

**SENATE FINANCE COMMITTEE
K-12 EDUCATION SUBCOMMITTEE
PROVISO RECOMMENDATIONS FOR FY 2019-20**

SECTION 1 - H630 - DEPARTMENT OF EDUCATION

- 1.3 CONFORM TO FUNDING / AMEND FURTHER** (~~EFA Formula/Base Student Cost Inflation Factor~~ *State Aid Classrooms*) States the General Assembly's intent to fully implement the EFA including an inflation factor to match the inflation wages of public school employees in the southeast; states that for FY 18-19, the base student cost has been determined to be \$2,485; that the per pupil count is projected to be 727,513, and projects the average per pupil funding. Provides for the distribution of funds to the SC Public Charter School District. Requires the Revenue and Fiscal Affairs Office post each school district's projections on their website and for each school district to also post their numbers. Requires the department and the EOC provide links to this information on their websites. Provides pupil classification weightings.
- WMC:** AMEND proviso to change references to "EFA Formula/Base Student Cost Inflation Factor" to "State Aid to Classrooms." Direct that State Aid to Classrooms allocations are as follows: 65.41% based on the EFA formula and the differentiated student weightings; 28.88% based on the prior fiscal year EFA employer contributions; and 5.72% to fully implement the State Minimum Teacher Salary Schedule with a minimum starting teacher salary of \$35,000. State that the total pupil count is projected to be 720,316. Direct that these funds represent an average per pupil funding of \$3,846 in State Aid to Classrooms. Direct that it is the intent of the General Assembly that consolidation of the EFA and EFA - Employer Contributions appropriations and subsequent allocation of the State Aid to Classrooms appropriations should not significantly alter the application of funding formulas or maintenance of effort requirements that reference the EFA and EFA - Employer Contributions. Provide the revised State Minimum Teacher Salary Schedule and direct that funds be distributed to districts using the EIA Teacher Salary Supplement methodology. Direct that references to the EFA or EFA funds in this act shall be interpreted to mean the percentages established in this provision. Include "Cambridge International" in the definition of gifted and talented high school students. *State Aid to Classrooms is a combination of lines in the budget that have been consolidated into one line. Lines that were consolidated to create a new per pupil calculation. Changing the lines should not alter the application of funding formulas or maintenance of effort requirements.*
- HOU:** ADOPT proviso as amended.

SUBCOMMITTEE RECOMMENDATION: CONFORM to funding recommendation / AMEND FURTHER to authorize SDE to adjust the percentage allocation related to EFA employer contributions to accommodate for the disbursement of the state retirement funds and any other related employee allocation sent to districts.

1.3. (~~SDE: EFA Formula/Base Student Cost Inflation Factor~~ *State Aid to Classrooms*) To the extent possible within available funds, it is the intent of the General Assembly to provide for one hundred percent of full implementation of the Education Finance Act ~~to include an inflation factor projected by the Revenue and Fiscal Affairs Office to match inflation wages of public school employees in the Southeast~~ via an allocation from the State Aid to Classrooms appropriation. ~~The base student cost for the current fiscal year has been determined to be \$2,485.~~ The funds appropriated for State Aid to Classrooms shall be allocated as follows: 65.41 percent must be allocated based on the Education Finance Act formula and the differentiated student weightings in this Act; 28.88 percent must be allocated based on the manner of distribution of EFA employer contributions in the prior fiscal year; and 5.72 percent must be allocated to fully implement the State Minimum Teacher Salary Schedule with a minimum starting teacher salary of \$35,000. The department is authorized to adjust the percentage allocation related to EFA employer contributions to accommodate for the disbursement of the state retirement funds and any other

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related employee allocation sent to districts. For the current fiscal year, the total pupil count is projected to be ~~727,543~~720,316. *These funds represent an average per pupil of \$3,846 in State Aid to Classrooms.* The average per pupil funding is projected to be ~~\$6,198~~ \$6,506 state, ~~\$1,281~~ \$1,315 federal, and ~~\$5,982~~ \$6,406 local. This is an average total funding level of ~~\$13,461~~ \$14,227 excluding revenues of local bond issues. *It is the intent of the General Assembly that the consolidation of the Education Finance Act and Education Finance Act - Employer Contributions appropriations, and the subsequent allocation of the State Aid to Classrooms appropriation back to these categories, should not significantly alter the application of funding formulas or maintenance of effort requirements referencing the Education Finance Act and Education Finance Act - Employer Contributions.*

The funds allocated from State Aid to Classrooms for implementing the revised State Minimum Teacher Salary Schedule shall be distributed to school districts using the EIA Teacher Salary Supplement methodology. The resulting estimated teacher salary schedule is as follows:

	CLASS 8	CLASS 7	CLASS 1	CLASS 2	CLASS 3
		MASTERS		BACHELORS	
YRS	DR	DEGREE	MASTERS	DEGREE	BACHELORS
EXP	DEGREE	+30 HRS	DEGREE	+18 HRS	DEGREE
0	47,076	43,576	40,076	36,576	35,000
	8.6%	9.8%	9.4%	9.3%	9.4%
1	47,593	43,813	40,377	36,838	35,119
	9.8%	10.4%	10.2%	10.1%	9.7%
2	47,924	43,888	40,525	36,994	35,313
	10.6%	10.6%	10.6%	10.6%	10.4%
3	48,236	43,957	40,664	37,107	35,462
	8.3%	8.3%	8.3%	8.3%	8.3%
4	48,578	44,058	40,831	37,280	35,667
	6.1%	6.1%	6.1%	6.1%	6.1%
5	48,870	44,125	40,961	37,388	35,806
	4.0%	4.0%	4.0%	4.0%	4.0%
6	50,134	45,074	41,911	38,273	36,691
	4.0%	4.0%	4.0%	4.0%	4.0%
7	51,400	46,022	42,859	39,127	37,546
	4.0%	4.0%	4.0%	4.0%	4.0%
8	52,665	46,972	43,808	40,012	38,431
	4.0%	4.0%	4.0%	4.0%	4.0%
9	53,930	47,921	44,757	40,867	39,285
	4.0%	4.0%	4.0%	4.0%	4.0%
10	55,196	48,870	45,707	41,753	40,171
	4.0%	4.0%	4.0%	4.0%	4.0%
11	56,461	49,818	46,655	42,607	41,025
	4.0%	4.0%	4.0%	4.0%	4.0%
12	57,726	50,768	47,604	43,492	41,911
	4.0%	4.0%	4.0%	4.0%	4.0%
13	58,991	51,716	48,553	44,346	42,765
	4.0%	4.0%	4.0%	4.0%	4.0%
14	60,257	52,665	49,502	45,233	43,650
	4.0%	4.0%	4.0%	4.0%	4.0%
15	61,522	53,614	50,450	46,087	44,504
	4.0%	4.0%	4.0%	4.0%	4.0%

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<u>16</u>	<u>62,787</u>	<u>54,564</u>	<u>51,400</u>	<u>46,972</u>	<u>45,391</u>
	<u>4.0%</u>	<u>4.0%</u>	<u>4.0%</u>	<u>4.0%</u>	<u>4.0%</u>
<u>17</u>	<u>64,053</u>	<u>55,511</u>	<u>52,348</u>	<u>47,825</u>	<u>46,245</u>
	<u>4.0%</u>	<u>4.0%</u>	<u>4.0%</u>	<u>4.0%</u>	<u>4.0%</u>
<u>18</u>	<u>64,693</u>	<u>56,066</u>	<u>52,873</u>	<u>48,305</u>	<u>46,706</u>
	<u>4.0%</u>	<u>4.0%</u>	<u>4.0%</u>	<u>4.0%</u>	<u>4.0%</u>
<u>19</u>	<u>65,339</u>	<u>56,628</u>	<u>53,401</u>	<u>48,786</u>	<u>47,173</u>
	<u>4.0%</u>	<u>4.0%</u>	<u>4.0%</u>	<u>4.0%</u>	<u>4.0%</u>
<u>20</u>	<u>65,993</u>	<u>57,195</u>	<u>53,934</u>	<u>49,275</u>	<u>47,646</u>
	<u>4.0%</u>	<u>4.0%</u>	<u>4.0%</u>	<u>4.0%</u>	<u>4.0%</u>
<u>21</u>	<u>66,654</u>	<u>57,766</u>	<u>54,474</u>	<u>49,767</u>	<u>48,122</u>
	<u>4.0%</u>	<u>4.0%</u>	<u>4.0%</u>	<u>4.0%</u>	<u>4.0%</u>
<u>22</u>	<u>67,320</u>	<u>58,343</u>	<u>55,019</u>	<u>50,264</u>	<u>48,603</u>
	<u>4.0%</u>	<u>4.0%</u>	<u>4.0%</u>	<u>4.0%</u>	<u>4.0%</u>
<u>23</u>	<u>67,993</u>	<u>58,926</u>	<u>55,569</u>	<u>50,768</u>	<u>49,089</u>
	<u>4.0%</u>	<u>4.0%</u>	<u>4.0%</u>	<u>4.0%</u>	<u>4.0%</u>

As further used in this act, references to the Education Finance Act or EFA funds shall be interpreted to mean the 65.41 percent of funds appropriated for State Aid to Classrooms and allocated for the Education Finance Act and, where appropriate, the 28.88 percent of State Aid to Classrooms allocated for Education Finance Act Employer Contributions.

For the purpose of maintaining consistency when calculating maintenance of effort, references to the base student cost shall be interpreted as the base student cost resulting from the 65.41 percent of funds appropriated for State Aid to Classrooms and allocated for the Education Finance Act and, where appropriate, the 28.88 percent of State Aid to Classrooms allocated for Education Finance Act Employer Contributions, and other any other items normally included in the base student cost calculation.

For the current fiscal year the South Carolina Public Charter School District and any institution of higher education sponsoring a public charter school shall receive and distribute state EFA funds to the charter school as determined by one hundred percent of the current year's base student cost, as funded by the General Assembly multiplied by the weighted pupils enrolled in the charter school, which must be subject to adjustment for student attendance.

The Revenue and Fiscal Affairs Office, must post in a prominent place on their website for each school district projections, including the per pupil state, federal and local revenues, excluding revenues of local bond issues, for the current fiscal year. Also, as soon as practicable, upon determining the exact numbers regarding pupil count and funding, the Revenue and Fiscal Affairs Office, shall also post on their website the one hundred thirty-five day average daily membership for each school district and per pupil state, federal and local revenues, excluding revenues of local bond issues, based on the most recent audited financial statement as reported annually pursuant to Section 59-17-100. The Department of Education and the Education Oversight Committee shall provide in a prominent place on their internet websites a link to the information posted by the Revenue and Fiscal Affairs Office, including the projected numbers and the exact numbers.

For the current fiscal year, the pupil classification weightings are as follows:

- (1) K-12 pupils or base students including homebound students 1.00

Students served in licensed residential treatment facilities (RTFs) for children and adolescents as defined under Section 44-7-130 of the 1976 Code shall receive a weighting of 2.10.

- (2) Weights for students with disabilities as prescribed in Section 59-20-40(1)(c) Special Programs

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(3) Precareer and Career Technology	1.29
(4) Additional weights for personalized instruction:	
(A) Gifted and Talented	0.15
(B) Academic Assistance	0.15
(C) Limited English Proficiency	0.20
(D) Pupils in Poverty	0.20
(E) Dual Credit Enrollment	0.15

No local match is required for the additional weightings for personalized instruction in the current school year. Charter school per pupil calculations for locally sponsored charters will continue to be calculated according to Section 59-40-140 of the 1976 Code. Students may receive multiple weights for personalized instruction; however, within each weight, students should only be counted once. These weights are defined below:

Students in poverty are students who qualify for Medicaid, SNAP, TANF, or are homeless, transient, or in foster care.

Gifted and talented students are students who are classified as academically or artistically gifted and talented or who are enrolled in Advanced Placement (AP), ~~and~~ International Baccalaureate (IB), *and Cambridge International* courses in high school. Districts shall set-aside twelve percent of the funds for serving artistically gifted and talented students in grades three through twelve.

Students in need of academic assistance are students who do not meet state standards in mathematics, English language arts, or both on state approved assessments in grades three through eight and high school assessments for grades nine through twelve. The additional weight generates funds needed to provide additional instructional services to these students.

Students with limited English proficiency are students who require intensive English language instruction programs and whose families require specialized parental involvement intervention.

Funds received by a school district pursuant to the dual credit weighting must be used to defray all possible costs of dual credit courses for students. Students identified for dual credit enrollment must be identified in PowerSchool as taking a course that will lead to both high school credit and post-secondary credit. Districts must utilize these funds to offset the cost of tuition, fees, instructors, and instructional materials for qualifying courses with the local technical college or other institution of higher education. Each school district shall report to the department the number of students participating in dual credit courses and specify the cost borne by each entity. School districts must assist students in accessing Lottery Tuition Assistance when applicable.

Further, the Department of Education may use school district student counts for personalized instruction as collected in the same manner as the prior fiscal year, PowerSchool or other available existing data sources as determined by the department to calculate the school district add on weightings for the personalized instruction classifications and the determination of the school districts monetary entitlement. End of year adjustments shall be based on the one hundred thirty-five day student average daily membership for all classifications. During the current fiscal year the department will update PowerSchool calculations, reports, screen development, documentation, and training to incorporate the new pupil classification weightings and to make final district allocation adjustments by June 30. The department must provide districts with technical assistance with regard to student count changes in PowerSchool.

- 1.39 AMEND** (Residential Treatment Facilities Student Enrollment and Funding) Establishes guidelines for educational, financial and accountability of students between responsible licensed residential treatment facilities, school districts, parents, and the department.

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SUBCOMMITTEE RECOMMENDATION: AMEND proviso to change “Homebound pupils” reference to “pupils in a Residential Treatment Facility” regarding funds the facility school districts are entitled to. Amend the reimbursement rate a facility school district is entitled to from “\$45” to “\$90” per student per day. Direct that through a joint agreement the facility school district and the RTF must use RTF funds on an instructional program that meets the needs of the students, and when applicable, the requirements of the IDEA and Section 504 of the Rehabilitation Act of 1973.

1.39. (SDE: Residential Treatment Facilities Student Enrollment and Funding) Each South Carolina resident of lawful school age residing in licensed residential treatment facilities (RTFs) for children and adolescents identified on the State Qualified Providers list and meets the requirements of Section 44-7-130 of the 1976 Code, (students) shall be entitled to receive educational services from the school district in which the RTF is located (facility school district). The responsibility for providing appropriate educational programs and services for these students, both with and without disabilities, who are referred, authorized, or placed by the State is vested in the facility school districts. For purposes of this proviso, an authorization must be pursuant to a physician’s determination of medical necessity. If clinically appropriate, the facility school district, the RTF, and the parent or guardian of a student referred or placed in a RTF may consider the appropriateness of providing the student’s education program virtually through enrollment in either the facility district’s virtual program, the South Carolina virtual school program provided through the Department of Education (Virtual SC), or a virtual charter school authorized by the South Carolina Public Charter School District, or a virtual charter school authorized by an approved institute of higher education. This decision should be made jointly with the best interest of the student and what is clinically indicated being considered.

A facility school district must provide the necessary educational programs and services directly to the student at the RTF’s facility, provided that the RTF facility provides and maintains comparable adequate space for the educational programs and services consistent with all federal and state least restrictive environment requirements. Adequate space shall include appropriate electrical support and Internet accessibility. Unless the parent or legal guardian of the student seeks to continue the student’s enrollment in the resident school district under a medical homebound instruction program and the district approves, if appropriate, then, under these circumstances, the facility school district shall enroll the student and assume full legal and financial responsibility for the educational services including enrolling the student, approving the student’s entry into a medical homebound instructional program, if appropriate, and receiving and expending funds, unless the resident school district undertakes to carry out its educational responsibilities for the student directly. Alternatively, a facility school district may choose to provide the necessary educational programs and services by contracting with the RTF provided that the RTF agrees to provide educational services to the student at the RTF’s facility. Under these circumstances, the facility school district must enroll the student and pay the RTF for the educational services provided. If the facility school district determines the educational program being offered by the RTF does not meet the educational standards outlines in the contract, the facility district shall be justified in terminating the contract.

