION OF LAW.

Be it enacted by the General Assembly of the State of South Carolina:

SECTION 1. Chapter 26, Title 59 of the 1976 Code is amended by adding:

“Section 59-26-42. A person who holds a professional certificate issued by the South Carolina Department of Education for twenty or more years and who teaches in this State for twenty or more years may renew annually the certificate by participating in required district professional development without having to satisfy any additional renewal requirements. The provisions of this section apply notwithstanding the provisions of the Certificate Renewal Plan developed by the Office of Teacher Certification or another provision of law.”

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

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H. 3613

BILL SUMMARY
H. 3613
(Representatives Lucas and Allison)

BILL:

House bill 3613 amends the Read to Succeed Act and contains most of the changes that were adopted last year by the House in House bills 4761 and 3759 (Omnibus Education Reform).

- **Section 1** requires the State Department of Education (SDE) to approve no more than five early literacy and numeracy screeners. The requirements for the screeners are listed, and the ability of those screeners to identify students with dyslexia is included.

Districts are directed to screen students at the beginning of the school year, but additional screenings are required only if the student demonstrates deficiencies. “Deficiency” is defined as a score that places a student in the bottom twenty-fifth normed percentile of the assessment. Districts may use screeners that are not on the approved list if they are granted a waiver by the State Board of Education.

- **Section 2** creates the South Carolina Reading Panel to provide support and assistance with implementation of the Act to SDE. The State Board of Education must appoint ten members to the panel. All members must have expertise in the instruction of reading. Three panelists must be appointed from high education, and at least three must be classroom teachers.
- **Section 3** amends §59-33-510 by adding that universal screeners identified in a different part of Title 59 must be able to identify students with dyslexia and other reading disorders.
- **Section 4** corrects a scrivener’s error--“comprehension” is replaced with “comprehensive.”
- **Section 5** is new and adds that reading interventions must be evidence-based and follow the multi-tiered system of supports adopted by SDE.
- **Section 6** requires that professional development on reading practices be scientifically-based.
- **Section 7** clarifies that district reading plans must provide appropriate in-class interventions to students, and at least thirty minutes of supplemental intervention by certified teachers with a literacy add-on endorsement.
- **Section 8** requires that interventions must be appropriate to meet the specific needs of each student to ensure that he or she will be on track to read on grade level by the end of third grade. Districts are authorized and required to offer summer reading camps to students in the first and second grades who are substantially not proficient in reading. The cost of the assessment may not be passed on to the teacher.

- **Section 9** replaces the requirement of “Not Met 1” as the benchmark for retention with a reference to the score that “indicates that the student needs substantial academic support to be prepared for the next grade level.” Districts are specifically encouraged to support and retain students in grades kindergarten through two if it is in the student’s best interest. The reading portfolio exemption for retention is amended. Portfolio material must consist only of the following:
 - grade level work selected by the teacher,
 - accurate representations of the student’s reading ability that are done independently by the student,
 - clear evidence that state English/language arts standards have been met.

A parent may still appeal the decision to retain a student if there is a compelling reason, but new language requires districts to annually report the number of appeals made and exemptions granted. This section takes effect in the 2023-24 school year.

- **Section 10** clarifies the roles and requirements of reading coaches. SDE will hire reading coaches for schools where more than one-third of third-grade students score at the lowest achievement level on SC READY. Reading coaches will be employees of the Department, but assigned to specific schools.

The remaining schools may use state appropriated funds for reading coaches, reading interventionists (who can assist with instructing students), or scientifically-based reading professional development. The Department must monitor their spending, and schools that do not use the funds for these specified purposes will lose reading coach funding. Unspent funds must be used for summer reading camps. Reading coach changes go into effect in the 2022-23 school year to give schools and the Department time to properly implement the law.

Teachers, administrators, and other certified faculty and staff are exempt from having to earn the literacy teacher add-on endorsement if they are not educating or serving students. The endorsement must be earned before an individual may return to a school or other educational setting.

Beginning July 1, 2022, early childhood, elementary, and special education-licensed teacher candidates must earn a passing score on a rigorous test of scientifically-based reading instruction and intervention that is approved by the State Board of Education. The Commission on Higher Education (CHE) and the Learning Disorders Task Force is charged with analyzing the effectiveness of each teacher education program in preparing teachers to diagnose student reading problems and provide scientifically based interventions. CHE is required to report its finding to the General Assembly.

