

Pee Dee Elementary School

6555 Hwy. 134

Conway, SC 29527

School: (843) 397-2579 Fax: (843) 397-1426

Derrick BBoyd
Principal

Wendye McGuirt
Assistant Principal

Emily Salley
Assistant Principal

Read to Succeed

This information is for parents of South Carolina's third-grade students. It is designed to help parents understand what South Carolina's Read to Succeed legislation says about reading requirements for third grade students and promotion to fourth grade. It also describes what the school will do to help children who are reading below grade level.

BACKGROUND

Reading and comprehension are the foundations for all academic learning. Walk into any in kindergarten, first, second, or third grade classroom and you will find students learning to read. Students may be talking about the sounds letters make, listening to the teacher read a story, reading aloud together, or talking and writing about what they have read. Reading is the core of the school day for young children because students need strong reading skills to learn in all other school subjects, such as science, social studies, writing, and even math.

THE LAW

South Carolina law states, "Beginning with the 2017-18 school year, Section 59-155-160 of Act 284, Read to Succeed, states "a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment [SC READY] that equates to Not Met on [the prior test, SC PASS]."

GOOD CAUSE EXEMPTIONS

Some students with disabilities, limited English proficiency, and those who have been previously retained can receive a "good cause exemption" and be promoted to the fourth grade even if they are not reading at the required level. Other good cause exemptions exist for students who scored poorly on the state summative assessment, but who have demonstrated grade-level reading proficiency on other tests or through a reading portfolio.

EXPECTATIONS FOR THIRD GRADERS

The specific skills that students need in reading are described in the South Carolina College- and Career-Ready (SCCCR) Standards. Designed by stakeholders in South Carolina, the SCCCR Standards outline what students should know and be able to do at the end of each grade level.

By the end of third grade, students are expected to be able to read independently and comprehend a variety of texts. This means they can read and understand words, sentences, and paragraphs without help. Third grade students should become self-directed, critical thinkers and readers.

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WHY THIRD GRADE?

According to the 2013 National Assessment of Education Progress (NAEP), only thirty-five percent of the nation's fourth grade students are reading on grade level. A substantial reading deficiency must be addressed before students can move on to the more difficult schoolwork required in fourth grade and beyond when textbooks become more complex and reading passages are longer. Those who have trouble understanding what they read find it very difficult to keep up. Many students become frustrated when they try to tackle this schoolwork without independent reading skills. For some students, this leads to years of difficulty in school and limited opportunities in college and career.

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Dear Parent/Guardian:

The South Carolina Read to Succeed Act became law in 2014. The intent of this law is to ensure all students have the reading skills necessary to become college and career ready. This law includes significant changes regarding the promotion and retention of third grade students. According to Section 59-155-160 of Act 284, Read to Succeed, a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment. SC READY is the current state summative reading assessment.

Though there are a number of exceptions to this requirement in the law, please be assured that our school district's goal is that all students will be proficient readers by the end of third grade. Actions to improve student success include additional instructional time devoted to literacy, small group and individualized instruction, and specialized literacy training and support for elementary teachers from school-based literacy coaches.

If you have any questions or need additional information, please contact your school's principal. You may also find information about the Read to Succeed Act on the South Carolina Department of Education's website at <http://ed.sc.gov/instruction/office-of-early-learning-and-literacy1/>. Thank you.

Christina Plowman-Render
843-397-2579

Please complete the Parent Acknowledge Form below and return to your child's teacher.

I have read and understand the requirements of Act 284-Read to Succeed, specifically Section 59-155-160 that addresses third grade retention. I realize I can contact my school's principal with questions regarding Act 284 and its implications for my child.

Student Name _____

Parent/Guardian Name (Printed) _____

Parent/Guardian Signature _____

Homeroom Teacher _____ Date _____

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Procedimientos de la mañana y la tarde

Por favor, lea *atentamente* y reconozca que entiende la declaración.

Mañanas:

El día de instrucción de la Escuela Primaria Pee Dee comienza rápidamente a las 7:30 a.m.

- Las puertas de la escuela se abren a las 7:00 A.M. El desayuno se sirve a partir de las 7:00 A.M. a todos los estudiantes en las aulas. El desayuno se sirve en el salón de clases para todos los niños. Por favor, propóngase llegar antes de la campana de las 7:25
- La campana tardía suena a las 7:30 a.m. y si el estudiante NO está en el salón de clases a las 7:30 a.m., se considera ausente hasta que un adulto firme a un estudiante como tardío y el niño recibe un pase tardío de la oficina de recepción. La instrucción comienza a las 7:30.

**** Es muy importante que su hijo llegue a la escuela a tiempo si es un jinete de automóviles. ****

****Tenga en cuenta que la tardanza excesiva y demasiados despidos anticipados podrían conducir a una Conferencia de Intervención de Asistencia**

Leyes de despido anticipado y truancia:

- Si el estudiante ha firmado sesión en la escuela antes del despido, esto es un Early Sign-Out (ESO) y se reflejará como un retraso injustificado en el registro de asistencia del estudiante
- Las razones legales para retrasos y/o salidas anticipadas incluyen, pero no se limitan a, cita médica con documentación, accidentes de tráfico inmediatos, desvíos, cierres de carreteras, aprobación principal en caso de emergencia.
- Si el estudiante se retrasa con crónico o se firma temprano sin documentación legal (10 o más retrasos combinados y/o cierres de sesión tempranos) será necesario un Plan de Intervención de Asistencia (AIP)
- Si el estudiante está ausente de la escuela, los padres notificarán a la oficina de asistencia proporcionando documentación médica o una nota de los padres (límite de 3 notas parentales para la enfermedad sujetas a aprobación principal) a su regreso.
- Las notas de los padres se aceptan y se archivan para que se haga referencia como recordatorios de por qué los estudiantes estaban ausentes. Sin embargo, no constituyen una ausencia justificada. Las ausencias injustificadas más allá de diez días pueden resultar en la denegación de crédito para el año escolar.
- Las razones legales para las ausencias incluyen la nota del médico, prueba oficial de duelo (las casas funerarias proporcionan documentación cuando la solicitud es hecha por el miembro de la familia), y la aprobación principal.
- Los padres/tutores de un estudiante con 3 ausencias ilegales consecutivas o 5 acumuladas deberán tener una conferencia con un administrador para poner en marcha un Plan de Intervención de Asistencia (AIP, por sus días) que esté en vigor durante un año calendario.
- Las ausencias ilegales continuas, la tardanza o las inscripciones tempranas después de que el AIP esté en su lugar dará lugar a la remisión a la Oficina de Asistencia del Distrito para su revisión y posible remisión a la corte familiar por ausentismo

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Cambios en el transporte

- ¡Todos los cambios en el transporte en autobús **DEBEN SER EN ESCRITURA!**
- **NO** se realizarán cambios en el transporte en autobús por teléfono.
- No se aceptarán cambios de transporte después de las 1:30 horas.

Tarde:

- No **not** despediremos a ningún estudiante después de las 2:00 p.m. por un despido anticipado a menos que se dé una nota a la oficina de recepción esa mañana indicando la hora y el motivo de la recogida anticipada.
- El despido escolar es a las 2:30 P.M para todos los estudiantes, y los estudiantes deben ser recogidos de inmediato.

Padre _____ Date: _____