The facility school districts are entitled to receive the base student cost multiplied by the Education Finance Act pupil weighting for ~~Homebound pupils~~ *pupils in a Residential Treatment Facility* of 2.10, as set forth in ~~Section 59-20-40 of the 1976 Code~~ *Proviso 1.3 of this Act* and any eligible categorical and federal funds. These funds may be retained by the facility school districts for the purpose of providing the educational programs and services directly to students referred or placed by the State or the facility school districts may use these funds to reimburse RTFs for the educational programs and services provided directly by the RTFs. A facility school district is entitled to reimbursement from a resident school district for the difference between (1) the

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reasonable costs expended for the educational services provided directly by the facility school district or the amount paid to the RTF and (2) the aggregate amount of federal and state funding received by the facility school district for that student. However, the reimbursement rate may not exceed ~~\$45~~ \$90 per student per day. Through a joint agreement with the facility school district and the RTF, the funding received for RTF students must be utilized to deliver an instructional program that meets the needs of the students, and when applicable, the requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973. Facility school districts providing the educational services shall notify the resident district in writing within forty-five calendar days that a student from the resident district is receiving educational services pursuant to the provisions of the proviso. Reimbursements shall be paid within sixty days of billing, provided the facility district has provided a copy of the invoice to both the District Superintendent and the finance office of the resident district being invoiced. Should the facility school district be unable to reach agreement with the resident school district regarding reasonable costs differences, the facility school district shall notify the Department of Education's Office of General Counsel. The Department of Education shall facilitate a resolution of the dispute between the facility school district and the resident school district within forty-five days of the notice of dispute. If the issue of reasonable cost differences should remain unresolved, a facility school district shall have the right to file a complaint in a Circuit Court. Should a resident school district fail to distribute the entitled funding to the facility school district by the one hundred thirty-five day count, the Department of Education is authorized to withhold the equivalent amount of EFA funds and transfer those funds to the facility school district.

RTF facilities on the State Qualified Provider List not located within the boundaries of the state shall be reimbursed at a rate that may not exceed \$45 per student per day for education services and school districts shall be eligible to receive a base student cost weighted funding of 2.10 provided that the student remains enrolled in the school district. Facilities providing the educational services shall notify the resident district in writing within forty-five calendar days that a student from the resident district is receiving educational services pursuant to the provisions of the proviso. Reimbursements shall be paid within sixty days of billing, provided the qualified facility has provided a copy of the invoice to both the District Superintendent and the finance office of the resident district being invoiced. Should the facility be unable to reach agreement with the resident school district regarding reasonable costs differences, the provider shall notify the Department of Education's Office of General Counsel. The Department of Education shall facilitate a resolution of the dispute between the facility and the resident school district within forty-five days of the notice of dispute. If the issue of reasonable cost differences should remain unresolved, a facility shall have the right to file a complaint in a Circuit Court. Additionally, qualified RTF providers' general education curriculum must be aligned to the South Carolina academic standards in the core content areas. All students with disabilities who are eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA), as amended, and the State Board of Education (SBE) regulations, as amended, shall receive special education and related services in the least restrictive environment by appropriately certified personnel. Students in a qualified RTF will at all times be eligible to receive the educational credits (e.g., Carnegie Units) earned through their educational efforts. The resident school district and the RTF should develop a memorandum of understanding to outline the responsibilities of the RTF in providing the educational services and responsibilities, if any, of the resident school district while the student is housed in the RTF.

If a child from out of state is placed in a RTF by an out-of-state school district or agency, the child's home state remains responsible for the educational services. The facility school district may choose to provide the educational program to the child and, upon choosing to do so, shall contract with the appropriate entity for payment of educational services provided to the child.

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Out-of-state students provided educational services by a facility school district shall not be eligible for funding through the Education Finance Act.

If a child is placed in a RTF by the child's parent or guardian and is not referred, authorized, or placed by the State, the facility school district may choose to provide the educational program to the child, and upon doing so, must negotiate with the resident school district for services through medical homebound procedures. A facility school district is responsible for compliance with all child find requirements under Section 504 of the Rehabilitation Act of 1973 and Individuals with Disabilities Act of 2004 (IDEA).

All students enrolled in the facility school districts shall have access to the facility school districts' general education curriculum, which will be tied to the South Carolina academic standards in the core content areas. All students with disabilities who are eligible for special education and related services under the Individuals with IDEA, as amended, and the State Board of Education (SBE) regulations, as amended, shall receive special education and related services in the least restrictive environment by appropriately certified personnel. Students in an RTF will at all times be eligible to receive the educational credits (e.g., Carnegie Units) earned through their educational efforts.

With respect to students enrolled in the facility school districts, for accountability purposes, the assessment and accountability measures for students residing in RTFs shall be attributed to a specific school only if the child physically attends the school. The performance of students residing in a RTF who receive their educational program on site at the RTF must be reflected on a separate line on the facility school district's report card and must not be included in the overall performance ratings of the facility school district. The Department of Education shall examine the feasibility of issuing report cards for RTFs. For the current fiscal year, a facility school district shall not have the district's state accreditation rating negatively impacted by deficiencies related to the delivery of an educational program at a RTF.

RTFs shall notify the facility school district as soon as practical, and before admission to the RTF if practical, of a student's admission to the RTF. RTFs, the facility school districts and the Department of Education shall use their best efforts to secure and/or exchange information, including documents and records necessary to provide appropriate educational services and/or related services as necessary to assist the facility school district in determining the resident school district. The Department of Education, in collaboration with state placing agencies, RTFs, facility school districts, and resident school districts, shall implement a system to follow the release of students from a RTF and re-enrollment in public, private, or special schools to ensure these students, when appropriate, are not recorded as dropouts.

- 1.51 REINSERT** (Lee County Bus Shop) Requires the department fund the Lee County and Kershaw County School District Bus Shops at the same level of funding as they were provided in the prior fiscal year.

HOU: DELETE proviso. Sponsor: Rep. Wheeler.

SUBCOMMITTEE RECOMMENDATION: REINSERT original proviso.

1.51. (SDE: Lee County Bus Shop) From the funds appropriated in program VII.B. Bus Shops, in the current fiscal year, the department must fund the Lee County School District Bus Shop and the Kershaw County School District Bus Shop at the same level as they were funded in the previous fiscal year.

- 1.57 AMEND FURTHER** (Full-Day 4K) Provides guidelines for participation in and funding for the SC Early Reading Development and Education Program. *Note: Companion EIA proviso is 1A.29.*

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WMC: AMEND proviso to change the public and private provider rate for instructional costs from “\$4,510” to “\$4,600.”

HOU: ADOPT proviso as amended.

SUBCOMMITTEE RECOMMENDATION: AMEND FURTHER to direct the EOC to include information, recommendations, and a timeline for how the state can increase the number of students served in high-quality programs in their research based review of the programs implementation and assessment.

1.57. (SDE: Full-Day 4K) Eligible students residing in a school district that met the poverty level for participation in the prior school year are eligible to participate in the South Carolina Early Reading Development and Education Program in the current school year. Public and private providers shall be funded for instructional costs at a rate of ~~\$4,510~~ \$4,600 per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for a reimbursement of \$574 per eligible child transported. All providers who are reimbursed are required to retain records as required by their fiscal agent. New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive up to \$1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding not to exceed \$10,000. Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps. The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool based on the one hundred and thirty-five day student average daily membership.

Annually, the Department of Education is directed to audit the annual allocations to public providers to ensure that allocations are accurate and aligned to the appropriate pro rata per student allocation, materials, and equipment funding. In the event the department, during the audit process determines that the annual allocations of the prior fiscal year are not accurate, the department must adjust the allocations for the current fiscal year to account for the audit findings. The department must provide the results of the annual audit findings to the General Assembly no later than December first. Likewise, in the event the Office of First Steps determines that the annual allocations of the prior fiscal year to private providers are not accurate, the Office of First Steps must adjust the allocations for the current fiscal year to account for the findings.

Of the funds appropriated, \$300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January fifteenth of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education

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Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades *along with information, recommendations, and a timeline for how the state can increase the number of students served in high-quality programs.*

- 1.58** **AMEND** (Summer Reading Camps) Provides for the allocation of funds provided for summer reading camps.
WMC: AMEND proviso to delete the requirement that the calculation of the 40% or greater poverty index be based on the poverty index used the prior fiscal year for students eligible for the free and reduced price lunch program and Medicaid. Requested by Department of Education.
HOU: ADOPT proviso as amended.

SUBCOMMITTEE RECOMMENDATION: ADOPT proviso as amended.

1.58. (SDE: Summer Reading Camps) For the current fiscal year, funds appropriated for summer reading camps must be allocated as follows: (1) up to twenty percent to the Department of Education to provide bus transportation for students attending the camps; (2) \$700,000 allocated to the department to provide grants to support community partnerships whereby community organizations shall partner with local school districts to provide enrichment activities as part of after school programs or summer reading camps that utilize volunteers, mentors or tutors to provide instructional support to struggling readers in elementary schools that have a poverty index of forty percent or greater ~~based on the poverty index utilized the prior fiscal year that was student eligibility for the free or reduced price lunch program and Medicaid.~~ All mentors and tutors that are a part of these after school programs or summer reading camps must have passed a SLED criminal background check. Participant to volunteer or teacher ratio must conform to that of the school district in which the program is located; and (3) the remainder on a per pupil allocation to each school district based on the number of students who substantially failed to demonstrate third-grade reading proficiency as indicated on the prior year's state assessment as defined by Section 59-155-120 (10) of the 1976 Code. Summer reading camps must be at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day, or the equivalent minimum hours of instruction in the summer. School transportation shall be provided. The camps must be taught by compensated teachers who have at least an add-on literacy endorsement or who have documented and demonstrated substantial success in helping students comprehend grade-level texts. The Department of Education shall assist districts that cannot find qualified teachers to work in the summer camps. Districts may also choose to contract for the services of qualified instructors or collaborate with one or more districts to provide a summer reading camp. Schools and school districts are encouraged to partner with county or school libraries, institutions of higher learning, community organizations, faith-based institutions, businesses, pediatric and family practice medical personnel, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camps. In the current school year, any student in third grade who substantially fails to demonstrate third-grade reading proficiency by the end of the school year must be offered the opportunity to attend a summer reading camp at no cost to the parent or guardian. The purpose of the reading camp is to provide students who are significantly below third-grade reading proficiency with the opportunity to receive quality, intensive instructional services and support. A district may also include in the summer reading camps students who are not exhibiting reading proficiency at any grade and may charge fees for these students to attend the summer reading camps based on a sliding scale pursuant to Section 59-19-90, except where a child is found to be reading below grade level in the first, second or third grade. A parent or guardian of a student who does not substantially demonstrate proficiency

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in comprehending texts appropriate for his grade level must make the final decision regarding the student's participation in the summer reading camp.

- 1.61** **AMEND FURTHER** (Reading/Literacy Coaches) Provides for the allocation and use of funds appropriated for Reading/Literacy Coaches to school districts. Requires the department publish guidelines defining reading/literacy coach minimum qualifications; develop procedures to monitor the use of these funds; and requires the funds to be retained and carried forward for the same purpose and not flexed. *Note: Companion EIA proviso is 1A.56.*

HOU: AMEND proviso to provide an exception to the requirement that the district can only use these funds to employ reading/literacy coaches for schools depending on the area of highest need in the district, if the district can request and receive a waiver from the department to spend funds on interventionists who spend more than 50% of their time providing direct support to struggling readers in grades k-5. Sponsor: Rep. Allison.

SUBCOMMITTEE RECOMMENDATION: AMEND FURTHER to add a new (H) to direct the department to screen and approve the hiring of reading/literacy coaches in schools where 1/3 or more of its 3rd grade students score at the lowest achievement level on the statewide summative English/language arts assessment and prohibit the district from disbursing funds to pay the reading/literacy coach until the department has screened and approved the coach. Allows schools where at least 60% of students scored at meets or exceeds expectations on the assessment to submit in their reading plan a request for flexibility to use their allocation to provide literacy support to students and require the plan to be approved by the department.

1.61. (SDE: Reading/Literacy Coaches) (A) Funds appropriated for Reading/Literacy Coaches must be allocated to school districts by the Department of Education as follows: for each primary and elementary school, the school district shall be eligible to receive up to \$62,730 or the actual cost of salary and benefits for a full-time reading/literacy coach.

(B) By accepting these funds, a school district warrants that they will not be used to supplant existing school district expenditures, except for districts that either are currently, or in the prior fiscal year, were paying for reading/literacy coaches with local funds. A district may only utilize these funds to employ reading/literacy coaches that may serve in a primary, elementary, or middle school or a combination of these schools depending on the area of highest need in the district except in the event that the district can request and receive a waiver from the Department of Education to expend the funds on interventionists who spend more than fifty percent of their time providing direct support to struggling readers in grades kindergarten through grade five. The school district must align the placement of coaches to the district reading plan that is approved by the department.

(C) Funds appropriated for reading/literacy Coaches are intended to be used to provide primary, elementary, and/or middle schools with reading/literacy coaches who shall serve according to the provisions in Chapter 155 of Title 59.

(D) Schools and districts accepting funding to support a coaching position agree that the reading/literacy coach must not serve as an administrator. If the department finds that school districts are using these funds for administrative costs as defined in statute they must withhold that districts remaining balance of funds allocated pursuant to this proviso.

(E) The Department of Education must publish guidelines that define the minimum qualifications for a reading/literacy coach. These guidelines must deem any licensed/certified teacher qualified if, at a minimum, he or she:

(1) holds a bachelor's degree or higher and an add-on endorsement for literacy coach or literacy specialist; or

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(2) holds a bachelor's degree or higher and is actively pursuing the literacy coach or literacy specialist endorsement; or

(3) holds a master's degree or higher in reading or a closely-related field.

Within these guidelines, the Department of Education must assist districts in identifying a reading/literacy coach in the event that the school is not successful in identifying and directly employing a qualified candidate. The provisions of subsection (A), including the local support requirements, shall also apply to any allocations made pursuant to this paragraph.

(F) The Department of Education must develop procedures for monitoring the use of funds appropriated for reading/literacy coaches to ensure they are applied to their intended uses and are not redirected for other purposes. The Department of Education may receive up to \$100,000 of the funds appropriated for reading/literacy coaches in order to implement this program, provided that this allocation does not exceed the department's actual costs.

(G) Prior to the close of the current fiscal year, any unspent or unallocated funds for reading/literacy coaches shall be used to fund Summer Reading Camps.

(H) *For the current school year, the Department of Education shall screen and approve the hiring of any reading/literacy coach serving in a school in which one third or more of its third grade students scoring at the lowest achievement level on the statewide summative English/language arts assessment. No funds shall be disbursed to the district to fund the reading/literacy coach until the department has screened and approved the coach. Schools in which at least sixty percent of students scored at meets or exceeds expectations on the state summative assessment in English/language arts may submit, as part of their reading plan, a request to the department for flexibility to utilize their allocation to provide literacy support to students, which may include, but is not limited to: a reading coach, a literacy interventionist, or other supplemental services directed to students in need of interventions. This plan must be approved by the department annually as part of the district reading plan.*

(I) The Department of Education shall require:

(1) any school district receiving funding under subsection (A) to identify the name and qualifications of the supported reading/literacy coach; as well as the school in which the coach is assigned; and

(2) any school district receiving funding under subsection (G) to account for the specific amounts and uses of such funds.

