

**SENATE FINANCE COMMITTEE  
K-12 EDUCATION SUBCOMMITTEE  
PROVISO CHANGES FOR CONSIDERATION FOR FY 2023-24**

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

**1.3 CONFORM TO FUNDING / AMEND FURTHER** (SDE: State Aid Classrooms) States the General Assembly’s intent to fully implement the EFA via the State Aid to Classrooms allocation and provide for the allocation of those funds. Updates the average per pupil funding projections and the estimated teacher salary schedule. Provides a calculation to determine allocation of funds based on the total number of weighted pupil units. Provides for the distribution of funds to the SC Public Charter School District. Requires RFA to document annually the expenditure of all funds by each district. Requires the department and the EOC provide links to this information on their websites. Provides pupil classification weightings.

**WMC:** AMEND proviso to update total pupil count and funding per pupil. Updates the State Minimum Teacher Salary Schedule. Updates the salary cost amount and fiscal year references. Adds additional items to be included for sources of funding to be received by districts. Deletes RFA’s requirement to convene with educators, parents, citizens, and policymakers to provide recommendations regarding the design of the financial dashboard by January 1. Deletes requirement that special districts, career centers, and alternative schools will receive the amount they received in the prior fiscal year. Directs SDE to allocate funds received for health insurance for school districts to school districts proportionately utilizing weighted pupil units, and to allocate district funds received for retirement benefits through the State Aid to Classrooms formula.

**HOU:** ADOPT proviso as amended.

**SFC SUBCOMMITTEE RECOMMENDATION:** CONFORM TO FUNDING / AMEND FURTHER to reinsert that special districts and alternative schools will receive the amount received in the prior fiscal year. Adds “and by each charter school authorizer.”

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

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

|   | CLASS 8<br>DR<br>DEGREE    | CLASS 7<br>MASTERS<br>DEGREE<br>+30 HRS | CLASS 1<br>MASTERS<br>DEGREE | CLASS 2<br>BACHELORS<br>DEGREE<br>+18 HRS | CLASS 3<br>BACHELORS<br>DEGREE |
|---|----------------------------|---|------------------------------|---|--------------------------------|
| 0 | <del>52,076</del><br>8.32% | <del>48,576</del><br>8.97%              | <del>45,076</del><br>9.74%   | <del>41,576</del><br>10.65%               | <del>40,000</del><br>11.11%    |
| 1 | <del>52,593</del><br>8.23% | <del>48,813</del><br>8.93%              | <del>45,377</del><br>9.67%   | <del>41,838</del><br>10.57%               | <del>40,119</del><br>11.08%    |
| 2 | <del>52,924</del><br>8.18% | <del>48,888</del><br>8.91%              | <del>45,525</del><br>9.63%   | <del>41,994</del><br>10.53%               | <del>40,313</del><br>11.01%    |
| 3 | <del>53,236</del><br>8.12% | <del>48,957</del><br>8.90%              | <del>45,664</del><br>9.60%   | <del>42,107</del><br>10.50%               | <del>40,462</del><br>10.97%    |
| 4 | <del>53,578</del><br>8.07% | <del>49,058</del><br>8.88%              | <del>45,831</del><br>9.56%   | <del>42,280</del><br>10.45%               | <del>40,667</del><br>10.91%    |

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|    |        |        |        |        |        |
|----|--------|--------|--------|--------|--------|
| 5  | 53,870 | 49,125 | 45,962 | 42,388 | 40,806 |
|    | 8.02%  | 8.86%  | 9.53%  | 10.42% | 10.87% |
| 6  | 55,134 | 50,074 | 46,911 | 43,273 | 41,691 |
|    | 7.82%  | 8.68%  | 9.32%  | 10.19% | 10.61% |
| 7  | 56,400 | 51,022 | 47,859 | 44,127 | 42,546 |
|    | 7.63%  | 8.51%  | 9.12%  | 9.97%  | 10.38% |
| 8  | 57,665 | 51,971 | 48,808 | 45,012 | 43,431 |
|    | 7.45%  | 8.34%  | 8.93%  | 9.75%  | 10.15% |
| 9  | 58,930 | 52,921 | 49,757 | 45,866 | 44,285 |
|    | 7.28%  | 8.18%  | 8.74%  | 9.55%  | 9.93%  |
| 10 | 60,196 | 53,870 | 50,707 | 46,753 | 45,171 |
|    | 7.12%  | 8.02%  | 8.56%  | 9.36%  | 9.71%  |
| 11 | 61,460 | 54,818 | 51,655 | 47,606 | 46,024 |
|    | 6.96%  | 7.87%  | 8.39%  | 9.17%  | 9.52%  |
| 12 | 62,726 | 55,767 | 52,604 | 48,492 | 46,911 |
|    | 6.81%  | 7.73%  | 8.23%  | 8.99%  | 9.32%  |
| 13 | 63,991 | 56,716 | 53,553 | 49,346 | 47,765 |
|    | 6.67%  | 7.59%  | 8.07%  | 8.82%  | 9.14%  |
| 14 | 65,256 | 57,665 | 54,501 | 50,232 | 48,650 |
|    | 6.53%  | 7.45%  | 7.92%  | 8.65%  | 8.96%  |
| 15 | 66,522 | 58,614 | 55,451 | 51,086 | 49,504 |
|    | 6.40%  | 7.32%  | 7.77%  | 8.50%  | 8.79%  |
| 16 | 67,787 | 59,563 | 56,400 | 51,971 | 50,390 |
|    | 6.27%  | 7.20%  | 7.63%  | 8.34%  | 8.62%  |
| 17 | 69,052 | 60,511 | 57,348 | 52,825 | 51,244 |
|    | 6.15%  | 7.08%  | 7.50%  | 8.19%  | 8.47%  |
| 18 | 69,693 | 61,067 | 57,872 | 53,304 | 51,706 |
|    | 6.09%  | 7.01%  | 7.43%  | 8.11%  | 8.39%  |
| 19 | 70,339 | 61,628 | 58,401 | 53,787 | 52,173 |
|    | 6.03%  | 6.94%  | 7.35%  | 8.03%  | 8.30%  |
| 20 | 70,993 | 62,194 | 58,935 | 54,275 | 52,646 |
|    | 5.97%  | 6.87%  | 7.28%  | 7.96%  | 8.22%  |
| 21 | 71,653 | 62,765 | 59,474 | 54,767 | 53,121 |
|    | 5.91%  | 6.81%  | 7.21%  | 7.88%  | 8.14%  |
| 22 | 72,320 | 63,343 | 60,019 | 55,264 | 53,603 |
|    | 5.85%  | 6.74%  | 7.14%  | 7.80%  | 8.06%  |
| 23 | 72,993 | 63,927 | 60,570 | 55,767 | 54,089 |
|    | 5.80%  | 6.67%  | 7.07%  | 7.73%  | 7.98%  |
| 0  | 54,576 | 51,076 | 47,576 | 44,076 | 42,500 |
|    | 4.80%  | 5.15%  | 5.55%  | 6.01%  | 6.25%  |
| 1  | 55,093 | 51,313 | 47,877 | 44,338 | 42,619 |
|    | 4.75%  | 5.12%  | 5.51%  | 5.98%  | 6.23%  |
| 2  | 55,424 | 51,388 | 48,025 | 44,494 | 42,813 |
|    | 4.72%  | 5.11%  | 5.49%  | 5.95%  | 6.20%  |
| 3  | 55,736 | 51,457 | 48,164 | 44,607 | 42,962 |
|    | 4.70%  | 5.11%  | 5.47%  | 5.94%  | 6.18%  |
| 4  | 56,078 | 51,558 | 48,331 | 44,780 | 43,167 |
|    | 4.67%  | 5.10%  | 5.45%  | 5.91%  | 6.15%  |
| 5  | 56,370 | 51,625 | 48,462 | 44,888 | 43,306 |
|    | 4.64%  | 5.09%  | 5.44%  | 5.90%  | 6.13%  |

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

For the current fiscal year, the funds appropriated for State Aid to Classrooms represent the State's contribution to the Aid to Classrooms program for direct instruction of students in kindergarten through grade twelve in our state, which is seventy-five percent of the total cost of funding one teacher salary for every 11.2 students. The salary cost used to determine the amount of funding required for the state effort is based on that of a teacher having a master's degree and twelve years of experience, which equates to ~~\$52,604~~ \$55,104 on the statewide minimum salary schedule for the current fiscal year and including fringe benefits is ~~\$69,153~~ \$72,991. The calculation of teachers for every student ratio includes those teachers eligible pursuant to Section 59-20-50(4)(b), to include classroom teachers, librarians, guidance counselors, psychologists, social workers, occupational and physical therapists, school nurses, orientation/mobility instructors, and audiologists in the school districts of the State. School districts are required to meet the statewide minimum salary schedule in the current fiscal year and are required to provide the annual step increase pursuant to Section 59-20-50. No school district is required to increase teacher salaries above the amount necessary to meet the statewide minimum salary schedule as

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prescribed in this act. For the current fiscal year, the provisions of Section 59-20-50(3) of the 1976 Code, as amended, are suspended.

To allocate the funds, the department will calculate the total number of weighted pupil units (WPU) in each school district and in the State. The funds appropriated herein for State Aid to Classrooms represent the state share of the total Aid to Classrooms program, which is seventy-five percent. The local required effort is twenty-five percent of the total program. The total Aid to Classrooms funding for each district is calculated based on the district's percentage of the total statewide weighted pupils multiplied by the total Aid to Classrooms program. The district's local share is calculated by multiplying the total local share by the district's imputed index of taxing ability, which is the district's relative fiscal capacity compared to that of all other districts in the State. The State Aid to Classrooms amount allocated to each district will be determined by subtracting the calculation of the district's local share from the calculation of the district's total Aid to Classrooms projected funding. The Statewide Public Charter School District and any approved institution of higher education authorizing charter schools shall receive one hundred percent of the Aid to Classrooms funding from the State. For Fiscal Year ~~2022-23~~ 2023-24, no local match is required for the State Aid to Classroom EIA distributions for the base funding rolled up from the previous fiscal year.

Each district will receive either the amount determined by this new methodology or the actual state funding received in Fiscal Year 2021-22 from State Aid to Classrooms, Aid School Districts, Student Health and Fitness, Guidance/Career Specialists, Handicapped – Profoundly Mentally, EIA - Aid to Districts, EIA - Students at Risk of School Failure, Allocations EIA – Teacher Salaries, Allocations EIA – Employer Contributions, EIA – Student Health and Fitness Act - Nurses, and EIA - South Carolina Public Charter Schools.

To provide flexibility, each district may expend the funds as determined by the local school board of trustees to meet the educational needs of students as defined in Section 59-1-50, Chapter 18, Title 59, and as delineated in a child's Individualized Education Program (IEP). Pursuant to Section 59-20-80, each school board of trustees must make available by September first of each fiscal year its annual budget that includes state, local, and federal investments in education. The budget must be available on the district's website. The department, in collaboration with local school districts, will provide a template that each district must use in reporting its budget.

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

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

To ensure accountability, each district's annual audit that is submitted to the Department of Education pursuant to Section 59-17-100 must be conducted using an auditing firm from an approved list provided by the State Auditor. The State Auditor will develop standards and criteria for determining qualifying auditors. Each district's annual audit must be available on the district's website.

For the current fiscal year the South Carolina Public Charter School District and any institution of higher education sponsoring a public charter school shall receive and distribute state

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Aid to Classroom funds to the charter school. Students enrolled in charter schools authorized by the South Carolina Public Charter School District or an institution of higher education will receive in addition to the base weight of 1.00 or in addition to the disability weight of 2.60 an additional weight based upon the type of charter school that they attend. These additional funds must support the provision of educational services for children served by a charter school that does not receive local revenues. These students are also eligible to receive additional weights for personalized instruction. The department will make any necessary adjustments to account for the state share for Charter and Special Districts.

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

For Fiscal Year ~~2022-23~~ 2023-24, special districts, ~~career centers~~, and alternative schools will receive the amount received in the prior fiscal year from these funds.

