

**PUBLIC EDUCATION SUBCOMMITTEE
RECOMMENDATIONS FOR FY 2022-23
TO THE PROVISO SUBCOMMITTEE**

SECTION 1 - H630 - DEPARTMENT OF EDUCATION

1.7 DELETE/MOVE (SDE: Governor’s School for Science & Math) Authorizes the Governor’s School for Science and Mathematics to carry forward unexpended funds and to spend those funds at the direction of the school’s board of trustees.

SUBCOMMITTEE RECOMMENDATION: DELETE proviso and MOVE to new 10.1. *The Governor’s School for Science & Mathematics was removed from the SDE budget and is displayed as a separate agency.*

~~1.7. (SDE: Governor’s School for Science & Math) Any unexpended balance on June thirtieth of the prior fiscal year of funds appropriated to or generated by the Governor’s School for Science and Mathematics may be carried forward and expended in the current fiscal year pursuant to the direction of the board of trustees of the school.~~

1.21 DELETE/MOVE (SDE: Governor’s School Leave Policy) Authorizes the Governor’s Schools to promulgate regulations governing annual and sick leave policy for faculty and staff respective to the individual school calendars.

SUBCOMMITTEE RECOMMENDATION: DELETE proviso and MOVE to new 9.1 and 10.2. *The Governor’s Schools for the Arts & Humanities and Science & Mathematics were removed from the SDE budget and are displayed as separate agencies.*

~~1.21. (SDE: Governor’s School Leave Policy) The South Carolina Governor’s School for the Arts and Humanities and the South Carolina Governor’s School for Science and Mathematics are authorized to promulgate administrative policy governing annual and sick leave relative to faculty and staff with the approval of their respective board of directors. This policy shall address their respective school calendars in order to comply with the instructional needs of students attending both special schools.~~

1.24 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 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. *Note: Companion EIA proviso is 1A.14.*

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update school year reference to “2022-2023.”

1.24. (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

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hundred and thirty-fifth day mark. The department shall report this information to the General Assembly for the ~~2021-2022~~ 2022-2023 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.

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

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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.

- 1.27 DELETE/MOVE** (SDE: Governor’s School for the Arts and Humanities Carry Forward) Authorizes the Governor’s School for the Arts and Humanities to carry forward unexpended funds and to spend those funds at the discretion of the school’s board of trustees.
SUBCOMMITTEE RECOMMENDATION: DELETE proviso and MOVE to new 9.2. *The Governor’s School for the Arts & Humanities was removed from the SDE budget and is displayed as a separate agency.*

~~1.27. (SDE: Governor’s School for the Arts and Humanities Carry Forward) Any unexpended balance on June thirtieth of the prior fiscal year of funds appropriated to or generated by the Governor’s School for the Arts and Humanities may be carried forward and expended in the current fiscal year pursuant to the discretion of the Board of Trustees of the School.~~

- 1.28 DELETE/MOVE** (SDE: Governor’s Schools’ Fees) Authorizes the Governor’s schools to charge, collect, expend and carry forward student fees as governed by their respective Board of Directors. Directs that no student will be denied admittance due to financial inability to pay. Requires both schools to conspicuously publish a fee schedule on their websites.
SUBCOMMITTEE RECOMMENDATION: DELETE proviso and MOVE to new 9.3 and 10.3. *The Governor’s Schools for the Arts & Humanities and Science & Mathematics were removed from the SDE budget and are displayed as separate agencies.*

~~1.28. (SDE: Governor’s Schools’ Fees) The South Carolina Governor’s School for the Arts and Humanities and the South Carolina Governor’s School for Science and Mathematics are authorized to charge, collect, expend, and carry forward student fees as approved by their respective Board of Directors. The purpose and amount of any such fees will be to maintain program quality in both academics and residential support. No student will be denied admittance or participation due to financial inability to pay. The respective Board of Directors shall promulgate administrative policy governing the collection of all student fees. Both schools shall conspicuously publish a fee schedule on their respective websites.~~

- 1.31 DELETE/MOVE** (SDE: SCGSAH Certified Teacher Designation) Authorizes the Governor’s School for the Arts and Humanities, the Charleston School of the Arts, and the Greenville Fine Arts Center to employ non-certified classroom teachers in literary, visual and performing arts subject areas.

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SUBCOMMITTEE RECOMMENDATION: DELETE proviso and MOVE to new 9.4. *The Governor's School for the Arts & Humanities was removed from the SDE budget and is displayed as a separate agency.*

~~1.31. (SDE: SCGSAH Certified Teacher Designation) Because of the unique nature of the South Carolina Governor's School for the Arts and Humanities, the Charleston School of the Arts, and the Greenville County Fine Arts Center, the schools are authorized to employ at its discretion noncertified classroom teachers teaching in the literary, visual and performing arts subject areas who are otherwise considered to be appropriately qualified in a ratio of up to one hundred percent of the entire teacher staff.~~

- 1.43 DELETE/MOVE** (SDE: Governor's Schools Residency Requirement) Requires a parent or guardian to prove they legally reside in this State if they have a student attending either the Governor's School for the Arts and Humanities or the Governor's School for Science and Mathematics. Prohibits either Governor's School from admitting students whose parent or guardian is not a legal resident of this State.