(J) With the data reported by the school districts, the department shall report by January fifteenth of the current fiscal year on the hiring of and assignment of reading/literacy coaches by school. The department shall also report the amount of funds that will be used for Summer Reading Camps.

(K) Funds appropriated for reading/literacy coaches shall be retained and carried forward to be used for the same purpose but may not be flexed.

1.66 AMEND (First Steps 4K Technology) Authorizes First Steps to spend up to \$75,000 of 4K carry forward funds to purchase electronic devices, with certain restrictions, for administering required school readiness assessments to children enrolled in the full-day 4K program in private centers. Requires First Steps to provide a report on these expenditures to the Chairmen of the Senate Finance and Ways and Means Committees by January 15, 2019.

WMC: AMEND proviso to update report due date from January 15, "2019" to "of the current fiscal year."

HOU: ADOPT proviso as amended.

SUBCOMMITTEE RECOMMENDATION: ADOPT proviso as amended.

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1.66. (SDE: First Steps 4K Technology) During the current fiscal year, South Carolina Office of First Steps to School Readiness is authorized to expend up to \$75,000 from the four-year-old kindergarten carry forward funds to purchase electronic devices for the administration of required school readiness assessments to children enrolled in the full-day 4K program in private centers in the current fiscal year. The State Office of First Steps may purchase one device, which would be the property of the Office of First Steps, for every ten centers serving children in the program. The regional coordinators who provide support to the centers shall coordinate the usage of the devices among the centers. First Steps shall provide a report documenting its technology and materials expenditures to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee no later than January 15, ~~2019~~ *of the current fiscal year*.

1.69 **AMEND** (CDEPP Unexpended Funds) Provides for the retention and expenditure of prior year CDEPP funds by First Steps and requires a report be submitted to the Chairmen of the Senate Finance and House Ways and Means Committees on how the funds were spent.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to authorize the department and First Steps to target funds to ensure that all eligible 4 year olds are served in schools where more than 1/3 of 3rd graders scored “Does Not Meet Expectations” on the state English/language arts assessment. Allow funds to also be used for parent engagement. Allow First Steps to initiate a pilot program using up to \$1,000,000 of their carry forward funds to provide higher reimbursement rates to high quality centers in order to increase participation in First Steps; direct that the reimbursement rate for students enrolled by private providers rated B or higher in the DSS ABC Quality System may be increased by up to 10% of the per-student base following First Steps guidelines.

1.69. (SDE: CDEPP Unexpended Funds) For Fiscal Year ~~2018-19~~ *2019-20*, the Office of First Steps to School Readiness is permitted to retain the first \$1,000,000 of any unexpended CDEPP funds of the prior fiscal year and expend these funds to enhance the quality of the full-day 4K program in private centers and provide professional development opportunities. By August first, the Office of First Steps is directed to allocate any additional unexpended CDEPP funds from the prior fiscal year and any CDEPP funds carried forward from prior fiscal years that were transferred to the restricted account for the following purpose: Education Oversight Committee - \$1,000,000 for the South Carolina Community Block Grants for Education Pilot Program.

If carry forward funds are less than the amounts appropriated, funding for the items listed herein shall be reduced on a pro rata basis.

If by August first, the Department of Education or the Office of First Steps determines there will be funds available, funds shall be allocated on a per pupil basis for districts eligible for participation first, who have a documented waiting list, and funded an extended program per this proviso in the prior school year, then to districts to increase the length of the program to a maximum of eight and a half hours per day or two hundred and twenty days per year or to fund summer programs. *The department and the Office of First Steps are authorized to target funds to ensure that the schools in which more than one third of third graders scored “Does Not Meet Expectations” on the state English/language arts assessment are serving all eligible four year olds.* By August 1, the Department of Education and the Office of First Steps must collect the documented waiting lists and determine a process to notify parents of eligible students of available slots in all approved providers. If a district chooses to fund summer enrollment the program funding shall conform to the funding in this act for full year programs, however shall be reduced on a pro rata basis to conform with the length of the program. A summer program shall

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be no more than eight and a half hours per day and shall be not more than ten weeks in length. The per pupil allocation and classroom grant must conform with the appropriated amount contained in this Act and end of year adjustments shall be based on the one hundred and thirty five day student average daily membership or later student average daily membership for districts choosing to extend the program past one hundred and eighty days. Funds may also be used to provide parent engagement, professional development and quality evaluations of programs.

For Fiscal Year 2019-20, the Office of First Steps may pilot a program to provide higher reimbursement rates to high quality centers in order to increase the numbers of First Steps participants. Utilizing up to \$1,000,000 of carry-forward funding, the reimbursement rate for students enrolled by private providers rated B or higher in the ABC Quality System operated by the Department of Social Services may be increased by up to 10% of the per-student base following guidelines developed by the Office of First Steps.

No later than April first, the Department of Education and the Office of First Steps must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program and the amount of money used for professional development as well as the types of professional development offered and the number of participants.

- 1.70** **AMEND** (Technology Technical Assistance) Authorizes the department to withhold up to \$350,000 of K-12 Technology Initiative funds to provide technology assistance to school districts.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to direct the department to develop a statewide technology plan for schools and districts. Provide directives for the new plan. Direct the department to present the plan, with cost projections, to the Governor and the Chairmen of the House Ways and Means and Senate Finance Committees by February 1, 2020.

1.70. (SDE: Technology Technical Assistance) Of the funds appropriated for the K-12 Technology Initiative, the department is authorized to withhold up to \$350,000 in order to develop a statewide technology plan for schools and districts. The plan must address, at a minimum, infrastructure and connectivity needs, online testing requirements, equipment, educational technology, digital literacy and a statewide learning management system to connect teachers and students. The plan must take into account the need for some districts to utilize a regional approach to services that may include, but is not limited to, purchasing, training and support services. This plan, including cost projections, shall be presented to the Governor, the Chairman of the House Ways and Means Committee, and the Chairman of the Senate Finance Committee by February 1, 2020. Remaining funds shall be used to provide technology technical assistance to school districts.

- 1.71** **RESTORE ORIGINAL PROVISO** (Technology Technical Assistance) Directs the department to use funds to assist school districts in the Abbeville lawsuit in procuring technology to build capacity to offer online testing and increased access. Allows an online assessment waiver from the State Board of Education for the current fiscal year.

WMC: AMEND proviso to delete the reference to the Abbeville lawsuit districts and expand the plan to include statewide schools and districts. Provide directives for the new plan. Direct the department to present the plan, with cost projections, to the Governor and the Chairmen of the House Ways and Means and Senate Finance Committees by February 1, 2020.

HOU: ADOPT proviso as amended.

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SUBCOMMITTEE RECOMMENDATION: RESTORE original proviso.

1.71. (SDE: Technology Technical Assistance) Funds appropriated to the Department of Education for Technology Technical Assistance must ~~first~~ be used to **increase the capacity of districts who are or were the original trial and plaintiff school districts in the Abbeville law suit** ~~develop a statewide technology plan for schools and districts. The plan must address, at a minimum, infrastructure and connectivity needs, online testing requirements, equipment, educational technology, digital literacy and a statewide learning management system to connect teachers and students. The plan must take into account the need for some districts to utilize a regional approach to services that may include, but is not limited to, purchasing, training and support services. This plan, including cost projections, shall be presented to the Governor, the Chairman of the House Ways and Means Committee, and the Chairman of the Senate Finance Committee by February 1, 2020.~~ **Remaining** Funds shall be used by the department to assist school districts in procuring appropriate technology to include devices and infrastructure in accordance with the recommendations made by the technology review team to begin to build capacity to offer online testing and increased access. For the current fiscal year districts and individual public charter schools may request a waiver from the State Board of Education from the requirement that all assessments be administered online.

- 1.74** **DELETE** (Computer Science Curriculum) Directs the department to use the funds appropriated for computer science to develop grade appropriate computer science standards that include computational thinking and computer coding for 9th through 12th grades; to include higher education, business, and industry experts and officials in developing the standards; and to support teachers in designing interdisciplinary units and instructional practices that engage students in applying literacy, math, and computational thinking skills to solve problems.

SUBCOMMITTEE RECOMMENDATION: DELETE proviso.

1.74. (SDE: Computer Science Curriculum) ~~Of the funds appropriated to the department for computer science, the department shall develop grade appropriate computer science standards that include computational thinking and computer coding for grades 9-12. Experts and officials from higher education, business and industry must be included in the development of the standards. The department shall support K-12 academic and computer science teachers in designing interdisciplinary units and instructional practices that engage students in applying literacy, math, and computational thinking skills to solve problems.~~

- 1.76** **AMEND FURTHER** (First Steps 4K Underserved Communities) Directs First Step to use CDEPP funds to develop a pilot program to expand 4K enrollment in underserved communities that were eligible in the most recent fiscal year and directs that newly created and/or approved private providers, under certain conditions, may receive up to \$30,000 in supplemental, needs-based incentives. Requires providers that receive the supplement to participate in the program for at least 3 years and directs that failure to do so will result in First Steps determining what portion of the funds must be returned. Directs First Steps to submit an expenditure and expanded enrollment report to the Chairmen of the House Ways and Means and Senate Finance Committees by March 15, 2019.

WMC: AMEND proviso to update report due date to March 15, "2020."

HOU: ADOPT proviso as amended.

SUBCOMMITTEE RECOMMENDATION: AMEND FURTHER to authorize First Steps to initiate a pilot program consisting of public private partnerships to provide CERDEP services in

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underserved communities serving multi counties. Authorize First Steps to use up to \$1,000,000 of carry forward funds to provide grants to address building renovations and design to bring buildings and classrooms into compliance. Require providers participate in the program for at least 3 years and direct that if they fail to do so they must return a portion of the supplemental allocation at an amount determined by First Steps.

1.76. (SDE: First Steps 4K Underserved Communities) Using funds appropriated for the Child Early Reading and Development Education Program, South Carolina First Steps shall develop a pilot program to expand four-year-old kindergarten enrollment within underserved communities eligible for participation during the most recent fiscal year. Newly created and/or newly approved private providers proposing to expand service to ten or more CERDEP eligible children in communities enrolling less than 80% of eligible students in a public, private, or Head Start setting during the prior fiscal year, may apply for up to \$30,000 in one-time supplemental, needs-based incentives designed to address building renovations, documented as necessary to bring proposed classrooms into compliance with licensing regulations, materials and staffing costs, and/or other obstacles currently preventing their participation in the First Steps 4K program. The First Steps Board of Trustees shall develop and approve an application process that incorporates formal review and fiscal safeguards designed to ensure grant funds are used solely to address documented barriers to program participation. Providers receiving this one-time supplement are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps to School Readiness. First Steps shall submit a report detailing its process, expenditures and expanded enrollment to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee by March 15, ~~2019~~ 2020.

For Fiscal Year 2019-20, the Office of First Steps may pilot a program consisting of public private partnerships to provide CERDEP services in underserved communities serving multi counties. 4K students served by this pilot must offer services to students from at least one school district eligible to participate in the CERDEP program. Utilizing up to \$1,000,000 of carry-forward funding, First Steps may provide grants to address building renovations and designs necessary to get the building and classrooms into compliance with licensing regulations and other obstacles that prevent participation in the CERDEP program following guidelines developed by SC First Steps. Providers participating in this pilot are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps to School Readiness.

1.77 **AMEND FURTHER** (School Leadership) Directs the department to use \$400,000 of Professional Development funds to contract with a non-profit leadership development provider that specializes in multiple assessments, executive coaching, and leadership development that provides school leadership progressive career path skills.

WMC: AMEND proviso to delete reference to contracting with a non-profit leadership development provider and instead direct that the funds be allocated to South Carolina Foundation for Educational Leadership for Executive Education Leadership (CEEL) to provide specialized professional development.

HOU: ADOPT proviso as amended.

SUBCOMMITTEE RECOMMENDATION: AMEND FURTHER to delete the reference to funds being used to contract with a specific organization and instead direct that the funds be used

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to contract with a non-profit statewide K-12 professional association located in the state whose membership provides for the development and support of current and future school leaders.

1.77. (SDE: School Leadership) Of the funds appropriated to and retained by the department for Professional Development, \$400,000 shall be **used to contract with a non-profit leadership development provider statewide K-12 professional association located in South Carolina whose membership provides for the development and support of current and future school leaders.** The provider must specialize ~~allocated to South Carolina Foundation for Educational Leadership for Center of Executive Education Leadership (CEEL) which shall provide professional development that specializes~~ in multiple assessments, executive coaching, and leadership development that provides the skills necessary for a progressive career path in school leadership.

1.82 **AMEND FURTHER** (Safe School Initiative) Directs the department and the SLED Crisis Intervention Team to develop a Crisis Intervention Team to coordinate, collect and compile each school district's Crisis Intervention & School Safety Plans into a report and directs that the report be submitted to the Chairmen of the Senate Finance and House Ways and Means Committees and the Governor by December 31, 2018. Directs the department to allocate lottery funds for School Safety - Facility and Infrastructure Safety Upgrades to school districts to fund life safety infrastructure for school facilities projects; to develop and maintain an application process for requesting the funds; and requires an annual report be submitted to the Governor and the Chairmen of the Senate Finance and House Ways and Means Committees on the activities funded in the prior fiscal year.

WMC: AMEND proviso to direct the department and SLED to continue to support threat assessment teams and training in school districts. Require each school to identify key staff to serve on the threat assessment team by August 15, 2019 and direct the department to work with stakeholders to provide team members with professional development. Delete the reporting requirements. Exempt the Threat Assessment & School Safety Plans from Section 30-4-10 [FREEDOM OF INFORMATION ACT]. Direct the department and SLED to continue to provide the Governor and the General Assembly with school safety recommendations, including any projected costs or necessary statute changes.

HOU: ADOPT proviso as amended.

SUBCOMMITTEE RECOMMENDATION: AMEND FURTHER to delete (B) which pertains to the use of lottery funds appropriated to the department for School Safety - Facility and Infrastructure Safety Upgrades.

1.82. (SDE: Safe Schools Initiative) (A) For the current fiscal year, the Department of Education and the State Law Enforcement Division ~~must develop, within existing staff, a Crisis Intervention Team~~ shall continue to support, through the state level Threat Assessment Team, school threat assessment teams and training in school districts. By August 15, 2019, each school in the state must have identified key staff to serve on a threat assessment team. The department shall work with stakeholders to provide professional development to staff who will serve on the team. The state level Threat Assessment Team shall continue to coordinate, collect and compile ~~Crisis Intervention Threat Assessment & School Safety Plans from each school district with their input. The report shall include recommendations for the General Assembly to consider which may include, but are not limited to, physical building security, bullet proof and access controlled doors, RFID chip in student identification cards, mental health services, school resource officers, and other school safety measures. Total costs associated with each recommendation shall be included in the report. If additional funding is required to implement the recommendations, the~~

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~~Department of Education and the State Law Enforcement Division are directed to include the recommended funds in their Fiscal Year 2019-20 agency budget plan. The report shall be submitted to the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee and the Governor by December 31, 2018. These plans shall be exempt from the provisions of Section 30-4-10, et seq. of the 1976 Code. The Department of Education and the State Law Enforcement Division shall continue to provide the Governor and the General Assembly with recommendations regarding school safety which shall include any projected costs or necessary statute changes.~~

~~(B) Of the lottery funds appropriated to the Department of Education for School Safety Facility and Infrastructure Safety Upgrades, the department shall allocate the funds to school districts for the purpose of funding life safety infrastructure for school facilities projects. Eligible school facility projects shall include, but not necessarily be limited to items such as: (a) door locks, (b) security cameras, (c) metal detectors, (d) lifesaving medical equipment and (e) equipment related to school resource officers, excluding vehicles. For purposes of this provision, school facilities shall not include unimproved real property, centralized district administration facilities, or other facilities, including those normally identified with interscholastic sports activities.~~

~~The department shall develop and maintain an application process for school districts to request funding for qualified school projects and establish policies, procedures, and priorities for the making of grants pursuant to this provision. In establishing these procedures, the department shall utilize the school facilities report among other sources. At least twice a year and upon receipt of applications pursuant to the application process adopted by the department, the department shall prioritize the eligible projects with the greatest need and shall submit a list of recommended grant awards to the State Board of Education. Grants shall be awarded upon an affirmative vote of the State Board.~~

~~The financial assistance provided to school districts pursuant to this provision must be used for the eligible school facility project. The department is responsible for establishing policies and procedures to ensure that funds are expended in a manner consistent with this provision.~~

~~Following the close of the fiscal year, the department shall submit an annual report of its activities for the preceding year to the Governor, the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee.~~

- 1.86 CONFORM TO FUNDING / AMEND FURTHER (School Safety Program)** Directs that School Safety Program funds be used to hire certified law enforcement officers to serve as school resource officers for school districts without adequate resources to hire their own resource officers; provides eligibility requirements; authorizes a maximum of four SROs per district; and directs the department to provide funding directly to the local law enforcement agency for the SRO.

