

For: Sen. Davis

## A BILL

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

SECTION 1. Section 59-20-40, paragraph (c) of the 1976 Code is amended to read:

“ (c) Weightings, used to provide for relative cost differences, between programs for different students, are established ~~in order that~~ so funds may be equitably distributed on the basis of pupil needs. The criteria for qualifications for each special classification must be established by the State Board of Education according to definitions established in this article ~~and in accordance with Sections 59-21-510, 59-35-10, 59-53-1860, and 59-53-1900. Cost factors enumerated in this section must be used to fund programs approved by the State Board of Education.~~ Pupil data received by the Department of Education is subject to audit by the department. Cost factors or weightings are as follows:

Pupil Classification	Weightings
(1) Kindergarten pupils	<del>1.30</del> <u>1.00</u>
(2) <del>Primary pupils (grades 1 through 3)</del> <u>Elementary pupils (grades 1 through 5)</u>	<del>1.24</del> <u>1.00</u>
(3) <del>Elementary pupils (grades 4 through 8) base students</del> <u>Middle school pupils (grades 6 through 8)</u>	<del>1.00</del> <u>1.00</u>
(4) High school pupils (grades 9 through 12)	<del>1.25</del> <u>1.00</u>

Special Programs for Exceptional Students	Weightings
(5) Handicapped <u>Disabilities</u>	1.74
a. <del>Educable mentally handicapped pupils</del> <u>Mild intellectual disabled pupils</u>	
b. Learning disabilities pupils	
(6) Handicapped <u>Disabilities</u>	2.04
a. <del>Trainable mentally handicapped pupils</del> <u>Moderate intellectual disabled pupils</u>	
b. Emotionally <del>handicapped</del> <u>disabled</u> pupils	
c. Orthopedically <del>handicapped</del> <u>disabled</u> pupils	
(7) Handicapped <u>Disabilities</u>	2.57
a. Visually <del>handicapped</del> <u>disabled</u> pupils	
b. Hearing <del>handicapped</del> <u>disabled</u> pupils	
c. Pupils with autism	
(8) Speech <del>handicapped</del> <u>disabled</u> pupils	1.90
(9) Homebound pupils	<del>2.10</del> <u>1.00</u>
a. pupils who are homebound	
b. pupils who reside in emergency shelters	

<u>Career and Technology Technical Programs</u> <u>Vocational and Young Adult Education Programs</u>	Weightings
(10) <del>Pre-career and technology</del> <u>Vocational</u>	1.20
(11) <del>Career and technology</del> <u>Young adult education</u>	<del>1.29</del> <u>0.20</u>

<del>Add on Weights for Early Childhood Development and Academic Assistance</del>	<del>Weightings</del>
<del>(12) Early childhood assistance</del>	<del>0.26</del>
<del>(13) Grades 4-12 academic assistance</del>	<del>0.114</del>
<del>Adult Education</del>	
<del>(14) Adult Education</del>	<del>0.15</del>

Add on weightings for:

<u>Gifted and talented education pupils</u>	<u>0.15</u>
<u>Academic Assistance</u>	<u>0.15</u>
<u>Poverty</u>	<u>0.20</u>
<u>Limited English proficiency</u>	<u>0.20</u>
<u>South Carolina Public Charter School District</u>	<u>2.50</u>

~~No local match is required for adult education and the number of weighted pupil units funded depends on funding available from the general fund of the State and the Education Improvement Act of 1984 Fund.~~

The weighting for young adult education is for services to individuals between the ages of seventeen to twenty-one years who are pursuing a diploma or GED through adult education or other means but who are not longer enrolled as full-time students.

The weighting for gifted and talented students includes academically and artistically talented students eligible for and receiving services in grades three through twelve as well as students enrolled in Advanced Placement or International Baccalaureate courses. Twelve percent of the funds must be used to serve artistically gifted and talented students in grades three through twelve.

The weighting for academic assistance must provide additional revenues for students who fail to meet state standards on grade level or course standards on state standards-based assessments used in the state accountability system.

The weighting for poverty must provide additional revenues for students in kindergarten through grade twelve who qualify for Medicaid or who qualify for reduced or free lunches, or both. Revenues generated by this weighting must be used by districts and schools to provide services and research-based strategies for addressing academic or health needs of these students to ensure their future academic success. These may include, but are not limited to, summer school, reduced class size, after school programs, extended day, instructional materials, or other research-based educational strategy to improve student academic performance.

The weighting for limited English proficiency must provide additional revenues for students whose native language is not English; or who come from an environment where a language other than English is dominant; or who have difficulty speaking, reading, writing, or understanding the English language; or whose language assessment scores indicated that they are not proficient in the English language. Schools and districts shall use the revenues to provide services for assisting the students in improving their English proficiency.

The weighting for South Carolina Public Charter School District does not require a local match.

~~Each student in the State must be counted in only one of the first eleven pupil classifications. Students shall generate funds for early childhood assistance and grades 4-12 academic assistance in accordance with Section 59-139-20. The State Board of Education must determine the qualifications for each~~

~~classification in accordance with Sections 59-21-510, 59-35-10, 59-53-1860, 59-53-1900, and Chapter 30 of this title. The program for each classification must meet specifications approved by the State Board of Education. Each student is eligible for multiple add-on weightings.~~

School districts may count each student who is instructed at home ~~under the provisions of~~ pursuant to Section 59-65-40 in the district's weighted pupil units at a weighting of .25 for supervising, overseeing, or reviewing the student's program of home instruction. ~~No~~ A local match is not required for students instructed at home ~~under the provisions of~~ pursuant to Section 59-65-40."

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

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