

**PUBLIC EDUCATION SUBCOMMITTEE  
RECOMMENDATIONS FOR FY 2020-21  
TO THE PROVISO SUBCOMMITTEE**

**SECTION 1 - H630 - DEPARTMENT OF EDUCATION**

**1.25**     **AMEND** (School Districts and Special Schools Flexibility) Grants maximum transferability and expenditure of appropriated State funds for operations of school districts and special schools within certain guidelines; prohibits school districts from transferring specific funds allocated for certain purposes; and suspends specific requirements and assessments. Requires school districts to report the student teacher ratio for every classroom to the department at the 90 and 180 day mark and directs the department to report this information to the General Assembly. *Note: Companion EIA proviso is 1A.14.*

**SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to direct that districts shall report the student teacher ratio to the department at the 135 day mark rather than at the 90 and 180 day mark.

**1.25.** (SDE: School Districts and Special Schools Flexibility) All school districts and special schools of this State may transfer and expend funds among appropriated state general fund revenues, Education Improvement Act funds, and Education Lottery Act funds, and funds received from the Children’s Education Endowment Fund for school facilities and fixed equipment assistance, to ensure the delivery of academic and arts instruction to students. However, a school district may not transfer funds allocated specifically for state level maintenance of effort requirements under IDEA, funds allocated specifically for state level maintenance of effort requirement for federal program, funds provided for the Education and Economic Development Act, funds provided for Career and Technology Education, nor funds required for debt service or bonded indebtedness. All school districts must report the student teacher ratio for every classroom to the Department of Education at the ~~ninety and one hundred and eighty~~ one hundred and thirty-fifth day mark. The department shall report this information to the General Assembly.

In order for a school district to take advantage of the flexibility provisions, at least seventy-five percent of the school district’s per pupil expenditures must be utilized within the In\$ite categories of instruction, instructional support, and only transportation, food service, and safety within non-instruction pupil services. No portion of the seventy-five percent may be used for facilities, business services, debt service, capital outlay, program management, and leadership services, as defined by In\$ite. The school district shall report to the Department of Education the actual percentage of its per pupil expenditures used for classroom instruction, instructional support, and transportation, food service, and safety within non-instruction pupil services for the current school year ending June thirtieth. Salaries of on-site principals must be included in the calculation of the district’s per pupil expenditures.

“In\$ite” means the financial analysis model for education programs utilized by the Department of Education.

School districts are encouraged to reduce expenditures by means, including, but not limited to, limiting the number of low enrollment courses, reducing travel for the staff and the school district’s board, reducing and limiting activities requiring dues and memberships, reducing transportation costs for extracurricular and academic competitions, restructuring administrative staffing, and expanding virtual instruction.

School districts and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal year.

Prior to implementing the flexibility authorized herein, school districts must provide to Public Charter Schools the per pupil allocation due to them for each categorical program.

Quarterly throughout the current fiscal year, the chairman of each school district’s board and the superintendent of each school district must certify where non-instructional or nonessential

**PUBLIC EDUCATION SUBCOMMITTEE  
RECOMMENDATIONS FOR FY 2020-21  
TO THE PROVISO SUBCOMMITTEE**

programs have been suspended and the specific flexibility actions taken. The certification must be in writing, signed by the chairman and the superintendent, delivered electronically to the State Superintendent of Education, and an electronic copy forwarded to the Chairman of the Senate Finance Committee, the Chairman of the Senate Education Committee, the Chairman of the House Ways and Means Committee, and the Chairman of the House Education and Public Works Committee. Additionally, the certification must be presented publicly at a regularly called school board meeting, and the certification must be conspicuously posted on the internet website maintained by the school district.

For the current fiscal year, Section 59-21-1030 is suspended. The foreign language program assessment, and the physical education assessment must be suspended. School districts and the Department of Education are granted permission to purchase the most economical type of bus fuel.

For the current fiscal year, savings generated from the suspension of the assessments enumerated above must be allocated to school districts based on weighted pupil units.

School districts must maintain a transaction register that includes a complete record of all funds expended over one hundred dollars, from whatever source, for whatever purpose. The register must be prominently posted on the district's internet website and made available for public viewing and downloading. The register must include for each expenditure:

- (i) the transaction amount;
- (ii) the name of the payee; and
- (iii) a statement providing a detailed description of the expenditure.

The register must not include an entry for salary, wages, or other compensation paid to individual employees. The register must not include any information that can be used to identify an individual employee. The register must be accompanied by a complete explanation of any codes or acronyms used to identify a payee or an expenditure. The register must be searchable and updated at least once a month.

Each school district must also maintain on its internet website a copy of each monthly statement for all of the credit cards maintained by the entity, including credit cards issued to its officers or employees for official use. The credit card number on each statement must be redacted prior to posting on the internet website. Each credit card statement must be posted not later than the thirtieth day after the first date that any portion of the balance due as shown on the statement is paid.

The Comptroller General must establish and maintain a website to contain the information required by this section from a school district that does not maintain its own internet website. The internet website must be organized so that the public can differentiate between the school districts and search for the information they are seeking.

The provisions contained herein do not amend, suspend, supersede, replace, revoke, restrict, or otherwise affect Chapter 4, Title 30, of the South Carolina Freedom of Information Act. Nothing in this proviso shall be interpreted as prohibiting the State Board of Education to exercise its authority to grant waivers under Regulation 43-261.

**1.60 AMEND** (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.53.*

**SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to direct the department to retain up to \$14,000,000 to be spent on the Palmetto Literacy Project and provide support for schools participating in the project. Direct the department to hire and evaluate reading specialist/coaches annually. Direct that the remainder of Reading/Literacy Coaches funds be

**PUBLIC EDUCATION SUBCOMMITTEE  
RECOMMENDATIONS FOR FY 2020-21  
TO THE PROVISO SUBCOMMITTEE**

allocated to school districts not included in the project to support reading instruction and interventions. Delete the requirement that the department develop procedures to monitor the use of the funds and the authorization for the department to receive up to \$100,000 to implement the program. Delete the requirement that the department screen and approve the hiring of reading/literacy coaches at certain schools prior to disbursing the funds. Delete the authorization for the carried forward funds to be used for the same purpose and not flexed and instead allow any unspent funds to be carried forward for and used for summer reading camps.