SUBCOMMITTEE RECOMMENDATION: DELETE proviso and MOVE to new 9.5 and 10.4. *The Governor's Schools for the Arts & Humanities and Science & Mathematics were removed from the SDE budget and are displayed as separate agencies.*

~~1.43. (SDE: Governor's Schools Residency Requirement) Of the funds appropriated, the Governor's School for the Arts and the Humanities and the Governor's School for Science and Mathematics are to ensure that a parent(s) or guardian(s) of a student attending either the Governor's School for the Arts and the Humanities or the Governor's School for Science and Mathematics must prove that they are a legal resident of the state of South Carolina at the time of application and must remain so throughout time of attendance. The Governor's School for the Arts and the Humanities and Governor's School for Science and Mathematics may not admit students whose parent(s) or guardian(s) are not legal residents of South Carolina.~~

- 1.55 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.29.*

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to allow funding appropriated for CERDEP to be carried forward and expended for the same purposes. Changes report date of the annual evaluation of the South Carolina Child Development Education Pilot Program from "January fifteenth" to "March first." Updates fiscal year references to "2022-23." Requested by First Steps.

1.55. (SDE: Full-Day 4K) Beginning with the current fiscal year, eligible students residing in any school district 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

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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.

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 rate of \$4,800 per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for a reimbursement of \$587 per eligible child transported. All providers who are reimbursed are required to retain records as required by their fiscal agent. New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive up to \$1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding not to exceed \$10,000. Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps. The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool based on the one hundred and thirty-five day student average daily membership. 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. 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 ~~January fifteenth~~ 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

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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. 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 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

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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 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.

For Fiscal Year ~~2021-22~~ 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 ~~2021-22~~ 2022-23, subject to classroom availability and funding. *Funding appropriated for CERDEP may be carried forward and expended for the same purpose.*

- 1.58** **DELETE/MOVE** (SDE: Governor’s Schools Informational Access to Students) Requires school districts to permit both Governor’s Schools to work with individual schools and their staff in order to share information with students and families about educational opportunities the Governor’s Schools offer. Requires the Governor’s Schools to report to the Chairmen of the Senate Finance and House Ways and Means Committees by June 30, on results of these efforts. **SUBCOMMITTEE RECOMMENDATION:** DELETE proviso and MOVE to new 9.6 and 10.5. *The Governor’s Schools for the Arts & Humanities and Science & Mathematics were removed from the SDE budget and are displayed as separate agencies.*

~~1.58. (SDE: Governor’s Schools Informational Access to Students) For the current fiscal year, school districts must permit both the Governor’s School for the Arts and Humanities and the Governor’s School for Science and Mathematics to collaborate with individual schools and their staff to share information with students and families about the educational opportunities offered at the respective Governor’s Schools, through avenues including school visits, informational presentations, and posters. By June thirtieth, of the current fiscal year, the Governor’s School for the Arts and Humanities and the Governor’s School for Science and Mathematics must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee the results of these Informational Access efforts. Further, the two Governor’s Schools will work with districts, the Department of Education and School Report Card administrators, to ensure that SAT scores of current Governor’s Schools’ students are included in the School Report Card of those students’ resident schools and districts.~~

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1.79 **AMEND** (SDE: Teacher Salaries/SE Average) States that the projected Southeastern average teacher salary for FY 2020-21 is \$53,426. Requires a local district board of trustees to provide a step increase for all eligible certified teachers. Directs that if additional state funds fill the gap, the requirement that school districts maintain local salary supplements per teacher at no less than their prior year level is suspended. Directs that the salaries of specified personnel must be increased by not less than \$1,000 and requires districts to use the district salary schedule used in the prior fiscal year as the basis for providing the increase. *Note: Companion EIA proviso is IA.36.*

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update fiscal year reference to “2022-23.”

1.79. (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 \$53,426. The General Assembly remains desirous of raising the average teacher salary in South Carolina through incremental increases over the next few years so as to make such equivalent to the national average teacher salary.

Additionally, for the current fiscal year, a local school district board of trustees must increase the salary compensation for all eligible certified teachers employed by the district by no less than one year of experience credit using the district salary schedule utilized the prior fiscal year as the basis for providing the step. Application of this provision must be applied uniformly for all eligible certified teachers. For Fiscal Year ~~2021-22~~ 2022-23, the requirement that school districts maintain local salary supplements per teacher no less than their prior fiscal year level is suspended if additional State funds fill the gap.

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

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

1.80 **AMEND** (SDE: School District Hold Harmless) Specifies that districts are held harmless from the Fiscal Accountability Act local school district reserve fund requirement for FY 2019-20, upon approval by the department, if there is not an increase in state support disbursed through the EFA formula pursuant to Proviso 1.3 and if the district must use their reserve funds to pay for teacher pay raises.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update fiscal year reference to “2022-23.”

1.80. (SDE: School District Hold Harmless) If there is not an increase in state support for school districts that is disbursed through the Education Finance Act formula pursuant to Proviso 1.3 in this act, any district that must use reserve funds to pay for teacher pay raises, to include step increases, shall be held harmless from the local school district’s reserve fund requirement provisions in the Fiscal Accountability Act for Fiscal Year ~~2021-22~~ 2022-23 and upon approval by the Department of Education.

