

# Amendment: D5

## Representative Whitmire proposes the following amendment:

### SECTION 1 - DEPARTMENT OF EDUCATION

Amend

**1.3.** (SDE: State Aid to Classrooms) For the current fiscal year, the total pupil count is projected to be ~~761,855~~ **762,837**, which includes traditional school districts, charter school authorizers, and the special school districts. For the current fiscal year, the total pupil count for traditional school districts is projected to be ~~714,073~~ **717,486**, the total pupil count for the charter authorizers is projected to be ~~47,061~~ **44,648**, and the total pupil count for the special districts is projected to be ~~721,703~~. These funds represent an average per pupil of ~~\$4,895~~ **\$5,377** in State Aid to Classrooms. The average per pupil funding is projected to be ~~\$7,694~~ **\$8,214** state, ~~\$1,274~~ **\$1,310** federal, and ~~\$7,859~~ **\$8,031** local. This is an average total funding level of ~~\$16,827~~ **\$17,555** excluding revenues of local bond issues.

The State Minimum Teacher Salary Schedule for the current fiscal year is as follows:

YRS EXP	CLASS 8	CLASS 7	CLASS 1	CLASS 2	
	CLASS 3				
	DR DEGREE DEGREE	MASTERS DEGREE	MASTERS DEGREE	BACHELORS DEGREE	BACHELORS
		+30 HRS		+18 HRS	
0	52,076	48,576	45,076	41,576	40,000
	8.32%	8.97%	9.74%	10.65%	11.11%
1	52,593	48,813	45,377	41,838	40,119
	8.23%	8.93%	9.67%	10.57%	11.08%
2	52,924	48,888	45,525	41,994	40,313
	8.18%	8.91%	9.63%	10.53%	11.01%
3	53,236	48,957	45,664	42,107	40,462
	8.12%	8.90%	9.60%	10.50%	10.97%
4	53,578	49,058	45,831	42,280	40,667
	8.07%	8.88%	9.56%	10.45%	10.91%
5	53,870	49,125	45,962	42,388	40,806
	8.02%	8.86%	9.53%	10.42%	10.87%
6	55,134	50,074	46,911	43,273	41,691
	7.82%	8.68%	9.32%	10.19%	10.61%
7	56,400	51,022	47,859	44,127	42,546

	7.63%	8.51%	9.12%	9.97%	10.38%
8	57,665	51,971	48,808	45,012	43,431
	7.45%	8.34%	8.93%	9.75%	10.15%
9	58,930	52,921	49,757	45,866	44,285
	7.28%	8.18%	8.74%	9.55%	9.93%
10	60,196	53,870	50,707	46,753	45,171
	7.12%	8.02%	8.56%	9.36%	9.71%
11	61,460	54,818	51,655	47,606	46,024
	6.96%	7.87%	8.39%	9.17%	9.52%
12	62,726	55,767	52,604	48,492	46,911
	6.81%	7.73%	8.23%	8.99%	9.32%
13	63,991	56,716	53,553	49,346	47,765
	6.67%	7.59%	8.07%	8.82%	9.14%
14	65,256	57,665	54,501	50,232	48,650
	6.53%	7.45%	7.92%	8.65%	8.96%
15	66,522	58,614	55,451	51,086	49,504
	6.40%	7.32%	7.77%	8.50%	8.79%
16	67,787	59,563	56,400	51,971	50,390
	6.27%	7.20%	7.63%	8.34%	8.62%
17	69,052	60,511	57,348	52,825	51,244
	6.15%	7.08%	7.50%	8.19%	8.47%
18	69,693	61,067	57,872	53,304	51,706
	6.09%	7.01%	7.43%	8.11%	8.39%
19	70,339	61,628	58,401	53,787	52,173
	6.03%	6.94%	7.35%	8.03%	8.30%
20	70,993	62,194	58,935	54,275	52,646
	5.97%	6.87%	7.28%	7.96%	8.22%
21	71,653	62,765	59,474	54,767	53,121
	5.91%	6.81%	7.21%	7.88%	8.14%
22	72,320	63,343	60,019	55,264	53,603
	5.85%	6.74%	7.14%	7.80%	8.06%
23	72,993	63,927	60,570	55,767	54,089
	5.80%	6.67%	7.07%	7.73%	7.98%
<b>0</b>	<b>54,576</b>	<b>51,076</b>	<b>47,576</b>	<b>44,076</b>	<b>42,500</b>
	<b>4.80%</b>	<b>5.15%</b>	<b>5.55%</b>	<b>6.01%</b>	<b>6.25%</b>
<b>1</b>	<b>55,093</b>	<b>51,313</b>	<b>47,877</b>	<b>44,338</b>	<b>42,619</b>
	<b>4.75%</b>	<b>5.12%</b>	<b>5.51%</b>	<b>5.98%</b>	<b>6.23%</b>
<b>2</b>	<b>55,424</b>	<b>51,388</b>	<b>48,025</b>	<b>44,494</b>	<b>42,813</b>
	<b>4.72%</b>	<b>5.11%</b>	<b>5.49%</b>	<b>5.95%</b>	<b>6.20%</b>
<b>3</b>	<b>55,736</b>	<b>51,457</b>	<b>48,164</b>	<b>44,607</b>	<b>42,962</b>
	<b>4.70%</b>	<b>5.11%</b>	<b>5.47%</b>	<b>5.94%</b>	<b>6.18%</b>
<b>4</b>	<b>56,078</b>	<b>51,558</b>	<b>48,331</b>	<b>44,780</b>	<b>43,167</b>
	<b>4.67%</b>	<b>5.10%</b>	<b>5.45%</b>	<b>5.91%</b>	<b>6.15%</b>
<b>5</b>	<b>56,370</b>	<b>51,625</b>	<b>48,462</b>	<b>44,888</b>	<b>43,306</b>
	<b>4.64%</b>	<b>5.09%</b>	<b>5.44%</b>	<b>5.90%</b>	<b>6.13%</b>
<b>6</b>	<b>57,634</b>	<b>52,574</b>	<b>49,411</b>	<b>45,773</b>	<b>44,191</b>
	<b>4.53%</b>	<b>4.99%</b>	<b>5.33%</b>	<b>5.78%</b>	<b>6.00%</b>

## Ways and Means Committee Amendment

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

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 seventy-five percent of the total cost of funding one teacher salary for every 11.2 students. The salary cost used to determine the amount of funding required for the state effort is based on that of a teacher having a master's degree and twelve years of experience, which equates to \$52,604 **\$55,104** on the statewide minimum salary schedule for the current fiscal year and including fringe benefits is \$69,153 **\$72,991**. The calculation of teachers for every student ratio includes 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. 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 59-20-50. 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 59-20-50(3) of the 1976 Code, as amended, are suspended.

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 seventy-five percent. The local required effort is twenty-five 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 ~~2022-23~~ 2023-24, 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 2021-22 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.

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 59-1-50, Chapter 18, Title 59, and as delineated in a child's Individualized Education Program (IEP). Pursuant to Section 59-20-80, 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.

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 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 ~~convene~~ *consult routinely with* a group of educators, parents, citizens, and policymakers ~~to provide recommendations regarding the items and the design of the dashboard by January 1.~~ 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 59-17-100 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.

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 2022-23, special districts, career centers, and alternative schools will receive the amount received in the prior fiscal year from these funds.~~

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 documented by their Individualized Education Plan (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 |

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

## Ways and Means Committee Amendment

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.

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.

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.

**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.**