**1.60.** (SDE: Reading/Literacy Coaches) (A) For the current fiscal year, of the funds appropriated for Reading/Literacy Coaches, the Department of Education shall retain up to \$14,000,000 to be expended for the Palmetto Literacy Project. The Department shall identify schools in the Palmetto Literacy Project that have one-third or more of its third-grade students scoring at the lowest achievement level on the statewide summative English language arts assessment. For each school identified and participating in the Palmetto Literacy Project in the prior school year, the Department of Education will provide, at a minimum, the following support: provision of reading specialists, professional learning, and curriculum resources based on the science of reading. The reading specialist/coaches provided to the Palmetto Literacy Project schools will be hired and evaluated annually by the Department of Education.

(B) The balance of funds appropriated to the Department for Reading/Literacy Coaches shall be allocated to school districts for schools not included in the Palmetto Literacy Project to support reading instruction and interventions which may include, but not be limited to, hiring reading/literacy coaches, interventionists, or professional development based on the science of reading. Expenditure of funding must be included in the district reading plan approved by the Department of Education.

~~(C) Funds appropriated for Reading/Literacy Coaches~~ These funds 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)~~(D) 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)~~(E) 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)~~(F) 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)~~(G) 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

**PUBLIC EDUCATION SUBCOMMITTEE  
RECOMMENDATIONS FOR FY 2020-21  
TO THE PROVISO SUBCOMMITTEE**

(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)~~(H) 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)~~(I) 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)~~(J) ~~Funds appropriated for reading/literacy coaches shall be retained and Any unspent or unallocated funds may be carried forward to be used for the same purpose but may not be flexed and expended for Summer Reading Camps.~~

**1.63 DELETE** (South Carolina Community Block Grants for Education Pilot Program) Creates the South Carolina Community Block Grants for Education Pilot Program. Establishes criteria for awarding grants to encourage and sustain partnerships between a community and its local public school district or school to implement innovative, state-of-the-art education initiatives and models to improve student learning.

**SUBCOMMITTEE RECOMMENDATION:** DELETE proviso.

**1.63.** (SDE: South Carolina Community Block Grants for Education Pilot Program) ~~There is created the South Carolina Community Block Grants for Education Pilot Program. The purpose of this matching grants program is to encourage and sustain partnerships between a community and its local public school district or school for the implementation of innovative,~~

**PUBLIC EDUCATION SUBCOMMITTEE  
RECOMMENDATIONS FOR FY 2020-21  
TO THE PROVISO SUBCOMMITTEE**

state-of-the-art education initiatives and models to improve student learning. The initiatives and models funded by the grant must be well designed, based on strong evidence of effectiveness, and have a history of improved student performance.

The General Assembly finds that the success offered by these initiatives and programs is assured best when vigorous community support is integral to their development and implementation. It is the intent of this proviso to encourage public school and district communities and their entrepreneurial public educators to undertake state-of-the-art initiatives to improve student learning and to share the results of these efforts with the state's public education community.

As used in this proviso:

(1) "Community" is defined as a group of parents, educators, and individuals from business, faith groups, elected officials, nonprofit organizations and others who support the public school district or school in its efforts to provide an outstanding education for each child. As applied to the schools impacted within a district or an individual school, "community" includes the school faculty and the School Improvement Council as established in Section 59-20-60 of the 1976 Code;

(2) "Poverty" is defined as the percent of students eligible in the prior year for the free and reduced price lunch program and or Medicaid; and

(3) "Achievement" is as established by the Education Oversight Committee for the report card ratings developed pursuant to Section 59-18-900 of the 1976 Code.

The Executive Director of the Education Oversight Committee is directed to appoint an independent grants committee to develop the process for awarding the grants including the application procedure, selection process, and matching grant formula. The grants committee will be comprised of seven members, three members selected from the education community and four members from the business community. The chairman of the committee will be selected by the committee members at the first meeting of the grants committee. The grants committee will review and select the recipients of the Community Block Grants for Education.

The criteria for awarding the grants must include, but are not limited to:

(1) the establishment and continuation of a robust community advisory committee to leverage funding, expertise, and other resources to assist the district or school throughout the implementation of the initiatives funded through the Block Grant Program;

(2) a demonstrated ability to meet the match throughout the granting period;

(3) a demonstrated ability to implement the initiative or model as set forth in the application; and

(4) an explanation of the manner in which the initiative supports the district's or school's strategic plan required by Section 59-18-1310 of the 1976 Code.

In addition, the district or school, with input from the community advisory committee, must include:

(1) a comprehensive plan to examine delivery implementation and measure impact of the model;

(2) a report on implementation problems and successes and impact of the innovation or model; and

(3) evidence of support for the project from the school district administration when an individual school applies for a grant.

The match required from a grant recipient is 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.

**PUBLIC EDUCATION SUBCOMMITTEE  
RECOMMENDATIONS FOR FY 2020-21  
TO THE PROVISO SUBCOMMITTEE**

~~However, no grant may exceed \$250,000 annually unless the grants committee finds that exceptional circumstances warrant exceeding this amount.~~

~~The Education Oversight Committee will review the grantee reports and examine the implementation of the initiatives and models to understand the delivery of services and any contextual factors. The Oversight Committee will then highlight the accomplishments and common challenges of the initiatives and models funded by the Community Block Grant for Education Pilot Program to share the lessons learned with the state's public education community.~~

~~For the current fiscal year, funds allocated to the Community Block Grant for Education Pilot Program must be used to provide or expand high quality early childhood programs for a targeted population of at risk four year olds. High quality is defined as meeting the minimum program requirements of the Child Early Reading Development and Education Program and providing measurable high quality child teacher interactions, curricula and instruction. Priority will be given to applications that involve public private partnerships between school districts, schools, Head Start, and private child care providers who collaborate to: (1) provide high quality programs to four year olds to maximize the return on investment; (2) assist in making the transition to kindergarten; (3) improve the early literacy, social and emotional, and numeracy readiness of children; and (4) engage families in improving their children's readiness.~~

- 1.69** **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. Directs the department to develop a statewide technology plan for schools and districts. Provides directives for the new plan. Directs 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.

**SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to delete the plan development requirement.

~~**1.69.** (SDE: Technology Technical Assistance) Of the funds appropriated *in VIII.D - Technology* 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.~~

- 1.70** **AMEND** (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.

**SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to direct the department to first use funds to assist districts in the Abbeville lawsuit and then other districts as needed. Direct districts submitting paper administrations of assessments to complete them according to department deadlines.

**PUBLIC EDUCATION SUBCOMMITTEE  
RECOMMENDATIONS FOR FY 2020-21  
TO THE PROVISO SUBCOMMITTEE**

**1.70.** (SDE: Technology Technical Assistance) Funds appropriated to the Department of Education for Technology Technical Assistance must be used to increase the capacity of districts, *first* who are or were the original trial and plaintiff school districts in the Abbeville law suit, *and then other districts that need such assistance*. 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~~ *and* 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; *however, any paper administrations must be completed according to the deadlines set by the department.*

- 1.73** **AMEND** (Military Child Care Centers) Allows First Steps to extend 4K provider eligibility to military child care settings that are regulated by the US Department of Defense. Requires state funds appropriated for use in military child care facilities to be used to expand services to CERDEP eligible children who live in school districts that were approved for participation in the prior fiscal year and directs that the funds may not be used to supplant existing federal child care investment.

**SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to delete reference to the prior fiscal year relating to services for CERDEP eligible children.

**1.73.** (SDE: Military Child Care Centers) During the current fiscal year, South Carolina First Steps to School Readiness may extend four-year-old kindergarten provider eligibility to military child care settings regulated by the United States Department of Defense. State funds appropriated for use in military child care facilities must be used to expand service to CERDEP eligible children residing in school districts approved for participation ~~during the prior fiscal year~~ and may not be used to supplant any existing federal child care investment.

- 1.80** **AMEND** (Safe School Initiative) Directs the department and SLED to continue to support threat assessment teams and training in school districts. Requires each school to identify key staff to serve on the threat assessment team by August 15, 2019 and directs the department to work with stakeholders to provide team members with professional development. Exempts the Threat Assessment & School Safety Plans from Section 30-4-10 [FREEDOM OF INFORMATION ACT]. Directs 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.

**SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to delete the requirement that each school must identify key staff for the threat assessment team by August 15, 2019, and direct that each school shall continue to maintain a threat assessment team.

**1.80.** (SDE: Safe Schools Initiative) (A) For the current fiscal year, the Department of Education and the State Law Enforcement Division 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.~~ *Each school in the state shall continue to maintain a threat assessment team.* The department shall work with stakeholders to provide professional development to staff ~~who will serve~~ *servicing* on the team. The state level Threat Assessment Team shall continue to coordinate, collect, and compile Threat Assessment & School Safety Plans from each school district with their input. 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.

**PUBLIC EDUCATION SUBCOMMITTEE  
RECOMMENDATIONS FOR FY 2020-21  
TO THE PROVISO SUBCOMMITTEE**

**1.84**     **AMEND** (School Safety Program) Directs that School Safety Program and School Resource Officers 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. Authorizes funds to be carried forward and used for the same purpose. *Note: Companion EIA proviso is 1A.70.*

**SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to direct that the funds also be used to hire SROs in the public charter school district and schools authorized by an institution of higher learning. Delete the directive that no more than four certified SROs be awarded per district.

**1.84.** (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, including the South Carolina Public Charter School District and schools authorized by an institution of higher learning, 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 from the prior fiscal year and utilize these funds for the same purpose.

**1.85**     **AMEND** (Exceptional Needs Sports Participation) Directs 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.

**SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to direct that a child currently attending a private school as a scholarship recipient can participate in a sport offered at a public school as long as it is not offered at the private school the child is attending. Allow an exceptional needs child who attends a public school to participate in a sport offered at a private school as long as the sport is not offered at the public school the child is attending.

**1.85.** (SDE: Exceptional Needs Sports 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 and is currently attending a private school as a scholarship recipient pursuant to Section 12-6-3790 shall be eligible to participate in any sport offered at the public school for which the child is zoned to attend provided the sport is not offered at the private school the child is attending.

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 and is currently attending a public school shall be eligible to participate in any sport offered at the private school for which the child is zoned to attend provided the sport is not offered at the public school the child is attending.



**PUBLIC EDUCATION SUBCOMMITTEE  
RECOMMENDATIONS FOR FY 2020-21  
TO THE PROVISO SUBCOMMITTEE**

- 1.86** **AMEND** (School Districts Capital Improvement) Provides a process for the allocation of funds appropriated in Proviso 112.1 [EXCESS DEBT SERVICE] to eligible school districts to fund school facility upgrades. (A) Directs 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. Provides for the use of the funds and authorizes the funds to be carried forward and used for the same purpose. (B) Directs 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 or an index of taxpaying ability less than .009. Defines eligible school facility projects and directs prioritization. Requires the department submit an expenditure report to the Governor and the Chairmen of the Senate Finance, House Ways and Means, Senate Education, and House Education and Public Works Committees.
- SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to remove the requirement that consolidation be in the same county. Authorize the department to carry forward funds distributed in (B) and use them for the same purpose.

**1.86.** (SDE: School Districts Capital Improvement) The funds appropriated for school district capital improvements in Proviso 112.1, shall be prioritized by the Department of Education 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~~ delegations 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) 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 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

**PUBLIC EDUCATION SUBCOMMITTEE  
RECOMMENDATIONS FOR FY 2020-21  
TO THE PROVISO SUBCOMMITTEE**

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. The department shall be authorized to carry forward these funds and use them for the same purpose.

(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 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.

**1.88** **AMEND** (School District Hold Harmless) Specifies that districts are held harmless from the Fiscal Accountability Act local school district reserve fund requirement for FY 2019-20, upon approval by the department, 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.

**SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to update the fiscal year reference to “2020-21.”

**1.88.** (SDE: School District Hold Harmless) 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 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~~ 2020-21 and upon approval by the Department of Education.