WMC: AMEND proviso to also specify funds appropriated for School Resource Officers be used for this purpose. *Note: Companion EIA proviso is 1A.84.*

HOU: ADOPT proviso as amended.

SUBCOMMITTEE RECOMMENDATION: CONFORM to funding recommendation / AMEND FURTHER to authorize funds to be carried forward and used for the same purpose.

1.86. (SDE: School Safety Program) Funds appropriated for the School Safety Program and School Resource Officers shall be utilized by the department for the purpose of hiring certified law enforcement officers to serve as a school resource officer for school districts that otherwise would lack the adequate resources to hire their own school resource officers. In making determinations of eligibility the department shall use the most recent index of taxpaying ability

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as the district's indicator of ability to pay, with districts of the lowest index of taxpaying ability receiving priority consideration. Districts must apply for funding through the department and no districts shall receive an award of more than four certified school resource officer positions. In making awards the department shall provide funding directly to the local law enforcement agency to pay for the cost of the law enforcement officer that will serve as a full-time school resource officer. *The department is authorized to carry forward funds from the prior fiscal year and utilize these funds for the same purpose.*

- 1.87 AMEND NEW PROVISO** (~~Exceptional Needs Sports~~ Extracurricular Activities Participation) **WMC:** ADD new proviso to direct that students who meet the definition of exceptional needs child and qualifying student according to Sections 12-6-3790 (A)(2) and 12-6-3790 (A)(5) [EDUCATIONAL CREDIT FOR EXCEPTIONAL NEEDS CHILDREN'S FUND] shall be eligible to participate in any sport offered at the public school the child is zoned to attend.
HOU: ADOPT new proviso.

SUBCOMMITTEE RECOMMENDATION: AMEND new proviso to require schools that receive state funds to allow private school students to participate in interscholastic activities if the school is located in the student's attendance zone, if the private school does not offer a similar activity, and if the student satisfies certain charter school requirements. Define private school for purposes of this provision.

1.87. (SDE: ~~Exceptional Needs Sports~~ Extracurricular Activities Participation) A student who meets the definition of 'Exceptional needs child' in Section 12-6-3790 (A)(2) and the definition of 'Qualifying Student' in Section 12-6-3790 (A)(5) of the 1976 Code shall be eligible to participate in any sport offered at the public school for which the child is zoned to attend.

In the current fiscal year and with the funds appropriated to the Department of Education, any school receiving state funds shall allow private school students to participate in interscholastic activities offered by the school if it is located in the attendance zone in which the student resides, if the private school he attends does not offer a similar activity, and if he satisfies the requirements that charter school students must satisfy to participate in such interscholastic activities as provided in Section 59-63-100 of the 1976 Code. For purposes of this proviso, 'private school' means a school established by an entity other than the State or a subdivision of the State, supported primarily by private or nonpublic funds, and operated by private individuals operating in their private capacity and not by people who are publicly elected or appointed to operate the school.

- 1.88 CONFORM TO FUNDING / AMEND NEW PROVISO FURTHER** (School Districts Capital Improvement) **WMC:** ADD new proviso to direct the department to allocate the funds appropriated in Proviso 112.1 [EXCESS DEBT SERVICE] to eligible school districts to fund school facility upgrades. Direct that eligible school districts include schools with a poverty index of 70% or higher; define school facility for purposes of this provision; define eligible school facility projects and exclusions. Require the department develop and maintain an application process to request the funding and priorities for making grants. Direct the department to provide a list of recommended grant awards to the State Board of Education at least twice a year and direct that the grants will be awarded upon an affirmative vote by the State Board. Require the department submit an annual report of the preceding year's capital improvement plan activities to the Governor and the Chairmen of the Senate Finance, House Ways and Means, Senate Education, and House Education and Public Works Committees.

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HOU: AMEND new proviso to amend the definition of eligible school districts to also allow districts to have an index of taxpayer ability less than .009. Sponsors: Reps. Kirby, Alexander, and G.M. Smith.

SUBCOMMITTEE RECOMMENDATION: CONFORM to funding recommendation / AMEND FURTHER to direct that the funds be prioritized by the department pursuant to subsections (A) and (B): (A) direct that 25% be made available first to local districts with an ADM that is less than 1,500 and is located within a Tier IV ranked county which chooses to consolidate with another district in the same county. Provide for the use of the funds and authorize the funds to be carried forward and used for the same purpose. Require a preliminary plan and timeline for consolidation be submitted to the department by August 1 review and approval and upon approval, be sent to the local legislative delegation to request local legislation be enacted to effect consolidation; (B) direct that the remaining funds be distributed to eligible districts to fund shared school facility construction and upgrades in districts with poverty index of 70% or higher. Define eligible school facility projects and direct prioritization. Delete the requirement that a capital improvement plan activities annual report be submitted and instead require an expenditure report of the funds in subsection (A) and (B) be submitted.

1.88. (SDE: School Districts Capital Improvement) The funds appropriated for school district capital improvements in Proviso 112.1, shall be ~~allocated~~ prioritized by the Department of Education to eligible school districts for the purpose of funding school facility upgrades pursuant to subsections (A) and (B).

(A) Twenty-five percent of the funds shall be made available first to a local school district or districts with an average daily membership that is less than one thousand five hundred, based on the most recent student count received by the department, and that is located within a county ranked as Tier IV pursuant to Section 12-6-3360(B) for 2018 which chooses to consolidate with another school district located in the same county. The funds may be used to support costs directly related to the consolidation which shall include, but are not limited to, salary adjustments, facilities, debt mitigation, millage rate adjustments, transportation, technology and other factors for which the district demonstrates are necessary to complete consolidation. Furthermore, the department is eligible to carry forward these funds and use them for the same purpose. On or before August 1, the eligible districts must submit a preliminary plan and timeline for pursuing consolidation, including the use of the consolidation funds requested, to the Department of Education for review and approval. When the department has approved the final plan, the districts shall forward the plan to the local legislative delegation outlining the specific request that local legislation be enacted to effect the consolidation. The legislation may include, but is not limited to, composition of the consolidated board, transition procedures, and disposition and/or assumption of district assets and liabilities. Upon approval of a consolidation plan, the department shall make an initial allocation to the impacted districts and shall allocate remaining funds upon enactment of legislation formally consolidating the districts for the benefit of the consolidated district.

(B) ~~Eligible school districts include any school district that has~~ Any funds not used for the purposes of assisting districts eligible in (A) shall be distributed by the department to eligible districts for the purpose of funding shared school facility construction and upgrades in districts with a poverty index of seventy percent or higher or an index of taxpayer ability less than .009. For the purpose of this provision, "school facility" means only facilities necessary for instructional and related supporting purposes including, but not limited to, classrooms, libraries, media centers, laboratories, cafeterias, physical education spaces, related interior and exterior facilities, and the conduit, wiring, and powering of hardware installations for classroom computers or for area network systems. Eligible school facility projects shall include ~~and be~~

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prioritized as follows: construction of shared high school and career and technology education facilities with priority given to districts that submit a plan for a facility that serves multiple school districts with average daily membership counts of less than one thousand five hundred and then for the following purposes: (a) health and safety upgrades; (b) technology upgrades inside school facilities; (c) upgrades associated with career and technology education programs; and (d) deferred maintenance needs as described in the district's capital improvement plan. For purposes of this provision, school facilities shall not include unimproved real property, centralized district administration facilities, or other facilities, including those normally identified with interscholastic sports activities.

(i) The department shall develop and maintain an application process for school districts to request funding for qualified school projects and establish policies, procedures, and priorities for the making of grants pursuant to this provision. At least twice a year and upon receipt of applications pursuant to the application process adopted by the department, the department shall prioritize the eligible projects with the greatest need and shall submit a list of recommended grant awards to the State Board of Education. Grants shall be awarded upon an affirmative vote of the State Board.

(ii) The financial assistance provided to school districts pursuant to this provision must be used for the eligible school facility project. The department is responsible for establishing policies and procedures to ensure that funds are expended in a manner consistent with this provision.

(C) Following the close of the fiscal year, the department shall ~~submit an annual report of the capital improvement plan activities~~ a report on the expenditure of funds pursuant to subsections (A) and (B) for the preceding year to the Governor, the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee, the Chairman of the Senate Education Committee, and the Chairman of the House Education and Public Works Committee.

- 1.89 CONFORM TO FUNDING / AMEND NEW PROVISO** (Teacher Salaries/SE Average)
WMC: ADD new proviso to state that the projected Southeastern average teacher salary for FY 2019-20 is \$52,830. Require a local district board of trustees to provide a step increase for all eligible certified teachers. Direct that if additional state funds fill the gap, the requirement that school districts maintain local salary supplements per teacher at no less than their prior year level is suspended. *Note: Companion EIA proviso is IA.36.*
HOU: ADOPT new proviso.

SUBCOMMITTEE RECOMMENDATION: CONFORM to funding recommendation / AMEND new proviso to direct that the salaries of specified personnel must be increased by not less than 4% and require districts to use the district salary schedule used in the prior fiscal year as the basis for providing the increase.

1.89. (SDE: Teacher Salaries/SE Average) The projected Southeastern average teacher salary shall be the average of the average teachers' salaries of the southeastern states as projected by the Revenue and Fiscal Affairs Office. For the current school year the Southeastern average teacher salary is projected to be \$52,830. The General Assembly remains desirous of raising the average teacher salary in South Carolina through incremental increases over the next few years so as to make such equivalent to the national average teacher salary.

Additionally, for the current fiscal year, a local school district board of trustees must increase the salary compensation for all eligible certified teachers employed by the district by no less than one year of experience credit using the district salary schedule utilized the prior fiscal year as the basis for providing the step. Application of this provision must be applied uniformly

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for all eligible certified teachers. For Fiscal Year 2019-20, the requirement that school districts maintain local salary supplements per teacher no less than their prior fiscal year level is suspended if additional State funds fill the gap.

Funds allocated by Proviso 1.3 for implementing a revised state minimum salary schedule for Teacher Salaries must be used to increase salaries of those teachers eligible pursuant to Section 59-20-50(4)(b), to include classroom teachers, librarians, guidance counselors, psychologists, social workers, occupational and physical therapists, school nurses, orientation/mobility instructors, and audiologists in the school districts of the state **by not less than four percent. Districts must use the district salary schedule utilized the prior fiscal year as the basis for providing the increase.**

For purposes of this provision teachers shall be defined by the Department of Education using the Professional Certified Staff (PCS) System.

- 1.90** **AMEND NEW PROVISO** (School District Hold Harmless) **WMC:** ADD new proviso to hold school districts harmless from the Fiscal Accountability Act local school district reserve fund requirement if a district uses reserve funds to pay for teacher pay raises.
HOU: ADOPT new proviso.

SUBCOMMITTEE RECOMMENDATION: AMEND new proviso to specify that the districts are held harmless for FY 2019-20 if there is not an increase in state support disbursed through the EFA formula pursuant to Proviso 1.3 and if the district must use their reserve funds to pay for teacher pay raises and upon approval by the department.

1.90. (SDE: School District Hold Harmless) ~~Any~~ **If there is not an increase in state support for school districts that is disbursed through the Education Finance Act formula pursuant to Proviso 1.3 in this Act, any** district that ~~uses~~ **must use** reserve funds to pay for teacher pay raises, to include step increases, shall be held harmless from the local school district's reserve fund requirement provisions in the Fiscal Accountability Act **for Fiscal Year 2019-20 and upon approval by the Department of Education.**

- 1.91** **ADD** (Cultural Sensitivity) **HOU:** ADD new proviso to require instruction in grades 3-12 include a cultural sensitivity component to educate students on how they should interact with and be respectful of the beliefs and practices of people of a different race or creed. Sponsor: Rep. King.

SUBCOMMITTEE RECOMMENDATION: ADOPT new proviso.

1.91. (SDE: Cultural Sensitivity) *From the funds appropriated to the Department of Education in the current fiscal year as part of the required instruction in black history as required by law, the instruction in grades 3 through 12 must include a cultural sensitivity component educating students about how they should interact with and be respectful of the beliefs and practices of people of a different race or creed.*

- 1.es** **ADD** (Educational Services for Children With Disabilities) **SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to direct the department, in coordination with the Department of Health and Human Services, to provide certain data to specific committees in order to determine whether educational services are being delivered effectively and efficiently to children with disabilities by public schools and BabyNet and whether services or funding should be reformed. Direct that findings be submitted by January 15, 2020.

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1.es. (SDE: Educational Services for Children with Disabilities) In order to determine whether educational services provided to children with disabilities are delivered effectively and efficiently and whether services or funding should be reformed, the Department of Education, in coordination with the Department of Health and Human Services, shall provide data to the Joint Legislative and Citizens Committee on Children, Chairman of the Senate Finance Committee, Chairman of the Senate Education Committee, Chairman of the House Ways and Means Committee and Chairman of the House Education and Public Works Committee regarding services to exceptional needs children served by public schools and BabyNet as follows: (1) summary reports on the identification of students in need of services through IDEA Parts C and B to include the number of students qualifying for services by district; (2) information on services provided to students with IEPs in the least restrictive environment; (3) recommendations on updates to student weightings and funding in the current Education Finance Act; (4) how are these services funded with federal, state and local funds at the district level; and (5) prior school year outcome data for students with disabilities. The findings shall be submitted by January 15, 2020.

SECTION 1A - H630 - DEPARTMENT OF EDUCATION-EIA

- 1A.4** (Teacher Salaries/State Agencies) Provides for the distribution of funds as recommended by the EOC and funded by the General Assembly to adjust teacher pay based on the local school district where the agency is located for instructional personnel employed by a state agency not containing a school district.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to change the Education Oversight Committee to the Department of Education as the agency for salary recommendations.

1A.4. (SDE-EIA: Teacher Salaries/State Agencies) Each state agency which does not contain a school district but has instructional personnel shall receive an appropriation as recommended by the ~~Education Oversight Committee~~ Department of Education and funded by the General Assembly for teacher salaries based on the following formula: Each state agency shall receive such funds as are necessary to adjust the pay of all instructional personnel to the appropriate salary provided by the salary schedules of the school district in which the agency is located. Instructional personnel may include all positions which would be eligible for EIA supplements in a public school district, and may at the discretion of the state agency, be defined to cover curriculum development specialists, educational testing psychologists, psychological and guidance counselors, and principals. The twelve-month agricultural teachers located at Clemson University are to be included in this allocation of funds for base salary increases. The South Carolina Governor's School for the Arts and Humanities and the South Carolina Governor's School for Science and Mathematics are authorized to increase the salaries of instructional personnel by an amount equal to the percentage increase given by the School District in which they are both located.