FISCAL IMPACT:

A Fiscal Impact Statement has been requested.

South Carolina General Assembly
124th Session, 2021-2022

H. 3613

STATUS INFORMATION

General Bill

Sponsors: Reps. Lucas and Allison

Document Path: I:\council\bill\rt\17826wab21.docx

Introduced in the House on January 12, 2021

Currently residing in the House Committee on **Education and Public Works**

Summary: Not yet available

HISTORY OF LEGISLATIVE ACTIONS

<u>Date</u>	<u>Body</u>	<u>Action Description with journal page number</u>
1/12/2021	House	Introduced and read first time
1/12/2021	House	Referred to Committee on Education and Public Works

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VERSIONS OF THIS BILL

[1/12/2021](#)

A BILL

TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA, 1976, BY ADDING SECTION 59-155-155 SO AS TO PROVIDE THE STATE DEPARTMENT OF EDUCATION SHALL APPROVE NO MORE THAN FIVE RELIABLE AND VALID EARLY LITERACY AND NUMERACY SCREENING ASSESSMENT INSTRUMENTS FOR SELECTION AND USE BY SCHOOL DISTRICTS FOR KINDERGARTEN THROUGH THIRD GRADE, AND TO PROVIDE REQUIREMENTS FOR SUCH INSTRUMENTS; BY ADDING SECTION 59-155-205 SO AS TO CREATE THE SOUTH CAROLINA READING PANEL, AND TO PROVIDE THE COMPOSITION, FUNCTIONS, AND DUTIES OF THE PANEL; TO AMEND SECTION 59-33-510, RELATING TO DEFINITIONS CONCERNING THE UNIVERSAL SCREENING PROCESSES USED IN PUBLIC SCHOOL DISTRICTS FOR STUDENTS EXPERIENCING ACADEMIC OR SOCIAL-EMOTIONAL DIFFICULTIES, SO AS TO PROVIDE ALL RELATED SCREENING TOOLS MUST BE CAPABLE OF IDENTIFYING STUDENTS WITH DYSLEXIA OR OTHER READING DISORDERS; TO AMEND SECTION 59-155-110, RELATING TO THE READ TO SUCCEED OFFICE, SO AS TO CORRECT A TYPOGRAPHICAL ERROR; TO AMEND SECTION 59-155-120, RELATING TO DEFINITIONS IN THE READ TO SUCCEED ACT, SO AS TO REVISE DEFINITIONS; TO AMEND SECTION 59-155-130, RELATING TO DUTIES OF THE READ TO SUCCEED OFFICE, SO AS TO REVISE THE REQUIREMENTS CONCERNING COURSEWORK NECESSARY FOR LITERACY ADD-ON ENDORSEMENTS AND TO REVISE REQUIREMENTS FOR PROFESSIONAL DEVELOPMENT IN READING AND COACHING FOR CERTIFIED READING/LITERACY COACHES AND LITERACY TEACHERS; TO AMEND SECTION 59-155-140, RELATING TO THE STATE READING PROFICIENCY PROGRAM, SO AS TO REMOVE THE USE OF BOOK CLUBS FOR CERTAIN REQUIRED SUPPLEMENTAL INSTRUCTION; TO AMEND SECTION 59-155-150, RELATING TO THE READINESS ASSESSMENT PROVIDED BY THE READ TO SUCCEED ACT, SO AS TO REVISE THE REQUIREMENTS FOR SCREENING AND DIAGNOSTIC ASSESSMENTS AND INTERVENTIONS; TO AMEND SECTION 59-155-160, RELATING TO MANDATORY STUDENT RETENTION PROVISIONS OF THE READ TO SUCCEED ACT, SO AS TO REVISE CRITERIA FOR RETENTION AND EXEMPTIONS FROM RETENTION, TO ELIMINATE AN APPEALS PROCESS, AND TO REVISE CRITERIA FOR INTENSIVE INSTRUCTIONAL SERVICES AND SUPPORT PROVIDED TO RETAINED STUDENTS; AND TO AMEND SECTION 59-155-180, RELATING TO PROVISIONS CONCERNING TEACHER EDUCATION PROGRAMS IN THE READ TO SUCCEED ACT, SO AS TO REMOVE THE REQUIREMENT THAT READING/LITERACY COACHES BE EMPLOYED IN ALL ELEMENTARY SCHOOLS, TO REVISE REQUIREMENTS CONCERNING THE ROLES AND FUNCTIONS OF READING/LITERACY COACHES, TO PROVIDE CERTAIN READING AND LITERACY SUPPORT SERVICES TO SCHOOLS IDENTIFIED AS HAVING CERTAIN LEVELS OF LOWEST ACHIEVEMENT ON ENGLISH/LANGUAGE ARTS SUMMATIVE ASSESSMENTS BY THIRD GRADE STUDENTS, AND TO PROVIDE THE MANNER OF USE FOR CERTAIN RELATED RESOURCES.

