

Meeting of the Board of Trustees Monday, August 26, 2019 6:00 p.m. – Central Office A G E N D A

I. Call to Order – *Kennedi Carpenter – Independence Elementary School* Approval of Agenda (*Policy BEDB*)

(Under consent agenda, all action items will be voted on after one motion and second to approve them without discussion. If a board member wants any action item discussed or voted on separately, the board member, before the agenda is approved, must ask that the action item be moved to the discussion item section.)

II. Recognitions

- A. Introduction of New Administrators
- B. Recognition of Officer Tonya Bennett, SC SRO of the Year
- C. Recognition of Mrs. Robin Owens Boardmanship Institute ~ Level 2
- D. Recognition of Mrs. Helena Miller Boardmanship Institute ~ Level 4
- E. Welcome Back to School Board Photo
- III. Citizen Participation
- IV. Consent Action Agenda
 - A. Approval of Minutes
 - 1. July 22, 2019 combined work session/business meeting
 - B. Approval of Personnel Recommendations (Policy BDD)

V. Action Agenda

- A. Approval of Policy **GBED** *Tobacco Free Workplace* 1st read
- B. Approval of Policy JICG Tobacco Use by Students 1st read
- C. Approval of 1st Set of Section "C" Policies 1st read
 - *CA Administration Goals / Priority Objectives
 - ***CB** School Superintendent
 - *CBA Qualifications of the Superintendent
 - *CBC Superintendent Powers and Responsibilities
 - *CBD Superintendent's Contract
 - *CBG Superintendent's Professional Development
 - *CBI Evaluation of Superintendent
 - *CC Administrative Organization
 - *CCA Organization Chart
 - *CCB Line and Staff Relations
 - $^{*}\mathbf{CF}-School\ Building\ Administration$
 - *CFA School Principals / Building Administration

One Team One Mission One Rock Hill

***CFC** – Assignment and Transfer of School Administrators ***CHA/CHB** – Development of Administrative Rules / Board Review ***CH** – Policy Implementation ***CHD** – Administration in the Absence of Policy

- ***CM** School District Annual Report
- D. Approval of 8% SCAGO General Obligation Debt Issuance
- VI. Communications
- VII. Report of the Superintendent
 - A. Announcements
 - B. Rock Hill Symphony Presentation
 - C. Nursing Services Update
 - D. Summer Programs Update
 - E. Graduation Coaches and Family Outreach Coordinators Update
- VIII. Review of School Board Work Sessions July 22 and August 12
- IX. Other and Future Business
- X. Executive Session(s) (Policy BEC) ~Contractual Matters – Intergovernmental Agreement, Succession Planning for Master Plan
- XI. Action as required from Executive Session(s) (Policy BEC)
- XII. Adjournment

One Team One Mission One Rock Hill



Memorandum

TO:Dr. Bill CookFROM:Mychal FrostDATE:August 21, 2019SUBJECT:Call to Order at August 26th School Board Meeting

Kennedi Carpenter, a fourth grader at Independence Elementary School, will provide the "Call to Order" at the August 26th school board meeting. While we recognize tonight is special in that she gets to represent her school, tomorrow, is also a very special day for Kennedi and her twin sister Karrington (happy birthday).

Kennedi:

- Is a student ambassador and served as a student guide last week for Dr. Cook's visit
- Has previously been recognized as a Kiwanis Club of Rock Hill Terrific Kid
- Has a been on A Honor Roll
- Is involved with gymnastics

Parents: Carl and Sharesa Carpenter

Siblings in Rock Hill Schools: Her twin sister Karrington also attends Independence Elementary School.