Teacher salary increases recommended by the ~~Education Oversight Committee~~ Department of Education and funded in this Act shall be incorporated into each agency's EIA appropriation contained in Section 1, VIII.F.

- 1A.9** **AMEND** (Teacher Supplies) Provides guidelines for distributing teacher supply reimbursement of up to \$275 each school year to offset the expenses teachers have incurred for teaching supplies and materials. Allows any classroom teacher, including those at a S.C. private schools that are

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not eligible for this reimbursement to claim a refundable income tax credit on their 2018 tax return.

WMC: AMEND proviso to update tax return references to “2019.”

HOU: ADOPT proviso as amended.

SUBCOMMITTEE RECOMMENDATION: ADOPT proviso as amended.

1A.9. (SDE-EIA: Teacher Supplies) All certified and non-certified public school teachers identified in PCS, certified special school classroom teachers, certified media specialists, certified guidance counselors, and career specialists who are employed by a school district, a charter school, or lead teachers employed in a publically funded full day 4K classroom approved by the South Carolina First Steps to School Readiness, as of November thirtieth of the current fiscal year, based on the public decision of the school board may receive reimbursement of two hundred seventy-five dollars each school year to offset expenses incurred by them for teaching supplies and materials. Funds shall be disbursed by the department to School districts by July fifteenth based on the last reconciled Professional Certified Staff (PCS) listing from the previous year. With remaining funds for this program, any deviation in the PCS and actual teacher count will be reconciled by December thirty-first or as soon as practicable thereafter. Based on the public decision of the school district and no later than May fifteenth annually, the district shall notify all individuals entitled to receive these funds the manner in which the funds will be dispersed. Funds may be disbursed to each teacher via check in a manner separate and distinct from their payroll check on the first day teachers, by contract, are required to be in attendance at school for the current contract year, or the funds may be disbursed to each teacher via direct deposit as long as the funds are handled in a manner to be separate and distinct from their payroll check. This reimbursement shall not be considered by the state as taxable income. Special schools include the Governor’s School for Science and Math, the Governor’s School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Felton Lab, Department of Juvenile Justice, and Palmetto Unified School District. Funds distributed to school districts or allocated to schools must not supplant existing supply money paid to teachers from other sources. If a school district requires receipts for tax purposes the receipts may not be required before December thirty-first. Districts that do not wish to require receipts may have teachers retain the receipts and certify for the district they have received the allocation for purchase of teaching supplies and/or materials and that they have purchased or will purchase supplies and/or materials during the fiscal year for the amount of the allocation. Districts shall not have an audit exception related to non-retention of receipts in any instances where a similar instrument is utilized. Any district requiring receipts must notify any teacher from whom receipts have not been submitted between November twenty-fifth and December sixth that receipts must be submitted to the district. Districts may not add any additional requirement not listed herein related to this reimbursement.

Any classroom teacher, including a classroom teacher at a South Carolina private school, that is not eligible for the reimbursement allowed by this provision, may claim a refundable income tax credit on the teacher’s ~~2018~~ 2019 tax return, provided that the return or any amended return claiming the credit is filed prior to the end of the fiscal year. The credit is equal to two hundred seventy-five dollars, or the amount the teacher expends on teacher supplies and materials, whichever is less. If any expenditures eligible for a credit are made after December thirty-first, the teacher may include the expenditures on his initial return or may file an amended ~~2018~~ 2019 return claiming the credit, so long as the return or amended return is filed in this fiscal year. The Department of Revenue may require whatever proof it deems necessary to implement the credit provided by this part of this provision. Any person receiving the reimbursement provided by this proviso is ineligible to take the income tax credit allowed by this proviso.

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1A.22 AMEND (4K Targeting) Directs EIA funds allocated for 4 year old kindergarten be used for age eligible children that qualify for free or reduced-price lunch or Medicaid. Directs children with developmental delays who do not already qualify for special needs services be considered for enrollment. Directs districts, if space is limited, to prioritize students based on family income with the lowest family incomes given the highest enrollment priority.

WMC: AMEND proviso to delete the qualification that services to children be based on qualifying for free or reduced-price lunch or Medicaid and instead direct that services be provided to children in poverty as defined in Proviso 1.3 [EFA FORMULA/BASE STUDENT COST INFLATION FACTOR].

HOU: ADOPT proviso as amended.

SUBCOMMITTEE RECOMMENDATION: ADOPT proviso as amended.

1A.22. (SDE-EIA: 4K Targeting) EIA funds allocated for the provision of four-year-old kindergarten shall be utilized for the provision of services to age-eligible children ~~qualifying for free or reduced-price lunch or Medicaid~~ in poverty, as defined in Proviso 1.3 of this Act. Children with developmental delays documented through state approved screening assessments or children with medically documented disabilities who do not already qualify for special need services should also be considered for enrollment. In the event that more students seek to enroll than available space permits, districts shall prioritize students (at the time of acceptance) on the basis of family income expressed as a percentage of the federal poverty guidelines, with the lowest family incomes given the highest enrollment priority.

1A.26 AMEND (Assessments-Gifted & Talented, Advanced Placement, & International Baccalaureate Exams) Directs funds appropriated and/or authorized for assessment be used to determine eligibility of students for gifted and talented programs and for the cost of Advanced Placement and International Baccalaureate exams.

WMC: AMEND proviso to include the cost of Cambridge International exam. Requested by Education Oversight Committee.

HOU: ADOPT proviso as amended.

SUBCOMMITTEE RECOMMENDATION: ADOPT proviso as amended.

1A.26. (SDE-EIA: Assessments-Gifted & Talented, Advanced Placement, & International Baccalaureate Exams) Funds appropriated and/or authorized for assessment shall be used for assessments to determine eligibility of students for gifted and talented programs and for the cost of Advanced Placement, ~~and~~ International Baccalaureate, and Cambridge International exams.

1A.29 AMEND FURTHER (Full-Day 4K) Provides guidelines for participation in and funding for the SC Early Reading Development and Education Program. *Note: Companion general education proviso is 1.57.*

WMC: AMEND proviso to change the public and private provider rate for instructional costs from "\$4,510" to "\$4,600." Requested by Office of First Steps.

HOU: ADOPT proviso as amended.

SUBCOMMITTEE RECOMMENDATION: AMEND FURTHER to direct the EOC to include information, recommendations, and a timeline for how the state can increase the number of students served in high-quality programs in their research based review of the programs implementation and assessment.

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1A.29. (SDE-EIA: Full-Day 4K) Eligible students residing in a school district that met the poverty level for participation in the prior school year are eligible to participate in the South Carolina Early Reading Development and Education Program in the current school year. Public and private providers shall be funded for instructional costs at a rate of ~~\$4,510~~ \$4,600 per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for a reimbursement of \$574 per eligible child transported. All providers who are reimbursed are required to retain records as required by their fiscal agent. New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive up to \$1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding not to exceed \$10,000. Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps. The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool based on the one hundred and thirty-five day student average daily membership.

Annually, the Department of Education is directed to audit the annual allocations to public providers to ensure that allocations are accurate and aligned to the appropriate pro rata per student allocation, materials, and equipment funding. In the event the department, during the audit process determines that the annual allocations of the prior fiscal year are not accurate, the department must adjust the allocations for the current fiscal year to account for the audit findings. The department must provide the results of the annual audit findings to the General Assembly no later than December first. Likewise, in the event the Office of First Steps determines that the annual allocations of the prior fiscal year to private providers are not accurate, the Office of First Steps must adjust the allocations for the current fiscal year to account for the findings.

Of the funds appropriated, \$300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January fifteenth of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades *along with information, recommendations, and a timeline for how the state can increase the number of students served in high-quality programs.*

1A.36 CONFORM TO FUNDING / AMEND FURTHER (Teacher Salaries/SE Average) States that the projected Southeastern average teacher salary for FY 2018-19 is \$52,152. Directs the department to continue to use the FY 2017-18 statewide minimum teacher salary schedule in FY 2018-19. Directs that the starting teacher salary shall be increased to \$32,000 with the remaining

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salary schedule increased by 1 percent. Requires a local district board of trustees to provide a step increase for all eligible certified teachers. Directs that if additional state funds fill the gap, the requirement that school districts maintain local salary supplements per teacher at no less than their prior year level is suspended.

WMC: AMEND proviso to change “\$52,152” to “\$52,830.” Delete the requirement that the FY 2017-18 statewide minimum teacher salary schedule continue to be used in FY 2018-19 with the starting salary increased to \$32,000 and the remaining salary schedule increased by 1%. *Note: Companion general education proviso is 1.89.*

HOU: ADOPT proviso as amended.

SUBCOMMITTEE RECOMMENDATION: CONFORM to funding recommendation / AMEND new proviso to direct that the salaries of specified personnel must be increased by not less than 4% and require districts to use the district salary schedule used in the prior fiscal year as the basis for providing the increase.

1A.36. (SDE-EIA: Teacher Salaries/SE Average) The projected Southeastern average teacher salary shall be the average of the average teachers’ salaries of the southeastern states as projected by the Revenue and Fiscal Affairs Office. For the current school year the Southeastern average teacher salary is projected to be ~~\$52,152~~ \$52,830. The General Assembly remains desirous of raising the average teacher salary in South Carolina through incremental increases over the next few years so as to make such equivalent to the national average teacher salary.

~~The statewide minimum teacher salary schedule used in Fiscal Year 2017-18 will continue to be used in Fiscal Year 2018-19 and the starting salary shall be increased to \$32,000 with the remaining salary schedule increased by one percent.~~

Additionally, for the current fiscal year, a local school district board of trustees must increase the salary compensation for all eligible certified teachers employed by the district by no less than one year of experience credit using the district salary schedule utilized the prior fiscal year as the basis for providing the step. Application of this provision must be applied uniformly for all eligible certified teachers. For Fiscal Year ~~2018-19~~ 2019-20, the requirement that school districts maintain local salary supplements per teacher no less than their prior fiscal year level is suspended if additional State funds fill the gap.

Funds allocated by Proviso 1.3 for implementing a revised state minimum salary schedule appropriated in Part IA, Section 1, VIII.C.2. for Teacher Salaries must be used to increase salaries of those teachers eligible pursuant to Section 59-20-50(4)(b), to include classroom teachers, librarians, guidance counselors, psychologists, social workers, occupational and physical therapists, school nurses, orientation/mobility instructors, and audiologists in the school districts of the state by not less than four percent. Districts must use the district salary schedule utilized the prior fiscal year as the basis for providing the increase.

For purposes of this provision teachers shall be defined by the Department of Education using the Professional Certified Staff (PCS) System.

1A.37 **AMEND** (PowerSchool Dropout Recovery Data) Requires the department use PowerSchool and data collection funds to start collecting data from schools and school districts on the number of student who had dropped out and then reenrolled in a public school or in adult education to pursue their high school diploma. Directs the EOC, working with the department, to determine how to calculate a dropout recovery rate and require the rate be reported on the annual school and district report cards.

WMC: AMEND to provide authorize these funds to be carried forward and spent for the same purpose. Requested by Department of Education.

HOU: ADOPT proviso as amended.

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SUBCOMMITTEE RECOMMENDATION: ADOPT proviso as amended.

1A.37. (SDE-EIA: PowerSchool Dropout Recovery Data) With the funds appropriated to the Department of Education for PowerSchool and data collection, the department will begin in the current fiscal year to collect data from schools and school districts on the number of students who had previously dropped out of school and who reenrolled in a public school or adult education to pursue a high school diploma. The Education Oversight Committee working with the Department of Education will determine how to calculate a dropout recovery rate that will be reflected on the annual school and district report cards. The department may carry forward and expend the funds for the same purpose.

- 1A.48 DELETE** (Surplus) Requires EIA funds carried forward from the prior fiscal year that are not appropriated or authorized to be carried forward and spent for specified purposes.
WMC: DELETE proviso.
HOU: ADOPT deletion of proviso.

SUBCOMMITTEE RECOMMENDATION: ADOPT deletion of proviso.

~~**1A.48.** (SDE-EIA: Surplus) For Fiscal Year 2018-19, EIA cash funds from the prior fiscal year and EIA funds not otherwise appropriated or authorized must be carried forward and expended on the following items in the order listed:~~

- ~~1. EOC Partnerships—\$5,109,000; and~~
- ~~2. Industry Certification—\$2,450,000.~~

~~Any additional funds carried forward and not otherwise appropriated or authorized may be used for transportation and bus purchases.~~

- 1A.50 AMEND FURTHER** (South Carolina Public Charter School Funding) Provides for the allocation of S.C. Public Charter School District funds for virtual and brick and mortar charter schools. Provides a timeline extension for ruling on charter school applications and requires the Public Charter School District provide an outcomes report on the extended time frame to the Senate Finance and House Ways and Means Committees.
WMC: AMEND proviso to direct that of the charter schools sponsored by the SC Public Charter School District or registered IHE, virtual schools receive \$1,900 and brick and mortar schools receive \$3,600 per enrolled 3 or 4 year old student with disabilities under IDEA. Direct that for funding purposes these students are to be included in the student counts for the Charter School District or Registered IHE. Update fiscal year reference to “2019-20.”
HOU: ADOPT proviso as amended.

SUBCOMMITTEE RECOMMENDATION: AMEND FURTHER to delete references to virtual schools and associated funding relative to 3 and 4 year old students. Direct the EOC to submit a report to the General Assembly by June 1st to recommend one or more funding systems for charter schools; direct that the systems use such indicators as graduation rate and academic achievement data by school. Require charter schools that receive funds through this proviso to send the required information to the EOC and direct that if a school does not send the data, 1% of these funds will be withheld until they are compliant.

1A.50. (SDE-EIA: South Carolina Public Charter School Funding) The funds appropriated in Part IA, Section VIII.H.- South Carolina Public Charter School Statewide Sponsor must be allocated in the following manner to students at charter schools within the South Carolina Public Charter School District or within a registered Institution of Higher Education: Pupils enrolled in

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virtual charter schools sponsored by the South Carolina Public Charter School District or a registered Institution of Higher Education shall receive \$1,900 per weighted pupil and pupils enrolled in brick and mortar charter schools sponsored by the South Carolina Public Charter School District or a registered Institution of Higher Education shall receive \$3,600 per weighted pupil. Three and four year old students with a disability, who are eligible for services under IDEA and enrolled in ~~virtual or~~ a brick and mortar charter schools sponsored by the South Carolina Public Charter School District or registered IHE, shall receive ~~\$1,900 per student for virtual charter schools and~~ \$3,600 per student for brick and mortar charter schools. Three and four year old students with a disability, who are eligible for serves under IDEA and enrolled in charter schools sponsored by the South Carolina Public Charter School District or a registered IHE, shall be included in student counts for the South Carolina Public Charter School District and registered IHE's solely for purposes of funding under this proviso. Any unexpended funds, not to exceed ten percent of the prior year appropriation, must be carried forward from the prior fiscal year and expended for the same purpose. Any unexpended funds exceeding ten percent of the prior year appropriation must be transferred to the Charter School Facility Revolving Loan Program established in Section 59-40-175. For Fiscal Year ~~2018-19~~ 2019-20, the timelines set forth for ruling on charter school applications are extended for sixty calendar days for all applications submitted to the South Carolina Public Charter School District if the district determines that an applicant should be permitted to amend its application to meet the requirements of Section 59-40-60 and Section 59-40-70, of the 1976 Code, based on an applicant's proposal to address an existing achievement gap utilizing an evidence-based educational program in an underserved geographical area of the state including, but not limited to, charter schools proposed to be located in any school district that is a plaintiff in the Abbeville law suit. The South Carolina Public Charter School District shall report to the Senate Finance Committee and the House Ways and Means Committee on the outcomes of this extended time for a hearing at the end of the application cycle.