**1.89** **DELETE** (Educational Services for Children With Disabilities) Directs 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. Directs that findings be submitted by January 15, 2020.

**SUBCOMMITTEE RECOMMENDATION:** DELETE proviso.

**1.89.** (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,~~

**PUBLIC EDUCATION SUBCOMMITTEE  
RECOMMENDATIONS FOR FY 2020-21  
TO THE PROVISO SUBCOMMITTEE**

~~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.~~

- 1.91**     **AMEND** (Standard-Based Assessments Suspended) Suspends Section 59-18-325(C)(3) which requires science standards-based assessments in grade 8 and social studies standards-based assessments in grades 5 and 7. Directs the department to use \$500,000 of the funds available due to the assessment suspension to fund South Carolina Computer Science and Digital Literacy Standards educator professional development and to use the remaining funds to pay for industry certification/credentials as approved to measure College/Career Readiness.  
**SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to update the fiscal year reference to “2020-21.”

**1.91.** (SDE: Standards-Based Assessments Suspended) In Fiscal Year ~~2019-20~~ 2020-21, the provisions of Section 59-18-325(C)(3) requiring science standards-based assessments of students in grade eight and social studies standards-based assessments of students in grades five and seven are suspended. Of the funds available due to the suspension of these assessments, \$500,000 must be used by the Department of Education to fund educator professional development regarding the South Carolina Computer Science and Digital Literacy Standards. The remainder of the funds shall be used to pay for industry certification/credentials as approved to measure College/Career Readiness for purposes of the state accountability system.

- 1.93**     **AMEND** (Master’s Plus Thirty) Requires the department to continue to process the master’s plus thirty certificate classification in the same manner as in the prior school year. Directs that educators that earn a master’s degree with 60 or more semester hours of coursework will remain eligible for the classification.  
**SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to update the school year reference to “2020-21.”

**1.93.** (SDE: Master’s Plus Thirty) For School Year ~~2019-20~~ 2020-21, the department shall continue to process the master’s plus thirty certificate classification in the same manner as the prior school year. Educators earning a master’s degree with sixty or more semester hours of graduate coursework will remain eligible for the master’s plus thirty credential classification.

- 1.ksd**     **ADD** (Kindergarten Start Dates) **SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to allow a district superintendent or charter school authorizer to submit a request to waive the minimum 180 attendance requirement for kindergarten students for scheduling assessments and provide timelines for the assessments.

*1.ksd. (SDE: Kindergarten Start Dates) A district superintendent or charter school authorizer may submit a request to the department to waive the minimum one hundred eighty-day school attendance requirement for kindergarten students for the purpose of scheduling a readiness assessment. Upon approval of the waiver request, the approved school may stagger*

**PUBLIC EDUCATION SUBCOMMITTEE  
RECOMMENDATIONS FOR FY 2020-21  
TO THE PROVISO SUBCOMMITTEE**

administering the readiness assessment to kindergarten students during the first five days of the academic year.

**SECTION 1A - H630 - DEPARTMENT OF EDUCATION-EIA**

**1A.7** **AMEND** (Disbursement/Other Entities) Directs a quarterly disbursement by the Department of Revenue directly to other state agencies referenced in the appropriations act with four exceptions listed that receive their full appropriations at the start of the fiscal year. Grants conforming funding authority to the Comptroller General.

**SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to change conforming funding authority from the Comptroller General’s Office to the Executive Budget Office.

**1A.7.** (SDE-EIA: Disbursements / Other Entities) Notwithstanding the provisions of Sections 2-7-66 and 11-3-50, South Carolina Code of Laws, it is the intent of the General Assembly that funds appropriated in Part IA, Section 1, VIII.F. Other State Agencies and Entities shall be disbursed on a quarterly basis by the Department of Revenue directly to the state agencies and entities referenced except for the Teacher Loan Program, Centers of Excellence, the Education Oversight Committee and School Technology, which shall receive their full appropriation at the start of the fiscal year from available revenue. The ~~Comptroller General’s~~ Executive Budget Office is authorized to make necessary appropriation reductions in Part IA, Section 1, VIII.F. to prevent duplicate appropriations. If the Education Improvement Act appropriations in the agency and entity respective sections of the General Appropriations Act at the start of the fiscal year do not agree with the appropriations in Part IA, Section 1, VIII.F. Other State Agencies and Entities, the “other funds” appropriations in the respective agency and entity sections of the General Appropriations Act will be adjusted by the ~~Comptroller General’s~~ Executive Budget Office to conform to the appropriations in Part IA, Section 1, VIII.F. Other State Agencies and Entities. Further, the Department of Revenue is directed to provide the full appropriation of the funding appropriated in Part IA, Section 1, VIII.C.2. Teacher Supplies to the Department of Education at the start of the fiscal year from available revenue. The Department of Revenue is also directed to provide the first quarter appropriation of the funding appropriated in Part IA, Section 1, VIII.H. Charter School District to the Department of Education at the start of the fiscal year from available revenue.

**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 school that are not eligible for this reimbursement, to claim a refundable income tax credit on their 2019 tax return.

**SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to update the year references to “2020.”

**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

**PUBLIC EDUCATION SUBCOMMITTEE  
RECOMMENDATIONS FOR FY 2020-21  
TO THE PROVISO SUBCOMMITTEE**

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 ~~2019~~ 2020 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 ~~2019~~ 2020 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.

**1A.14 AMEND** (School Districts and Special Schools Flexibility) Grants maximum transferability and expenditure of appropriated State funds for operations of school districts and special schools within certain guidelines; prohibits school districts from transferring specific funds allocated for certain purposes; and suspends specific requirements and assessments. Requires school districts to report the student teacher ratio for every classroom to the department at the 90 and 180 day mark and directs the department to report this information to the General Assembly. *Note: Companion General Education proviso is 1.25.*

**SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to direct that districts shall report the student teacher ratio to the department at the 135 day mark rather than at the 90 and 180 day mark.