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

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

- (1) K-12 pupils or base students including homebound students 1.00  
Students served in licensed residential treatment facilities (RTFs) for children and adolescents as defined under Section 44-7-130 of the 1976 Code shall receive a weighting of 2.10.
- (2) Weights for students with disabilities as documented by their Individualized Education Plan (IEP) 2.60
- (3) Precareer and Career Technology 1.20
- (4) Charter school students
  - (a) Enrolled in brick and mortar school 1.25
  - (b) Enrolled in virtual charter school 0.65
- (5) Additional weights for personalized instruction:
  - (a) Gifted and Talented 0.15
  - (b) Academic Assistance 0.15
  - (c) Limited English Proficiency 0.20
  - (d) Pupils in Poverty 0.50

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

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

Students in need of academic assistance are students who do not meet state standards in mathematics, English language arts, or both on state approved assessments in grades three

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through eight and high school assessments for grades nine through twelve. The additional weight generates funds needed to provide additional instructional services to these students.

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

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

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

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

**1.20** **AMEND** (SDE: Proviso Allocations) Allows the department to reduce any allocation designated by proviso in Section 1 by the BEA revenue reduction percentage amount, while restricting the reduction of teacher salary allocations.

**WMC:** AMEND proviso to delete the reference to the EFA allocation to the SC Public Charter School District. Deletes the references that the reduction may not be greater than the total percentage reduction of the appropriation and the restriction of reduction of teacher salary allocations.

**HOU:** ADOPT proviso as amended.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1.20.** (SDE: Proviso Allocations) In the event an official General Fund revenue shortfall is declared by the Board of Economic Advisors, the Department of Education may reduce any allocation in Section 1 specifically designated by proviso in accordance with the lower Board of Economic Advisors revenue estimate as directed by the Executive Budget Office, ~~except the additional EFA allocation to the South Carolina Public Charter School District. The reduction may not be greater than the total percentage of reduction of the Section 1 appropriation. Should the department hold back funds in excess of the total percentage reduction those funds must be allocated per the proviso. No allocation for teacher salaries shall be reduced as a result of this proviso.~~

**1.21** **AMEND** (SDE: 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

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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 45 and 135 day mark and directs the department to report this information to the General Assembly. *Companion to EIA proviso 1A.13.*

**WMC:** AMEND proviso to change the reference from the “2022-2023” school year to the “current” school year.

**HOU:** ADOPT proviso as amended.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1.21.** (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 forty-fifth and the one hundred and thirty-fifth day mark. The department shall report this information to the General Assembly for the ~~2022-2023~~ *current* school year.

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

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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.

- 1.30** **AMEND** (SDE: Education Finance Act Reserve Fund) Establishes the EFA Reserve Fund. Directs that unexpended EFA general funds are to be transferred to the reserve fund. Directs that if insufficient funds are appropriated to fully fund the base student cost, the reserve fund may be used to supplement the funds appropriated. Authorizes unexpended funds to be carried forward. **WMC:** AMEND proviso to update references from "Education Finance Act" to "State Aid to Classrooms". Delete reference to "base student cost" and insert "designated student-teacher ratio." Delete reference to EFA funds being utilized for bus purchase. Requested by the Department of Education.  
**HOU:** ADOPT proviso as amended.  
**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1.30.** (SDE: ~~Education Finance Act~~ State Aid to Classrooms Reserve Fund) There is created in the State Treasury a fund separate and distinct from the General Fund of the State and all other funds entitled the ~~Education Finance Act~~ State Aid to Classrooms Reserve Fund. All



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unexpended general funds appropriated to the Department of Education for the ~~Education Finance Act~~ State Aid to Classrooms in the current fiscal year shall be transferred to the ~~Education Finance Act~~ State Aid to Classrooms Reserve Fund. In the event that the amount appropriated for the ~~Education Finance Act~~ State Aid to Classrooms is insufficient to fully fund the ~~base student-cost~~ designated student-teacher ratio as established by this act, revenues from the ~~Education Finance Act~~ State Aid to Classrooms Reserve Fund may be used to supplement the funds appropriated. ~~By June 30<sup>th</sup> of the current fiscal year, if the department determines that the funds are not needed to supplement the Education Finance Act, the department may utilize the funds for bus purchase.~~ The General Assembly may make direct appropriations to this fund. All unexpended funds in the ~~Education Finance Act~~ State Aid to Classrooms Reserve Fund and any interest accrued by the fund must remain in the fund and may be carried forward into the current fiscal year.

- 1.39** **AMEND** (SDE: Impute Index Value) Provides a methodology for the Department of Revenue to use for calculating the index of taxpaying ability for the current fiscal year.  
**WMC:** AMEND proviso to delete reference to “EFA” and insert “General Appropriations Act.” Requested by the Department of Education.  
**HOU:** ADOPT proviso as amended.  
**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1.39.** (SDE: Impute Index Value) For the current fiscal year and for the purposes of calculating the index of taxpaying ability the Department of Revenue shall impute an index value for owner-occupied residential property qualifying for the special four percent assessment ratio by adding the second preceding taxable year total school district reimbursements for Tier 1, 2, and Tier 3(A) and not to include the supplement distribution. The Department of Revenue shall not include sales ratio data in its calculation of the index of taxpaying ability. The methodology for the calculations for the remaining classes of property shall remain as required pursuant to the ~~EFA~~ General Appropriations Act and other applicable provisions of law.

- 1.40** **AMEND** (SDE: EFA State Share) Provides a supplement to a school district that does not recognize a share of State Aid to Classrooms funding by an amount equal to 70% of the least State financial requirement.  
**WMC:** AMEND proviso to update title from “EFA” to “State Aid to Classrooms.” Updates the supplement amount from “seventy” to “seventy-five” percent. Requested by the Department of Education.  
**HOU:** ADOPT proviso as amended.  
**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1.40.** (SDE: ~~EFA~~ State Aid to Classrooms State Share) A school district that does not recognize a State share of State Aid to Classrooms shall be supplemented with an amount equal to ~~seventy~~ seventy-five percent of the school district with the least State financial requirement.

- 1.48** **AMEND** (SDE: Full-Day 4K) Provides guidelines for participation in and funding for the SC Early Reading Development and Education Program (CERDEP). Note: Companion EIA proviso is 1A.26.  
**WMC:** AMEND proviso to allow students attending any authorized charter school or approved institution of higher education to be eligible for participation in CERDEP. Directs that no school district can be denied participation in CERDEP. Updates the minimum rate for instructional costs and transportation costs per student. Requires SDE to offer waivers for students with disabilities to be served in multi-categorical classroom settings. Deletes the requirement that school districts

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choosing not to participate in CERDEP shall receive the same amount of EIA funds from the previous year from the half day 4K program. Updates funding amount to \$250,000 to provide one-time needs-based grants to private providers expanding service to CERDEP eligible children in communities unable to enroll all students. Deletes that \$1,000,000 may be used to provide grants to public private partnerships for building renovations and designs. Deletes requirement that children eligible for the Child Early Reading Development and Education Program during the COVID-19 crisis but did not participate shall be eligible in FY 2022-23.

**HOU:** ADOPT proviso as amended.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1.48.** (SDE: Full-Day 4K) ~~Beginning with the current fiscal year,~~ Eligible students residing in any school district *or attending any charter school authorized by the South Carolina Public Charter School District or an approved institution of higher education* may participate in the South Carolina Early Reading Development and Education program (CERDEP) pending the availability of space and funding. Student eligibility as defined by Section 59-156-130 of the 1976 Code is an annual family income of one hundred eighty-five percent or less of the federal poverty guidelines as promulgated annually by the United States Department of Health and Human Services or a statement of Medicaid eligibility.

A parent or guardian may choose to enroll their child in a public school participating in the program and approved by the Department of Education pursuant to Section 59-156-210 or in a private provider participating in the program and approved by the Office of First Steps pursuant to Section 59-156-200. A private provider includes, but is not limited to, a child care center, a military child care facility regulated by the United States Department of Defense, or a non-profit independent school. State funds appropriated for the provision of CERDEP services in military child care facilities may not be used to supplant existing federal child care funds. *No school district can be denied participation in CERDEP or be denied CERDEP funding pursuant to the terms of this provision.*

~~Beginning with the current fiscal year,~~ 4K programs in public schools and non-profit independent schools participating in CERDEP are not required to be approved, registered, or licensed by the Department of Social Services in order to participate in CERDEP. Instead, the Department of Education and the Office of First Steps are responsible for ensuring that providers deliver high-quality educational programs pursuant to Section 59-156-160.

Public and private providers shall be funded for instructional costs at a minimum rate of ~~\$4,800~~ \$5,100 per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for reimbursement at a minimum of ~~\$587~~ \$620 per eligible child transported. First Steps and the Department of Education must provide an equitable distribution above the minimum between public and private providers. First Steps and the Department of Education must provide a quarterly report beginning October 1 detailing funding above the minimum made to any provider to the Governor, the Chairman of the Senate Finance Committee, and the Chairman of the House Ways and Means Committee. All providers who are reimbursed are required to retain records as required by their fiscal agent. New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive ~~up to~~ at a minimum of \$1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding ~~not to exceed~~ at a minimum of \$10,000. The Department of Education and the Office of First Steps Readiness are authorized to utilize carry forward funds and federal funds to supplement the amount expended for materials and equipment. Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum

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of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps. The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool based on the one hundred and thirty-five day student average daily membership. For the current fiscal year, providers may enroll pay-lunch children who score at or below the twenty-fifth national percentile on two of the three DIAL-3 subscales by July 1 if at least seventy-five percent of the total number of children eligible or the Child Early Reading Development and Education Program in a district or county are projected to be enrolled in that program, Head Start, or ABC Child Care Program as determined by the Department of Education and the Office of First Steps, Child Early Reading Development and Education Program. Providers may receive reimbursement for these children if funds are available. The Department of Education is required to offer waivers allowing students with disabilities to be served in multi-categorical classroom settings based on similar cognition and abilities. Funding appropriated for CERDEP may be carried forward and expended for the same purpose.

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

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

~~For each school district that chooses not to participate in CERDEP, the district shall receive the same amount of EIA funds as allocated in the prior fiscal year for the provision of a half-day 4K program from the funds appropriated to the Department of Education for CERDEP or from any funds carried forward from the prior fiscal year to CERDEP.~~ For eligible children residing in school districts that do not participate in CERDEP, the Department of Education is required to develop and implement inter-district transfer policies that give parents or guardians the option of their eligible child attending an out-of-district school that participates in CERDEP.

For the current fiscal year, the Office of First Steps may expend: (1) up to \$2,000,000 to pilot a program to provide higher reimbursement rates to high-quality ~~child care centers~~ providers.

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The reimbursement rate for students enrolled by child care providers rated B or higher in the ABC Quality System operated by the Department of Social Services may be increased by up to 10% of the per-student base following guidelines developed by the Office of First Steps; and (2) up to ~~\$100,000~~ \$250,000 to provide one-time supplemental, needs-based incentive grants in an amount not to exceed \$30,000 for newly created and/or newly approved private providers proposing to expand service to ten or more CERDEP eligible children in communities unable to enroll all eligible students in a public, private, or Head Start setting during the prior fiscal year. These grants are designed to address building renovations, documented as necessary to bring proposed classrooms into compliance with licensing regulations, materials and staffing costs, and/or other obstacles currently preventing their participation in the program. The First Steps Board of Trustees shall develop and approve an application process that incorporates formal review and fiscal safeguards designed to ensure grant funds are used solely to address documented barriers to program participation. Providers receiving this one-time supplement shall be expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years shall require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps to School Readiness. First Steps shall submit a report detailing its process, expenditures and expanded enrollment to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee by March 15; ~~and (3) up to \$1,000,000 may be used to provide grants to public-private partnerships to address building renovations and designs necessary to get the building and classrooms into compliance with licensing regulations and other obstacles that prevent participation in CERDEP following guidelines developed by the Office of First Steps. Providers participating in this pilot shall be expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years shall require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps.~~

If by August first, the Department of Education or the Office of First Steps determines that appropriations will exceed expenditures, available funds may be used to fund an extended program and to increase the length of the program to a maximum of eight and a half hours per day or two hundred and twenty days per year or to fund summer programs. If a district chooses to fund summer enrollment, the program funding shall conform to the funding in this act for full year programs; however, it shall be reduced on a pro rata basis to conform with the length of the program. A summer program shall be no more than eight and a half hours per day and shall be not more than ten weeks in length. The per pupil allocation and classroom grant must conform with the appropriated amount contained in this act and end of year adjustments shall be based on the one hundred and thirty-five-day student average daily membership or later student average daily membership for districts choosing to extend the program past one hundred and eighty days. Funds may also be used to provide parent engagement, professional development, and quality evaluations of programs. No later than April first, the Department of Education and the Office of First Steps shall report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program and the amount of money used for professional development as well as the types of professional development offered and the number of participants. The Office of First Steps is directed to determine if the provision of extended programs in private centers improves the ability of parents to enter the workforce or to pursue postsecondary training or industry credentials.