The Education Oversight Committee shall issue a report to the General Assembly recommending one or more funding systems for charter schools using such indicators as graduation rate and academic achievement data. At a minimum the report will break out graduation and achievement data by school. Any charter school receiving funding pursuant to this proviso must send the required information to the Education Oversight Committee by October 1 and the Education Oversight Committee shall issue its report to the General Assembly by June 1. Any school failing to report this information to the Education Oversight Committee shall have one percent of the funds received pursuant to this proviso withheld until they become compliant with the data submission requirements.

- 1A.51 CONFORM TO FUNDING / DELETE** (Low Achieving Schools) Directs the EOC to use \$375,000 of the Partnerships for Innovation funds to support up to 3 low-achieving schools to design and plan for implementing innovative, research-based strategies that are focused on recruiting and retaining highly effective teachers and on increasing time-on task. Directs the EOC to assist schools to determine the evidence to be collected to measure initiative effectiveness and to identify resources to support the initiative and to collaborate with TransformSC.

WMC: DELETE proviso.

HOU: ADOPT deletion of proviso.

SUBCOMMITTEE RECOMMENDATION: CONFORM to funding recommendation.

1A.51. (SDE-EIA: Low Achieving Schools) ~~Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, \$375,000 must be allocated to support up to three low achieving schools in designing and planning for implementation innovative,~~

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~~research-based strategies focused on recruiting and retaining highly effective teachers and on increasing time on task through the amount of time, the quality of instruction and the engagement of students. The committee will assist the schools in determining the evidence that will be collected to measure the effectiveness of the initiative and in identifying resources to support the initiative and in collaborating with TransformSC.~~

- 1A.52 CONFORM TO FUNDING / DELETE** (TransformSC) Requires at least \$300,000 of Partnerships for Innovation funds to the EOC be allocated to the TransformSC public-private project.

WMC: DELETE proviso.

HOU: ADOPT deletion of proviso.

SUBCOMMITTEE RECOMMENDATION: CONFORM to funding recommendation.

~~**1A.52.** (SDE-EIA: TransformSC) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, at least \$300,000 shall be allocated to the TransformSC public-private project.~~

- 1A.54 AMEND** (Rural Teacher Recruiting Incentive) Creates a program within CERRA to recruit and retain classroom educators in rural and underserved districts that annually experience excessive teacher turnover. Requires CERRA report by July 31st to the Governor, the President Pro Tempore of the Senate, and the Speaker of the House on the incentives that have been developed and to make recommendations for attracting and retaining high quality teachers. Authorizes Rural Teacher Recruiting Incentive funds to be carried forward and used for the same purpose.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to specify that to be eligible a district must not be one of the fifteen wealthiest districts based on the index of taxpaying ability.

1A.54. (SDE-EIA: Rural Teacher Recruiting Incentive) (A) There is created a program within the South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA) to recruit and retain classroom educators in rural and underserved districts experiencing excessive turnover of classroom teachers on an annual basis.

(B) During the current fiscal year CERRA shall publish eligibility requirements and applications for individual educators, school districts, and institutions of higher education not inconsistent with existing licensure requirements for each, but also including:

(1) Eligible districts identified by CERRA as experiencing greater than eleven percent average annual teacher turnover, as reported on the districts' five most recent district report cards issued by the South Carolina Department of Education and are not one of the fifteen wealthiest districts based on the index of taxpaying ability, may make application to participate in the program.

(2) Individuals eligible for incentives shall be willing to provide instructional services in an eligible district in exchange for participation in an incentive detailed in item (C) of this section, pursuant to the obligations and restrictions stated for each.

(3) Institutions of higher education eligible to receive education funding as a component of recruiting incentives created pursuant to item (C) of this section shall not be excluded from participation in Teaching Fellows Program.

(4) Any incentives requiring individuals to relocate into an eligible district to provide instructional services shall not be made available to individuals providing instructional services in other eligible districts.

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(C) Pursuant to item (A), CERRA shall develop a set of incentives including, but not limited to, salary supplements, education subsidies, loan forgiveness, professional development, and mentorship to be provided to classroom educators that offer instructional services in eligible districts and shall provide incentive options for eligible individuals at all stages of their careers, including high-school and college or university students interested in entering the teaching profession and including individuals entering the field through an alternative certification pathway to include, but not limited to, PACE, ABCTE, Teach for American and CATE Work-Based Certification.

At a minimum, the incentives shall include:

(1) Development of a program for forgiveness of undergraduate student loans, not to exceed \$5,000 per year, for up to 7 years, for teachers participating in this incentive that achieve certification through an alternative pathway or who have a loan from an institution other than the South Carolina Student Loan Corporation or program other than the South Carolina Teachers Loan Program.

(2) Development of a forgivable loan program for individuals pursuing graduate coursework in furtherance of a teaching career, including enrollment in graduate-level coursework necessary to seek additional credentialing or certification relevant to the participant's teaching practice, or individuals seeking an alternative pathway to certification as a teacher.

(3) Support for the establishment and maintenance of a teaching mentorship program, including salary supplements for teaching mentors not to exceed \$2,500 per year.

(4) Other technical support and recruiting incentives as developed by CERRA in conjunction with the Department of Education and the Education Oversight Committee consistent with the objectives of this section.

(D) In addition to eligibility and application requirements, CERRA shall develop a process for recovering an amount equal to the incentives given to individual participants who fail to comply with the obligations associated with a relevant incentive in which they participate including, but not limited to, failure to complete a prescribed course of study, failure to obtain a relevant certification or licensure upon completion of a course of study, or failure to provide instructional services in an eligible district for a prescribed period of time.

(E) CERRA shall report by July thirty-first of the current fiscal year to the Governor, President pro Tempore of the Senate, and Speaker of the House on the incentives developed pursuant to item (C) of this section and make recommendations for attracting and retaining high quality teachers in rural and underserved districts. The report shall contain at a minimum eligibility requirements and application processes for districts and individuals, descriptions of and proposed budgets for each incentive program and an analysis of the number and demographics of individuals potentially eligible for each.

(F) Funds appropriated or transferred for use in the Rural Teacher Recruiting Incentive may be carried forward from prior fiscal years and used for the same purpose.

1A.56 AMEND FURTHER (Reading/Literacy Coaches) Provides for the allocation and use of funds appropriated for Reading/Literacy Coaches to school districts. Requires the department publish guidelines defining reading/literacy coach minimum qualifications; develop procedures to monitor the use of these funds; and requires the funds to be retained and carried forward for the same purpose and not flexed. *Note: Companion general education proviso is 1.61.*

HOU: AMEND proviso to provide an exception to the requirement that the district can only use these funds to employ reading/literacy coaches for schools depending on the area of highest need in the district, if the district can request and receive a waiver from the department to spend funds on interventionists who spend more than 50% of their time providing direct support to struggling readers in grades k-5. Sponsor: Rep. Allison.

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SUBCOMMITTEE RECOMMENDATION: AMEND FURTHER to add a new (H) to direct the department to screen and approve the hiring of reading/literacy coaches in schools where 1/3 or more of its 3rd grade students score at the lowest achievement level on the statewide summative English/language arts assessment and prohibit the district from disbursing funds to pay the reading/literacy coach until the department has screened and approved the coach. Allows schools where at least 60% of students scored at meets or exceeds expectations on the assessment to submit in their reading plan a request for flexibility to use their allocation to provide literacy support to students and require the plan to be approved by the department.

1A.56. (SDE-EIA: Reading/Literacy Coaches) (A) Funds appropriated for Reading/Literacy Coaches must be allocated to school districts by the Department of Education as follows: for each primary and elementary school, the school district shall be eligible to receive up to \$62,730 or the actual cost of salary and benefits for a full-time reading/literacy coach.

(B) By accepting these funds, a school district warrants that they will not be used to supplant existing school district expenditures, except for districts that either are currently, or in the prior fiscal year, were paying for reading/literacy coaches with local funds. A district may only utilize these funds to employ reading/literacy coaches that may serve in a primary, elementary, or middle school or a combination of these schools depending on the area of highest need in the district except in the event that the district can request and receive a waiver from the Department of Education to expend the funds on interventionists who spend more than fifty percent of their time providing direct support to struggling readers in grades kindergarten through grade five. The school district must align the placement of coaches to the district reading plan that is approved by the department.

(C) Funds appropriated for reading/literacy Coaches are intended to be used to provide primary, elementary, and/or middle schools with reading/literacy coaches who shall serve according to the provisions in Chapter 155 of Title 59.

(D) Schools and districts accepting funding to support a coaching position agree that the reading/literacy coach must not serve as an administrator. If the department finds that school districts are using these funds for administrative costs as defined in statute they must withhold that districts remaining balance of funds allocated pursuant to this proviso.

(E) The Department of Education must publish guidelines that define the minimum qualifications for a reading/literacy coach. These guidelines must deem any licensed/certified teacher qualified if, at a minimum, he or she:

- (1) holds a bachelor's degree or higher and an add-on endorsement for literacy coach or literacy specialist; or
- (2) holds a bachelor's degree or higher and is actively pursuing the literacy coach or literacy specialist endorsement; or
- (3) holds a master's degree or higher in reading or a closely-related field.

Within these guidelines, the Department of Education must assist districts in identifying a reading/literacy coach in the event that the school is not successful in identifying and directly employing a qualified candidate. The provisions of subsection (A), including the local support requirements, shall also apply to any allocations made pursuant to this paragraph.

(F) The Department of Education must develop procedures for monitoring the use of funds appropriated for reading/literacy coaches to ensure they are applied to their intended uses and are not redirected for other purposes. The Department of Education may receive up to \$100,000 of the funds appropriated for reading/literacy coaches in order to implement this program, provided that this allocation does not exceed the department's actual costs.

(G) Prior to the close of the current fiscal year, any unspent or unallocated funds for reading/literacy coaches shall be used to fund Summer Reading Camps.

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(H) For the current school year, the Department of Education shall screen and approve the hiring of any reading/literacy coach serving in a school in which one third or more of its third grade students scoring at the lowest achievement level on the statewide summative English/language arts assessment. No funds shall be disbursed to the district to fund the reading/literacy coach until the department has screened and approved the coach. Schools in which at least sixty percent of students scored at meets or exceeds expectations on the state summative assessment in English/language arts may submit, as part of their reading plan, a request to the department for flexibility to utilize their allocation to provide literacy support to students, which may include, but is not limited to: a reading coach, a literacy interventionist, or other supplemental services directed to students in need of interventions. This plan must be approved by the department annually as part of the district reading plan.

(I) The Department of Education shall require:

(1) any school district receiving funding under subsection (A) to identify the name and qualifications of the supported reading/literacy coach; as well as the school in which the coach is assigned; and

(2) any school district receiving funding under subsection (G) to account for the specific amounts and uses of such funds.

(J) With the data reported by the school districts, the department shall report by January fifteenth of the current fiscal year on the hiring of and assignment of reading/literacy coaches by school. The department shall also report the amount of funds that will be used for Summer Reading Camps.

(K) Funds appropriated for reading/literacy coaches shall be retained and carried forward to be used for the same purpose but may not be flexed.

1A.62 CONFORM TO FUNDING / DELETE (Digital Learning) Directs that \$1,425,000 of Partnerships for Innovation funds be authorized for schools or school districts that have poverty indices of 80% or greater based on certain poverty indices or who are an Abbeville equity lawsuit trial or plaintiff district and direct the EOC to pilot a program to provide these districts with digital learning tools and resources, curriculum foundry, technical support, and professional development.

WMC: DELETE proviso.

HOU: ADOPT deletion of proviso.

SUBCOMMITTEE RECOMMENDATION: CONFORM to funding recommendation.

~~1A.62. (SDE-EIA: Digital Learning) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, \$1,425,000 must be authorized for schools or school districts that have poverty indices of eighty percent or greater based on the poverty index utilized the prior fiscal year that was student eligibility for the free or reduced price lunch program and Medicaid, or are a trial or plaintiff district in the Abbeville equity lawsuit. In these districts, the EOC will pilot a program that provides school districts with digital learning tools, digital resources, the curriculum foundry, technical support, and professional development.~~

1A.64 CONFORM TO FUNDING / DELETE (Low Achieving Schools) Directs that \$306,750 of Partnerships for Innovation funds appropriated to the EOC be allocated to parent support initiatives and afterschool programs in historically underachieving communities.

WMC: DELETE proviso.

HOU: ADOPT deletion of proviso.

SUBCOMMITTEE RECOMMENDATION: CONFORM to funding recommendation.

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1A.64. (SDE-EIA: Low Achieving Schools) ~~Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, \$306,750 shall be allocated to parent support initiatives and afterschool programs in historically underachieving communities.~~

- 1A.65** **CONFORM TO FUNDING / DELETE** (EOC Military-Connected Children) Directs the EOC to use \$225,000 of Partnerships for Innovation funds to initiate a pilot program in at least two school districts that have a high military density that will provide training, services, resources and research to various educational and mental health professionals, service providers, and military parents. Requires training and services be provided by a non-profit entity with specific credentials. Directs the EOC to report on the expenditures of these funds and post-training evaluation in its annual report on the education performance of military-connected children as required by Act 289 of 2014.
WMC: DELETE proviso.
HOU: ADOPT deletion of proviso.

SUBCOMMITTEE RECOMMENDATION: CONFORM to funding recommendation.

1A.65. (SDE-EIA: EOC Military-Connected Children) ~~Of the funds allocated for Partnerships for Innovation, the Education Oversight Committee is directed to expend \$225,000 to initiate in at least two school districts with high military density, a pilot program that will provide training, services, resources and research to teachers, counselors, mental health professionals, school nurses, service providers and military parents. The objective of the pilot is to increase the level of educational quality and support for military-connected children. The training and services must be provided by a non-profit entity that is an NBCC Approved Continuing Education Provider and is an authorized provider by the International Association for Continuing Education and Training (IACET). Pursuant to its responsibilities under Act 289 of 2014, the Education Oversight Committee will report on the expenditure of these funds and post training evaluations in its annual report on the educational performance of military-connected children.~~

- 1A.66** **CONFORM TO FUNDING / DELETE** (STEM Labs) Directs the EOC to spend \$225,000 of Partnerships for Innovation funds for customized STEM labs. Directs the EOC to work with the department's Office of Standards and Learning to solicit middle schools from the Abbeville trial and plaintiff districts to participate in implementing a STEM based curriculum customized for 6th - 8th grade designed to address local industry needs. Requires the curriculum be aligned to state standards and certified by ACT WorkKeys.
WMC: DELETE proviso.
HOU: ADOPT deletion of proviso.

SUBCOMMITTEE RECOMMENDATION: CONFORM to funding recommendation.

1A.66. (SDE-EIA: STEM Labs) ~~Of the funds allocated for Partnerships for Innovation, the Education Oversight Committee is directed to expend \$225,000 for customized STEM labs. The Education Oversight Committee shall work with the Department of Education, Office of Standards and Learning to solicit interested middle schools from the Abbeville trial and plaintiff districts to participate in implementing a STEM based curriculum. The pilot sites will receive a customized 6th–8th grade STEM curriculum designed to address the needs of local industry. The curriculum provided will be aligned to state standards and certified by ACT WorkKeys and will include hands on, problem-based student labs. The curriculum will also be certified by ACT WorkKeys. Teachers in the pilot sites will receive ongoing, year-long professional development~~

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~~on cross-curricular STEM implementation that will be aligned to state standards as well and the district strategic plan.~~

1A.70 CONFORM TO FUNDING / DELETE (Aid to Districts-Technology) Directs that Aid to Districts-Technology funds be distributed to public school districts, special schools, and the SC Public Charter School District per pupil, based on the previous year's 135 day ADM based on specific calculations. Allows the department to adjust the per-ADM rates to conform to actual levels of student attendance and available appropriations. Directs that funds are to be used to improve external and internal connections and develop or expand 1-1 computing initiatives. Allows a school district that has achieved each goal to submit a plan to the K-12 Technology Committee for permission to use the funds for other technology-related uses and provide an appeals process. Directs each school district that receives these funds to provide an itemized report by June 30, 2019, on the amounts and uses of these funds.