**1A.14.** (SDE-EIA: School Districts and Special Schools Flexibility) All school districts and special schools of this State may transfer and expend funds among appropriated state general fund revenues, Education Improvement Act funds, and Education Lottery Act funds, and funds

**PUBLIC EDUCATION SUBCOMMITTEE  
RECOMMENDATIONS FOR FY 2020-21  
TO THE PROVISO SUBCOMMITTEE**

received from the Children's Education Endowment Fund for school facilities and fixed equipment assistance, to ensure the delivery of academic and arts instruction to students. However, a school district may not transfer funds allocated specifically for state level maintenance of effort requirements under IDEA, funds allocated specifically for state level maintenance of effort requirement for federal program, funds provided for the Education and Economic Development Act, funds provided for Career and Technology Education, nor funds required for debt service or bonded indebtedness. All school districts must report the student teacher ratio for every classroom to the Department of Education at the ~~ninety and one hundred and eighty day~~ one hundred and thirty-fifth day mark. The department shall report this information to the General Assembly.

In order for a school district to take advantage of the flexibility provisions, at least seventy-five percent of the school district's per pupil expenditures must be utilized within the In\$ite categories of instruction, instructional support, and only transportation, food service, and safety within non-instruction pupil services. No portion of the seventy-five percent may be used for facilities, business services, debt service, capital outlay, program management, and leadership services, as defined by In\$ite. The school district shall report to the Department of Education the actual percentage of its per pupil expenditures used for classroom instruction, instructional support, and transportation, food service, and safety within non-instruction pupil services for the current school year ending June thirtieth. Salaries of on-site principals must be included in the calculation of the district's per pupil expenditures.

"In\$ite" means the financial analysis model for education programs utilized by the Department of Education.

School districts are encouraged to reduce expenditures by means, including, but not limited to, limiting the number of low enrollment courses, reducing travel for the staff and the school district's board, reducing and limiting activities requiring dues and memberships, reducing transportation costs for extracurricular and academic competitions, restructuring administrative staffing, and expanding virtual instruction.

School districts and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal year.

Prior to implementing the flexibility authorized herein, school districts must provide to Public Charter Schools the per pupil allocation due to them for each categorical program.

Quarterly throughout the current fiscal year, the chairman of each school district's board and the superintendent of each school district must certify where non-instructional or nonessential programs have been suspended and the specific flexibility actions taken. The certification must be in writing, signed by the chairman and the superintendent, delivered electronically to the State Superintendent of Education, and an electronic copy forwarded to the Chairman of the Senate Finance Committee, the Chairman of the Senate Education Committee, the Chairman of the House Ways and Means Committee, and the Chairman of the House Education and Public Works Committee. Additionally, the certification must be presented publicly at a regularly called school board meeting, and the certification must be conspicuously posted on the internet website maintained by the school district.

For the current fiscal year, Section 59-21-1030 is suspended. The foreign language program assessment, and the physical education assessment must be suspended. School districts and the Department of Education are granted permission to purchase the most economical type of bus fuel.

For the current fiscal year, savings generated from the suspension of the assessments enumerated above must be allocated to school districts based on weighted pupil units.

School districts must maintain a transaction register that includes a complete record of all funds expended over one hundred dollars, from whatever source, for whatever purpose. The

**PUBLIC EDUCATION SUBCOMMITTEE  
RECOMMENDATIONS FOR FY 2020-21  
TO THE PROVISO SUBCOMMITTEE**

register must be prominently posted on the district's internet website and made available for public viewing and downloading. The register must include for each expenditure:

- (i) the transaction amount;
- (ii) the name of the payee; and
- (iii) a statement providing a detailed description of the expenditure.

The register must not include an entry for salary, wages, or other compensation paid to individual employees. The register must not include any information that can be used to identify an individual employee. The register must be accompanied by a complete explanation of any codes or acronyms used to identify a payee or an expenditure. The register must be searchable and updated at least once a month.

Each school district must also maintain on its internet website a copy of each monthly statement for all of the credit cards maintained by the entity, including credit cards issued to its officers or employees for official use. The credit card number on each statement must be redacted prior to posting on the internet website. Each credit card statement must be posted not later than the thirtieth day after the first date that any portion of the balance due as shown on the statement is paid.

The Comptroller General must establish and maintain a website to contain the information required by this section from a school district that does not maintain its own internet website. The internet website must be organized so that the public can differentiate between the school districts and search for the information they are seeking.

The provisions contained herein do not amend, suspend, supersede, replace, revoke, restrict, or otherwise affect Chapter 4, Title 30, of the South Carolina Freedom of Information Act. Nothing in this proviso shall be interpreted as prohibiting the State Board of Education to exercise its authority to grant waivers under Regulation 43-261.

**1A.42** **AMEND** (Aid to Districts Draw Down) Requires school districts, Palmetto Unified District and DJJ, in order to draw down Aid to Districts funds, to work with local, and if necessary state, law enforcement agencies to ensure that they have an updated school safety plan. Requires notice of updated plans be submitted to the department by September 1st and requires the department report to the Chairmen of specific committees by September 30th on any districts that did not submit an updated plan.

**SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to require school districts, Palmetto Unified District, and DJJ to also work with fire marshals and the Office of the State Fire Marshal to ensure that districts have updated fire plans.

**1A.42.** (SDE-EIA: Aid to Districts Draw Down) For the current fiscal year, in order to draw down funds appropriated in Part IA, Section 1, VIII.A.1, Aid to Districts, school districts, Palmetto Unified District and the Department of Juvenile Justice must work with local law enforcement agencies *and fire marshals*, and when necessary, state law enforcement agencies *and the Office of the State Fire Marshal* in order to ensure that the district has an updated school safety ~~plan~~ *and fire plans* in place. The safety *and fire* plan must include safety directives in the classroom, a safe student and staff exit strategy and necessary safety staff. Notice of completion of the updated ~~plan~~ *plans* must be submitted to the Department of Education no later than September first, of the current fiscal year. In the current fiscal year, school districts may continue to negotiate with local law enforcement for the provision of School Resource Officers. The department must report to the Chairman of the House Ways and Means Committee, the Chairman of the House Education and Public Works Committee, the Chairman of the Senate Finance Committee and the Chairman of the Senate Education Committee by September thirtieth, of the current fiscal year, on any districts that failed to submit an updated plan.