Principal: Kimberly Odom

Mailing Address:

5009 Sequoia Drive Rock Hill, SC 29732



Marketing & Communications Department Telephone: 981-1008 - Fax: 981-1094

Memorandum

TO:Dr. Bill CookFROM:Mychal FrostDATE:August 21, 2019SUBJECT:Recognitions for August 26th School Board Meeting

A. Introduction of New Administrators

Tonight, we officially welcome new administrators to our team. As I call your name, please come forward to meet the Board of Trustees:

- **Kimberly Grant**, who has taught art at Northwestern High School since 1995, has been hired as the district's Technology Instructional Specialist and support arts education. Since 2008, she has served as the department chair at Northwestern.
- Lukas Hopper rejoins Rock Hill Schools and will serve middle and high schools as a Math Instructional Specialist. In the role, he will work alongside math content area teachers to improve teaching practices and strategies. Hopper previously taught math at Rock Hill High School before teaching the past year at Nation Ford High School.
- **Maria Linn** will join the Instruction and Accountability department and serve as a Research Specialist. Linn comes to Rock Hill Schools after 20 years at Winthrop University.
- **Dr. Susan Green** has been selected to be a District Literacy Coach, a role that will allow her to work directly with students and teachers to improve achievement in the area of literacy. She has twice been named teacher of the year at Waxhaw Elementary School, where she has taught and served as a reading interventionist since 2009. She has also taught at The College of New Rochelle and Fordham University.
- Anastasia McRay has joined Rock Hill Schools as a District Math Coach. She joins our team after serving as an assistant principal in Union County (N.C.) and previously as Multi-Tiered Systems of Support Coordinator in Lee County School District.
- **Dan Blackburn**, who has led the electricity program at Applied Technology Center, has been promoted to serve as Dean of Students. He has been in Rock Hill Schools since 2006 and replaces Chris Curtis who is now an assistant principal at Northwestern High School.
- Aaron Clark is an assistant principal at Saluda Trail Middle School. Clark joins Rock Hill Schools after serving as principal at Hanson Elementary School in Hanson, Kentucky.

- Kenneth Crump is an assistant principal at Rawlinson Road Middle School. He joins Rock Hill Schools after one year as Dean of Students at Ranson International Baccalaureate Middle School in Charlotte-Mecklenburg Schools. Crump replaces Marek Marshall who is now an assistant principal at South Pointe High School.
- Amber Handy is an assistant principal at Dutchman Creek Middle School. She joins Rock Hill Schools after four years as an assistant principal at Vance High School in Charlotte-Mecklenburg Schools. Handy replaces Michael Wessinger who relocated to Texas.
- **Derek Johnson**, who has served most recently as a district literacy coach, is now an assistant principal at York Road Elementary School. He has been in Rock Hill Schools since 2005 and has served as a special education teacher at Oakdale Elementary School and literacy teacher at Northside Elementary School.
- **Kay Runyans**, who has served as lead counselor at South Pointe High School, has been promoted to serve as Dean of Students. She has been at South Pointe since the school opened.
- Jessica Wren, who served as an interim assistant principal at Rock Hill High during the 2018-2019 school year, will remain at RHHS in a full-time position replacing Beau Modla who is now an assistant principal at Dutchman Creek Middle School.
- **Dr. Tom Sparks**, who retired from district at the end of last school year, has rejoined the district and will assist the board as its hearing officer. A former college and professional baseball player, Dr. Sparks' education career led him to teaching and administrative positions in Tennessee and South Carolina, including two stints as an assistant principal at Northwestern as well as an assistant superintendent position in Lexington District Three and superintendent of Orangeburg Consolidated District Four.

B. Recognition of Officer Tonya Bennett, SC SRO of the Year

A longtime deputy from the York County Sheriff's Office has been named the top school resource officer in South Carolina. Tonya Bennett was awarded the Eric Bamberg School Resource Officer of the Year for the state in 2019. The award is named for a late officer from the Bamberg Police Department known for his devotion to student and staff safety. Bennett also won top honors for the upstate region of South Carolina. York County Sheriff Kevin Tolson said staff and students both respect and love Bennett for her devotion to the school, its people and the safety of all on campus. Bennett won the awards after she was nominated by school staff. One letter of nomination praised her as "an exemplary individual with a commitment to law enforcement and more importantly to the public in which she serves." Staff at the school wanted Bennett to be recognized for her "self-motivation, dependability and determination over the years. This is the second consecutive year a SRO working with our schools has won the state award. In 2018, former Rock Hill Police Department Sgt. Mike Johnson won the award as top resource officer in South Carolina. As you know, Mr. Johnson is now on our district staff.