Be it enacted by the General Assembly of the State of South Carolina:

SECTION 1. Chapter 155, Title 59 of the 1976 Code is amended by adding:

“Section 59-155-155. (A)(1) The State Department of Education shall approve no more than five reliable and valid early literacy and numeracy screening assessment instruments, as defined in Sections 59-33-510(7) and 59-33-550(F), for selection and use by school districts in kindergarten through third grade. The department shall use the same process as required by Section 59-18-310 to ensure that the instruments are valid and reliable assessments which provide diagnostic information in a timely fashion.

Amendment to House bill 3613 by Representative Felder:

Section 1. Amend Section 49-33-520 (A) (2) to read:

(2) Beginning with the 2019-2020 School Year, ~~to the extent funding is provided or that approved screening tools are available at no cost,~~ a local school district shall use the universal screening process *as described by §59-155-155 (B)* ~~to screen each student in the district who is in kindergarten through first grade three times each school year and as needed in second grade as outlined in the district's universal screening procedures, and any other student as required by the department, for reading difficulties, including dyslexia, and the need for intervention.~~

(This change conforms existing law with the requirements of H. 3613. The number of screeners would be reduced from three to one unless a student shows signs of having a reading disorder.)

The department shall reimburse districts for the cost of the instrument or instruments selected upon receipt of assessment data used in the progress monitoring system. All school districts must use one of the literacy and numeracy screening instrument or instruments selected by the ~~board~~ **department**, provided no literacy or numeracy screening instrument or instruments must be used by school districts to determine whether a student will be promoted to the next grade level. Classroom teachers also must be provided support by the department in administering instruments and in understanding the results so that the teacher can provide the appropriate evidence-based intervention.

(C) A school district may submit a waiver to the ~~State Board of Education~~ **department** to use an alternative early literacy and numeracy screening assessment. The board shall promulgate regulations describing the criteria for granting a waiver, and must include specific requirements that any screeners allowed by the waiver process be able to identify students with dyslexia or other reading disorders. The additional screener must meet minimum technical, administration, and content criteria as determined by the department.

(The State Department is inserted in lieu of the Board for consistency with other portions of the bill.)

H. 3589

THIS SUMMARY IS PREPARED BY THE STAFF OF THE SOUTH CAROLINA HOUSE OF REPRESENTATIVES AND IS NOT THE EXPRESSION OF THE LEGISLATION'S SPONSOR(S) OR THE HOUSE OF REPRESENTATIVES. IT IS STRICTLY FOR THE INTERNAL USE AND BENEFIT OF MEMBERS OF THE HOUSE AND IS NOT TO BE CONSTRUED BY A COURT OF LAW AS AN EXPRESSION OF LEGISLATIVE INTENT.

BILL SUMMARY
H. 3589
(Allison and Lucas)

BILL:

House bill 3589 amends Section 59-19-350 (A) by allowing local school boards of trustees to create multiple “Schools of Innovation” within a school district. A “School of Innovation” is a public school that is relieved from following certain rules and regulations as it works to improve student performance through non-traditional or unique approaches. Additionally, the bill replaces the term “School of Choice” with “School of Innovation” and prohibits a board from applying the designation to all schools in the district. Districts are also prohibited from waiving all state regulations and statutes for any school or schools.