**PUBLIC EDUCATION SUBCOMMITTEE  
RECOMMENDATIONS FOR FY 2020-21  
TO THE PROVISO SUBCOMMITTEE**

**1A.48 AMEND** (Public Charter Pupil Counts) Requires each charter school sponsored by the SC Public Charter School District or a registered Institution of Higher Education to submit student attendance reports for specific days to the Public Charter School District or Institution of Higher Learning and directs what information is to be included in the reports. Directs the district and institution to submit the data to the department which shall submit a quarterly report to the House Ways and Means, House Education and Public Works, Senate Finance, and Senate Education Committees. Directs the district and institution to also require each virtual charter school to collect certain enrollment and withdrawal information which shall be submitted to the department and subsequently provided to the same committees.

**SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to remove the requirement that data be provided to the department and for the department to provide summary information to specific committees and instead require districts and institutions to provide the information to the committees.

**1A.48.** (SDE-EIA: Public Charter Pupil Counts) With funds appropriated to charter schools sponsored by either the South Carolina Public Charter School District or a registered Institution of Higher Education, the sponsor must require each charter school to submit a student attendance report for the 5th, 45th, 90th and 135th days. Reporting requirements shall include both Average Daily Membership and Weighted Pupil Unit membership. The South Carolina Public Charter School District or a registered Institution of Higher Education shall then provide the data for each charter school to the Department of Education. ~~Quarterly, the department will submit the information, quarterly, to the House Ways and Means Committee, the House Education and Public Works Committee, the Senate Finance Committee and the Senate Education Committee.~~

The South Carolina Public Charter School District or a registered Institution of Higher Education must also require each virtual charter school to collect the following information: (1) the reason or reasons why each student enrolled in the virtual charter school district from both the parent(s) and the referring school district; and (2) the reason or reasons why a student withdrew from the virtual charter school district. This data must be provided to the Department of Education quarterly and must include the unique student identifier. ~~The department, in turn, South Carolina Public Charter School District or a registered Institution of Higher Education~~ will provide summary information to the House Ways and Means Committee, the House Education and Public Works Committee, the Senate Finance Committee and the Senate Education Committee on the enrollment and withdrawal information on June 30<sup>th</sup> of the current fiscal year.

**1A.49 AMEND** (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 for the use of unexpended funds. 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. Provides for the distribution of funds carried forward from Act 97 of 2017. Directs the EOC to submit a report to the General Assembly by June 1st to recommend one or more funding systems for charter schools. Requires charter schools that receive funds through this proviso to send the required information to the EOC and directs that if a school does not send the data, 1% of these funds will be withheld until they are compliant.

**SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to update fiscal year reference to “2021-21.” Delete the distribution of EIA funds carried forward from Act 97 of 2017 as funds have been disbursed. Delete the requirement that the EOC issue a report to the General Assembly recommending one or more funding systems for charter schools.



**PUBLIC EDUCATION SUBCOMMITTEE  
RECOMMENDATIONS FOR FY 2020-21  
TO THE PROVISO SUBCOMMITTEE**

**1A.49.** (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 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 brick and mortar charter schools sponsored by the South Carolina Public Charter School District or registered IHE, shall receive \$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 ~~2019-20~~ 2020-21, 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.

~~In addition, from the EIA funds appropriated in and carried forward from Act 97 of 2017, the Department of Education shall distribute to the South Carolina Public Charter School District, an amount equal to \$3,600 per pupil for three and four year old students with a disability, who were eligible for services under IDEA and who were enrolled in brick and mortar charter schools sponsored by the district or registered institution of higher education during the 2017-2018 School Year and for whom EIA funding previously was not provided. The district shall distribute the funds on a per pupil basis to the charter schools which provided the IDEA services and shall not retain any portion thereof. The schools shall submit documentation of the student count to both the district and the department before the funds are dispersed.~~

~~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.53** **AMEND** (Reading/Literacy Coaches) Provides for the allocation and use of funds appropriated for Reading/Literacy Coaches to school districts. Requires the department publish guidelines

**PUBLIC EDUCATION SUBCOMMITTEE  
RECOMMENDATIONS FOR FY 2020-21  
TO THE PROVISO SUBCOMMITTEE**

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 1.60.*

**SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to direct the department to retain up to \$14,000,000 to be spent on the Palmetto Literacy Project and provide support for schools participating in the project. Direct the department to hire and evaluate reading specialist/coaches annually. Direct that the remainder of Reading/Literacy Coaches funds be allocated to school districts not included in the project to support reading instruction and interventions. Delete the requirement that the department develop procedures to monitor the use of the funds and the authorization for the department to receive up to \$100,000 to implement the program. Delete the requirement that the department screen and approve the hiring of reading/literacy coaches at certain schools prior to disbursing the funds. Delete the authorization for the carried forward funds to be used for the same purpose and not flexed and instead allow any unspent funds to be carried forward for and used for summer reading camps.

**1A.53.** (SDE-EIA: Reading/Literacy Coaches) (A) *For the current fiscal year, of the funds appropriated for Reading/Literacy Coaches, the Department of Education shall retain up to \$14,000,000 to be expended for the Palmetto Literacy Project. The Department shall identify schools in the Palmetto Literacy Project that have one-third or more of its third-grade students scoring at the lowest achievement level on the statewide summative English language arts assessment. For each school identified and participating in the Palmetto Literacy Project in the prior school year, the South Carolina Department of Education will provide, at a minimum, the following support: provision of reading specialists, professional learning, and curriculum resources based on the science of reading. The reading specialist/coaches provided to the Palmetto Literacy Project schools will be hired and evaluated annually by the Department of Education.*

*(B) The balance of funds appropriated to the Department for Reading/Literacy Coaches shall be allocated to school districts for schools not included in the Palmetto Literacy Project to support reading instruction and interventions which may include, but not be limited to, hiring reading/literacy coaches, interventionists, or professional development based on the science of reading. Expenditure of funding must be included in the district reading plan approved by the Department of Education.*

~~(C) Funds appropriated for Reading/Literacy Coaches~~ *These funds* 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)~~(D) 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)~~(E) 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.

