

# Amendment: D3

**Representative Whitmire proposes the following amendment:**

## Section 1 – H630 - Department of Education

Amend

**1.3.** (SDE: State Aid to Classrooms) *(A)* For the current fiscal year, the total pupil count is projected to be 772,062, which includes 722,408 traditional school districts, 48,916 charter school authorizers, and 738 the special school districts. ~~For the current fiscal year, the total pupil count for traditional school districts is projected to be 717,486, the total pupil count for the charter authorizers is projected to be 44,648, and the total pupil count for the special districts is projected to be 703. The total appropriations for State Aid to Classrooms represent~~ These funds represent an average per pupil appropriation of \$5,772 in State Aid to Classrooms. The average total per pupil funding, excluding revenue and local bond issues, is projected to be \$8,667 from state sources, \$1,241 from federal sources, and \$8,170 from local sources. This is an average total funding level of \$18,078, excluding revenues of local bond issues.

*(B)* The State Minimum Teacher Salary Schedule for the current fiscal year is as follows, and districts have flexibility to pay above these levels:

	CLASS 8	CLASS 7	CLASS 1	CLASS 2	
	CLASS 3				
YRS	DR	MASTERS	MASTERS	BACHELORS	BACHELORS
EXP	DEGREE	DEGREE	DEGREE	DEGREE	DEGREE
	+30 HRS		+18 HRS		
0	54,576	51,076	47,576	44,076	42,500
	4.80%	5.15%	5.55%	6.01%	6.25%
1	55,093	51,313	47,877	44,338	42,619
	4.75%	5.12%	5.51%	5.98%	6.23%
2	55,424	51,388	48,025	44,494	42,813
	4.72%	5.11%	5.49%	5.95%	6.20%
3	55,736	51,457	48,164	44,607	42,962
	4.70%	5.11%	5.47%	5.94%	6.18%
4	56,078	51,558	48,331	44,780	43,167
	4.67%	5.10%	5.45%	5.91%	6.15%
5	56,370	51,625	48,462	44,888	43,306

	4.64%	5.09%	5.44%	5.90%	6.13%
6	57,634	52,574	49,411	45,773	44,191
	4.53%	4.99%	5.33%	5.78%	6.00%
7	58,900	53,522	50,359	46,627	45,046
	4.43%	4.90%	5.22%	5.67%	5.88%
8	60,165	54,471	51,308	47,512	45,931
	4.34%	4.81%	5.12%	5.55%	5.76%
9	61,430	55,421	52,257	48,366	46,785
	4.24%	4.72%	5.02%	5.45%	5.65%
10	62,696	56,370	53,207	49,253	47,671
	4.15%	4.64%	4.93%	5.35%	5.53%
11	63,960	57,318	54,155	50,106	48,524
	4.07%	4.56%	4.84%	5.25%	5.43%
12	65,226	58,267	55,104	50,992	49,411
	3.99%	4.48%	4.75%	5.16%	5.33%
13	66,491	59,216	56,053	51,846	50,265
	3.91%	4.41%	4.67%	5.07%	5.23%
14	67,756	60,165	57,001	52,732	51,150
	3.83%	4.34%	4.59%	4.98%	5.14%
15	69,022	61,114	57,951	53,586	52,004
	3.76%	4.27%	4.51%	4.89%	5.05%
16	70,287	62,063	58,900	54,471	52,890
	3.69%	4.20%	4.43%	4.81%	4.96%
17	71,552	63,011	59,848	55,325	53,744
	3.62%	4.13%	4.36%	4.73%	4.88%
18	72,193	63,567	60,372	55,804	54,206
	3.59%	4.09%	4.32%	4.69%	4.84%
19	72,839	64,128	60,901	56,287	54,673
	3.55%	4.06%	4.28%	4.65%	4.79%
20	73,493	64,694	61,435	56,775	55,146
	3.52%	4.02%	4.24%	4.61%	4.75%
21	74,153	65,265	61,974	57,267	55,621
	3.49%	3.98%	4.20%	4.56%	4.71%
22	74,820	65,843	62,519	57,764	56,103
	3.46%	3.95%	4.17%	4.52%	4.66%
23	75,493	66,427	63,070	58,267	56,589
	3.42%	3.91%	4.13%	4.48%	4.62%