C. Recognition of Robin Owens (Level 2) and Helena Miller (Level 4)

Established in 1982, the South School Boards Association Boardsmanship Institute offers a year-round training curriculum focused on leadership skills for board members on state and national education issues. Board members are recognized for reaching each of six levels. This year, I would like to recognize Mrs. Robin Owens for reaching Level 2. She is presented with a certificate and a silver pin. Next, I would like to

recognize Mrs. Helena Miller. She has reached Level 4 and is presented this evening with a certificate and a gold pin from SCSBA.

D. Welcome Back to School Board Photo

Along with the 78 other school boards across South Carolina, I invite our board members to join me as we participate in the SCSBA's Back to School "Your Voice, Your Board" campaign. Using the hashtag #schoolboardstrong, districts around our state are joining together to show support for public education and share in the excitement of the new school year.



Combined Work Session/Business Meeting of the Board of Trustees

Monday, July 22, 2019 8:30 a.m. - Central Office

Work Session

1. Call to Order and Approval of Agenda

The Rock Hill School District Three Board of Trustees met this date at 8:30 a.m. with members present as follows: *Mildred Douglas, Brent Faulkenberry, Terry Hutchinson, Helena Miller, Robin Owens*, and *Ann Reid. Windy Cole* participated via Skype.

Chairman Miller called the meeting to order and led in a moment of silence and the Pledge of Allegiance.

Ms. Miller stated that the local news media had been notified of the agenda for this meeting, in writing, on Thursday, July 18, 2019.

A motion was made by Terry Hutchinson, seconded by Brent Faulkenberry, to approve the agenda. The motion was unanimously approved, 7-0.

2. Work Session

A. RHS' Mission / Vision

Chairman Helena Miller provided handouts of the district's current mission, vision, and professional code for board members to review. Mrs. Miller also provided a survey for board members to complete reflecting their thoughts on whether or not it is time to tweak the mission, vision, and professional code.

B. Update of Goals for 2018-2019

Superintendent Dr. Bill Cook provided a brief update on the 2018-2019 goals. Dr. Cook stated a lengthier update would be provided in the fall of this year.

C. Presentation of Final Draft of Master Plan 2020-2030

Chief of Operations Mr. Tony Cox, Executive Director of Facilities Mr. Brian Vaughan, and Chief of Finance Mrs. Terri Smith presented the final draft of "One.", the proposed Master Plan for Rock Hill Schools for 2020-2030. This presentation highlighted the main points from the complete Master Plan. This presentation followed previous presentations of the first and second drafts on June 10 and June 24, respectively, and a special Board Workshop on June 20. The final draft incorporates Board feedback from those sessions.

D. Resolution for Bond Referendum

Mrs. Smith also presented for the Board's review and consideration the following:

- 1. Resolution Ordering Referendum with one question;
- 2. Resolution Ordering Referendum with two questions; and,
- 3. Referendum Questions.

Mr. Cary Crantford, of Crantford Research, presented the results from his community telephone survey conducted to gauge potential voter support for passing a bond referendum. Mrs. Smith and Mrs. Frannie Heizer, with Burr and Forman, reviewed the *Referendum Do's and Don't's*.

3. Adjournment

A motion was made by Terry Hutchinson, seconded by Ann Reid, to adjourn the work session and enter into a business meeting. This motion was unanimously approved, 7-0.

Business Meeting

I. Call to Order and Approval of Agenda

Chairman Miller called the business meeting portion of the combined meeting to order.