**PUBLIC EDUCATION SUBCOMMITTEE  
RECOMMENDATIONS FOR FY 2020-21  
TO THE PROVISO SUBCOMMITTEE**

~~(D)~~(F) 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)~~(G) 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.

~~(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)~~(H) 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)~~(I) 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)~~(J) ~~Funds appropriated for reading/literacy coaches shall be retained and~~ Any unspent or unallocated funds may be carried forward to be used for the same purpose but may not be flexed and expended for Summer Reading Camps.

**1A.63 DELETE** (Value-Added Accountability) Directs the department to use the education value-added assessment system to calculate the magnitude of student progress or growth at the school

**PUBLIC EDUCATION SUBCOMMITTEE  
RECOMMENDATIONS FOR FY 2020-21  
TO THE PROVISO SUBCOMMITTEE**

level for purposes of state and federal accountability. Allows local school districts to use the system to evaluate classroom teachers using student progress or growth. Directs that this teacher evaluation is to only be available to the specific teacher, principal and superintendent and shall not be a public record.

**SUBCOMMITTEE RECOMMENDATION:** DELETE proviso.

~~1A.63. (SDE-EIA: Value-Added Accountability) With the funds appropriated for School Value Added Instrument in the current fiscal year the Department of Education shall use the education value added assessment system that was procured and administered in the prior fiscal year to calculate the magnitude of student progress or growth at the school level for purposes of state and federal accountability. At the discretion of the local school district, a district may use the education value added assessment system to evaluate classroom teachers using student progress or growth. The estimates of specific teacher effects on the educational progress of students will not be a public record and shall be made available only to the specific teacher, principal and superintendent. In the current fiscal year, the Department of Education is directed to procure a value added assessment system, which calculates student growth and includes the measurement of magnitude of growth, to be used in future school years that meets the requirements of the state and federal accountability system as defined in Chapter 18 of Title 59 of the 1976 Code.~~

**1A.66 DELETE** (McCormick County Schools) Requires the Department of Revenue to directly allocate the John de la Howe funds under the Partnerships program to the McCormick County School District to create a school within a school program for at-risk students, including John de la Howe students. Directs that the program must use an accelerated curriculum of multimedia/multimodal learning activities to ensure academic success and development of leadership and communication skills.

**SUBCOMMITTEE RECOMMENDATION:** DELETE proviso.

~~1A.66. (SDE-EIA: McCormick County Schools) The Department of Revenue must directly allocate the funds appropriated under VIII. F. Partnerships for John de la Howe for teacher salaries to McCormick County School District to create a school within a school program to educate at risk students, including students at John de la Howe who attend McCormick County schools. The program must use an accelerated curriculum which utilizes multimedia/ multimodal learning activities to ensure academic success and development of leadership and communication skills.~~

**1A.67 AMEND** (Grants Committee) Directs 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. Directs the committee to accept applications per the established process not to exceed the amount appropriated. Directs the Superintendent to appoint an independent grants committee to develop the process for awarding the grants or directly purchasing services and directs that committee members serve 4 year terms. Requires the committee submit an annual report to the Governor and the Chairmen of the House Ways and Means and Senate Finance Committees by June 30, 2020. Requires grantees and service providers to participate in an external evaluation conducted by the EOC.

**SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to delete the directive that priority be given to projects funded by EOC Partnerships of Innovation in the prior fiscal year. Delete the requirement that an annual report be submitted. Direct that an independent evaluation of grants be provided to the General Assembly, the Governor, and EOC annually by June 30.

**PUBLIC EDUCATION SUBCOMMITTEE  
RECOMMENDATIONS FOR FY 2020-21  
TO THE PROVISO SUBCOMMITTEE**

**1A.67.** (SDE-EIA: Grants Committee) Of the funds appropriated to the Department of Education for Innovation Grants, the grants committee, ~~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 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:

- (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.

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 an annual report to the Governor, the Chairman of House Ways and Means and the Chairman of Senate Finance by June 30, 2020.~~

Grantees and service providers will be required to participate in an external evaluation as prescribed by the committee and agreed upon in the application and award process. *The evaluation must identify the impact and effectiveness of the initiative to include, where applicable, the impact on student performance or student outcomes. The evaluation must be provided to the General Assembly, the Governor, and the Education Oversight Committee annually by June 30.*

**1A.69** **AMEND** (Digital Learning Plan) Directs the EOC to implement a second year of a pilot program for alternative methods of instruction for make-up days. Provides 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. Authorizes the committee to allocate funds to the five districts for providing technical support. Provides guidelines for participating districts. Requires participating districts report to the EOC by April 1, 2020. Requires the EOC to report a plan to the Governor, General Assembly, SDE and the State Board of Education by June 1, 2020.

**PUBLIC EDUCATION SUBCOMMITTEE  
RECOMMENDATIONS FOR FY 2020-21  
TO THE PROVISO SUBCOMMITTEE**

**SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to direct the committee to implement the third and final year of the pilot program. Direct the department to assign one staff person to assist the committee to implement the program for the next fiscal year. Update the reporting year references to “2021.”

**1A.69.** (SDE-EIA: Digital Learning Plan) The Education Oversight Committee is responsible for implementing the ~~second~~ *third and final* 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~~ *third* 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. *The Department of Education shall assign one staff person to assist the committee in implementing the program and to learn about the program for the department’s implementation in the next fiscal year.*

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~~ *2021*: 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~~ *2021*, 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.

**1A.70** **AMEND** (School Safety Program) Directs that School Safety Program and School Resource Officers 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. Authorizes funds to be carried forward and used for the same purpose. *Note: Companion General Education proviso is 1.84.*

**SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to direct that the funds also be used to hire SROs in the public charter school district and schools authorized by an institution of higher learning. Delete the directive that no more than four certified SROs be awarded per district.

**1A.70.** (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.

**PUBLIC EDUCATION SUBCOMMITTEE  
RECOMMENDATIONS FOR FY 2020-21  
TO THE PROVISO SUBCOMMITTEE**

*including the South Carolina Public Charter School District and schools authorized by an institution of higher learning,* 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.71 AMEND** (Teacher Recruitment Program) Provides for the allocation of \$750,000 of Rural Teacher Recruitment funds to USC's College of Education (COE) to develop and implement a new teacher recruitment pilot program to be administered by the COE in partnership with the Center for Teaching Quality.

**SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to update the fiscal year reference to "2020-21."

**1A.71.** (SDE-EIA: Teacher Recruitment Program) On or before September 30th of Fiscal Year ~~2019-20~~ 2020-21 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 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 1-95 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. Before any funds are disbursed to the COE, the COE and CTQ shall develop accountability metrics for the pilot program 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 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

**PUBLIC EDUCATION SUBCOMMITTEE  
RECOMMENDATIONS FOR FY 2020-21  
TO THE PROVISO SUBCOMMITTEE**

Committee, the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee.

- 1A.72 AMEND** (Bridge Program) Directs that \$1,400,000 of Rural Teacher Recruitment funds be transferred to SC State University to implement and enhance a BRIDGE program to recruit minority high school students along the I-95 corridor into the teaching profession. Directs SC State to use \$400,000 of these funds to partner with one or more higher education institutions to establish a similar bridge program.  
**SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to update the fiscal year reference to “2020-21.”

**1A.72.** (SDE: Bridge Program) Of the funds appropriated for “Rural Teacher Recruitment” in Fiscal Year ~~2019-20~~ 2020-21, \$1,400,000 shall be transferred to South Carolina State University for the implementation and enhancement of a BRIDGE program to recruit minority high school students along the I-95 corridor into the teaching profession by offering them, while still in high school, access to counseling, mentoring, on campus summer enrichment programs, and opportunities for dual enrollment credits at South Carolina State University for the purpose of preparing these students to major in education and to become future teachers along the I-95 corridor. South Carolina State University must utilize \$400,000 of these funds to partner with one or more institutions of higher education to establish a similar bridge program.

- 1A.rc ADD** (Report Card) **SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to direct the department to produce school report cards by November 1st.

**1A.rc.** (SDE-EIA: Report Card) For the current fiscal year, the department is directed to produce the school report cards by November 1st.

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

- 6.dm ADD** (Deferred Maintenance) **SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to authorize the school to establish a Deferred Maintenance Project for upkeep and maintenance of campus facilities and to transfer remaining balances from specific prior year appropriations.

**6.dm.** (SDB: Deferred Maintenance) The School for the Deaf and the Blind is authorized to establish a Deferred Maintenance Project for the upkeep and maintenance of campus facilities and to transfer remaining balances from The Early Childhood Center Construction (Fiscal Year 2012-13, Part 1A, Sec. 4), Robertson Hall Wing Construction (Fiscal Year 2012-13, Part 1B, Sec. 90, Proviso 90.20, item (B)(17), and Deferred Maintenance (Fiscal Year 2012-13, Part 1A, Sec. 4).

**SECTION 52 - P360 - PATRIOTS POINT DEVELOPMENT AUTHORITY**

- 52.2 DELETE** (Clamagore Reef) Directs Patriots Point to use \$1,000,000 which was previously appropriated for the Medal of Honor Museum in the non-recurring proviso in Act 286 of 2014 for the USS Clamagore Veteran Memorial Reef.  
**SUBCOMMITTEE RECOMMENDATION:** DELETE proviso.



**PUBLIC EDUCATION SUBCOMMITTEE  
RECOMMENDATIONS FOR FY 2020-21  
TO THE PROVISIO SUBCOMMITTEE**

**52.2.** (PPDA: Clamagore Reef) ~~The Patriots Point Development Authority shall utilize the \$1,000,000 appropriated in Act No. 286 of 2014 by Proviso 118.16, Item (9) for the Medal of Honor Museum for the USS Clamagore Veteran Memorial Reef.~~

**SECTION 117 - X900 - GENERAL PROVISIONS**

**117.149 DELETE** (Early Childhood Education Study Committee) Establishes the Early Childhood Education Study Committee to make recommendations to the General Assembly for the best structure for coordinated early childhood services for children from birth to age 5. Provides for certain programs to be included in the study. Establishes the composition of the study committee. Directs that staff support be provided by the Senate Family & Veterans' Services Committee and the House Education & Public Works Committee. Directs that findings and recommendations be submitted to the General Assembly and the Governor by December 1, 2019.

**SUBCOMMITTEE RECOMMENDATION:** DELETE proviso.

~~**117.149.** (GP: Early Childhood Education Study Committee) There is established the Early Childhood Education Study Committee to make recommendations to the General Assembly regarding the best structure for coordinated early childhood services provided to children from birth to age 5 currently operating across multiple systems and funding streams for the purpose of improving the delivery of services, maximizing the number of children served, ensuring that all children are ready to enter school, and delivering cohesive high quality early childhood education, care and parental support to all children in South Carolina. The committee must solicit input from and consider the recommendations of affected constituencies, such as the report of the Office of First Steps Study Committee established pursuant to Act 287 of 2014, in the development of its report.~~

~~Programs to be included in the study must include, but are not limited to: Head Start Collaboration Office, Office of Early Learning, ABC Childcare Program, Childcare Licensing Office, Childcare Resource and Referral Network, Child Early Reading Development & Education Program, BabyNet, Women, Infants and Children Supplemental Food Program (WIC), and the Postpartum Newborn Home Visitation Program.~~

~~The study committee shall be comprised of the following:~~

- ~~1) Chairman of the Senate Family & Veterans' Services Committee, or their designee, who shall serve as Co-Chair;~~
- ~~2) Chairman of the House of Representatives Education & Public Works Committee, or their designee, who shall serve as Co-Chair;~~
- ~~3) Two members of the Senate, appointed by the Chairman of the Family & Veterans' Services Committee;~~
- ~~4) Two members of the House of Representatives, appointed by the Education & Public Works Committee;~~
- ~~5) Four members appointed by the Governor who must be representative of the population of the State and have skills, knowledge and interest in early childhood care, education and improving the school readiness of young children for success; and~~
- ~~6) Chairman of the Joint Citizens and Legislative Committee on Children, or their designee.~~

~~Staff support shall be provided by the Senate Family & Veterans' Services Committee and the House of Representatives Education & Public Works Committee. Findings and recommendations shall be submitted to the General Assembly and the Governor by December 1, 2019.~~