	<i>CLASS 8</i>	<i>CLASS 7</i>	<i>CLASS 1</i>	<i>CLASS 2</i>	<i>CLASS 3</i>
	<i>DR</i>	<i>MASTERS</i>	<i>MASTERS</i>	<i>BACHELORS</i>	<i>BACHELORS</i>
<i>YRS</i>	<i>DEGREE</i>	<i>DEGREE</i>	<i>DEGREE</i>	<i>DEGREE</i>	<i>DEGREE</i>
<i>EXP</i>		<i>+30 HRS</i>		<i>+18 HRS</i>	
<i>0</i>	<i>\$55,000</i>	<i>\$52,500</i>	<i>\$51,000</i>	<i>\$47,500</i>	<i>\$47,000</i>
<i>1</i>	<i>\$55,500</i>	<i>\$52,750</i>	<i>\$51,250</i>	<i>\$47,750</i>	<i>\$47,250</i>
<i>2</i>	<i>\$56,000</i>	<i>\$53,000</i>	<i>\$51,500</i>	<i>\$48,000</i>	<i>\$47,500</i>
<i>3</i>	<i>\$56,500</i>	<i>\$53,250</i>	<i>\$51,750</i>	<i>\$48,250</i>	<i>\$47,750</i>

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4	\$57,000	\$53,500	\$52,000	\$48,500	\$48,000
5	\$57,500	\$54,000	\$53,000	\$49,500	\$49,000
6	\$58,000	\$54,500	\$53,500	\$50,000	\$49,500
7	\$59,000	\$55,000	\$54,000	\$50,500	\$50,000
8	\$60,500	\$55,500	\$54,500	\$51,000	\$50,500
9	\$62,000	\$56,000	\$55,000	\$51,500	\$51,000
10	\$63,250	\$57,000	\$56,000	\$52,500	\$52,000
11	\$64,500	\$58,000	\$56,500	\$53,000	\$52,500
12	\$65,750	\$59,000	\$57,250	\$53,500	\$53,000
13	\$67,000	\$60,000	\$58,000	\$54,000	\$53,500
14	\$68,250	\$61,000	\$58,750	\$54,500	\$54,000
15	\$69,500	\$62,000	\$59,500	\$55,000	\$54,500
16	\$70,750	\$63,000	\$60,250	\$55,500	\$55,000
17	\$72,000	\$64,000	\$61,000	\$56,000	\$55,500
18	\$72,500	\$64,500	\$61,750	\$56,500	\$56,000
19	\$73,000	\$65,000	\$62,750	\$57,500	\$57,000
20	\$73,750	\$65,500	\$63,250	\$58,000	\$57,500
21	\$74,500	\$66,000	\$63,750	\$58,500	\$58,000
22	\$75,250	\$66,500	\$64,250	\$59,000	\$58,500
23	\$75,750	\$67,000	\$64,750	\$59,500	\$59,000
24	\$76,000	\$67,500	\$65,250	\$60,000	\$59,500
25	\$76,250	\$68,000	\$65,750	\$60,500	\$60,000
26	\$76,500	\$68,500	\$66,250	\$61,000	\$60,500
27	\$76,750	\$68,750	\$66,500	\$61,250	\$60,750
28+	\$77,000	\$69,000	\$66,750	\$61,500	\$61,000

(C) For the current fiscal year, the funds appropriated for State Aid to Classrooms represent the State’s contribution to the Aid to Classrooms program for direct instruction of students in kindergarten through grade twelve in our state, which is seventyfive percent of the total *salary and employer contribution* cost of funding one teacher salary for every ~~11.2~~ 11.23 students. The salary cost used to determine the amount of funding required for the state effort is based on ~~the cost that~~ of a teacher ~~with a having a master’s degree and twelve years of experience, which equates to \$55,104 salary of \$57,904 on the statewide minimum salary schedule for the current fiscal year and including fringe benefits is of \$18,854, for a total cost of \$72,991~~ \$76,758. The *types of teachers used in the calculation of student-teacher ratio* ~~teachers for every student ratio~~ includes those teachers eligible pursuant to Section 592050(4)(b). ~~;~~ ~~to~~ This includes 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. School districts are required to meet the statewide minimum salary schedule in the current fiscal year and are required to provide the annual step increase pursuant to Section 592050. No school district is required to increase teacher salaries above the amount necessary to meet the statewide minimum salary schedule as prescribed in this act. For the current fiscal year, the provisions of Section 592050(3) of the 1976 Code, as amended, are suspended.

(D) To allocate the funds, the department will calculate the total number of weighted pupil units (WPU) in each school district and in the State. The funds appropriated herein for State Aid to Classrooms represent the state share of the total Aid to Classrooms program, which is seventyfive percent. The local required effort is twentyfive percent of the total program. The total Aid to

Classrooms funding for each district is calculated based on the district's percentage of the total statewide weighted pupils multiplied by the total Aid to Classrooms program. The district's local share is calculated by multiplying the total local share by the district's imputed index of taxpaying ability, which is the district's relative fiscal capacity compared to that of all other districts in the State. The State Aid to Classrooms amount allocated to each district will be determined by subtracting the calculation of the district's local share from the calculation of the district's total Aid to Classrooms projected funding. The Statewide Public Charter School District and any approved institution of higher education authorizing charter schools shall receive one hundred percent of the Aid to Classrooms funding from the State. For Fiscal Year ~~202324~~ 2024-25, no local match is required for the State Aid to Classroom EIA distributions for the base funding rolled up from the previous fiscal year.