Ms. Miller stated that the local news media had been notified of the agenda for this meeting, in writing, on Thursday, July 18, 2019.

A motion was made by Terry Hutchinson, seconded by Ann Reid, to approve the amended agenda. The agenda was unanimously approved, 7-0.

II. Recognitions - None

III. Citizen Participation - None

IV. Consent Action Agenda

On a motion by Mildred Douglas, seconded by Terry Hutchinson, the following topics on the consent action agenda were unanimously approved, 7-0: the minutes of the June 10 work session and public budget hearing; the minutes of the June 20 called work session; the minutes of the June 24 business meeting; and, personnel recommendations as submitted by the administration.

V. Action Agenda

A. Approval of Adoption of Master Plan 2020-2030 and

B. Approval of Resolution Ordering Bond Referendum

After a lengthy discussion, and the Board's expressed desire for more information and time to digest the information received at the work session earlier in the day, a motion was made by Terry Hutchinson to postpone definitely until the August 12 work session Items A.

Adoption of Mater Plan 2020-2030 and B. Resolution Ordering Bond Referendum. This motion was seconded by Robin Owens and was unanimously approved, 7-0.

VI. Communications - None

VII. Report of the Superintendent

A. Announcements

Superintendent Cook made the following announcements:

- Online student registration and enrollment for the 2019-2020 school year for new and returning students is open. Current families are reminded to access the enrollment gateway using login information provided via e-mail. New families can also begin the convenient online process by visiting our district website. In both cases, we are pleased to offer a new feature this year that allows families the option to submit proof of residency documentation online. We believe this option will help to improve on-site registration days at each of our campuses.
- On Monday, August 19, we will welcome 17,000+ students for the 2019-2020 school year. Teachers will return on Monday, August 12, and kickoff the year with a two-day professional development conference that will end with the annual Back-to-School Pep Rally on August 13 at 2pm at Northwestern High School. Teachers new to Rock Hill will participate in our Learning to Rock program August 4-6. This annual event continues to provide a rich opportunity to our newest employees to become acclimated to our district and the Rock Hill community.
- You are encouraged to visit the district's capital building program, "Build on the Rock," website <u>www.rock-hill.k12.sc.us/BuildOnTheRock</u> for more information. This website provides status updates on active and planned construction projects in the district. On the page, viewers can see project descriptions, before and after photographs, and construction timelines.
- The School Board will next meet on Monday, August 12 for its work session and on Monday, August 26 for its business meeting. Both meetings will be streamed on our website and available for viewing on-demand immediately following each broadcast. We invite our community to watch meetings live on our Facebook broadcasts at Facebook.com/RockHillSchools.

VIII. Review of School Board Work Session - None

IX. Other and Future Business

The board discussed other and future business.

X. Executive Session

A motion was made by Terry Hutchinson, seconded by Mildred Douglas, to adjourn open session and enter executive session for the following:

- Personnel Matters: Hirings
- Contractual Matters: Intergovernmental Agreement, Property

This motion was unanimously approved, 7-0.

A motion was made by Terry Hutchinson, seconded by Brent Faulkenberry, to adjourn

executive session and reconvene open session. This motion was unanimously approved, 7-0.

XI. Action as Required from Executive Session

A motion was made by Robin Owens, seconded by Terry Hutchinson, to accept the administration's recommendations for Research Specialist. This motion was unanimously approved, 7-0.

A motion was made by Mildred Douglas, seconded by Terry Hutchinson, to accept the administration's recommendations for Secondary Mathematics Specialist. This motion was unanimously approved, 7-0.

A motion was made by Ann Reid, seconded by Terry Hutchinson, to accept the administration's recommendation for Elementary Math Coach. This motion was unanimously approved, 7-0.

A motion was made by Terry Hutchinson, seconded by Robin Owens, to accept the administration's recommendation for Finance Manager. This motion was unanimously approved, 7-0.