On or before November 15, the Department of Education and the Office of First Steps shall share data that identifies the total number of children enrolled in CERDEP in both public and

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private providers. If available appropriations exceed the instructional costs of serving children enrolled in the program and if a waiting list of eligible children can be documented by the Department of Education and by the Office of First Steps, then the Executive Budget Office may authorize the transfer of funds between the Department of Education and the Office of First Steps.

The Office of First Steps and the Department of Education shall collaborate with the South Carolina Head Start State Collaboration Office to inform parents of all publicly funded full-day 4K programs including Head Start *by participating in PalmettoPreK and First5SC*.

~~For Fiscal Year 2022-23, in response to the COVID-19 crisis, children who were eligible to participate in the Child Early Reading Development and Education Program in the prior fiscal year but did not participate, shall be eligible to participate in the program during Fiscal Year 2022-23, subject to classroom availability and funding. Funding appropriated for CERDEP may be carried forward and expended for the same purpose.~~

- 1.63** **AMEND** (SDE: Special Education Minutes Requirement) Directs the department to waive the required 250 minutes of specialized instruction a student is required to receive in order to qualify for the EFA special education weighting. Allow a special education weighting to be applied for any public school child who has an Individualized Education Program, regardless of the number of minutes of instruction. Requested by the Department of Education.  
**WMC:** AMEND proviso to delete “EFA” and insert “State Aid to Classrooms.”  
**HOU:** ADOPT proviso as amended.  
**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1.63.** (SDE: Special Education Minutes Requirement) For the current fiscal year the required two-hundred fifty minutes of specialized instruction a student is required to receive in order to qualify for the special education weighting in the ~~EFA~~ *State Aid to Classrooms* is waived. A special education weighting may be applied for any public school child with an Individualized Education Program in effect, regardless of the number of minutes of instruction.

- 1.69** **AMEND** (SDE: Consolidate Administrative Functions) Allows the State Superintendent of Education, under certain circumstances, to consolidate administrative and professional services of a school district with one or more other school districts. Provides a timeline for a plan to be implemented and directs that if the district fails to comply, the department shall withhold 1% of the district’s EFA allocation until they are in compliance.  
**WMC:** AMEND proviso to delete references to “EFA” and insert “State Aid to Classrooms.” Requested by the Department of Education.  
**HOU:** ADOPT proviso as amended.  
**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1.69.** (SDE: Consolidate Administrative Functions) For the current fiscal, any school district that has an average daily membership of less than 1,500 students, has been designated in Fiscal Watch, Caution or Emergency status, has a risk assessment of medium or high, has a school or is a district with an accreditation status of probation or denied, or has a school or schools that have been in improvement status for three years may be directed by the State Superintendent of Education to consolidate administrative and professional services with one or more school districts. Administrative and professional services may include, but are not limited to: finance, human resources, procurement, administrative functions, transportation and collaboration on increasing instructional offerings. The Superintendent shall notify a district in writing that they meet one or more of the criteria. The district then has thirty business days from receipt of the notification to deliver a plan to the Superintendent for her approval. The Superintendent must either approve or amend the plan within fifteen days. Plans must be implemented within sixty

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days of approval. If a district fails to submit a plan, the Superintendent shall direct the consolidation of services with another school district and if the district fails to comply, the department shall withhold one percent of the district's ~~EFA~~ State Aid to Classrooms allocation until the district does comply. At that time, the ~~EFA~~ State Aid to Classrooms payments shall resume and any ~~EFA~~ State Aid to Classrooms funds withheld shall be allocated to the district.

- 1.71** **AMEND** (SDE: Teacher Salaries/SE Average) States that the projected Southeastern average teacher salary is projected to be \$55,898. Requires a local district board of trustees to provide a step increase for all eligible certified teachers. Requires districts to use the district salary schedule used in the prior fiscal year as the basis for providing the increase. Suspends the requirement that districts maintain local salary supplements per teacher no less than their prior fiscal year. *Companion to EIA proviso 1A.31.*

**WMC:** AMEND proviso to update projected teacher salary and fiscal year.

**HOU:** ADOPT proviso as amended.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1.71.** (SDE: Teacher Salaries/SE Average) The projected Southeastern average teacher salary shall be the average of the average teachers' salaries of the southeastern states as projected by the Revenue and Fiscal Affairs Office. For the current school year, the Southeastern average teacher salary is projected to be ~~\$55,898~~ \$58,048. The General Assembly remains desirous of raising the average teacher salary in South Carolina through incremental increases over the next few years so as to make such equivalent to the national average teacher salary.

Additionally, for the current fiscal year, a local school district board of trustees must increase the salary compensation for all eligible certified teachers employed by the district by no less than one year of experience credit using at a minimum the district salary schedule utilized the prior fiscal year as the basis for providing the step. Application of this provision must be applied uniformly for all eligible certified teachers. For Fiscal Year ~~2022-23~~ 2023-24, the requirement that school districts maintain local salary supplements per teacher no less than their prior fiscal year level is suspended.

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

- 1.72** **AMEND** (SDE: School District Hold Harmless) Specifies that districts are held harmless from the Fiscal Accountability Act local school district reserve fund requirement for the fiscal year, upon approval by the department, if there is not an increase in state support disbursed pursuant to Proviso 1.3 and if the district must use their reserve funds to pay for teacher pay raises.

**WMC:** AMEND proviso to delete reference to "Fiscal Year 2022-23" and insert "the current fiscal year."

**HOU:** ADOPT proviso as amended.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1.72.** (SDE: School District Hold Harmless) If there is not an increase in state support for school districts that is disbursed 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 2022-23~~ the current fiscal year and upon approval by the Department of Education.

- 1.74** **AMEND** (SDE: 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

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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.

**WMC:** AMEND proviso to delete reference to “Fiscal Year 2022-23” and insert “the current fiscal year.”

**HOU:** ADOPT proviso as amended.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1.74.** (SDE: Standards-Based Assessments Suspended) In ~~Fiscal Year 2022-23~~ *the current fiscal year*, the provisions of Section 59-18-325(C)(3) of the 1976 Code 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.

**1.75** **AMEND** (SDE: COVID-19 Emergency Powers) Authorizes the Superintendent of Education to exercise certain emergency powers in response to the COVID-19 public health emergency. (A) Authorizes Superintendent of Education to provide maximum financial flexibility, including the authority to carry forward cash balances to local districts adjusting to operations due to COVID-19. (B) Authorizes department cash balances to be carried forward and allows the superintendent to transfer any department appropriations to assist local school districts to use summer reading camps and all other available tools to ensure satisfaction of learning needs. (C) Requires the superintendent to provide a report on the emergency powers exercised to the Senate Finance Committee, the House of Representatives Ways and Means Committee, the Senate Education Committee, and the House of Representatives Education and Public Works Committee by August 1, 2022.

**WMC:** AMEND proviso to delete the phrase “adjusting operations.” Deletes “COVID-19” and inserts “pandemic learning loss.” Updates calendar year reference.

**HOU:** ADOPT proviso as amended.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1.75.** (SDE: COVID-19 Emergency Powers) (A) The Superintendent of Education is authorized to provide maximum financial flexibility including, but not limited to, the authority to carry forward any cash balances to local school districts adjusting to operations in response to COVID-19.

(B) The State Superintendent of Education is authorized to carry forward any cash balances maintained by the Department of Education. The superintendent is further authorized to transfer any appropriations within the department to assist local school districts to use summer reading camps and all other available tools to ensure appropriate time is spent by students to keep them on grade level and satisfy their learning needs ~~adjusting operations~~ in response to ~~COVID-19~~ *pandemic learning loss*.

(C) On or before August 1, ~~2022~~ 2023, the State Superintendent of Education shall provide a report to the Senate Finance Committee, the House of Representatives Ways and Means Committee, the Senate Education Committee, and the House of Representatives Education and Public Works Committee concerning the emergency powers exercised in this provision.

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**1.76** **AMEND** (SDE: Formative Assessment Data) Requires districts to ensure that all students in first through eighth grades are assessed using a state approved interim assessment tool during the fall, winter, and spring. Directs school districts to provide 2021-2022 and 2022-2023 interim and formative assessment data scores by grade and school to the department. Directs the department to compile the information and submit a comprehensive report to the General Assembly by January 31st. Directs that any school district that fails to provide the data shall have 10% of their EFA funding withheld until the data is provided.

**WMC:** AMEND proviso to delete “2022-2023” and insert “current” in reference to the school year. Deletes “2021-2022 and 2022-2023” and inserts “from the prior school year” relating to assessment data scores. Updates reporting date from “January” to “May.”

**HOU:** ADOPT proviso as amended.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1.76.** (SDE: Formative Assessment Data) For the ~~2022-2023~~ *current* school year, districts must ensure all students in first through eighth grades are assessed using a state approved interim assessment tool during the fall, winter, and spring. School districts shall provide all ~~2021-2022 and 2022-2023~~ interim and formative assessment data scores by grade and school to the Department of Education *from the prior school year*. The department is directed to compile the information received and submit a comprehensive report regarding performance on such assessments to the General Assembly by ~~January~~ *May* 31 of the current fiscal year. Any school district failing to provide this data to the department shall have ten percent of their State Aid to Classrooms funding withheld until the data is provided.

**1.77** **DELETE** (SDE: School District Employees Data) Requires school districts provide a report to the department by October 1, 2021, that details school, district administration, and Career Centers employees and directs that the report specify job duties and indicate the number of individuals who primarily provide classroom instruction. Directs the department compile this information and submit a comprehensive report to the General Assembly.

**WMC:** DELETE proviso.

**HOU:** ADOPT deletion.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT deletion.

**1.77.** (SDE: School District Employees Data) ~~By October 1, 2021, school districts shall provide a report detailing school, district administration, and Career Centers employees to the Department of Education. The report shall specify job duties and indicate the number of individuals whose primary job is to provide classroom instruction. The department is directed to compile the information received into a comprehensive report and submit such report to the General Assembly.~~

**1.80** **AMEND FURTHER** (SDE: Public School Virtual Program Funding) Allows school districts to offer a virtual education program for up to 5% of its student population based on the most recent 135 ADM count without impacting the state funding it receives. Direct the department to establish guidelines and parameters for the virtual program and require districts to submit their virtual program plans to the State Board of Education for approval. Require participating districts to report certain information to the department. Direct that for every student participating above the 5% threshold, the district shall not receive 47.22% of the State per pupil funding provided pursuant to proviso 1.3. Direct that the 5% threshold shall not apply to students whose IEP or 504 status requires they participate in a program administered in a virtual format.

**WMC:** AMEND proviso to delete “Fiscal Year 2022-23” and insert “the current fiscal year.”

**HOU:** ADOPT proviso as amended.



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**SFC SUBCOMMITTEE RECOMMENDATION:** AMEND FURTHER to add language to allow “brick and mortar charter schools” to offer a virtual education program.

**1.80.** (SDE: Public School Virtual Program Funding) For ~~Fiscal Year 2022-23~~ *the current fiscal year*, *all* school districts *and brick and mortar charter schools* shall be permitted to offer a virtual education program for up to five percent of its student population based on the most recent 135 day ADM count without impacting any state funding. The Department of Education shall establish guidelines for the virtual program and parameters students must meet in order to participate in the virtual program. School districts must submit their plans for the virtual program to the State Board of Education for approval.

School districts offering a virtual program must report their ADM counts for students participating in their virtual program and the number of students participating face to face for the 5th, 45th, 90th, and 135th day to the Department of Education.

For every student participating in the virtual program above the five percent threshold, the school district will not receive 47.22% of the State per pupil funding provided to that district as reported in the latest Revenue and Fiscal Affairs revenue per pupil report pursuant to Proviso 1.3. This amount shall be withheld from State Aid to Classroom’s district allocation.

The five percent threshold shall not apply to students whose IEP or 504 status requires their participation in a program administered in a virtual format.