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- 1.83** **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 assessments in grades 5 and 7. Directs the department to use \$500,000 of the funds available due to the assessment suspension to fund South Carolina Computer Science and Digital Literacy Standards educator professional development and to use the remaining funds to pay for industry certification/credentials as approved to measure College/Career Readiness.
SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update fiscal year reference to “2022-23.”

1.83. (SDE: Standards-Based Assessments Suspended) In Fiscal Year ~~2021-22~~ 2022-23, 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.

- 1.84** **DELETE** (SDE: Master’s Plus Thirty) Requires the department to continue to process the master’s plus thirty certificate classification in the same manner as in the prior school year. Directs that educators that earn a master’s degree with 60 or more semester hours of coursework will remain eligible for the classification. Requested by the Department of Education.
SUBCOMMITTEE RECOMMENDATION: DELETE proviso.

~~**1.84.** (SDE: Master’s Plus Thirty) For school year 2021-22, the department shall continue to process the master’s plus thirty certificate classification in the same manner as the prior school year. Educators earning a master’s degree with sixty or more semester hours of graduate coursework will remain eligible for the master’s plus thirty credential classification.~~

- 1.85** **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 and 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 by August 1, 2021.
SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update calendar date reference to “2022.”

1.85. (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.

(C) On or before August 1, ~~2021~~ 2022, 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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1.86 **AMEND** (SDE: Formative Assessment Data) Requires districts to ensure that all students in first through ninth grades are assessed using a state approved interim assessment tool during the fall, winter, and spring. Directs school districts to provide 2020-2021 and 2021-2022 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.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to change grades from through “ninth” to through “eighth” grades required to take the state approved interim assessment and update school year references to “2021-2022” and “2022-2023.” Requested by the Department of Education.

1.86. (SDE: Formative Assessment Data) For the ~~2021-2022~~ 2022-2023 school year, districts must ensure all students in first through ~~ninth~~ *eighth* grades are assessed using a state approved interim assessment tool during the fall, winter, and spring. School districts shall provide all ~~2020-2021~~ 2021-2022 and ~~2021-2022~~ 2022-2023 interim and formative assessment data scores by grade and school to the Department of Education. 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 31 of the current fiscal year. Any school district failing to provide this data to the department shall have ten percent of their EFA funding withheld until the data is provided.

1.88 **DELETE** (SDE: Governor’s Schools Transfer Plan) Directs the Governor’s Schools for the Arts and Humanities and for Science and Mathematics to work with the Executive Budget Office, in consultation with the department, to develop a plan to operate their respective schools independently from the department. Directs that the plans should include proposed program structure, the amount of funding to be transferred from the department, and personnel required to perform HR and accounting functions. Directs that a report be submitted to the Chairmen of the Senate Finance and House Ways and Means Committees by December 1, 2021.

SUBCOMMITTEE RECOMMENDATION: DELETE proviso.

1.88. (SDE: Governor’s Schools Transfer Plan) ~~The Governor’s School for the Arts and Humanities and the Governor’s School for Science and Mathematics shall each work with the Department of Administration, Executive Budget Office, in consultation with the Department of Education, to develop a plan to operate their school independently from the Department of Education. The plans should include, but are not limited to, proposed program structure, the amount of personal services, operating expenses, and employer contributions funding which will 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, 2021.~~

1.91 **AMEND** (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

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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.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update fiscal year reference to “2022-23.”

1.91. (SDE: Public School Virtual Program Funding) For Fiscal Year ~~2021-22~~ 2022-23, school districts 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 the EFA portion of the State Aid to Classroom’s district allocation and, if necessary, the state minimum teacher salary schedule portion of State Aid to Classrooms.

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.

1.94 **AMEND** (SDE: Retired Teacher Salary Negotiation) Allows school districts to negotiate salaries below the salary schedule when hiring retired teachers for the 2021-22 school year.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update school year reference to “2022-23.”

1.94. (SDE: Retired Teacher Salary Negotiation) With funds appropriated for State Aid to Classrooms, when hiring retired teachers for the ~~2021-22~~ 2022-23 school year, school districts uniformly may negotiate salaries below the school district salary schedule.

SECTION 1A - H630 - DEPARTMENT OF EDUCATION-EIA

1A.9 **AMEND** (SDE-EIA: Teacher Supplies) Provides guidelines for distributing teacher supply reimbursement of up to \$275 each school year to offset the expenses teachers have incurred for teaching supplies and materials. Allows any classroom teacher, including those at a S.C. private school that are not eligible for this reimbursement, to claim a refundable income tax credit on their 2021 tax return.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update tax year references to “2022.”

1A.9. (SDE-EIA: Teacher Supplies) All certified and non-certified public school teachers identified in PCS, certified special school classroom teachers, certified media specialists, certified guidance counselors, and career specialists who are employed by a school district, a charter school, or lead teachers employed in a publically funded full day 4K classroom approved by the South Carolina First Steps to School Readiness, as of November thirtieth of the current fiscal year, based on the public decision of the school board may receive reimbursement of two hundred seventy-five dollars each school year to offset expenses incurred by them for teaching supplies and materials. Funds shall be disbursed by the department to School districts by July

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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 ~~2021~~ 2022 tax return, provided that the return or any amended return claiming the credit is filed prior to the end of the fiscal year. The credit is equal to two hundred seventy-five dollars, or the amount the teacher expends on teacher supplies and materials, whichever is less. If any expenditures eligible for a credit are made after December thirty-first, the teacher may include the expenditures on his initial return or may file an amended ~~2021~~ 2022 return claiming the credit, so long as the return or amended return is filed in this fiscal year. The Department of Revenue may require whatever proof it deems necessary to implement the credit provided by this part of this provision. Any person receiving the reimbursement provided by this proviso is ineligible to take the income tax credit allowed by this proviso.