A motion was made by Brent Faulkenberry, seconded by Robin Owens, to approve the administration's recommendation for Arts and Technology Instructional Specialist. This motion was unanimously approved, 7-0.

A motion was made by Robin Owens, seconded by Brent Faulkenberry, to authorize the Superintendent, on behalf of the Rock Hill School District Board of Trustees, to execute the purchase of property, consisting of a building located at 414 East Black Street in Rock Hill, SC from the South Carolina Educational Television Commission for the amount of \$8,000.

XII. Adjournment

On a motion by Terry Hutchinson, seconded by Ann Reid the Board voted unanimously, 7-0, to adjourn the meeting.

Secretary

APPROVED: _____

Chairman

PERSONNEL MATTERS – July 2019

The board affirmed contracts for the following certified employee(s):

Whitney Griggs	Belleview
Rebecca M. Keatts	
James Alewine	Castle Heights
Christy Funderburk	Dutchman Creek
Shandra Hall	
Dozier Murray	Dutchman Creek
Alicia Young	Ebenezer Avenue Montessori
Shannon Ashong	Finley Road
Rebecca Priode	Finley Road
Helen M. Braddock	Independence
Anala Covington	Independence
Kimberly Waltmire	Independence/Belleview/NS
Bailey Lewis	
April McConneaughey	Mt. Holly
Elizabeth Payton	Mt. Holly
Rebecca Pennington	
Kimberly Pyles	Northwestern
Christen Sanders	Northwestern
Valerie Dixon	Oakdale
Lorrie Stutzman	Old Pointe
Marletta Webb	Old Pointe
Heather Keeley	
Samantha B. Donald	Richmond Drive
Sean Carson	
Conrad F. Martin	
Pamela Graham	
Jalavender Clowney	
Jacqueline Kane	
Kimberly Milton	
Langlee Morrell	
Erza Cowan	
Joshua Hope	
Melvin Wearing	
Ayende Alcala	
Ebony Foster	
Lauren E. Burgess	
Lisa Galbreath	
Yamuel Perez-Sanchez	Sunset Park/India Hook

AS INFORMATION TO THE BOARD

Resignations – Certified

Joshua Hobson......Dutchman Creek Marcus PorterRock Hill High

<u>Transfers – Certified</u>

Michelle Preston	Cherry Park
Kathey Galbreath	Ebinport
Melanie Sims	Mt. Ĥolly

<u>New Employees – Non-Certified</u>

Kimberly Naniot	Belleview
Carrie Missaggia	Cherry Park
Wimberly Barron	Ebinport
Carolyn Farabee	Ebinport
Tilena Taylor	Flex Center / Food Service
Jennifer Brooke	Independence
Jessica Hogue	Mt. Gallant
Jarrett Neely	Northwestern
Seleah Bowles	Oakdale
Thomas Smith	Old Pointe
Larry Harrison	Rosewood
Yvonne Odom	Rosewood
Marion Scott	Rosewood
Carol Westbrook	Rosewood
Christopher Mabry	Saluda Trail
Luz Arango	Sullivan

<u>Resignations – Non-Certified</u>

Evelyn Y. Overcash	Ebenezer Avenue Montessori
Jarvis Davis	Northwestern
Theresa Turner	Rock Hill High
Kristina Raab	South Pointe
Lenora Sherrill	Sullivan

<u>Transfers – Non-Certified</u> Rhonda McCray-Coleman..... Old Pointe

MONTHLY BOARD REPORT

AUGUST 26, 2019

PERSONNEL DEPARTMENT

SUMMARY

ROCK HILL SCHOOL DISTRICT THREE OF YORK COUNTY ROCK HILL, SOUTH CAROLINA

1. BOARD ACTION REQUIRED

CERTIFIED

New Employees(42)

2. AS INFORMATION TO THE BOARD

CERTIFIED

Resignations	(13)
Transfers	(5)