**1.81** **AMEND FURTHER** (SDE: Capital Funding for Disadvantaged Schools) Directs that Capital Funding for Disadvantaged Schools be prioritized as follows: (A) Directs that \$25,000,000 be made available first to local districts consolidating with another district. Provides for the use of the funds. Requires eligible districts submit a preliminary plan and consolidation timeline by August 1 to the department for review and approval. Directs districts to forward the approved final plan to the local legislative delegation with a request to enact local legislation to effect consolidation. Provides for the allocation of funds upon approval of the consolidation plan. Directs the department to set aside the remaining funds to create a source of funding for local school district infrastructure based on need. Directs the department submit recommendations by December 31st to the Senate Finance and House Ways and Means Committees to establish program guidelines for award criteria, conditions for awards and match requirements. Directs the department submit to the General Assembly a project informational report by June 30 of each year. Authorizes unexpended funds to be carried forward and used for the same purpose.

**WMC:** AMEND proviso to update amount of funds available to “\$20,000,000” for consolidating districts. Directs up to \$10,000,000 of the funds to be made available to a local school district consolidating at least three schools into a single campus and consolidating other district-owned educational buildings into a single building. Allows the funds to be used for costs directly related to the consolidation. Directs up to \$20,000,000 of the funds to be made available to school districts for funding facility upgrades aligned with school safety priorities.

**HOU:** ADOPT proviso as amended.

**SFC SUBCOMMITTEE RECOMMENDATION:** AMEND FURTHER to delete that the department allocate the funds to the school district for funding facility upgrades for school safety, and instead direct that the funds be made available for the direct benefit of all children of South Carolina enrolled in K-12 schools for facility upgrades for school safety and be allocated to public and charter school districts. Adds electronic or other technology to eligible school facility upgrades. Directs the department to develop an application process and grant award system for school districts requesting this funding and provides the criteria for such process. Requires the applications for the funding to be submitted to the department by 9/1/23 and directs the department upon receipt of the applications to prioritize the eligible projects with the greatest need using the established criteria. The department shall submit a list of recommended grant

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awards to the State Board of Education by 11/30/23, and the grants shall be awarded based on an affirmative vote of the board. Requires the department to establish policies to ensure proper use of fund expenditure and allows unexpended funds to be carried forward and expended for the same purposes. Directs the department to submit a report of approved projects to the Governor and Chairmen of SFC and WMC by the end of the fiscal year.

**1.81.** (SDE: Capital Funding for ~~Disadvantaged~~ Schools) The funds appropriated for Capital Funding for ~~Disadvantaged~~ Schools shall be prioritized by the Department of Education pursuant to subsections (A) ~~and (B)~~, (B), and (C).

(A) Up to ~~\$25,000,000~~ \$20,000,000 of the funds shall be made available first to a local school district or districts that is consolidating with another school district. 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 or districts demonstrates are necessary to complete consolidation. On or before August 1, the eligible districts must submit a preliminary plan and timeline for pursuing consolidation, including the use of the consolidation funds requested, to the Department of Education for review and approval. When the department has approved the final plan, the districts shall forward the plan to the local legislative delegation outlining the specific request that local legislation be enacted to effect the consolidation. The legislation may include, but is not limited to, composition of the consolidated board, transition procedures, and disposition and/or assumption of district assets and liabilities. Upon approval of a consolidation plan, the department shall make an initial allocation to the impacted districts and shall allocate remaining funds upon enactment of legislation formally consolidating the districts for the benefit of the consolidated district.

(B) Up to \$10,000,000 of the funds shall be made available to a local school district consolidating at least three schools within a single district into a single school campus and consolidating other district-owned educational buildings or buildings that support district functions into a single building. The funds may be used to support costs directly related to the consolidation and other factors for which the district demonstrates are necessary to complete consolidation.

(C) Up to \$20,000,000 of the funds shall be made available for the ~~department to allocate to school districts for the purpose of funding facilities upgrades aligned with school safety priorities~~ direct benefit of all children of South Carolina enrolled in K-12 schools by funding facilities upgrades aligned with school safety priorities. The department shall allocate these funds to the public school districts and charter school districts. Eligible school facility upgrades shall include: (a) classroom/internal door locks; (b) secure school entry points and access control; (c) window covers; ~~and~~ (d) bulletproof glass or bulletproof film for windows; and (e) electronic or other technology. School facilities eligible for safety upgrades under this subsection are defined as locations with daily student attendance and shall not include unimproved real property, centralized district administration facilities, or other facilities, including those normally identified with interscholastic sports activities.

The department shall develop an application process for public and charter school districts to request funding for facilities upgrades aligned with school safety priorities and establish policies, procedures, and priorities for the making of grants pursuant to this subsection. Criteria for prioritizing the awarding of grants shall include, but not be limited to, percentage of students enrolled from low-income families, the age and condition of the existing school facilities to be upgraded as well as the ability to commence construction in a timely matter and the quality of the application. The criteria must also require that all proposed projects do not create new recurring annual expenses and comply with local, state, and federal building codes.

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Applications must be submitted to the department by September 1, 2023. Upon receipt of applications pursuant to the application process adopted by the department, the department shall prioritize the eligible projects with the greatest need using the established criteria and shall submit a list of recommended grant awards to the State Board of Education no later than November 30, 2023. Grants shall be awarded upon an affirmative vote of the State Board.

The financial assistance provided 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. Unexpended funds may be carried forward to be expended for the same purposes by the department and grant recipients. Following the close of the fiscal year, the department shall submit a report of approved projects to the Governor, the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee.

(~~B~~D) The remaining funds shall be set aside by the department to create a source of state funding for local school district infrastructure based on need. Additional funds may be appropriated by the General Assembly with either recurring or non-recurring funds from the General Fund, EIA, or lottery. Federal funds authorized by a federal agency or authorized by the General Assembly may also be included in this fund. The fund may also accept gifts from private sources.

The department shall submit recommendations to the Senate Finance Committee and the House Ways and Means Committee to establish guidelines for the program consisting of award criteria, conditions for the awards and any match requirements by December 31. Criteria shall include, but not be limited to, consideration of a district's index of taxpaying ability, consideration of a district's or county's per capita income and the age and condition of the district's existing academic buildings as well as the ability to commence construction in a timely matter and the quality of the application.

For purposes of this provision, school infrastructure shall not include unimproved real property, centralized district administration facilities, or other facilities, including those normally identified with interscholastic sports activities.

(~~C~~E) The Department of Education must submit to the General Assembly by June 30 of each year a report documenting, at a minimum, the number of applications received and approved, information on the types of infrastructure supported by these funds, and the projected and final costs of each project.

Unexpended funds may be carried forward from the prior fiscal year into the current fiscal year to be expended for the same purposes by the department and school districts.

- 1.83**     **AMEND** (SDE: Retired Teacher Salary Negotiation) Allows school districts to negotiate salaries below the salary schedule when hiring retired teachers for the 2022-23 school year.  
**WMC:** AMEND proviso to update the school year reference.  
**HOU:** ADOPT proviso as amended.  
**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1.83.** (SDE: Retired Teacher Salary Negotiation) With funds appropriated for State Aid to Classrooms, when hiring retired teachers for the ~~2022-23~~ 2023-24 school year, school districts uniformly may negotiate salaries below the school district salary schedule.

- 1.85**     **AMEND** (SDE: Magnet School Athletics) Allows students from magnet schools that share a physical campus to participate in a sport not offered at their school of enrollment. Directs that the athletic competition classification cannot be modified. Prohibits a school from expending funds for membership dues to an organization that prevents a student from playing or changes the classification as a result of this provision.

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**WMC:** AMEND proviso to direct any public magnet school which shares a physical campus with another public magnet school to allow any student to participate in a sport not offered at the student's school of enrollment. Adds "determining" and "competition status, or eligibility." Adds that competition status or eligibility also shall not be subjected to a change as a result of compliance with this provision. Deletes the prohibition on expending funds to an organization that prevents a student from playing athletics or changes a school's athletic classification or status. Adds a prohibition on expending funds to an organization that changes or alters athletic classification, eligibility, or competition status as a result of compliance with this provision or to any organization that refuses a student's participation.

**HOU:** ADOPT proviso as amended.

**SFC SUBCOMMITTEE RECOMMENDATION:** Chairman's recommendation.

**1.85.** (SDE: Magnet School Athletics) From funds authorized or appropriated *in the current fiscal year*, ~~a~~ *any* public magnet school ~~that~~ *which* shares a physical campus with another public magnet school ~~must~~ *shall* allow any student enrolled at a school on that physical campus to participate in an athletic sport not offered at the ~~school in which the student is enrolled,~~ *student's school of enrollment*, provided the student meets all age and academic requirements for participation. For the purposes of *determining* athletic ~~competition~~ classification, *competition status, or eligibility*, schools with students participating pursuant to this provision ~~must~~ *shall* not have their school enrollments joined or modified due to compliance with this provision, nor shall any school ~~or student~~ be subjected to a change in athletic ~~competition~~ classification ~~as a result of compliance~~ *competition status, or eligibility as a result of compliance with this provision*. *The Department of Education*, all public schools ~~and~~, *or* all public school districts *in this State*, receiving ~~or expending~~ funds authorized or appropriated *in the current fiscal year* are prohibited from expending any funds to pay membership dues or other funds to any organization that ~~prevents a student from playing sub-varsity or varsity athletics or changes or alters a school's athletic competition classification or competition status as a result of any school or school district's compliance with this provision~~ *changes or alters a school's or student's athletic classification, eligibility, or competition status as a result of any student, school, or school district's compliance with this provision, or to any organization that refuses to allow, accept, or approve participation pursuant to the terms of this provision*. This provision shall not limit the ability of any magnet school student, provided the student meets all age and eligibility requirements, to otherwise elect to participate in sub-varsity or varsity athletics at the student's zoned or resident school.

**1.86** **DELETE** (SDE: Graduation Requirements) Directs that SDE promulgate regulations to update current graduation requirements to include a half credit in personal finance. Requires the regulation to be submitted to the State Board of Education by September 30<sup>th</sup>.

**WMC:** DELETE proviso.

**HOU:** ADOPT deletion.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT deletion.

**1.86.** (SDE: Graduation Requirements) ~~Of the funds appropriated or authorized herein, and pursuant to Section 59-39-100 of the 1976 Code, the Department of Education, through the State Board of Education, is directed to promulgate regulations to update the current graduation requirements to include within the existing credits a required half credit in personal finance. The regulation shall be submitted to the State Board of Education for first reading by September 30th.~~

**1.88** **AMEND** (SDE: READY Program) Requires funds for the READY program to be awarded by the SC First Steps to School Readiness Board of Trustees to First Steps local partnerships through

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a competitive and targeted grants process. Provides for the requirements of the grant awards. Directs that no more than 10% of the funds appropriated may be distributed to any one county, and no more than 3% may be retained by the Office of First Steps. Requires an annual report to be provided to the General Assembly and the Governor by June 30, 2023.

**WMC:** AMEND proviso to update the due date of the report.

**HOU:** ADOPT proviso as amended.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1.88.** (SDE: READY Program) Funds for the Resources for Early Acceleration and Development in Youth (READY) program must be awarded by the South Carolina First Steps to School Readiness Board of Trustees to First Steps local partnerships through a competitive and targeted grants process. Grant awards must prioritize evidenced-based programs for children from birth through age three who live in rural communities and in communities where kindergarten readiness scores are consistently below the state average. Of the funds appropriated, no more than ten percent may be distributed to any one county, and no more than three percent may be retained by the Office of First Steps for administering, monitoring, and evaluating the program. An annual report on the state's investment in early learning and development must be provided by the Office of First Steps to the General Assembly and the Governor by ~~June 30, 2023~~ December 1<sup>st</sup> of the current fiscal year.

**1.90** **DELETE** (SDE: Dyslexia Screener) Directs SDE to utilize \$1,500,000 to create the Learning Ally - USC Literacy Screener Pilot Project.

**WMC:** DELETE proviso.

**HOU:** ADOPT deletion.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT deletion.

**1.90.** (SDE: Dyslexia Screener) ~~Of the funds appropriated to the Dyslexia Screener, \$1,500,000 shall be used by the State Department of Education to establish the Learning Ally - USC Literacy Screener Pilot Project.~~

**1.92** **AMEND** (SDE: Base Student Cost/EFA) Directs that in FY 2022-23, references to Base Student Cost and EFA for reimbursement purposes shall have the same meaning in the previous fiscal year. Directs that references to Base Student Cost and EFA for withholding purposes means a State Aid to Classroom withholding. Directs SDE to make budget recommendations for changes to Base Student Cost or EFA references in the act.