1A.14 AMEND (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 90 day mark and directs the department to report this information to the General Assembly. *Note: Companion General Education proviso is 1.24.*

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update school year reference to “2022-2023.”

1A.14. (SDE-EIA: School Districts and Special Schools Flexibility) All school districts and special schools of this State may transfer and expend funds among appropriated state general fund revenues, Education Improvement Act funds, and Education Lottery Act funds, and funds received from the Children’s Education Endowment Fund for school facilities and fixed

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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 ~~2021-2022~~ 2022-2023 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.

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:

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- (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.20 DELETE (SDE-EIA: Certified Staff Technology Proficiency) Requires the department to approve district technology plans to ensure the incorporation of teacher technology competency standards requiring the demonstration of proficiency in each teacher’s professional development plan. Directs that evidence of compliance is a prerequisite for spending district technology funds. **SUBCOMMITTEE RECOMMENDATION:** DELETE proviso. Requested by the Department of Education.

~~1A.20. (SDE-EIA: Certified Staff Technology Proficiency) To ensure the effective and efficient use of the funding provided by the General Assembly in Part IA, Section 1 VIII.D. for school technology in the classroom and internet access, the State Department of Education shall approve district technology plans that specifically address and incorporate certified staff technology competency standards and local school districts must require certified staff to demonstrate proficiency in these standards as part of each certified staff’s Professional Development plan. District adopted technology proficiency standards and plans should be, at minimum, aligned to the International Society for Technology in Education (ISTE) teacher standards. Evidence that districts are meeting the requirement is a prerequisite to expenditure of a district’s technology funds.~~

1A.29 AMEND (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 1.55.* **SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to allow funding appropriated for CERDEP to be carried forward and expended for the same purposes. Changes report date of the annual evaluation of the South Carolina Child Development Education Pilot Program from “January fifteenth” to “March first.” Updates fiscal year references to “2022-23.” Requested by the Department of Education.

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1A.29. (SDE: Full-Day 4K) Beginning with the current fiscal year, eligible students residing in any school district 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.

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 rate of \$4,800 per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for a reimbursement of \$587 per eligible child transported. All providers who are reimbursed are required to retain records as required by their fiscal agent. New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive up to \$1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding not to exceed \$10,000. Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps. The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool based on the one hundred and thirty-five day student average daily membership. 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 for 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. 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

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annual allocations of the prior fiscal year to private providers are not accurate, the Office of First Steps must adjust the allocations for the current fiscal year to account for the findings.

Of the funds appropriated, \$300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by ~~January fifteenth~~ 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. 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 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

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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 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.

For Fiscal Year ~~2021-22~~ 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 ~~2021-22~~ 2022-23, subject to classroom availability and funding. *Funding appropriated for CERDEP may be carried forward and expended for the same purpose.*

1A.36 AMEND (SDE-EIA: Teacher Salaries/SE Average) States that the projected Southeastern average teacher salary for FY 2020-21 is \$53,426. Requires a local district board of trustees to provide a step increase for all eligible certified teachers. Directs that if additional state funds fill the gap, the requirement that school districts maintain local salary supplements per teacher at no less than their prior year level is suspended. Directs that the salaries of specified personnel must be increased by not less than \$1,000 and requires districts to use the district salary schedule used in the prior fiscal year as the basis for providing the increase. *Note: Companion General Education proviso is 1.79.*

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update fiscal year reference to “2022-23.”

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1A.36. (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 \$53,426. The General Assembly remains desirous of raising the average teacher salary in South Carolina through incremental increases over the next few years so as to make such equivalent to the national average teacher salary.

Additionally, for the current fiscal year, a local school district board of trustees must increase the salary compensation for all eligible certified teachers employed by the district by no less than one year of experience credit using the district salary schedule utilized the prior fiscal year as the basis for providing the step. Application of this provision must be applied uniformly for all eligible certified teachers. For Fiscal Year ~~2021-22~~ 2022-23, the requirement that school districts maintain local salary supplements per teacher no less than their prior fiscal year level is suspended if additional State funds fill the gap.

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

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

1A.49 **AMEND** (SDE-EIA: South Carolina Public Charter School Funding) Provides for the allocation of S.C. Public Charter School District funds for virtual and brick and mortar charter schools. Provides for the use of unexpended funds. Provides a timeline extension for ruling on charter school applications and requires the Public Charter School District provide an outcomes report on the extended time frame to the Senate Finance and House Ways and Means Committees. Requires charter schools that receive funds through this proviso to send the required information to the EOC and directs that if a school does not send the data, 1% of these funds will be withheld until they are compliant.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to delete the sixty calendar day extension for applications submitted to the SC Public Charter School District and the report requirement to the Senate Finance and House Ways and Means Committees on the outcomes.

