**South Carolina General Assembly**

125th Session, 2023-2024

**H. 3285**

**STATUS INFORMATION**

General Bill

Sponsors: Rep. Calhoon

Document Path: LC-0079WAB23.docx

Introduced in the House on January 10, 2023

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

Summary: Dyslexia Screenings

**HISTORY OF LEGISLATIVE ACTIONS**

 Date Body Action Description with journal page number

 12/8/2022 House Prefiled

 12/8/2022 House Referred to Committee on **Education and Public Works**

 1/10/2023 House Introduced and read first time (House Journal‑page 120)

 1/10/2023 House Referred to Committee on **Education and Public Works** (House Journal‑page 120)

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**VERSIONS OF THIS BILL**

[12/08/2022](https://www.scstatehouse.gov/sess125_2023-2024/prever/3285_20221208.docx)

A bill

to amend the South Carolina Code of Laws by amending Section 59‑33‑510, relating to Definitions concerning dyslexia screenings, so as to remove references to social‑emotional learning; and by amending Section 59‑33‑520, relating to dyslexia screenings, so as to remove references to social‑emotional learning.

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

SECTION 1. Section 59‑33‑510(7) of the S.C. Code is amended to read:

 (7) “Universal screening process (USP)” means the process a district employs to screen all students who may be experiencing academic and/or social‑emotional difficulties. The screening tools and the process must be based on approval and guidelines provided by the department, which must include screening tools that must be administered at no cost to the district.

SECTION 2. Section 59‑33‑520 of the S.C. Code is amended to read:

 Section 59‑33‑520. (A)(1) The State Department of Education shall establish and provide training and support for a statewide MTSS framework that must contain a common data‑based problem‑solving model, on‑going student assessment, and a layered continuum of supports using evidence‑based practices. As part of the assessment, a universal screening process must be used to identify students who may be at risk of experiencing academic difficulties in reading, math, or writing, and who also may be at risk of experiencing difficulties in social‑emotional development.

 (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 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.

 (3) In addition to screening required by this subsection, screening also may be requested for a student by his parent or guardian, teacher, counselor, or school psychologist.

 (B) The district, following the universal screening procedures it conducted, shall convene a school‑based team to analyze screening data and progress monitoring data to assist teachers in planning and implementing appropriate instruction and evidence‑based interventions for all students who, based on the screening, are at risk of experiencing academic difficulties, including those students who exhibit the characteristics of dyslexia, as provided by the department. Guidance may include suggestions of tiered interventions, dyslexia‑specific interventions, academic and social‑emotional supports, and supplemental technology as appropriate for the student's access to assistive technology.

 (C) If the RTI process conducted by the district indicates that a student is at risk for experiencing academic difficulties, including dyslexia, the district shall:

 (1) notify the parent or legal guardian of the student;

 (2) provide the parent or legal guardian of the student with information and resource material so that they may assist and support learning for their child;

 (3) provide the student with tiered, evidence‑based intervention as defined in Section 59‑33‑510; and

 (4) monitor and evaluate the effectiveness of the intervention and the student's progress.

SECTION 3. This act takes effect upon approval by the Governor.

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