**WMC:** AMEND proviso to change "Fiscal Year 2022-23" to "the current fiscal year." Delete the directive for SDE to make budget recommendations for changes to Base Student Cost or EFA references in the act.

**HOU:** ADOPT proviso as amended.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1.92.** (SDE: Base Student Cost/EFA) For ~~Fiscal Year 2022-23~~ the current fiscal year, references to Base Student Cost and EFA for reimbursement purposes for other entities shall have the same meaning as in the previous fiscal year.

For ~~Fiscal Year 2022-23~~ the current fiscal year, references to Base Student Cost and EFA for withholding purposes shall mean a withholding of State Aid to Classroom.

~~From funds appropriated to the Department of Education, the department will make recommendations in their annual budget request for any changes to Base Student Cost or EFA references in the annual appropriations act.~~

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**1.93 DELETE** (SDE: Educational Services for Children With Disabilities Report) Directs the department 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 submit to the Joint Citizens and Legislative Committee on Children and to the Revenue and Fiscal Affairs Office. Requires the department to report on specific information and indicators and submit required reports by August 1, 2022 to the joint committee. Directs the joint committee to submit its findings and a work plan to assess and develop recommendations to the Governor, the General Assembly, SDE, and the State Board of Education by November 1, 2022.

**WMC:** DELETE proviso.

**HOU:** ADOPT deletion.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT deletion.

~~**1.93.** (SDE: Educational Services for Children with Disabilities Report) In order to determine whether educational services provided to students with disabilities are delivered effectively and efficiently and whether services or funding should be reformed, the Department of Education shall provide a report to the Joint Citizens and Legislative Committee on Children and to the Revenue and Fiscal Affairs Office on targets identified from the Annual Performance Report on the most recent State Performance Plan submitted as required by the Individuals with Disabilities Education Act (IDEA) of 2004, Section 616 and Section 619 to include all Indicators 1-16 (Indicator 1 Graduation; Indicator 2 Drop-out; Indicator 3 Achievement; Indicator 4 Significant Discrepancy (Suspension); Indicator 5 School-aged Least Restrictive Environment; Indicator 6 Preschool Least Restrictive Environment; Indicator 7 Preschool Outcomes; Indicator 8 Parent Involvement; Indicator 9 Disproportionate Representation (All Special Education); Indicator 10 Disproportionate Representation (Selected Categories); Indicator 11 60 Day Evaluation Timeline; Indicator 12 Part C to B Transition; Indicator 13 Transition Components; Indicator 14 Post Secondary Outcomes; Indicator 15 Mediations; and Indicator 16 Due Process Complaints) and Tables 1-5 (Table 1 Child Count; Table 2 Personnel; Table 3 Placement; Table 4 Exiting; and Table 5 Discipline) required under these sections that have not been met by a school district.~~

~~The department shall submit the required reports to the Joint Citizens and Legislative Committee on Children committee on or before August 1, 2022. The Joint Citizens and Legislative Committee on Children is directed to report its finding and a work plan to assess and develop recommendations concerning service delivery to students with disabilities to the Governor, the General Assembly, the Department of Education, and the State Board of Education by November 1, 2022.~~

**1.95 DELETE** (SDE: Teacher Recruitment and Retention) Directs the department establish a task force to examine and propose revisions to improve teacher recruitment, retention, and advancement. Provides composition of and guidelines for the task force. Directs the task force to submit recommendations for reform to the Governor, the Speaker of the House, and the President of the Senate no later than May 31, 2023.

**WMC:** DELETE proviso.

**HOU:** ADOPT deletion.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT deletion.

~~**1.95.** (SDE: Teacher Recruitment and Retention) (A) The Department of Education shall convene a task force to examine and propose necessary revisions for improving teacher recruitment, retention, and advancement.~~

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~~(B) The task force shall be comprised of the following individuals who each should have background and expertise in education:~~

- ~~(1) one member appointed by the Governor; who shall serve as Chair of the task force;~~
- ~~(2) the State Superintendent of Education or his designee;~~
- ~~(3) one member of the South Carolina House of Representatives appointed by the Chair of the House of Representatives Education and Public Works Committee;~~
- ~~(4) one member of the South Carolina Senate appointed by the Chair of the Senate Education Committee;~~
- ~~(5) one member appointed by the Chair of the House of Representatives Ways and Means Committee;~~
- ~~(6) one member appointed by the Chair of the Senate Finance Committee;~~
- ~~(7) one member appointed by the Chair of the Board of the Revenue and Fiscal Affairs Office;~~
- ~~(8) one member appointed by the Governor upon recommendation of the South Carolina Association of School Administrators;~~
- ~~(9) one member appointed by the Governor upon recommendation of the South Carolina School Boards Association;~~
- ~~(10) two members appointed by the Commission of Higher Education. ——— Both appointments shall be employed as a Dean or Interim Dean of a College of Education at an institution of higher learning. One appointee shall be from a public institution, and one shall be from a private institution;~~
- ~~(11) the current South Carolina State Teacher of the Year;~~
- ~~(12) three current classroom teachers, with at least one representative from each of the groups listed below, with direct instructional responsibilities, and at least one of which is employed at a Title I school, to be appointed by the Superintendent of Education upon the recommendation of the:~~
  - ~~(a) ——— Palmetto State Teachers Association;~~
  - ~~(b) ——— South Carolina Education Association; and~~
  - ~~(c) ——— South Carolina Alliance of Black School Educators;~~
- ~~(13) a current participant in the Teaching Fellows program appointed by the Center for Educator Recruitment and Retention; and~~
- ~~(14) a representative from SC TEACHER appointed by the Dean of the College of Education of the University of South Carolina.~~

~~(C) Members of the task force shall receive no compensation but may receive per diem and mileage from the South Carolina Department of Education as provided for boards and commissions.~~

~~(D) In examining necessary revisions and improvements to the education profession, the task force must consider factors including:~~

- ~~(1) public input gathered through meaningful consultation with teachers, principals, district officials, education preparation programs including both alternative and traditional higher education providers, and members of the public, including conducting hearings to gather public input;~~
- ~~(2) research on how teacher salary structures can:~~
  - ~~(a) ——— improve teacher recruitment and retention;~~
  - ~~(b) ——— incentivize methods used within the teaching profession which have an evidence based impact on student achievement; and~~
  - ~~(c) ——— address staffing shortages in critical needs geographic and content areas;~~
- ~~(3) assistance from the Southern Region Education Board, Education Commission of the States, the National Conference of State Legislatures, and the National Center on Education~~

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~~and the Economy regarding educator recruitment, retention, and advancement from high performing jurisdictions; and~~

~~(4) information provided from the Working Conditions Survey administered by SC TEACHER.~~

~~(E) The task force must submit recommendations for potential reforms to the Governor, the Speaker of the House of Representatives, and the President of the Senate by no later than May 31, 2023. Recommendations shall include, but not be limited to, the following areas:~~

~~(1) increasing recruitment to the teaching profession;~~

~~(2) improving teacher preparation;~~

~~(3) transforming compensation for teachers;~~

~~(4) enhancing the effectiveness of teacher evaluation;~~

~~(5) improving working conditions for all teachers; and~~

~~(6) identifying best practices from other jurisdictions and designing them for South Carolina.~~

**1.96** **AMEND** (SDE: Competency-Based Education) Allows districts to submit a waiver application to the department when seeking to implement competency-based education. Defines competency-based education. Directs the department to create evaluation criteria and guidelines. Directs a participating school to submit data for a biennial review on a form developed by the department. Requires a report summarizing the reviews to be distributed to the Governor and member of the General Assembly no later than June 30, 2023.

**WMC:** AMEND proviso to update reporting date.

**HOU:** ADOPT proviso as amended.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1.96.** (SDE: Competency-Based Education) (A) In the current fiscal year, districts seeking to implement competency-based education may submit a waiver application to the State Board of Education in a format developed by the State Department of Education. For purposes of this proviso, competency-based education refers to a comprehensive learning approach for a student to master competencies and related standards along a personalized, self-paced, and flexible pathway. As part of the waiver application, districts may include in-person instruction, virtual instruction, self-guided learning, and experiential learning through approved off-campus educational opportunities in calculating instructional hours and may offer the required instructional days at any time during the school year, consistent with the law.

(B) Of the funds appropriated to the Department, the State Department of Education shall create evaluation criteria and guidelines for schools that are operating under a waiver pursuant to this proviso. A participating school shall submit required data for a biennial cyclical review on a form developed by the department. A report summarizing the reviews including the waivers requested and how they hindered implementation must be distributed to the Governor and members of the General Assembly no later than June 30, ~~2023~~ 2024.

**1.97** **ADD** (SDE: First Steps Transfer Plan) **WMC:** ADD new proviso to direct the Office of First Steps to work with DOA and EBO, in consultation with SDE, to develop a plan to operate independently from SDE. Includes plan requirements and directs that a report be submitted to the Chairmen of Senate Finance and House Ways and Means and the Governor by 12/1/23. Requested by the Office of First Steps.

**HOU:** ADOPT new proviso.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT new proviso.



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1.97. (SDE: First Steps Transfer Plan) The Office of First Steps shall work with the Department of Administration, Executive Budget Office, in consultation with the Department of Education, to develop a plan to operate independently from the Department of Education. The plan should include, but is not limited to, proposed program structure, the amount of personal services, operating expenses, employer contributions funding which shall be transferred from the Department of Education, and personnel required to perform human resource and accounting functions. A report shall be submitted to the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee, and the Governor by December 1, 2023.

- 1.98**     **ADD** (SDE: Career Readiness Assessments) **WMC:** ADD new proviso to direct the EOC and State Board of Education to create a waiver by 7/1/23 for districts and high schools to request an exemption from reporting student performance on the career readiness assessment for the 2022-2023 school year if the student is taking the assessment a second time and when it is different from the assessment taken in 11<sup>th</sup> grade.  
**HOU:** ADOPT new proviso.  
**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT new proviso.

1.98. (SDE: Career Readiness Assessments) For the current fiscal year, the Education Oversight Committee and the State Board of Education are directed to create a waiver form by which school districts and high schools may request an exemption from reporting student performance on the career readiness assessment for the 2022-23 school year only for students who are taking the career readiness assessment for the second time and when the career readiness assessment is different from the career readiness assessment the student took in 11th grade. The exemption form must be available for schools no later than July 31, 2023.

- 1.99**     **ADD** (SDE: Alternative Education Programs Options) **WMC:** ADD new proviso to direct SDE to create, publish, and provide to all public schools a list of alternative education programs at various institutions to students who are not on track for on-time graduation or who are at risk of dropping out of school. Directs that school counselors should also provide student information those institutions unless the student has opted out pursuant to the Family Educational Rights and Privacy Act. Directs the department to develop an opt-out form for parents or students eighteen or older and make it available on its website.  
**HOU:** ADOPT new proviso.  
**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT new proviso.

1.99. (SDE: Alternative Education Programs Options) The State Department of Education shall create, publish, and provide to all public schools in the State a list of alternative education programs that can award a high school degree or high school equivalency credential. The list must include, but not be limited to, the Wil Lou Gray Opportunity School and the South Carolina Youth Challenge Academy. As part of each student's annual review of his Individualized Graduation Plan, school counselors shall distribute information provided by the Wil Lou Gray Opportunity School, the South Carolina Youth Challenge Academy, and any other alternative education program to students who are not on track for on-time graduation or who otherwise are at risk of dropping out of school. School counselors shall provide those institutions the names and addresses of all students who are not on track for on-time graduation or who are otherwise at risk of dropping out of school, except for students who have opted out of disclosure of directory information under the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g. Parents or students age eighteen or older may complete a form to opt the student out of the disclosure of student contact information with these institutions. The department shall develop this opt-out and each district shall make the form available on its website.

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- 1.100**    **ADD** (SDE: Incentive Prohibition)    **HOU:** ADD new proviso to prevent utilization of appropriated funds for monetary incentives to receive the COVID-19 vaccination.  
**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT new proviso.

*1.100. (SDE: Incentive Prohibition) No school district, or any of its schools, may use any funds appropriated or authorized pursuant to this act to offer students any monetary incentive or inducement to receive a COVID-19 vaccination.*

- 1.rr**    **ADD** (SDE: Reporting Requirements)    **SFC SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to suspend the college freshman reporting requirements of Section 59-101-130. Directs SDE and EOC to use existing data to report on the in-state and out-of-state college enrollment, persistence, and post-secondary completion of high school graduates from South Carolina. Requires SDE to streamline data collection timelines and processes. Extends legislatively mandated due dates for school, district, and state plans to June 30, 2024.