Each district will receive either the amount determined by this new methodology or the actual state funding received in Fiscal Year 202122 from State Aid to Classrooms, Aid School Districts, Student Health and Fitness, Guidance/Career Specialists, Handicapped – Profoundly Mentally, EIA Aid to Districts, EIA Students at Risk of School Failure, Allocations EIA – Teacher Salaries, Allocations EIA – Employer Contributions, EIA – Student Health and Fitness Act Nurses, and EIA South Carolina Public Charter Schools.

(E) To provide flexibility, each district may expend the funds as determined by the local school board of trustees to meet the educational needs of students as defined in Section 59150, Chapter 18, Title 59, and as delineated in a child's Individualized Education Program (IEP). Pursuant to Section 592080, each school board of trustees must make available by September first of each fiscal year its annual budget that includes state, local, and federal investments in education. The budget must be available on the district's website. The department, in collaboration with local school districts, will provide a template that each district must use in reporting its budget.

(F) To provide transparency, Revenue and Fiscal Affairs will document annually, through an online financial dashboard, the expenditure of all state, local, and federal funds by each district and by each charter school authorizer and other relevant data. To ensure that the public reporting meets the needs of educators, parents, citizens, and policymakers, the department, in conjunction with Revenue and Fiscal Affairs, will consult routinely with a group of educators, parents, citizens, and policymakers. District expenditures for the prior fiscal year must be published on the department's website for public disclosure by January 1.

If a traditional school district, charter school authorizer, or special school district fails to submit expenditure data needed for the online financial dashboard, the Revenue and Fiscal Affairs Office will notify the Department of Education. Within thirty days of such notification, the Department of Education must then withhold ten percent of all state payments to the district or authorizer until the district or authorizer complies and all payments will then be made.

To ensure accountability, each district's annual audit that is submitted to the Department of Education pursuant to Section 5917100 must be conducted using an auditing firm from an approved list provided by the State Auditor. The State Auditor will develop standards and criteria for determining qualifying auditors. Each district's annual audit must be available on the district's website.

(G) 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 Aid to Classroom funds to the charter school. Students enrolled in charter schools authorized by the South Carolina Public Charter School District or an institution of higher education will receive in addition to the base weight of 1.00 or in addition to the disability weight of 2.60 an additional weight based upon the type of charter school that they attend. These additional funds must support

the provision of educational services for children served by a charter school that does not receive local revenues. These students are also eligible to receive additional weights for personalized instruction. The department will make any necessary adjustments to account for the state share for Charter and Special Districts.

Three and four year old students with a disability, who are eligible for services under IDEA and enrolled in brick and mortar charter schools sponsored by the South Carolina Public Charter School District or registered IHE, shall be included in student counts solely for the purposes of receiving the additional weighting for students attending a brick and mortar charter school.

For Fiscal Year ~~2023-24~~ 2024-25, special districts and alternative schools will receive the amount received in the prior fiscal year from these funds.

(H) 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 thirtyfiveday 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 5917100. 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.

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

(1) K12 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 447130 of the 1976 Code shall receive a weighting of 2.10.

(2) Weights for students with disabilities as documented by their Individualized Education Plan Program (IEP)

2.60

(3) Precareer and Career Technology

1.20

(4) Charter school students

(a) Enrolled in brick and mortar school

1.25

(b) Enrolled in virtual charter school

0.65

(5) 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

0.50

The South Carolina Department of Education will review the child count data for all of the districts and charter school authorizers in the State and identify any school district or charter school authorizer whose percentage of total enrolled students with IEPs is outside of the typical

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percentage range based on national and state data. The Department will then conduct a focused review of the district's special education population and provide technical assistance as needed to ensure that students with disabilities are being appropriately identified and served.

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), 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.

*(J)* 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 thirtyfiveday 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.

*(K)* Up to ten percent of any funds appropriated for State Aid to Classrooms at the end of the fiscal year may be carried forward into the subsequent fiscal year and allocated to school districts, the South Carolina Public Charter School District, and an institution of higher education that authorizes charter schools pursuant to this provision. The additional funds must first support increases in student enrollment and any balance may be allocated proportionately utilizing weighted pupil units to districts. Any additional unexpended funds shall revert to the general fund or to the EIA Fund.

*(L)* With the funds that the Department of Education receives for health insurance for school districts, the department shall allocate the funds to school districts proportionately utilizing weighted pupil units. The department shall allocate to districts funds received for retirement benefits through the State Aid to Classrooms formula.

*(M)* In the event of a mid-year across-the-board budget reduction, which reduces the total appropriation of general funds for State Aid to Classrooms, the Department of Education is directed to first reduce the amount of funds allocated to traditional school districts, charter school authorizers, and the special school districts for proportional funding under this provision.