WMC: DELETE proviso.

HOU: ADOPT deletion of proviso.

SUBCOMMITTEE RECOMMENDATION: CONFORM to funding recommendation.

~~**1A.70.** (SDE-EIA: Aid to Districts-Technology) Funds appropriated to the Department of Education for Aid to Districts Technology shall be distributed to the public school districts of the state, the special schools of the state and the South Carolina Public Charter School District, per pupil, based on the previous year's one hundred thirty five day average daily membership, according to the below calculations: (1) For a school district with a poverty index of less than 75: \$35 per ADM; (2) For a school district with a poverty index of at least 75 but no more than 85: \$50 per ADM; or (3) For a school district with a poverty index of greater than 85 or a special school with no defined poverty index: \$70 per ADM. Poverty will be defined as determined for the poverty add on weight in Proviso 1.3 of this Act.~~

~~The Department of Education may adjust the per ADM rates for each of the three classes defined above in order to conform to actual levels of student attendance and available appropriations, provided that the per ADM rate for each class is adjusted by the same percentage.~~

~~Funds distributed to a school district may only be used for the following purposes: (1) To improve external connections to schools, with a goal of reaching at least 100 kilobits per second, per student in each school by 2019; (2) To improve internal connections within schools, with a goal of reaching at least 1 megabit per second, per student in each school by 2019; or (3) To develop or expand one to one computing initiatives.~~

~~A school district that has achieved each of the above goals may submit a plan to the K-12 Technology Committee for permission to expend its allocation on other technology related uses; such permission shall not be unreasonably withheld and the K-12 Technology Committee must permit districts to appeal any process should a district not receive approval and must provide technical assistance to districts in developing plans should the district request such.~~

~~Funds appropriated may not be used to supplant existing school district expenditures on technology. By June 30, 2019, each school district that receives funding during Fiscal Year 2018-19 must provide the K-12 Technology Committee with an itemized report on the amounts and uses of these funds, using a form developed by the Education Oversight Committee. In this report, a school district must provide information on its efforts to obtain reimbursements through the "E Rate" Schools and Libraries Program administered by the Universal Service Administrative Company. Within its available resources, the K-12 Technology Committee shall support school districts' efforts to obtain these reimbursements.~~

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- 1A.72 CONFORM TO FUNDING / DELETE** (Teacher Academy Pilot) Directs the EOC to use \$75,000 of Teacher Academy funds to pilot a program to improve teacher recruitment and retention. Directs the academy to provide intensive professional development to beginning, novice, and struggling teachers during the summer. Directs the EOC to evaluate the academy's impact using the Effective Learning Environments Observation Tool.

WMC: DELETE proviso.

HOU: ADOPT deletion of proviso.

SUBCOMMITTEE RECOMMENDATION: CONFORM to funding recommendation.

~~1A.72. (SDE-EIA: Teacher Academy Pilot) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, \$75,000 shall be utilized to pilot a Teacher Academy project to improve teacher recruitment and retention. The academy shall provide intensive professional development to beginning, novice, and struggling teachers during the summer prior to the current school year. The Education Oversight Committee shall evaluate the impact of the academy using the state observation tool "Effective Learning Environments Observation Tool" (ELEOT).~~

- 1A.73 CONFORM TO FUNDING / DELETE** (Kinesthetic Learning Platform) Direct the EOC to use \$187,500 of Partnerships for Innovation funds to pilot a kinesthetic learning platform which uses physical activity to teach Pre K through 3rd grade math, English/language arts and literacy standards.

WMC: DELETE proviso.

HOU: ADOPT deletion of proviso.

SUBCOMMITTEE RECOMMENDATION: CONFORM to funding recommendation.

~~1A.73. (SDE-EIA: Kinesthetic Learning Platform) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, \$187,500 must be used to pilot a kinesthetic learning platform using physical activity to teach South Carolina's Math, English/Language Arts and Literacy standards for the Pre K through 3rd grade learner to improve academic performance.~~

- 1A.74 CONFORM TO FUNDING / DELETE** (Algebra) Directs the EOC to use \$1,125,000 of Partnerships for Innovation funds to pilot and evaluate an algebra program for students giving statewide access to various videos, study guides, practice tools and online discussion walls for peer and instructor assistance. Directs teachers to be provided with statewide access to a discussion wall, student progress reports and teaching materials within the same platform.

WMC: DELETE proviso.

HOU: ADOPT deletion of proviso.

SUBCOMMITTEE RECOMMENDATION: CONFORM to funding recommendation.

~~1A.74. (SDE-EIA: Algebra) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, \$1,125,000 must be used to pilot and evaluate a program that provides students with statewide access to: (a) algebra videos, online practice tools, and tutoring; (b) algebra videos taught by at least 5 different instructors. The instructors must be from diverse backgrounds and have different teaching styles so students may differentiate their learning; (c) algebra videos, specifically aligned with South Carolina state standards; (d) algebra study guides/notes that follow along explicitly with the algebra videos. Each student must have~~

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~~access to a workbook version of these study guides; (e) algebra practice tool that provides instant feedback to students, as well as solution videos and guidance to review; and (f) online, collaborative discussion wall where students can ask questions and receive assistance from both peers and instructors. The discussion wall must be accessible after school and on weekends.~~

~~The pilot must also provide teachers with statewide access to: (a) a professional learning community and discussion wall, where teachers can share best practices and resources; (b) reports on student usage and progress; and (c) teacher materials, answer keys, and resources accessible within the same platform.~~

- 1A.75 CONFORM TO FUNDING / DELETE** (Kindergarten Readiness Program) Directs that \$225,000 of Partnerships for Innovation funds be allocated to support a home based, technology delivered kindergarten readiness program with specific software.
WMC: DELETE proviso.
HOU: ADOPT deletion of proviso.

SUBCOMMITTEE RECOMMENDATION: CONFORM to funding recommendation.

~~**1A.75.** (SDE-EIA: Kindergarten Readiness Program) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, \$225,000 must be allocated to support a home-based, technology delivered kindergarten readiness program with software aligned with NAEYC's 12 Principles of Child Development and Learning that Inform Practice and with Head Start's Early Learning Outcomes framework and with demonstrated RCT results.~~

- 1A.78 DELETE** (Digital Learning Plan) Creates a study committee to develop a Digital Learning Plan for the K-12 public education system in order to build on public schools existing technology foundation and to develop a long-term strategy that sets directions and priorities, supports innovation, and provides resources for educators and students to fully benefit from digital-age teaching and learning. Requires the EOC to report those findings to the Chairmen of the House Ways and Means and Senate Finance Committees by June 1, 2019.
WMC: DELETE proviso.
HOU: ADOPT deletion of proviso.

SUBCOMMITTEE RECOMMENDATION: ADOPT deletion of proviso.

~~**1A.78.** (SDE-EIA: Digital Learning Plan) From funds administered by the K-12 Technology Committee, the following study committee is created to develop a Digital Learning Plan for the state's K-12 public education system. The goal of the Digital Learning Plan is to build upon the existing technology foundation of public schools and develop a coherent long-term strategy that sets directions and priorities, supports innovation, and provides resources to enable educators and students to benefit fully from digital-age teaching and learning. The Digital Learning Plan must provide recommendations for State actions that will guide and support K-12 schools in their transitions to digital-age education. The plan must be submitted to the General Assembly by January 1, 2019 and must address, at a minimum, the following issues for districts and schools: technology, infrastructure, and devices; human capacity; content instruction and assessment; security; regional and state support; policy and funding; local digital learning initiatives; and the use of alternative methods of instruction for scheduled make-up time. The Digital Learning Plan must include timelines for implementation and cost projections beginning with the subsequent fiscal year. The study committee shall confer with other states and national experts on developing and implementing the Digital Learning Plan. Staff support shall be~~

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provided by the K-12 Technology Committee and agencies represented on the committee. The study committee shall be composed of the following members:

1. Executive Director of the Department of Administration, or his designee, who shall chair the study committee;
2. State Superintendent of Education, or his designee;
3. President of Educational Television Commission, or his designee;
4. Director of the State Library, or his designee;
5. Executive Director of the Education Oversight Committee, or his designee;
6. A representative of the private sector in the field of information technology appointed by the Chairman of the Senate Finance Committee;
7. A representative of the private sector in the field of information technology appointed by the Chairman of the House Ways and Means Committee;
8. One representative of an educator preparation program appointed by the State Board of Education;
9. One member of a local board of education who represents a local education agency that has successfully incorporated technology into its schools, who is appointed by the Education Oversight Committee;
10. One member of a local board of education who represents a local education agency that has limited access to technology, who is appointed by the Education Oversight Committee; and
11. One parent of a public school child appointed by the Education Oversight Committee.

The Education Oversight Committee shall be responsible for and have control over the construct and implementation of the pilot program for alternative methods of instruction for make-up days. For the current fiscal year, the Education Oversight Committee shall select school districts around the state for a pilot program to utilize alternative methods of instruction which may include, but are not limited to, online or virtual instruction for scheduled make-up time. All make-up time must reflect the number of hours of the make-up days the instruction will cover. All make-up time must meet state requirements for elementary and secondary school days. The Education Oversight Committee shall provide guidelines to the selected school districts no later than August 1, 2018. All districts shall continue to report to the Department of Education all days missed, reasons for the absences, days made up, and now the alternative method of instruction used. The Education Oversight Committee shall work with the Educational Television Commission (ETV) and the State Library to utilize and coordinate available ETV and State Library resources and explore alternative means of delivery to districts that may lack proper access to online instruction.

The school districts shall report the following information to the Education Oversight Committee by April 1, 2019: method(s) of implementation utilized, advantages and disadvantages of the method(s) used, and any feedback received from parents or guardians.

The Education Oversight shall report those findings to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee by June 1, 2019.

1A.80 DELETE (Teacher Salaries Increase) Directs the department to increase the statewide salary schedule by 1% and increase the starting salary to \$32,000; requires a local school district board of trustees to provide all certified teachers paid on the teacher salary schedule the 1% increase; specifies that districts are to use the prior year's district salary schedule as its base; and directs school districts to use the additional funds from the Teacher Salary Supplement to provide the 1% required increase.

WMC: DELETE proviso.

HOU: ADOPT deletion of proviso.

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SUBCOMMITTEE RECOMMENDATION: ADOPT deletion of proviso.

~~1A.80. (SDE-EIA: Teacher Salaries Increase) For Fiscal Year 2018-19, the Department of Education is directed to increase the statewide salary schedule by one percent and increase the starting salary to \$32,000. A local school district board of trustees must provide all certified teachers paid on the teacher salary schedule a one percent salary increase. Districts are to provide this increase using the district salary schedule utilized the prior fiscal year as its base. School districts shall utilize the additional funds made available from the Teacher Salary Supplement appropriation to provide the required one percent increase.~~

~~For purposes of this provision, teachers shall be defined by the Department of Education using the Professional Certified Staff (PCS) System.~~

1A.81 REINSERT/AMEND (Grants Committee) Directs the department to establish an independent grants committee to support innovation pilot initiatives in public schools and school districts. Directs the committee to submit its process to the Governor and the Chairmen of the House Ways and Means and Senate Finance Committees by December 31, 2018. Require grantees and service providers to participate in an external evaluation conducted by the EOC to document results.

WMC: DELETE proviso.

HOU: ADOPT deletion of proviso.

SUBCOMMITTEE RECOMMENDATION: REINSERT proviso and AMEND to direct the grants committee, in FY 2019-20, to give priority to funding projects funded by the EOC Partnerships of Innovation in the prior fiscal year while keeping its established criteria. Direct the committee to accept applications per the established process not to exceed the amount appropriated. Direct that committee members serve 4 year terms. Delete the stipulation that the required match be based on the poverty of the district or school. Delete the evaluation parameters for grantees and service providers and instead direct that they are required to participate in an external evaluation as prescribed by the committee and agree upon in the application and award process.

1A.81. (SDE-EIA: Grants Committee) ~~With Of~~ the funds appropriated to the Department of Education for Innovation Grants, the department shall establish an independent grants committee, ~~to support innovation pilot initiatives in public schools and school districts~~ in Fiscal Year 2019-20, shall give priority to funding projects funded by the Education Oversight Committee Partnerships of Innovation in the prior fiscal year while keeping with its established criteria Additionally, the committee shall accept applications per the established process for new grantees not to exceed the amount appropriated by the General Assembly. ~~The goal of the initiative is to invest in strategies or programs to improve student outcomes as described in the Profile of the South Carolina Graduate and to promote public-private partnerships between business, nonprofit organizations, institutions of higher education, local school systems and public schools.~~

The Superintendent of Education is directed to appoint an independent grants committee to develop the process for awarding the grants or directly purchasing services. The committee members shall serve four year terms. The process shall include the application procedure, selection process, and matching grant formula if applicable. The grants committee must be comprised of seven members, three members selected from the education community and four members selected from the business community. The chairman of the committee shall be selected by the committee members at the first meeting of the committee. The suggested criteria for awarding the grants to schools or school districts or directly purchasing services must include, but are not limited to:

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- (1) a demonstrated ability to meet the match throughout the granting period;
- (2) a demonstrated ability to implement the initiative or model as set forth in the application;
- (3) identification of key measurable benchmarks in the education continuum that must be improved to raise student achievement and ensure all students graduate college, career and civic ready;
- (4) a demonstrated ability to be both replicable and scalable with priority given to those projects that focus on applied learning opportunities and experiences, especially in the STEM or STEAM fields;
- (5) blended and personalized learning focused on content mastery and experiential learning; and
- (6) innovative strategies to close student achievement gaps, with a focus on below average and unsatisfactory schools.

~~The match required from a grant recipient shall be based on the poverty of the district or school.~~ No matching amount will exceed more than seventy percent of the grant request or be less than ten percent of the request. The required match may be met by funds or by in-kind donations, such as technology, to be further defined by the grants committee. Public school districts and schools that have high poverty and low achievement will receive priority for grants when their applications are judged to meet the criteria established for the grant program. The committee shall submit ~~its process~~ an annual report to the Governor, the Chairman of House Ways and Means and the Chairman of Senate Finance by ~~December 31, 2018~~ June 30, 2020.

~~Grantees and service providers will be required to participate in an external evaluation that is the financial responsibility of the Education Oversight Committee as prescribed by the committee and agreed upon in the application and award process. The evaluation must document the results of the grants and examine the implementation of the initiatives and models to understand the delivery of services and any contextual factors. The evaluation will then highlight the accomplishments and common challenges of the initiatives and models funded to share the lessons learned with the state's public education community.~~

- 1A.82** **ADD** (Teacher Loan Program) **WMC:** ADD new proviso to direct that the annual maximum award for eligible juniors, seniors and graduate students is \$7,500 per year with an aggregate maximum loan amount of \$27,500. Requested by the Education Oversight Committee.
HOU: ADOPT new proviso.

SUBCOMMITTEE RECOMMENDATION: ADOPT new proviso.

1A.82. (SDE-EIA: Teacher Loan Program) With the funds appropriated for the Teacher Loan Program and with funds in the revolving fund, in the current fiscal year the annual maximum award for eligible juniors, seniors and graduate students is \$7,500 per year and the aggregate maximum loan amount is \$27,500.