*1.rr. (SDE: Reporting Requirements) For the current fiscal year, the college freshman reporting requirements of Section 59-101-130 are suspended. The Department of Education, in collaboration with the Education Oversight Committee, is authorized to use data that is already collected to report on the in-state and out-of-state college enrollment, college persistence, and post-secondary completion of South Carolina's high school graduates.*

*The Department of Education shall work to streamline data collection timelines and processes to reduce burden and increase efficiency of data collection and reporting. For the current fiscal year, legislatively mandated due dates for school, district, and state plans including, but not limited to, District Strategic and School Renewal Plans, Read to Succeed Reading Plans, Academic Recovery Plans, District ADEPT Plans, and School Turnaround Plans are extended at the discretion of the Department of Education, but shall be due by June 30, 2024.*

- 1.bap**    **ADD** (SDE: ByteDance Ltd. Application Prohibition)    **SFC SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to direct that no school district or school may use any device or agency resources purchased from funds appropriated in this act to access Tiktok or any application with ownership by ByteDance Ltd.

*1.bap. (SDE: ByteDance Ltd. Application Prohibition) No school district, or any of its schools, may use any funds appropriated or authorized pursuant to this act or use any devices or agency resources purchased with any funds appropriated or authorized pursuant to this act to access the TikTok application. The prohibition extends to any application with any ownership by ByteDance Ltd., which is the parent company of TikTok.*

- 1.sts**    **ADD** (SDE: Student Technology Safety)    **SFC SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to direct SDE to create and maintain a list of 3<sup>rd</sup> party providers who provide technology to monitor student digital activity on school-issued devices and accounts to mitigate cyberbullying and assist in prevention of other types of harm. Provides for the requirements of the providers on the list.

*1.sts. (SDE: Student Technology Safety) The Department of Education is directed to create and maintain an approved list of third-party providers on an annual basis that provide technology to mitigate cyberbullying and assist in the prevention of self-harm, suicide, or possible harm to others by monitoring student digital activity on school-issued devices and accounts. Providers included on the list must meet all state and agency data use and governance*

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*policies and must be domiciled in the United States. Providers shall be incorporated into the school and district safety, threat assessment, and bullying prevention plans including, but not limited to, the requirements of Section 59-63-140.*

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

- 1A.7 AMEND** (SDE-EIA: 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 Executive Budget Office.  
**WMC:** AMEND proviso to delete the directive that DOR provide first quarter appropriation of funding for the Charter School District to the SDE.  
**HOU:** ADOPT proviso as amended.  
**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**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 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 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 FURTHER** (SDE-EIA: Teacher Supplies) Provides guidelines for distributing teacher supply reimbursement of up to \$300 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 2022 tax return.  
**WMC:** AMEND proviso to change “three hundred dollars” to “\$350.” Updates tax year references.  
**HOU:** ADOPT proviso as amended.  
**SFC SUBCOMMITTEE RECOMMENDATION:** AMEND FURTHER to change “three hundred dollars” to “\$350”.

**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,

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certified guidance counselors, and career specialists who are employed by a school district, a charter school, or lead teachers employed in a publicly 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 ~~three hundred dollars~~ \$350 each school year to offset expenses incurred by them for teaching supplies and materials. Funds shall be disbursed by the department to School districts by July fifteenth based on the last reconciled Professional Certified Staff (PCS) listing from the previous year. With remaining funds for this program, any deviation in the PCS and actual teacher count will be reconciled by December thirty-first or as soon as practicable thereafter. Based on the public decision of the school district and no later than May fifteenth annually, the district shall notify all individuals entitled to receive these funds the manner in which the funds will be disbursed. 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, Governor's School for Agriculture at John de la Howe, 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 ~~2022~~ 2023 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 ~~three hundred dollars~~ \$350, 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 ~~2022~~ 2023 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.13 AMEND** (SDE-EIA: 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 45 and 135 day mark and directs the department to report this information to the General Assembly. *Companion General Education proviso is 1.21.*

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**WMC:** AMEND proviso to change the reference from the “2022-2023” school year to the “current” school year.

**HOU:** ADOPT proviso as amended.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1A.13.** (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 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 forty-fifth and the one hundred and thirty-fifth day mark. The department shall report this information to the General Assembly for the ~~2022-2023~~ *current* school year.

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.

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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.

**1A.19 AMEND** (SDE-EIA: Accountability Program Implementation) Authorizes the EOC to carry forward unexpended EAA administrative funds and non-awarded Community Block Grants for Education Pilot Program funds and to use these funds for an independent common evaluation of each awarded grant.

**WMC:** AMEND proviso to delete the carry forward for the EIA SC Community Block Grants for Education Pilot programs. Directs that the carry forward now be used for the Education Data Dashboard funds.

**HOU:** ADOPT proviso as amended.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1A.19.** (SDE-EIA: Accountability Program Implementation) To support implementation of the accountability program, the Education Oversight Committee may carry forward unexpended Education Accountability Act funds authorized specifically for the administration of the Education Oversight Committee. For the current fiscal year the Education Oversight Committee may carry forward prior year ~~EIA South Carolina Community Block Grants for Education Pilot Program funds not awarded by the grant committee.~~ These funds must be used for an independent common

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evaluation of each awarded grant to ensure high quality programs that maximize a return on the state's investment Education Data Dashboard funds.

**1A.26 AMEND** (SDE: Full-Day 4K) Provides guidelines for participation in and funding for the SC Early Reading Development and Education Program (CERDEP). Note: Companion SDE proviso is 1.48.

**WMC:** AMEND proviso to allow students attending any authorized charter school or approved institution of higher education to be eligible for participating in CERDEP. Directs that no school district can be denied participation in CERDEP. Updates the minimum rate for instructional costs and transportation costs per student. Requires SDE to offer waivers for students with disabilities to be served in multi-categorical classroom settings. Deletes the requirement that school districts choosing not to participate in CERDEP shall receive the same amount of EIA funds from the previous year from the half day 4K program. Updates funding amount to \$250,000 to provide one-time needs-based grants to private providers expanding service to CERDEP eligible children in communities unable to enroll all students. Deletes that \$1,000,000 may be used to provide grants to public private partnerships for building renovations and designs. Deletes requirement that children eligible for the Child Early Reading Development and Education Program during the COVID-19 crisis, but did not participate shall be eligible in FY 2022-23.

**HOU:** ADOPT proviso as amended.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1A.26.** (SDE: Full-Day 4K) ~~Beginning with the current fiscal year,~~ Eligible students residing in any school district or attending any charter school authorized by the South Carolina Public Charter School District or an approved institution of higher education may participate in the South Carolina Early Reading Development and Education program (CERDEP) pending the availability of space and funding. Student eligibility as defined by Section 59-156-130 of the 1976 Code is an annual family income of one hundred eighty-five percent or less of the federal poverty guidelines as promulgated annually by the United States Department of Health and Human Services or a statement of Medicaid eligibility.

A parent or guardian may choose to enroll their child in a public school participating in the program and approved by the Department of Education pursuant to Section 59-156-210 or in a private provider participating in the program and approved by the Office of First Steps pursuant to Section 59-156-200. A private provider includes, but is not limited to, a child care center, a military child care facility regulated by the United States Department of Defense, or a non-profit independent school. State funds appropriated for the provision of CERDEP services in military child care facilities may not be used to supplant existing federal child care funds. No school district can be denied participation in CERDEP or be denied CERDEP funding pursuant to the terms of this provision.

~~Beginning with the current fiscal year,~~ 4K programs in public schools and non-profit independent schools participating in CERDEP are not required to be approved, registered, or licensed by the Department of Social Services in order to participate in CERDEP. Instead, the Department of Education and the Office of First Steps are responsible for ensuring that providers deliver high-quality educational programs pursuant to Section 59-156-160.

Public and private providers shall be funded for instructional costs at a minimum rate of ~~\$4,800~~ \$5,100 per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for reimbursement at a minimum of ~~\$587~~ \$620 per eligible child transported. First Steps and the Department of Education must provide an equitable distribution above the minimum between public and private providers. First Steps and the Department of Education

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must provide a quarterly report beginning October 1 detailing funding above the minimum made to any provider to the Governor, the Chairman of the Senate Finance Committee, and the Chairman of the House Ways and Means Committee. All providers who are reimbursed are required to retain records as required by their fiscal agent. New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive ~~up to~~ at a minimum of \$1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding ~~not to exceed~~ at a minimum of \$10,000. The Department of Education and the Office of First Steps Readiness are authorized to utilize carry forward funds and federal funds to supplement the amount expended for materials and equipment. Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps. The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool based on the one hundred and thirty-five day student average daily membership. For the current fiscal year, providers may enroll pay-lunch children who score at or below the twenty-fifth national percentile on two of the three DIAL-3 subscales by July 1 if at least seventy-five percent of the total number of children eligible or the Child Early Reading Development and Education Program in a district or county are projected to be enrolled in that program, Head Start, or ABC Child Care Program as determined by the Department of Education and the Office of First Steps, Child Early Reading Development and Education Program. Providers may receive reimbursement for these children if funds are available. The Department of Education is required to offer waivers allowing students with disabilities to be served in multi-categorical classroom settings based on similar cognition and abilities. Funding appropriated for CERDEP may be carried forward and expended for the same purpose.

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

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



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early elementary grades along with information, recommendations, and a timeline for how the state can increase the number of students served in high-quality programs.

~~For each school district that chooses not to participate in CERDEP, the district shall receive the same amount of EIA funds as allocated in the prior fiscal year for the provision of a half-day 4K program from the funds appropriated to the Department of Education for CERDEP or from any funds carried forward from the prior fiscal year to CERDEP. For eligible children residing in school districts that do not participate in CERDEP, the Department of Education is required to develop and implement inter-district transfer policies that give parents or guardians the option of their eligible child attending an out-of-district school that participates in CERDEP.~~

For the current fiscal year, the Office of First Steps may expend: (1) up to \$2,000,000 to pilot a program to provide higher reimbursement rates to high-quality ~~child care centers~~ *providers*. The reimbursement rate for students enrolled by child care providers rated B or higher in the ABC Quality System operated by the Department of Social Services may be increased by up to 10% of the per-student base following guidelines developed by the Office of First Steps; and (2) up to ~~\$100,000~~ *\$250,000* to provide one-time supplemental, needs-based incentive grants in an amount not to exceed \$30,000 for newly created and/or newly approved private providers proposing to expand service to ten or more CERDEP eligible children in communities unable to enroll all eligible students in a public, private, or Head Start setting during the prior fiscal year. These grants are designed to address building renovations, documented as necessary to bring proposed classrooms into compliance with licensing regulations, materials and staffing costs, and/or other obstacles currently preventing their participation in the program. The First Steps Board of Trustees shall develop and approve an application process that incorporates formal review and fiscal safeguards designed to ensure grant funds are used solely to address documented barriers to program participation. Providers receiving this one-time supplement shall be expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years shall require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps to School Readiness. First Steps shall submit a report detailing its process, expenditures and expanded enrollment to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee by March 15; ~~and (3) up to \$1,000,000 may be used to provide grants to public-private partnerships to address building renovations and designs necessary to get the building and classrooms into compliance with licensing regulations and other obstacles that prevent participation in CERDEP following guidelines developed by the Office of First Steps. Providers participating in this pilot shall be expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years shall require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps.~~

If by August first, the Department of Education or the Office of First Steps determines that appropriations will exceed expenditures, available funds may be used to fund an extended program and to increase the length of the program to a maximum of eight and a half hours per day or two hundred and twenty days per year or to fund summer programs. If a district chooses to fund summer enrollment, the program funding shall conform to the funding in this act for full year programs; however, it shall be reduced on a pro rata basis to conform with the length of the program. A summer program shall be no more than eight and a half hours per day and shall be not more than ten weeks in length. The per pupil allocation and classroom grant must conform with the appropriated amount contained in this act and end of year adjustments shall be based on the one hundred and thirty-five-day student average daily membership or later student average daily membership for districts choosing to extend the program past one hundred and eighty days. Funds may also be used to provide parent engagement, professional development, and quality

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evaluations of programs. No later than April first, the Department of Education and the Office of First Steps shall report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program and the amount of money used for professional development as well as the types of professional development offered and the number of participants. The Office of First Steps is directed to determine if the provision of extended programs in private centers improves the ability of parents to enter the workforce or to pursue postsecondary training or industry credentials.