1A.49. (SDE-EIA: South Carolina Public Charter School Funding) The funds appropriated in Part IA, Section VIII.H.- South Carolina Public Charter School Statewide Sponsor must be allocated in the following manner to students at charter schools within the South Carolina Public Charter School District or within a registered Institution of Higher Education: Pupils enrolled in virtual charter schools sponsored by the South Carolina Public Charter School District or a registered Institution of Higher Education shall receive \$1,900 per weighted pupil and pupils enrolled in brick and mortar charter schools sponsored by the South Carolina Public Charter School District or a registered Institution of Higher Education shall receive \$3,600 per weighted pupil. Three and four year old students with a disability, who are eligible for services under IDEA and enrolled in brick and mortar charter schools sponsored by the South Carolina Public Charter School District or registered IHE, shall receive \$3,600 per student for brick and mortar charter schools. Three and four year old students with a disability, who are eligible for serves under IDEA and enrolled in charter schools sponsored by the South Carolina Public Charter School District or a registered IHE, shall be included in student counts for the South Carolina Public Charter School District and registered IHE's solely for purposes of funding under

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~~this proviso. Any unexpended funds, not to exceed ten percent of the prior year appropriation, must be carried forward from the prior fiscal year and expended for the same purpose. Any unexpended funds exceeding ten percent of the prior year appropriation must be transferred to the Charter School Facility Revolving Loan Program established in Section 59-40-175. For Fiscal Year 2021-22, the timelines set forth for ruling on charter school applications are extended for sixty calendar days for all applications submitted to the South Carolina Public Charter School District if the district determines that an applicant should be permitted to amend its application to meet the requirements of Section 59-40-60 and Section 59-40-70, of the 1976 Code, based on an applicant's proposal to address an existing achievement gap utilizing an evidence-based educational program in an underserved geographical area of the state including, but not limited to, charter schools proposed to be located in any school district that is a plaintiff in the Abbeville law suit. The South Carolina Public Charter School District shall report to the Senate Finance Committee and the House Ways and Means Committee on the outcomes of this extended time for a hearing at the end of the application cycle.~~

1A.60 DELETE (SDE-EIA: National Board Certification Incentive) Directs that a \$7,500 salary supplement be paid to public school classroom teachers, including special schools, who are certified by the State Board of Education and the National Board for Professional Teaching Standards if they completed the application process before July 1, 2010 and a \$5,000 salary supplement if they completed the application process after July 1, 2010 as long as they maintain their national board certification. Authorizes these funds to be carried forward and expended for the same purpose. Directs that excess funds be distributed to school districts based on the EFA formula.

SUBCOMMITTEE RECOMMENDATION: DELETE proviso. Requested by the Department of Education.

~~**1A.60.** (SDE-EIA: National Board Certification Incentive) Public school classroom teachers, to include teachers employed at the special schools or classroom teachers who work with classroom teachers, to include teachers employed at the special schools who are certified by the State Board of Education and who have been certified by the National Board for Professional Teaching Standards or completed the application process prior to July 1, 2010 shall be paid a \$7,500 salary supplement beginning July first in the year following the year of achieving certification, beginning with 2009 applicants. The special schools include the Governors School for Science and Math, Governors 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, Department of Juvenile Justice and Palmetto Unified School District 1. The \$7,500 salary supplement shall be added to the annual pay of the teacher for the length of the national certificate. However, the \$7,500 supplement shall be adjusted on a pro rata basis for the teachers FTE and paid to the teacher in accordance with the districts payroll procedure. In addition, teachers who have applied prior to July 1, 2010 and are certified by the National Board for Professional Teaching Standards shall enter a recertification cycle for their South Carolina certificate consistent with the recertification cycle for national board certification. National board certified teachers who have been certified by the National Board for Professional Teaching Standards or completed the application process prior to July 1, 2010 moving to this State who hold a valid standard certificate from their sending state are exempted from initial certification requirements and are eligible for a professional teaching certificate and continuing contract status. Their recertification cycle will be consistent with national board certification.~~

~~For the current fiscal year the salary supplement will be \$5,000 for public school classroom teachers, to include teachers employed at the special schools or classroom teachers who work with classroom teachers, to include teachers employed at the special schools who are certified by~~

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~~the State Board of Education and who complete the application process on or after July 1, 2010, beginning in the year of achieving certification and applies uniformly to all teachers covered under Section 59-26-85(A)(2) of the 1976 Code. The special schools include the Governors School for Science and Math, Governors 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, Department of Juvenile Justice and Palmetto Unified School District 1. The \$5,000 salary supplement shall be added to the annual pay of the teacher, not to exceed the lesser of, the length of one national certificate cycle. However, the \$5,000 supplement shall be adjusted on a pro rata basis for the teachers FTE and paid to the teacher in accordance with the districts payroll procedure.~~

~~The department is authorized to carry forward funds and only expend them for the same purpose. Appropriations in excess of applicable expenditures shall be distributed to school districts based on the EFA formula.~~

1A.65 **AMEND** (SDE-EIA: Digital Learning Plan) Directs that the department shall be responsible for the pilot program. Directs that e-Learning districts may use up to five e-Learning days to make-up short-term disruptions to in-person teaching and learning. Directs the EOC to evaluate the impact of alternative methods of instruction on student learning and on working with other agencies to expand access to remote instruction. Defines alternative methods of instruction. Requires the EOC to report annually to the Governor, General Assembly, Department of Education, and State Board of Education.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to delete “pilot” and add “e-Learning Days.” Delete the evaluation of the impact of the pilot program of alternative methods of instruction and the annual report requirement. Requested by the Department of Education.

