

MEMORANDUM

TO: Special Education Directors
Read to Succeed Coordinators
Chief Operating Officers

FROM: Peter Keup
Director, Office of Special Education Services

Alisha Green
Director, Office of Instructional Supports

DATE: April 7, 2026

RE: Guidance for Read to Succeed Act and Summer Reading Camps for students with significant cognitive disabilities in Grades 1-2

The South Carolina Read to Succeed Act (“R2S”) aims to improve literacy rates of students in South Carolina to include reading instruction, intervention, programs, and other reading services that are aligned with the science of reading. R2S applies to all students, including students with individualized education programs (IEPs). The R2S provides that beginning with the 2025–26 school year, all first-grade students who are not reading proficiently must be invited to attend summer reading camps. This requirement will extend to second-grade students in the 2026–27 school year. This memo provides guidance for implementing this requirement with respect to students with significant cognitive disabilities.

Section 59-155-160(H) of the South Carolina Code of Laws provides:

“A district shall include in the summer reading camps first and second grade students who are not exhibiting grade-level reading proficiency. This shall be implemented beginning with the 2025-2026 School Year by including first grade students not exhibiting grade-level reading proficiency and beginning with the 2026-2027 School Year by including second grade students not demonstrating grade-level reading proficiency.”

When implementing R2S for a student with a significant cognitive disability (in first grade this year and second grade next year), the student’s IEP team will need to determine: (1) what

formative assessment data collection measure will be used to assess the student's reading proficiency; and (2) if the student is not exhibiting grade-level reading proficiency, whether a summer reading camp, or another intervention, is appropriate for the student based on the student's individual needs.

1. Selection of Formative Assessment

A student with a disability, including a student with a significant cognitive disability, can be assessed for reading proficiency using one of the assessments from the [approved list of reading assessments](#). If the student's IEP team determines that none of the assessments on the approved list of reading assessments are appropriate for the student, even with appropriate accommodations, then the district may use the student's progress toward a reading goal in an IEP to meet the R2S reading assessment requirement and submit the progress data to the SCDE using the alternative formative assessment data form. The alternative formative assessment data form that is currently in place for grades 1-8 will expand to K-8 in 2026-27 in alignment with the R2S (SC Code of Laws § 59-155-155(F)).

The window for the final submission of formative assessment data (*i.e.*, spring submission) for the 2025-26 school year will open on March 14, and closes on June 12, 2026, and can be submitted using the following link:

https://scoses.formstack.com/forms/spring_faosp

2. Consideration of Interventions

Prior to summer (during an annual IEP review or a special IEP review), the student's IEP team should consider necessary interventions for the student for improving the student's reading skills if reading is an identified area of need. One intervention the IEP team should consider if a student is not exhibiting grade-level reading proficiency is a district summer reading camp. After analysis of formative assessment data, the IEP team may determine that it would be appropriate for the student to receive specifically designed reading services that will be provided at a district summer reading camp and recommend participation in the summer camp to the student's parent. The IEP team may also determine that the summer reading camp would not be appropriate for the student and document this decision in the PWN for the meeting.

A second intervention for the IEP team to consider is for Extended School Year (ESY) services. The IEP team will determine if specialized reading instruction beyond the school calendar year is needed to prevent regression of critical reading skills or to provide reading services at a critical point of instruction.

April 7, 2026

IEP team decisions regarding recommended interventions should be documented in the Prior Written Notice (PWN) for the IEP team meeting. In addition, for summer reading camp or ESY services, the IEP team should discuss and determine the need for specific accommodations and include those accommodations in the PWN for the meeting. The accommodations should also be provided to appropriate district personnel for implementation during the summer camp or ESY.

Questions?

Summer reading camp questions: Alisha Green, akgreen@ed.sc.gov

ESY determination questions: Elizabeth Moore, eamoore@ed.sc.gov

Alternative formative assessment data form: Kim Watkins, kawatkins@ed.sc.gov