On or before November 15, the Department of Education and the Office of First Steps shall share data that identifies the total number of children enrolled in CERDEP in both public and private providers. If available appropriations exceed the instructional costs of serving children enrolled in the program and if a waiting list of eligible children can be documented by the Department of Education and by the Office of First Steps, then the Executive Budget Office may authorize the transfer of funds between the Department of Education and the Office of First Steps.

The Office of First Steps and the Department of Education shall collaborate with the South Carolina Head Start State Collaboration Office to inform parents of all publicly funded full-day 4K programs including Head Start *by participating in PalmettoPreK and First5SC*.

~~For Fiscal Year 2022-23, in response to the COVID-19 crisis, children who were eligible to participate in the Child Early Reading Development and Education Program in the prior fiscal year but did not participate, shall be eligible to participate in the program during Fiscal Year 2022-23, subject to classroom availability and funding. Funding appropriated for CERDEP may be carried forward and expended for the same purpose.~~

**1A.31 AMEND** (SDE: Teacher Salaries/SE Average) States that the projected Southeastern average teacher salary is projected to be \$55,898. Requires a local district board of trustees to provide a step increase for all eligible certified teachers. Requires districts to use the district salary schedule used in the prior fiscal year as the basis for providing the increase. Suspends the requirement that districts maintain local salary supplements per teacher no less than their prior fiscal year. *Companion to General Education proviso 1.71.*

**WMC:** AMEND proviso to update projected teacher salary and fiscal year.

**HOU:** ADOPT proviso as amended.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1A.31.** (SDE-EIA: Teacher Salaries/SE Average) The projected Southeastern average teacher salary shall be the average of the average teachers' salaries of the southeastern states as projected by the Revenue and Fiscal Affairs Office. For the current school year, the Southeastern average teacher salary is projected to be ~~\$55,898~~ \$58,048. The General Assembly remains desirous of raising the average teacher salary in South Carolina through incremental increases over the next few years so as to make such equivalent to the national average teacher salary.

Additionally, for the current fiscal year, a local school district board of trustees must increase the salary compensation for all eligible certified teachers employed by the district by no less than one year of experience credit using at a minimum the district salary schedule utilized the prior fiscal year as the basis for providing the step. Application of this provision must be applied uniformly for all eligible certified teachers. For Fiscal Year ~~2022-23~~ 2023-24, the requirement that school districts maintain local salary supplements per teacher no less than their prior fiscal year level is suspended.

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

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**1A.41 AMEND** (SDE-EIA: EOC-South Carolina Autism Society) Directs that \$500,000 of the EIA funds appropriated for Partnerships, Education Oversight Committee (A85) be transferred quarterly from the EOC to the South Carolina Autism Society for the Autism Parent-School Partnership Program. Requires the society, on or before August 1, 2022, to provide an audit of the society's books from the previous fiscal year to the Chairmen of the Senate Finance and House Ways and Means Committees. Directs that the society provide an updated audit to the Chairmen on or before June 30, 2023.

**WMC:** AMEND proviso to update calendar year references.

**HOU:** ADOPT proviso as amended.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1A.41.** (SDE-EIA: EOC-South Carolina Autism Society) Of the funds appropriated in Section 1A, VIII.F. Partnerships, Education Oversight Committee (A85), \$500,000 must be transferred in quarterly installments from the Education Oversight Committee to the South Carolina Autism Society for the Autism Parent-School Partnership Program. No more than ten percent of these funds may be used for central office related administrative purposes, with the remaining funds used to directly provide services through the Parent-School Partnership Program.

On a quarterly basis, the South Carolina Autism Society shall submit to the Chairmen of the Senate Finance Committee and the House Ways and Means Committee a comprehensive report concerning the society's finances. The report must include, but is not limited to:

- (1) All income derived during the quarter from any source;
- (2) An itemized list of all expenditures for the quarter, including the amount of each expenditure;
- (3) A list of employees, independent contractors hired by the society, and any other person or entity that provides goods or services to the society, including the amount paid to each; and
- (4) Any other such information that aids in fully understanding the fiscal health of the society.

On or before August 1, ~~2022~~ 2023, the society shall provide the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee an audit of the society's books from the society's previous fiscal year. On or before June 30, ~~2023~~ 2024, the society shall provide an updated audit to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee.

**1A.51 AMEND** (SDE-EIA: Career and Technology Education) Provides for the distribution and use of Career and Technology Education funds to school districts and multi-district career centers. Requires the district plan contain certain information on other available career and technical equipment and to include charter schools offering at least one career and technical education completer program. Authorizes school districts and career centers to carry forward these funds for the same purpose. Directs that \$125,000 be allocated to the Palmetto Partners for Science and Technology for robotics competition, curriculum, and support.

**WMC:** AMEND proviso to direct that multi-district career centers that received funds from the State Aid to Classrooms line item in FY 22-23 shall receive at least \$2,750,000 in the current fiscal year.

**HOU:** ADOPT proviso as amended.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1A.51.** (SDE-EIA: Career and Technology Education) Funds Of the funds appropriated for Career and Technology Education, multi-district careers centers that received funds in Fiscal Year 2022-23 from the State Aid to Classrooms line item shall receive in the current fiscal year

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*at least \$2,750,000. The balance of funds* appropriated for Career and Technology Education will be distributed to school districts and multi-district career centers based on the prior year actual student enrollment for career and technology education courses, with no district or multi-district career center receiving less than \$50,000. Funds may be expended for the purchase of career and technical equipment, the up fitting of facilities and the purchase of consumables, regional career specialists, and such evidence-based initiatives like High Schools that Work and Project Lead the Way. Each district must include in the district plan submitted to the Office of Career and Technology Education information on other career and technical equipment available. The district must include, at a minimum, equipment located at the career center and at the technical college, information on the alignment of equipment to current industry jobs and needs in the state as recommended by career and technical program advisory committees. District plans must include charter schools within the school district offering at least one career and technical education completer program. School districts and career centers may carry forward unexpended funds to be used for the same intended purposes to up fit career and technical facilities and replace career and technical program consumables. In addition, \$125,000 of the funds appropriated shall be allocated to the Palmetto Partners for Science and Technology for robotics competition, curriculum, and support.

**1A.59 AMEND FURTHER** (SDE-EIA: 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.

**WMC:** AMEND proviso to delete “of Fiscal Year 2022-23” and insert “the current fiscal year.”

**HOU:** ADOPT proviso as amended.

**SFC SUBCOMMITTEE RECOMMENDATION:** AMEND FURTHER to add that subject area assessment requirements for identifying qualified teacher candidates shall mirror the department’s permitted standard deviation tolerances. Directs the pilot program to assess the certification outcomes of candidates in relation to the tolerances.

**1A.59.** (SDE-EIA: Teacher Recruitment Program) On or before September 30th of ~~Fiscal Year 2022-23~~ *the current fiscal year*, 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 Proviso 1A.45 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

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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. For purposes of maximizing the impact of this pilot program in identifying qualified teacher candidates as required herein, subject area assessment requirements as they relate to permitted standard deviation tolerances shall mirror those of State Department of Education requirements for traditionally prepared candidates. The pilot program shall assess the certification outcomes of candidates in relation to these tolerances. 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 Committee, the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee.

**1A.60 AMEND** (SDE-EIA: 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.

**WMC:** AMEND proviso to update the fiscal year reference.

**HOU:** ADOPT proviso as amended.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1A.60.** (SDE: Bridge Program) Of the funds appropriated for “Rural Teacher Recruitment” in Fiscal Year ~~2022-23~~ 2023-24, \$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.63 CONFORM TO FUNDING / AMEND** (SDE-EIA: Surplus) Requires and provides guidelines for the expenditures of the EIA cash funds and EIA funds of prior fiscal year, not appropriated or authorized to be carried forward.

**WMC:** AMEND proviso to update the fiscal year reference, items, and dollar amounts for EIA expenditures.

**HOU:** ADOPT proviso as amended.

**SFC SUBCOMMITTEE RECOMMENDATION:** CONFORM TO FUNDING .

**1A.63.** (SDE-EIA: Surplus) For Fiscal Year ~~2022-23~~ 2023-24, EIA cash funds from the prior fiscal year and EIA funds not otherwise appropriated or authorized must be carried forward and expended on the following items in the order listed:

1. SDE-Grants Committee..... \$12,148,24014,000,000;
2. Instructional Materials..... \$100,000,00030,000,000;

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|   |                         |
|---|-------------------------|
| 3. Carolina Collaborative for Alternative Preparation (H270) .....      | \$450,000;              |
| 4. Pattison’s Academy (H630).....                                       | \$1,214,094;            |
| 5. Reading Partners.....  | \$400,000;              |
| 6. Center for Educational Partnerships (H270) .....                     | \$1,500,000;            |
| 7. Working Conditions Survey (H270).....                                | \$500,000;              |
| 8. Meyer Center .....   | \$307,667;              |
| 9. Capital Funding for Disadvantaged Schools .....                      | \$40,000,000;           |
| 10. Project Read.....   | \$100,000;              |
| 11. RIZE Prevention .....   | \$150,000;              |
| 12. Communities in Schools .....  | \$1,000,000; and        |
| 13. First South Carolina (SC First Lego League) .....                   | \$150,000;              |
| <u>4. SC-TEACHER (H270).....</u>  | <u>\$1,500,000;</u>     |
| <u>5. SC-TEACHER Working Conditions Survey (H270) .....</u>             | <u>\$500,000;</u>       |
| <u>6. High Intensity Tutoring (H630).....</u>                           | <u>\$15,000,000;</u>    |
| <u>7. School Bus Lease/Purchase.....</u>                                | <u>\$20,631,000;</u>    |
| <u>8. Capital Funding for Schools .....</u>                             | <u>\$120,000,000;</u>   |
| <u>9. Literacy Instruction Program .....</u>                            | <u>\$42,000,000;</u>    |
| <u>10. ESA Trust Fund – Startup Admin .....</u>                         | <u>\$2,073,300; and</u> |
| <u>11. Instructional Support for Districts (LMS, LOR, and AMS).....</u> | <u>\$10,240,000.</u>    |

Any additional funds carried forward and not otherwise appropriated or authorized may be used for instructional materials and school bus purchase.

- 1A.69 CONFORM TO FUNDING / AMEND NEW PROVISO** (SDE-EIA: Developmental Education and Therapy Services) **WMC:** ADD new proviso to direct that of the funds appropriated for Developmental Education and Therapy Services, \$486,486 shall be allocated to the Meyer Center and \$1,513,514 shall be allocated to Pattison’s Academy.  
**HOU:** ADOPT new proviso.  
**SFC SUBCOMMITTEE RECOMMENDATION:** AMEND new proviso to allocate \$1,300,000 for Palmetto Excel.

*1A.69. (SDE-EIA: Developmental Education and Therapy Services) Of the funds appropriated for Developmental Education and Therapy Services for students with multiple documented disabilities, \$486,486 shall be allocated to the Meyer Center ~~and~~ \$1,513,514 shall be allocated to Pattison’s Academy, and \$1,300,000 shall be allocated to the SC Public Charter School District for Palmetto Excel.*

- 1A.im ADD** (SDE – EIA: Instructional Materials) **SFC SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to allow \$250,000 of appropriated funds for Instructional Materials to be used to implement Ronald Rouse’s Law, which requires high school students to receive CPR instruction. Directs that priority of the funds shall go to high-need schools and district.

*1A.im. (SDE – EIA: Instructional Materials) Of the funds appropriated for Instructional Materials, \$250,000 shall be used to assist individual schools and/or districts to implement Ronald Rouse’s Law requiring high school students to receive non-credentialed CPR instruction in health education class. Funds may be used to purchase, replace, and maintain equipment and training materials. Priority shall go to schools and districts determined high-need. High-need may be determined by using a district’s Index of Taxpaying Ability.*

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**1A.tp**    **ADD** (SDE – EIA: Testing Pilot) **SFC SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to direct SDE to expend \$300,000 to pilot the feasibility of requiring a passing score on a rigorous test of reading instruction and intervention and decision-making principles for initial early childhood and elementary education licensure.