1A.65. (SDE-EIA: Digital Learning Plan) The implementation of the ~~pilot~~ *e-Learning* program shall become *is* the responsibility of the Department of Education. Those e-Learning school districts who meet the criteria for an e-Learning district as determined by the Department of Education may use up to five e-Learning days to allow for the make-up of short-term disruptions to in-person teaching and learning.

~~With funds appropriated, the Education Oversight Committee is responsible for evaluating the impact of alternative methods of instruction on student learning and working with other agencies to expand access to quality remote instruction which can be dispatched if necessary. Alternative methods of instruction may include, but are not limited to, online or virtual instruction, remote learning, and hybrid models. The Department of Education and school districts providing alternative methods of instruction must provide data as requested by the committee to evaluate the effectiveness of the instruction. The Education Oversight Committee shall report annually to the Governor, the General Assembly, the Department of Education, and the State Board of Education.~~

1A.66 **AMEND** (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.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update fiscal year reference to “2022-23.”

1A.66. (SDE-EIA: Teacher Recruitment Program) On or before September 30th of Fiscal Year ~~2021-22~~ 2022-23, following the development of accountability metrics, \$750,000 of the

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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.51 of this act. At minimum, the pilot program must assist no fewer than ten school districts to include at least four districts along the I-95 corridor and serve no fewer than 250 teacher candidates. The pilot program shall stipulate reasonable fees for participating candidates and districts and districts shall agree to release time for required on site mentors who shall be experienced, practicing teachers within the district for the purposes of co-teaching with and supporting candidates’ development. Within participating districts, the pilot program shall emphasize high-need schools and within selected schools, the emphasis shall be on developing teacher candidates teaching in high-need subject areas to include, but not be limited to, STEM and special education with all candidates receiving training in literacy skills. The pilot program design shall be based on emerging empirical evidence of effective teacher education as well as best practices from recent innovations in university-based and alternative certification and residency programs for the dual purpose of recruiting needed candidates with equal focus on retaining accomplished, experienced teachers utilizing, in part, a model which contains intensive mentoring and support for candidate teachers. 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.67 **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.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update fiscal year reference to “2022-23.”

1A.67. (SDE: Bridge Program) Of the funds appropriated for “Rural Teacher Recruitment” in Fiscal Year ~~2021-22~~ 2022-23, \$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.

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1A.nbc ADD (SDE-EIA: National Board Certification Incentive) **SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to direct that a \$5,000 or \$7,500 salary supplement be paid to public school classroom teachers, including special schools, who are certified by the State Board of Education and the National Board for Professional Teaching Standards. Provides for the method of determining the supplement amount and requirements of teachers for obtainment and continued awarding. Defines special schools. Authorizes these funds to be carried forward and expended for the same purpose. Directs that excess funds be distributed to school districts based on the EFA formula. Requested by the Department of Education.

1A.nbc. (SDE EIA: National Board Certification Incentive) Public school classroom teachers, to include teachers employed at the special schools or classroom teachers who work with classroom teachers, to include teachers employed at the special schools who are certified by both the State Board of Education and the National Board for Professional Teaching Standards (NBPTS), shall be paid an annual salary supplement of either \$7500 or \$5000. When all other criteria included in this provision are met, the amount of the supplement shall be determined by the teacher's date of application to NBPTS and the length of the national certificate as described below.

(A) A salary supplement of \$7500 shall be paid to National Board Certified Teachers (NBCTs) who made an initial application before July 1, 2010, and who hold a ten-year national certificate.

(B) A salary supplement of \$5000 shall be paid to NBCTs who made an initial application before July 1, 2010, and who hold a five-year national certificate.

(C) A salary supplement of \$5000 shall be paid to NBCTs who made an initial application after July 1, 2010, and who hold either a five-year or a ten-year national certificate.

The salary supplement shall begin in the year the teacher achieves national certification, be added to the teacher's annual pay, and continue as long as the teacher is certified by both the State Board of Education and NBPTS and employed as a public school classroom teacher as described above. However, the supplement shall be adjusted on a pro rata basis for the teacher's FTE and paid to the teacher in accordance with the districts payroll procedure.

The special schools include the Governors School for Science and Math, Governors 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, Department of Juvenile Justice, and Palmetto Unified School District 1.

Public school classroom teachers who are certified by NBPTS shall enter a recertification cycle for their South Carolina certificate consistent with the length of the recertification cycle for National Board Certification. Teachers who are certified by NBPTS moving to this State who hold a valid standard certificate from their sending state are exempted from initial certification requirements and are eligible for a professional teaching certificate and continuing contract status. Their recertification cycle will be consistent with the length of the recertification cycle for National Board Certification. The department is authorized to carry forward funds and only expend them for the same purpose. Appropriations in excess of applicable expenditures shall be distributed to school districts based on the EFA formula.

1A.ame ADD (SDE-EIA: ARP Maintenance of Equity) **SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to allow the department to utilize funds to ensure maintenance of equity requirements under ARP. Requested by the Department of Education.