In order to designate a “School of Innovation,” a district must do the following:

- Identify each state statute and regulation and local district policy from which the school is requesting an exemption, and specify how the flexibility will support student achievement.
- The district superintendent must request approval of the designation from the local school board, and approval of two-thirds of the board is required.
- After local board approval, a two-third affirmative vote of the State Board of Education is also required.

A “School of Innovation” designation is valid for four years from the date of approval. It may be renewed by the same process used for initial designation.

NOTES:

The “School of Choice” option was enacted in 2012. The most commonly cited example is known as Meeting Street Academy. According the Meeting Street Academy website:

In 2014, with the opening of MSE@Brentwood in partnership with Charleston County School District, MSE@B became the first of its kind public-private not-for-profit partnership school in South Carolina. Subsequently, Meeting Street Academy-Spartanburg partnered with Spartanburg District 7 in 2016 to become the second public-private partnership school in our state.

In 2015, the South Carolina Attorney General opined that the original statute allowed only one “School of Choice” per district. This bill clarifies the language to make clear that a district may have multiple schools designated as “Schools of Innovation.”

When language expanding the availability of “Schools of Choice” was incorporated into the 2019 appropriations act, a district attempted to give all of its schools the designation. This legislation would prohibit such an action.

FISCAL IMPACT:

A fiscal impact statement has been requested.

South Carolina General Assembly
124th Session, 2021-2022

H. 3589

STATUS INFORMATION

General Bill

Sponsors: Reps. Allison and Lucas

Document Path: I:\council\bills\rt\17929wab21.docx

Introduced in the House on January 12, 2021

Currently residing in the House Committee on **Education and Public Works**

Summary: Not yet available

HISTORY OF LEGISLATIVE ACTIONS

<u>Date</u>	<u>Body</u>	<u>Action Description with journal page number</u>
1/12/2021	House	Introduced and read first time
1/12/2021	House	Referred to Committee on Education and Public Works

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VERSIONS OF THIS BILL

1/12/2021

A BILL

TO AMEND SECTION 59-19-350, CODE OF LAWS OF SOUTH CAROLINA, 1976, RELATING TO THE ESTABLISHMENT OF SCHOOLS OF CHOICE EXEMPT FROM CERTAIN STATUTES AND REGULATIONS, SO AS TO REDESIGNATE THESE SCHOOLS AS BEING SCHOOLS OF INNOVATION, TO CLARIFY THAT PUBLIC SCHOOL DISTRICTS MAY ESTABLISH MULTIPLE SCHOOLS OF INNOVATION, AND TO PROVIDE PROCEDURES FOR OBTAINING AND RENEWING STATUS AS A SCHOOL OF INNOVATION.

Be it enacted by the General Assembly of the State of South Carolina:

SECTION 1. Section 59-19-350(A) of the 1976 Code is amended to read:

“(A)(1) A local school district board of trustees of this State desirous of creating an avenue for new, innovative, and more flexible ways of educating children within their district, may create a school of choice one or more schools of innovation within the district that is are exempt from state statutes and regulations applicable to which govern other schools in the district and regulations promulgated by the State Board of Education. To achieve the status of exemption from specific statutes and regulations, the local board of trustees, at a public meeting, shall identify specific statutes and regulations which will be considered for exemption. The exemption may be granted by the governing board of the district only if there is a two-thirds affirmative vote of the board for each exemption and the proposed exemption is approved by the State Board of Education, provided a district may not designate all schools in the district as schools of innovation.

(2) To achieve the status of exemption:

(a) A school district must identify each state statute, regulation and local district policy from which the school is requesting exemption and specify how this flexibility will support academic achievement for students and the Profile of the Graduate. No district is permitted to request flexibility from all state regulations and statutes for any school or schools.

(b) The district superintendent must submit a request containing the information in subitem (a) to the local board of trustees for approval, which must be considered in a public meeting and requires a two-thirds vote of the board for approval. Any change in the request must be approved by the local board by a two-thirds vote.

(c) Once approved by a local school board, the district superintendent must submit the request to the State Board of Education for approval, which requires a two-thirds vote of the State Board. Any change in the plan must be approved by the State Board by a two-thirds vote.

(d) Once approved by the State Board, a school of innovation designation is for four years from the date of approval but may be renewed through the same process as for the initial approval in this subsection.”

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

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