*1A.tp. (SDE – EIA: Testing Pilot) Of the funds appropriated for assessment, the Department of Education will expend \$300,000 to pilot the feasibility of requiring a passing score on a rigorous test of scientifically research-based reading instruction and intervention and data-based decision-making principles, as determined by the State Board of Education, for initial early childhood and elementary education licensure.*

**1A.asp**    **ADD** (SDE: Academic Support Programs) **SFC SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to direct SDE to provide funds to school districts and community partners to pilot academic support programs for high-dosage, low ratio tutoring by compensated tutors for mathematics and reading. Directs SDE to prioritize available funding for academic support program applications. Provides the scheduling and student placement requirements of the tutoring sessions. Requires SDE and EOC to prepare a report on the effectiveness of the academic support group programs and submit it to the Governor and General Assembly. Directs LEAs and charter schools to submit data to SDE upon request.

*1A.asp. (SDE: Academic Support Programs) The Department of Education is authorized to provide funds to school districts and community partners in the current fiscal year to pilot academic support programs providing high-dosage, low-ratio tutoring to students in mathematics and reading by compensated tutors.*

*The Department of Education should prioritize available funding for academic support program applications that include LEA or local funding matches, LEA capacity for successful program implementation, or a large proportion of students needing priority placement within an academic support program.*

*The Department of Education may collaborate with community partners to implement and conduct academic support programs. Academic support program partners shall comply with personnel criminal history checks and any applicable building safety standards.*

*At a minimum, eligible academic support programs shall include tutoring sessions totaling one and a half hours per week. Tutoring sessions should be scheduled at least twice weekly for forty-five minutes. Tutoring sessions shall be held in small group settings of no more than three students per tutor but may occur within or outside the regular school day. Students scoring, or expected to achieve, “Does Not Meet Expectations” on the statewide summative assessment should be given priority placement within the academic support program.*

*The Department of Education, in collaboration with the Education Oversight Committee, shall prepare a report on the effectiveness of the academic support programs for the Governor and General Assembly. Participating LEAs and public charter schools shall submit data as requested by the Department of Education, including, but not limited to, student enrollment, attendance, and student pre-/post-test scores from a state-approved formative assessment or high school content assessment.*

**1A.fst**    **ADD** (SDE: Foundational Literacy Skill Training) **SFC SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to direct SDE to provide training in foundational literacy skills to public school educators who work with students in kindergarten through third grade. Requires each school district to participate in the implementation of this training and requires the districts and SDE to create an implementation plan. Directs that select educators shall

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participate in foundational literacy skills training provided and paid for by the department. States that successful completion of the training satisfies the requirements of the literacy teacher endorsement and directs that those teachers shall receive a monetary stipend upon completion. Directs SDE to identify reliable and valid universal reading screeners as potential replacements for the readiness assessment, and allows the screeners to be utilized by school districts to screen and monitor kindergarten through second grade student progress. Provides for the requirements of the screeners. Details the requirements of each district's Reading Proficiency Plans. Defines "Foundational literacy skills", "Science of Reading", and "Structured Literacy".

*1A.fst. (SDE: Foundational Literacy Skill Training) Beginning with the current fiscal year, the Department of Education shall provide training in foundational literacy skills to public school educators working with students in kindergarten through grade three, pending the availability of funding and space. The Department of Education shall deliver professional development that has demonstrated success in establishing deep knowledge of evidence-based foundational literacy skills grounded in the science of reading and promoting student reading achievement.*

*Each school district shall participate in the implementation of this foundational literacy skills training. The department and school districts shall create an implementation plan to include educator cohorts to begin in the fall and spring of the 2023-24 school year, with a goal of state-wide implementation for every educator working with students in kindergarten through grade three certified in early childhood, elementary, and special education. Elementary administrators should also be included in the foundational literacy skills training.*

*Selected educators shall participate in foundational literacy skills training provided and paid for by the Department of Education. Successful completion of this training shall satisfy the requirements of the literacy teacher endorsement. Educators who successfully complete the training, as determined by the department, shall receive a monetary stipend.*

*The Department of Education shall identify reliable and valid universal reading screeners as potential replacements for the readiness assessment required under Section 59-155-150. The identified screeners may be selected and used by school districts to screen and monitor kindergarten through second grade student progress in foundational literacy skills, and to identify or predict those who may be at risk for poor reading outcomes. Each identified universal reading screener must:*

*(1) provide screening and diagnostic capabilities for monitoring student progress in reading;*

*(2) measure, at a minimum, phonological awareness, phonemic awareness, phonics, fluency, vocabulary, and comprehension; and*

*(3) identify students with a reading deficiency, including identifying students with characteristics of dyslexia.*

*In its annual Reading Proficiency Plan, each district shall:*

*(1) document how the reading and writing curriculum, instruction, and assessment for all PK-5 students are aligned with the science of reading, structured literacy, and foundational skills. PK-5 textbooks or instructional materials that employ the three-cueing system model of reading, visual memory as the primary basis for teaching word recognition, or the three-cueing system model of reading based on meaning, structure and syntax, and visual, which is also known as "MSV", shall not be used in reading instruction;*

*(2) document the number of first and second grade students who are projected to score "Does Not Meet" on the statewide summative reading assessment;*

*(3) document how scientifically-based supplemental interventions are provided to struggling readers who fail to demonstrate grade-level proficiency as demonstrated by a score of "Meets or Exceeds Expectations"; and*



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(4) explain how the district will provide teacher training in the science of reading, structured literacy, and foundational literacy skills.

As used in this provision:

(1) “Foundational literacy skills” means phonological awareness, phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. This definition of foundational literacy skills specifically excludes the “Three-cueing system”, which is any model of teaching students to read based on meaning, structure and syntax, and visual cues, which may also be known as “MSV”.

(2) “Science of Reading” means the body of research that identifies evidence-based approaches of explicitly and systematically teaching students to read, including foundational literacy skills that enable students to develop reading skills required to meet state standards in literacy.

(3) “Structured Literacy” means an evidence-based approach to teaching oral and written language aligned to the science of reading founded on the science of how children learn to read and characterized by explicit, systematic, cumulative, and diagnostic instruction in phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics.

**1A.ai CONFORM TO FUNDING / ADD (SDE: Artificial Intelligence) SFC SUBCOMMITTEE RECOMMENDATION:** CONFORM TO FUNDING / ADD new proviso to direct SDE to expend \$3 million to develop and pilot curriculum for an AI career and technology program.

**1A.ai.** (SDE: Artificial Intelligence) The SC Department of Education will expend \$3 million to develop, pilot, and implement a high school curriculum for high school students in an artificial intelligence (AI) career and technology program. The program will include a four-year sequential pathway that is aligned with two- and four-year college automotive programs and includes teacher training, third-party assessments, and certifications.

**SECTION 7 - L120 - GOVERNOR’S SCHOOL FOR AGRICULTURE AT JOHN DE LA HOWE**

**7.1 DELETE (JDLHS: Status Offender Carry Forward)** Allows unexpended status offender funds distributed to the school from the Department of Education to be carried forward and used for the same purpose.

**WMC:** DELETE proviso. Requested by the Governor’s School for Agriculture at John de la Howe.

**HOU:** ADOPT deletion.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT deletion.

~~**7.1.** (JDLHS: Status Offender Carry Forward) Unexpended status offender funds distributed to the Governor’s School for Agriculture at John de la Howe from the Department of Education may be carried forward and used for the same purpose.~~

**7.3 DELETE (JDLHS: Deferred Salaries Carried Forward)** Authorizes the amount of deferred salaries and employer contributions earned in the prior fiscal year for non-twelve month employees to be carried forward. Directs that these funds shall not be included as part of any other authorized carry forward amount.

**WMC:** DELETE proviso. Requested by the Governor’s School for Agriculture at John de la Howe.

**HOU:** ADOPT deletion.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT deletion.

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~~7.3. (JDLHS: Deferred Salaries Carried Forward) The Governor's School for Agriculture at John de la Howe is authorized to carry forward into the current fiscal year the amount of deferred salaries and employer contributions earned in the prior fiscal year for non-twelve month employees. These deferred funds are not to be included or part of any other authorized carry forward amount.~~

**SECTION 9 - H640 - GOVERNOR'S SCHOOL FOR THE ARTS AND HUMANITIES**

**9.tpy**    **ADD**    (GSAH: Foundational Literacy Skill Training)    **SFC SUBCOMMITTEE RECOMMENDATION:**    ADD new proviso direct the school to develop a contractual relationship with DMH and MUSC to provide psychiatric services from a licensed psychiatrist upon the request of a student or employee who provides mental health services to the student. Provides for the requirements of the service.

*9.tpy. (GSAH: Telepsychiatry) The Governor's School for Arts and Humanities shall establish and maintain, with the Department of Mental Health and the Medical University of South Carolina, a contractual relationship to provide psychiatric services from a licensed psychiatrist for its students upon the request of a student or the recommendation of a school employee who provides mental health services to students. The psychiatric services may be provided in person or through the use of telepsychiatry. The interactions between students and the psychiatrist shall be HIPPA compliant. Psychological fitness for continued attendance at the school shall be determined solely by the psychiatrist providing psychiatric services to a student. A student who receives psychiatric services from a psychiatrist may continue to receive those services in lieu of receiving services as provided for in this provision.*

**SECTION 10 - H650 - GOVERNOR'S SCHOOL FOR SCIENCE AND MATHEMATICS**

**10.tpy**    **ADD**    (GSSM: Foundational Literacy Skill Training)    **SFC SUBCOMMITTEE RECOMMENDATION:**    ADD new proviso direct the school to develop a contractual relationship with DMH and MUSC to provide psychiatric services from a licensed psychiatrist upon the request of a student or employee who provides mental health services to the student. Provides for the requirements of the service.

*10.tpy. (GSSM: Telepsychiatry) The Governor's School for Science and Mathematics shall establish and maintain, with the Department of Mental Health and the Medical University of South Carolina, a contractual relationship to provide psychiatric services from a licensed psychiatrist for its students upon the request of a student or the recommendation of a school employee who provides mental health services to students. The psychiatric services may be provided in person or through the use of telepsychiatry. The interactions between students and the psychiatrist shall be HIPPA compliant. Psychological fitness for continued attendance at the school shall be determined solely by the psychiatrist providing psychiatric services to a student. A student who receives psychiatric services from a psychiatrist may continue to receive those services in lieu of receiving services as provided for in this provision.*

**SECTION 117 - X900 - GENERAL PROVISIONS**

**117.151**    **AMEND** (GP: Homestead Exemption Fund)    Suspends Section 11-11-156(C), relating to the reimbursement of school districts from the homestead exemption fund.

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**WMC:** AMEND proviso to update fiscal year reference.

**HOU:** ADOPT proviso as amended.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**117.151.** (GP: Homestead Exemption Fund) For Fiscal Year ~~2022-23~~ 2023-24, Section 11-11-156(C) of the 1976 Code is suspended.

**117.168 ADD** (GP: Millage Calculations) **WMC:** ADD new proviso to allow a municipality additional and permanent adjustment to its general operating millage rate increase limitation due to population growth for any increase that would have happened in FY 2021-22 but was not known because of the delayed Census release. Directs the calculation to be made from the July 1, 2020 census population estimates.

**HOU:** ADOPT new proviso.

**SFC SUBCOMMITTEE RECOMMENDATION:** ADOPT new proviso.

*117.168. (GP: Millage Calculation) For Fiscal Year 2023-2024, a municipality is allowed an additional and permanent adjustment to its general operating millage rate increase limitation for population growth, calculated pursuant to Section 6-1-320, for any increase that would have been allowed in Fiscal Year 2021-2022 but was not known because of the delayed release of the 2020 Census. This adjustment must be calculated using the July 1, 2020 census population estimates, as originally published based on the 2020 Census, instead of the July 1, 2019 population estimates based on the 2010 Census.*

**117.ac ADD** (GP: Agency Consolidation) **SFC SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to direct the directors State Library, and Department of Archives and History, in consultation with DOA, to collaborate and develop a plan to consolidate and share core functions of each agency. Provides for the requirements of the plan, and directs a report to be submitted by May 31, 2024, outlining the progress and plan of consolidation of services.

*117.ac. (GP: Agency Consolidation) From the funds appropriated to the State Library and the Department of Archives and History, and in consultation with the Department of Administration, the directors of each agency shall collaborate and develop a plan to consolidate and share the core functions of each agency. The directors shall work, with guidance from the Department of Administration, to implement a plan that includes, but is not limited to, promoting cost savings, improving efficiency, and reducing duplication, overlap, and redundancies.*

*By May 31, 2024, the State Library and the Department of Archives and History shall submit a report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee outlining their progress and planned implementation of the consolidation of services.*