1A.ame. (SDE-EIA: ARP Maintenance of Equity): The Department of Education is authorized to utilize funds appropriated in Section VIII.A.1. Aid to Districts to ensure Maintenance of Equity is met under the American Rescue Plan.

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

- 6.10 DELETE** (SDB: Early Childhood Center) Authorizes the school to transfer \$500,000 appropriated for the Thackston Hall Roof Replacement project in Act 91 of 2015 to the Early Childhood Center Construction project.
SUBCOMMITTEE RECOMMENDATION: DELETE proviso.

~~6.10.(SDB: Early Childhood Center) The School for the Deaf and the Blind shall be authorized to redirect and transfer the \$500,000 appropriated for the Thackston Hall Roof Replacement in Act 91 of 2015 by Proviso 118.14(B)(5)(a) to the Early Childhood Center Construction project.~~

- 6.raw ADD** (SDB: Recruitment and Workforce) **SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to authorize the school to offer wages equal to or 10% above the school district in which it resides without being subject to the State Office of Human Resources approval, so long as offers are less than the maximum of pay bands 3 and 4.

6.raw. (SDB: Recruitment and Workforce) The School for Deaf and Blind is authorized to offer competitive wages equivalent to or 10% above the school district in which it resides for support services personnel. Offers resulting in the starting pay exceeding the midpoint, but less than the maximum of pay bands 3 and 4 are not subject to State Office of Human Resources approval.

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

- 9.1 ADD MOVED PROVISO** (GSAH: Leave Policy) **SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to authorize the Governor's School to promulgate regulations governing annual and sick leave policy for faculty and staff respective to the school calendar to meet the instructional needs of students. *Moved from proviso 1.21. The Governor's Schools for the Arts & Humanities and Science was removed from the SDE budget and is displayed as a separate agency.*

9.1 (GSAH: Leave Policy) The Governor's School for the Arts and Humanities shall be authorized to promulgate administrative policy governing annual and sick leave relative to faculty and staff with the approval of their board of directors. This policy shall address their school calendar in order to comply with the instructional needs of students attending the special school.

- 9.2 ADD MOVED PROVISO** (GSAH: Carry Forward) **SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to authorize the Governor's School to carry forward unexpended funds and to spend those funds at the discretion of the school's board of trustees. *Moved from proviso 1.27. The Governor's Schools for the Arts & Humanities and Science was removed from the SDE budget and is displayed as a separate agency.*
HOU: ADOPT new proviso.

9.2. (GSAH: Carry Forward) Any unexpended balance on June thirtieth of the prior fiscal year of funds appropriated to or generated by the Governor's School for the Arts and Humanities may be carried forward and expended in the current fiscal year pursuant to the discretion of the board of trustees of the school.

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- 9.3 ADD MOVED PROVISO (GSAH: Schools' Fees) SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to authorize the Governor's School to charge, collect, expend and carry forward student fees approved by its Board of Directors. Direct that no student will be denied admittance due to financial inability to pay. Require the school to conspicuously publish a fee schedule on its website. *Moved from proviso 1.28. The Governor's Schools for the Arts & Humanities and Science was removed from the SDE budget and is displayed as a separate agency.*

9.3. (GSAH: Schools' Fees) The Governor's School for the Arts and Humanities shall be authorized to charge, collect, expend, and carry forward student fees as approved by their Board of Directors. The purpose and amount of any such fees shall be to maintain program quality in both academics and residential support. No student shall be denied admittance or participation due to financial inability to pay. The Board of Directors shall promulgate administrative policy governing the collection of all student fees. The school shall conspicuously publish a fee schedule on their website.

- 9.4 ADD MOVED PROVISO (GSAH: Certified Teacher Designation) SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to authorize the Governor's School, the Charleston School of the Arts, and the Greenville Fine Arts Center to employ non-certified classroom teachers in literary, visual and performing arts subject areas. *Moved from proviso 1.31. The Governor's Schools for the Arts & Humanities and Science was removed from the SDE budget and is displayed as a separate agency.*

9.4. (GSAH: Certified Teacher Designation) Because of the unique nature of the Governor's School for the Arts and Humanities, the Charleston School of the Arts, and the Greenville County Fine Arts Center, the schools are authorized to employ, at its discretion, noncertified classroom teachers teaching in the literary, visual, and performing arts subject areas who are otherwise considered to be appropriately qualified in a ratio of up to one hundred percent of the entire teacher staff.

- 9.5 ADD MOVED PROVISO (GSAH: Residency Requirement) SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to require parent(s) or guardian(s) prove they legally reside in this state if they have a student attending the Governor's School. Prohibit the Governor's School from admitting students whose parent(s) or guardian(s) is not a legal resident of this state. *Moved from proviso 1.43. The Governor's Schools for the Arts & Humanities and Science was removed from the SDE budget and is displayed as a separate agency.*

9.5. (GSAH: Residency Requirement) Of the funds appropriated, the Governor's School for the Arts and the Humanities shall ensure that a parent(s) or guardian(s) of a student attending the Governor's School must prove that they are a legal resident of the state of South Carolina at the time of application and must remain so throughout time of attendance. The Governor's School for the Arts and the Humanities may not admit students whose parent(s) or guardian(s) are not legal residents of South Carolina.