- 1A.83** **AMEND NEW PROVISO** (Digital Learning Plan) **WMC:** ADD new proviso to direct the EOC to implement a second year of a pilot program for alternative methods of instruction for make-up days. Provide the option for the five school districts that participated in the initial pilot program to continue to participate if they will assist the committee in reviewing and approving additional school districts and provide technical assistant and support to the new districts. Authorize the committee to allocate funds to the five districts for providing technical support. Provide guidelines for participating districts. Require participating districts report to the EOC by April 1, 2020. Require the EOC to report a plan to the Governor, General Assembly, SDE and the State Board of Education by June 1, 2020.

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HOU: ADOPT new proviso.

SUBCOMMITTEE RECOMMENDATION: AMEND new proviso to delete House version and instead provide a process for school districts to submit a request to the department to use alternative methods of instruction, such as online or virtual, towards up to 3 days of scheduled make up time. Require the department publish guidelines by August 1, 2019, and work with ETV to use and coordinate available ETV resources.

~~1A.83. (SDE-EIA: Digital Learning Plan Make Up Days) The Education Oversight Committee is responsible for implementing the second year of a pilot program for alternative methods of instruction for make up days. The five school districts that participated in the initial pilot program in the prior fiscal year shall have the option of continuing to participate during the current fiscal year. As a condition of their continued participation, these five school districts shall assist the committee in reviewing and approving additional school districts to participate in the second year of the pilot program and shall provide technical assistance and support to new districts participating in the pilot. From funds available to the committee, the committee is authorized to allocate funds to the five districts for providing technical support to the new districts participating in the pilot program.~~

~~All districts participating in the pilot in the current fiscal year shall utilize alternative methods of instruction which may include, but are not limited to, online or virtual instruction for scheduled make up time. All make up time must reflect the number of hours of the make up days the instruction will cover. All make up time must meet state requirements for elementary and secondary school days. All districts shall continue to report to the Department of Education all days missed, reasons for the absences, days made up, and now the alternative method of instruction used. The Education Oversight Committee shall work with the Educational Television Commission (ETV) and the State Library to utilize and coordinate available ETV and State Library resources and explore alternative means of delivery to districts that may lack proper access to online instruction. All school districts shall report the following information to the Education Oversight Committee by April 1, 2020: method(s) of implementation utilized, advantages and disadvantages of the method(s) used, any feedback received from administrators, teachers, parents or guardians, and recommendations for how the program can be implemented statewide.~~

~~By June 1, 2020 the Education Oversight Committee shall report to the Governor, the General Assembly, the Department of Education, and the State Board of Education a plan for implementing the eLearning program for make up days statewide.~~

~~For the current fiscal year, school districts may submit a request for approval in writing to the Department of Education to utilize alternative methods of instruction which may include, but is not limited to, online or virtual instruction towards up to three days of the scheduled make up time. The request must be signed by the District Superintendent and Chair of the local Board of Trustees and must reflect the number of hours of the make-up days the instruction will cover. All make up time must meet state requirements for elementary and secondary school days. The department shall publish guidelines no later than August 1, 2019. All districts shall continue to report to the department all days missed, reasons for the absences, days made up, days waived, and now the alternative method of instruction used. The department shall work with the Educational Television Commission (ETV) to utilize and coordinate available ETV resources and explore alternate means of delivery to districts that may lack proper access to online instruction.~~

1A.84 CONFORM TO FUNDING / AMEND FURTHER (School Safety Program) **WMC:** ADD new proviso to direct that School Safety Program and School Resource Officers funds be used to

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hire certified law enforcement officers to serve as school resource officers for school districts without adequate resources to hire their own resource officers; provides eligibility requirements; authorizes a maximum of four SROs per district; and directs the department to provide funding directly to the local law enforcement agency for the SRO. *Note: Companion general education proviso is 1.86.*

HOU: ADOPT new proviso.

SUBCOMMITTEE RECOMMENDATION: CONFORM to funding recommendation / AMEND FURTHER to authorize funds to be carried forward and used for the same purpose.

1A.84. (SDE-EIA: School Safety Program) Funds appropriated for the School Safety Program and School Resource Officers shall be utilized by the department for the purpose of hiring certified law enforcement officers to serve as a school resource officer for school districts that otherwise would lack the adequate resources to hire their own school resource officers. In making determinations of eligibility the department shall use the most recent index of taxpaying ability as the district's indicator of ability to pay, with districts of the lowest index of taxpaying ability receiving priority consideration. Districts must apply for funding through the department and no districts shall receive an award of more than four certified school resource officer positions. In making awards the department shall provide funding directly to the local law enforcement agency to pay for the cost of the law enforcement officer that will serve as a full-time school resource officer. The department is authorized to carry forward funds and utilize these funds for the same purpose.

1A.85 AMEND NEW PROVISO (Teacher Recruitment Program) WMC: ADD new proviso to direct the department to allocate \$750,000 of Rural Teacher Recruitment funds to USC's College of Education (COE) by September 30th for development and implementation of a new teacher recruitment pilot program to be administered by the COE in partnership with the Center for Teaching Quality. Directs that the purpose of the pilot program is to employ innovative and cost-effective teacher recruitment strategies, customized new teacher training and ongoing mentoring support. Require the pilot program assist at least 10 school districts and include at least 4 districts along the I-95 corridor and serve at least 250 teacher candidates. Direct that accountability metrics be developed and that a report be submitted no later than 60 days after the close of the fiscal year.

HOU: ADOPT new proviso.

SUBCOMMITTEE RECOMMENDATION: AMEND new proviso to specify that the funds shall not be allocated until after the COE and CTO develop accountability metrics. Amend the report timeframe from no later than "60 days after the close of the current fiscal year" to no later than "June 30th."

1A.85. (SDE-EIA: Teacher Recruitment Program) On or before September 30th of ~~the current fiscal year~~ Fiscal Year 2019-20 following the development of accountability metrics, \$750,000 of the funds appropriated in this Act to the Department of Education for "Rural Teacher Recruitment" shall be allocated to the University of South Carolina's College of Education (COE) for the development and implementation of a new teacher recruitment pilot program to be administered by the COE in partnership with the Center for Teaching Quality (CTQ). The purpose of the pilot program shall be the employment of innovative and cost-effective teacher recruitment strategies, customized training for new teachers, and dedicated, ongoing mentoring support. The pilot program shall compliment and/or enhance

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the state's ongoing rural teacher recruitment initiatives such as those supported pursuant to Part 1A.54 of this Act. At minimum, the pilot program must assist no fewer than ten school districts to include at least four districts along the I-95 corridor and serve no fewer than 250 teacher candidates. The pilot program shall stipulate reasonable fees for participating candidates and districts and districts shall agree to release time for required on site mentors who shall be experienced, practicing teachers within the district for the purposes of co-teaching with and supporting candidates' development. Within participating districts, the pilot program shall emphasize high-need schools and within selected schools, the emphasis shall be on developing teacher candidates teaching in high-need subject areas to include, but not be limited to, STEM and special education with all candidates receiving training in literacy skills. The pilot program design shall be based on emerging empirical evidence of effective teacher education as well as best practices from recent innovations in university-based and alternative certification and residency programs for the dual purpose of recruiting needed candidates with equal focus on retaining accomplished, experienced teachers utilizing, in part, a model which contains intensive mentoring and support for candidate teachers. ~~The~~ Before any funds are disbursed to the COE, the COE and CTQ shall develop accountability metrics for the pilot program ~~and it~~ that must include, at minimum, employment outcome indicators such as job placement and retention statistics as well as survey instrumentation in order to measure candidate, mentor, and principal satisfaction with the pilot program. No later than ~~60 days after the close of the current fiscal year~~ June 30th, program data and evidence collected as a result of this accountability requirement must be shared in report form with the Department of Education, the Education Oversight Committee, the South Carolina Center for Educator Recruitment, Retention, and Advancement, the Commission on Higher Education, the Chairman of the Senate Education Committee, the Chairman of the House Education and Public Works Committee, the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee.

SECTION 6 - H750 - SCHOOL FOR THE DEAF AND THE BLIND

- 6.1 DELETE** (Student Activity Fee) Allows the School for the Deaf and Blind to charge a student activity fee, not to exceed \$40, differentiated according to the income of the family expenses. Authorizes funds to be carried forward.

WMC: DELETE proviso.

HOU: ADOPT deletion of proviso.

SUBCOMMITTEE RECOMMENDATION: ADOPT deletion of proviso.

6.1.(SDB: Student Activity Fee) ~~The School for the Deaf and the Blind is authorized to charge to the parents of students at the school a student activity fee, differentiated according to the income of the family. The required student activity fee shall not exceed \$40.00. Such revenue may be retained and carried forward into the current fiscal year and expended for the purpose of covering expenses for student activities.~~

- 6.3 DELETE** (Admissions) Establishes admissions policies for the school and provides that students may be admitted through direct application by parents or on referral from the local school district.

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WMC: DELETE proviso.

HOU: ADOPT deletion of proviso.

SUBCOMMITTEE RECOMMENDATION: ADOPT deletion of proviso.

~~6.3. (SDB: Admissions) Deaf, blind, multi-disabled and other disabled students identified by the Board of Commissioners as target groups for admission to the South Carolina School for the Deaf and the Blind may be admitted by the School either through direct application by parents or on referral from the local school district. The Board of Commissioners shall define the appropriate admissions criteria including mental capacity, degree of disability, functioning level, age, and other factors deemed necessary by the board. All placement hearings for admission to the South Carolina School for the Deaf and the Blind shall be organized by the School. The South Carolina School for the Deaf and the Blind shall obtain information from the local school district concerning the needs of the student and shall prepare an Individualized Education Plan for each student admitted. All parents applying for admission of their children must sign a statement certifying that they feel the South Carolina School for the Deaf and the Blind is the most appropriate placement which constitutes the least restrictive environment for the individual student, based upon needs identified in the placement meeting and the Individualized Education Plan. The decision concerning placement and least restrictive environment shall be reviewed annually at the IEP Conference.~~

- 6.4** **DELETE** (Mobility Instructor Service Fee) Authorizes the School for the Deaf and the Blind to charge a fee for mobility instructor services provided to various school districts. Directs revenue be expended for the purpose of covering expenses in the Blind school.

WMC: DELETE proviso.

HOU: ADOPT deletion of proviso.

SUBCOMMITTEE RECOMMENDATION: ADOPT deletion of proviso.

~~6.4. (SDB: Mobility Instructor Service Fee) The School for the Deaf and the Blind is authorized to charge a fee for the services of a mobility instructor to provide service on a contractual basis to various school districts in the state, and such revenue shall be retained and carried forward into the current fiscal year and expended by the School for the purpose of covering expenses in the Blind School.~~

- 6.7** **DELETE** (USDA Federal Grants) Authorizes all revenues generated from USDA federal grants to expended in accordance with Federal regulations for actual expenses in the cafeteria/food service operations.

WMC: DELETE proviso.

HOU: ADOPT deletion of proviso.

SUBCOMMITTEE RECOMMENDATION: ADOPT deletion of proviso.

~~6.7. (SDB: USDA Federal Grants) All revenues generated from USDA federal grants may be retained and expended by the SCSDB in accordance with Federal regulations for the purpose of covering actual expenses in the cafeteria/food service operations of the school.~~

- 6.14** **DELETE** (Buildings) Directs that for purposes of building renovation and construction, the school will be subject to the same requirements as a local education agency.

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WMC: DELETE proviso.

HOU: ADOPT deletion of proviso.

SUBCOMMITTEE RECOMMENDATION: ADOPT deletion of proviso.

6.14. (SDB: Buildings) ~~For the current fiscal year, the South Carolina School for the Deaf and Blind will be subject to the same requirements as a local education agency for the purposes of building renovation and construction.~~

SECTION 7 - L120 - JOHN DE LA HOWE SCHOOL

7.4 **ADD** (Reduction in Force Carry Forward) **WMC:** ADD new proviso to authorize unexpended personal service funds resulting from an August 2018 reduction in force to be used for deferred maintenance and renovation of agency assets.

HOU: ADOPT new proviso.

SUBCOMMITTEE RECOMMENDATION: ADOPT new proviso.

7.4. (JDLHS: Reduction in Force Carry Forward) John de la Howe School is authorized to carry forward into the current fiscal year unexpended personal service funds resulting from the reduction in force implemented in August 2018. These funds shall be used for deferred maintenance and renovation of agency assets.

SECTION 8 - H670 - EDUCATIONAL TELEVISION COMMISSION

8.5 **DELETE** (Delineate Agency Funding) Directs ETV to work with the Executive Budget Office to delineate agency funding by line item in the appropriation bill beginning with the Governor's budget submission. Directs ETV and EBO to identify any provisos that would need to be adjusted and to request the changes by November 30th.

WMC: DELETE proviso.

HOU: ADOPT deletion of proviso.

SUBCOMMITTEE RECOMMENDATION: ADOPT deletion of proviso.

~~8.5.(ETV: Delineate Agency Funding) In order to foster increased transparency and accountability, with the funds appropriated to the Educational Television Commission, the commission is directed to work with the Executive Budget Office to delineate the agency's funding by line items in the General Appropriations Bill beginning with the Governor's budget submission in the fall of the current fiscal year. The commission and the Executive Budget office are also directed to identify any provisos that would need to be adjusted and request changes to the Governor, Chairman of House Ways and Means Committee and Chairman of the Senate Finance Committee by November 30 of the current fiscal year.~~

SECTION 27 - H870 - STATE LIBRARY

27.1 **AMEND** (Aid to Counties Libraries Allotment) Directs that funds appropriated for "Aid to County Libraries is allotted on a per capita basis, using the 2010 Census, with a \$75,000 minimum amount to be received by each county.

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WMC: AMEND proviso to change “75,000” to “\$100,000.”

HOU: ADOPT proviso as amended.

SUBCOMMITTEE RECOMMENDATION: ADOPT proviso as amended.

27.1. (LIB: Aid to Counties Libraries Allotment) The amount appropriated in this section for “Aid to County Libraries” shall be allotted to each county on a per capita basis according to the official United States Census For 2010, as aid to the County Library. No county shall be allocated less than \$75,000 \$100,000 under this provision. To receive this aid, local library support shall not be less than the amount actually expended for library operations from local sources in the second preceding year.

27.9 DELETE NEW PROVISO (Aid to City Libraries) **WMC:** ADD new proviso to direct counties that have both county and city libraries to distribute a proportional share of their Aid to County Libraries funds to any city library within their county and direct that the amount of funds be determined on a per capita basis according to city population per the U.S. Census.

HOU: ADOPT new proviso.

SUBCOMMITTEE RECOMMENDATION: DELETE new proviso.

~~*27.9. (LIB: Aid to City Libraries) Counties which have both county and city libraries are directed to distribute a proportional share of their Aid to County Libraries funds to any city library located within their county. The amount of funds to be distributed shall be determined based on the population of the city on a per capita basis according to the official United States Census for 2010.*~~

SECTION 117 - X900 - GENERAL PROVISIONS

117.88 DELETE (Funds Transfer to ETV) Requires funds appropriated to DOA for Legislative & Public Affairs Coverage and Emergency Communications Backbone and to the Law Enforcement Training Council for City and Council municipal training to be transferred to ETV during July of the current fiscal year for services as they were provided in the prior fiscal year.

SUBCOMMITTEE RECOMMENDATION: DELETE proviso.

~~**117.88.** (GP: Funds Transfer to ETV) In the current fiscal year funds appropriated in Part IA to the Department of Administration Section 93 for Legislative and Public Affairs Coverage and Emergency Communications Backbone and to the Law Enforcement Training Council in Section 64 for State and Local Training of Law Enforcement, City and County municipal training services must be transferred to the Educational Television Commission (ETV) during July of the current fiscal year for the continuation of services as provided in the prior fiscal year.~~