**A** **BILL**

TO AMEND SECTION 59‑20‑40, AS AMENDED, CODE OF LAWS OF SOUTH CAROLINA, 1976, RELATING TO THE DETERMINATION OF ANNUAL EDUCATION FINANCE ACT ALLOCATIONS, SO AS TO REVISE COST FACTORS OR WEIGHTINGS USED TO DETERMINE THESE ALLOCATIONS, AMONG OTHER THINGS.

Be it enacted by the General Assembly of the State of South Carolina:

SECTION 1. Section 59‑20‑40(1)(c) of the 1976 Code, as last amended by Act 49 of 2005, is further amended to read:

“(c) Weightings, used to provide for relative cost differences, between programs for different students are established in order that funds may be equitably distributed on the basis of pupil needs. The criteria for qualifications for each special classification must be established by the State Board of Education according to definitions established in this article and in accordance with Sections 59‑21‑510, 59‑35‑10, 59‑53‑1860, and 59‑53‑1900. Cost factors enumerated in this section must be used to fund programs approved by the State Board of Education. Pupil data received by the Department of Education is subject to audit by the department. Cost factors or weightings are as follows:

~~Pupil Classification Weightings~~

~~(1) Kindergarten pupils 1.30~~

~~(2) Primary pupils (grades 1 through 3) 1.24~~

~~(3) Elementary pupils (grades 4 through 8)~~

~~base students 1.00~~

~~(4) High school pupils (grades 9 through 12) 1.25~~

~~Special Programs for Exceptional Students Weightings~~

~~(5) Handicapped 1.74~~

~~a. Educable mentally handicapped pupils~~

~~b. Learning disabilities pupils~~

~~(6) Handicapped 2.04~~

~~a. Trainable mentally handicapped pupils~~

~~b. Emotionally handicapped pupils~~

~~c. Orthopedically handicapped pupils~~

~~(7) Handicapped 2.57~~

~~a. Visually handicapped pupils~~

~~b. Hearing handicapped pupils~~

~~c. Pupils with autism~~

~~(8) Speech handicapped pupils 1.90~~

~~(9) Homebound pupils 2.10~~

~~a. pupils who are homebound~~

~~b. pupils who reside in emergency shelters~~

~~Career and Technology Technical Programs Weightings~~

~~(10) Pre‑career and technology 1.20~~

~~(11) Career and technology 1.29~~

~~Add‑on Weights for Early Childhood Weightings~~

~~Development and Academic Assistance~~

~~(12) Early childhood assistance 0.26~~

~~(13) Grades 4‑12 academic assistance 0.114~~

~~Adult Education~~

~~(14) Adult Education 0.15~~

~~No local match is required for adult education and the number of weighted pupil units funded depends on funding available from the general fund of the State and the Education Improvement Act of 1984 Fund.~~

Pupil Classification Weightings

(1) K‑12 pupils (base students) 1.00

Special Programs for Exceptional Students Weightings

(2) Additional Categories and Weightings for Disabilities

a. Educable mentally disabled pupils 1.75

b. Learning disabled pupils 1.75

c. Trainable mentally impaired pupils 2.04

d. Emotionally impaired pupils 2.04

e. Orthopedically impaired pupils 2.04

f. Visually impaired pupils 2.57

g. Hearing impaired pupils 2.57

h. Pupils with autism 2.57

i. Speech impaired pupils 1.90

(3) Pre‑career and Career Technology 1.20

(4) Additional Weightings for Differentiated Assistance

a. Gifted and Talented 0.15

b. Academic Assistance 0.15

c. Young Adult Education 0.20

d. Limited English Proficiency 0.20

e. Pupils in Poverty 0.20

No local match is required for the additional weightings for personalized instruction in school year 2014‑2015. After the 2014‑2015 school year, a local match to conform with the Education Finance Act will be required.

Each student in the State must be counted in only one of the first ~~eleven~~ three pupil classifications. ~~Students shall generate funds for early childhood assistance and grades 4‑12 academic assistance in accordance with Section 59‑139‑20.~~ Students may receive multiple weights for personalized instruction; however, within each weight, students only should be counted once. These weights are defined below:

Gifted and talented students are students who are classified as academically or artistically gifted and talented or who are enrolled in Advanced Placement (AP) and International Baccalaureate (IB) courses.

Students in need of academic assistance are students who do not meet state standards in mathematics, English/language arts, or both, on state‑approved assessments in grades three through twelve. The additional weight generates funds needed to provide additional instructional services to these students.

Young adults are students between the ages of seventeen and twenty‑one who are pursuing a high school diploma, a high school equivalency diploma (GED), or a work readiness skills credential through a public school adult education program and are no longer part of the regular school setting.

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

Students in poverty are students eligible for the free or reduced price Federal lunch program or are eligible for Medicaid.

The State Board of Education must determine the qualifications for each classification in accordance with Sections 59‑21‑510, 59‑35‑10, 59‑53‑1860, 59‑53‑1900, and Chapter 30 of this title. The program for each classification must meet specifications approved by the State Board of Education.

School districts may count each student who is instructed at home under the provisions of Section 59‑65‑40 in the district’s weighted pupil units at a weighting of .25 for supervising, overseeing, or reviewing the student’s program of home instruction. No local match is required for students instructed at home under the provisions of Section 59‑65‑40.”

SECTION 2. This act takes effect upon approval by the Governor.

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