- 9.6 ADD MOVED PROVISO (GSAH: Informational Access to Students) SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to require school districts to permit the Governor's School to work with individual schools and their staff in order to share information with students and families about educational opportunities the Governor's School offers. Require the Governor's School to report to the Chairmen of the Senate Finance and House Ways and Means

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Committees by June 30, on results of these efforts. *Moved from proviso 1.58. The Governor's Schools for the Arts & Humanities and Science was removed from the SDE budget and is displayed as a separate agency.*

9.6. (GSAH: Informational Access to Students) For the current fiscal year, school districts must permit the Governor's School for the Arts and Humanities to collaborate with individual schools and their staff to share information with students and families about the educational opportunities offered at the Governor's School through avenues including school visits, informational presentations, and posters. By June thirtieth of the current fiscal year, the Governor's School for the Arts and Humanities must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee the results of these informational access efforts. Further, the Governor's School shall work with districts, the Department of Education, and School Report Card administrators to ensure that SAT scores of current Governor's School students are included in the School Report Card of those students' resident schools and districts.

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

10.1 ADD MOVED PROVISO (GSSM: Carry Forward) SUBCOMMITTEE RECOMMENDATION: ADD new proviso to authorize the Governor's School to carry forward unexpended funds and to spend those funds at the discretion of the school's board of trustees. *Moved from proviso 1.7. The Governor's School for Science & Mathematics was removed from the SDE budget and is displayed as a separate agency.*

10.1. (GSSM: Carry Forward) Any unexpended balance on June thirtieth of the prior fiscal year of funds appropriated to or generated by the Governor's School for Science and Mathematics may be carried forward and expended in the current fiscal year pursuant to the direction of the board of trustees of the school.

10.2 ADD MOVED PROVISO (GSSM: Leave Policy) SUBCOMMITTEE RECOMMENDATION: ADD new proviso to authorize the Governor's School to promulgate regulations governing annual and sick leave policy for faculty and staff respective to the school calendar to meet the instructional needs of students. *Moved from proviso 1.21. The Governor's Schools for Science & Mathematics was removed from the SDE budget and is displayed as a separate agency.*

10.2. (GSSM: Leave Policy) The Governor's School for Science and Mathematics shall be authorized to promulgate administrative policy governing annual and sick leave relative to faculty and staff with the approval of their board of directors. This policy shall address their school calendar in order to comply with the instructional needs of students attending the special school.

10.3 ADD MOVED PROVISO (GSSM: Schools' Fees) SUBCOMMITTEE RECOMMENDATION: ADD new proviso to authorize the Governor's School to charge, collect, expend and carry forward student fees approved by its Board of Directors. Direct that no student will be denied admittance due to financial inability to pay. Require the school to conspicuously publish a fee schedule on its website. *Moved from proviso 1.29. The Governor's Schools for Science & Mathematics was removed from the SDE budget and is displayed as a separate agency.*

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10.3. (GSSM: Schools' Fees) The Governor's School for Science and Mathematics shall be authorized to charge, collect, expend, and carry forward student fees as approved by their Board of Directors. The purpose and amount of any such fees shall be to maintain program quality in both academics and residential support. No student shall be denied admittance or participation due to financial inability to pay. The Board of Directors shall promulgate administrative policy governing the collection of all student fees. The school shall conspicuously publish a fee schedule on their website.

- 10.4 ADD MOVED PROVISO (GSSM: Residency Requirement) SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to require parent(s) or guardian(s) prove they legally reside in this state if they have a student attending the Governor's School. Prohibit the Governor's School from admitting students whose parent(s) or guardian(s) is not a legal resident of this state. *Moved from proviso 1.43. The Governor's Schools for Science & Mathematics was removed from the SDE budget and is displayed as a separate agency.*

10.4. (GSSM: Residency Requirement) Of the funds appropriated, the Governor's School for Science and Mathematics shall ensure that a parent(s) or guardian(s) of a student attending the Governor's School for Science and Mathematics must prove that they are a legal resident of the state of South Carolina at the time of application and must remain so throughout time of attendance. The Governor's School for Science and Mathematics may not admit students whose parent(s) or guardian(s) are not legal residents of South Carolina.

- 10.5 ADD MOVED PROVISO (GSSM: Informational Access to Students) SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to require school districts to permit the Governor's School to work with individual schools and their staff in order to share information with students and families about educational opportunities the Governor's School offers. Require the Governor's School to report to the Chairmen of the Senate Finance and House Ways and Means Committees by June 30, on results of these efforts. *Moved from proviso 1.58. The Governor's Schools for Science & Mathematics was removed from the SDE budget and is displayed as a separate agency.*

10.5. (GSSM: Informational Access to Students) For the current fiscal year, school districts must permit the Governor's School for Science and Mathematics to collaborate with individual schools and their staff to share information with students and families about the educational opportunities offered at the Governor's School through avenues including school visits, informational presentations, and posters. By June thirtieth of the current fiscal year, the Governor's School for Science and Mathematics must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee the results of these informational access efforts. Further, the Governor's School shall work with districts, the Department of Education, and School Report Card administrators to ensure that SAT scores of current Governor's School students are included in the School Report Card of those students' resident schools and districts.