3. NON-CERTIFIED

New Employees	(18)
Position Eliminated	(1)
Resignations	(8)
Transfers	(2)

4. EMPLOYEES WORKING THROUGH SCECG

Administrative/Certified Employees (8)
Non-certified Employees(2)

BOARD ACTION REQUIRED

<u>NEW EMPLOYEES – CERTIFIED (42)</u>

Daniel Jones Charles Applied Technology Center .5 FTE health science teacher Stephanie Clark Applied Technology Center **Jason Gilbert** Applied Technology Center Electricity teacher Cherry Park Aida Garcia Castro Tera Mills Dutchman Creek/Saluda Trail Celycia Robinson Ebinport Ebinport Alissa Stripling Candace Connors **Exceptional Student Education** Speech therapist **Janiece** Jenkins **Exceptional Student Education** Kayla Pengelski **Exceptional Student Education** Theodus Roach **Exceptional Student Education** Jessica Wilson **Exceptional Student Education Robert Gasparello** Mt. Holly Grade five teacher Virginia McCallister Northside Art teacher **Margaret Buddin** Northwestern Science teacher Shanequa Clarke Northwestern Caroline Furiate Northwestern Art teacher Dara Ross Northwestern Science teacher Sarah B. Sandifer **English** teacher Northwestern Wavne Starkes Northwestern **Christine Steinmetz** Oakdale Grade two teacher **Cynthia Symons** Oakdale **Emily Beadle** Grade two teacher Oakdale Hunter McDaniel **Raven Academy** Tyler Anderson **Rawlinson Road** Jewel Reynolds Rawlinson Road **Jill Jenkins Richmond Drive** Sean Cunningham Saluda Trail James Daigdigan South Pointe Math teacher Mary Grace Jones South Pointe Claudia Kanabroski **English teacher** South Pointe Ioana Suttle South Pointe Art teacher Katrina Torbert South Pointe Science teacher **Gregory Tolliver** South Pointe LyAisha Barr Sullivan LyKaisha Barr Sullivan Lily Ann Hilario Sullivan Adelfa Lacaya Sullivan **Kimberly Wise** Sullivan Lisa Derue Sunset Park Tilanesha Manderville Sunset Park Grade four teacher Abby Cassidy York Road Grade one teacher

.5FTE health science teacher Grade three Spanish immersion teacher Guidance counselor Title I academic intervention teacher Elementary academic interventionist Mental health counselor Mental health counselor Mental health counselor Mental health counselor Social studies teacher Physical education teacher Special education resource teacher Middle level social studies teacher Grade eight social studies teacher Grade eight science teacher .5 FTE Gifted and talented teacher Grade eight science teacher Special education resource teacher Guidance counselor Middle level math teacher Middle level math teacher Middle level science teacher Middle level science teacher Grade six English/LA teacher Kindergarten teacher

AS INFORMATION TO THE BOARD

RESIGNATIONS – CERTIFIED (13)

Stephanie Clark Amanda Leaphart Anne Love Samantha Feagin Kelsey Shoemaker Julie Cornwell Valerie Dixon Maquita Hinson Noreen Hershelman Gloria Fiedler Kristine M. Reid Justin Sutton Sara Zee Applied Technology Center Belleview Castle Heights Exceptional Student Education Northwestern Oakdale Oakdale Rawlinson Road Rawlinson Road Rock Hill High Saluda Trail South Pointe South Pointe .5 FTE Health science teacher School nurse Grade six social studies teacher School psychologist Science teacher Grade two teacher Grade two teacher Grade seven social studies teacher Computer technology teacher English teacher Special education resource teacher Math teacher Special education resource teacher

<u>TRANSFERS – CERTIFIED (5)</u>

Janetta Morrison Lihua Tan Ina Pascal Jennifer Cannon Tiffany Burris India Hook Northwestern Phoenix Academy Sylvia Circle/T3 Program York Road Elementary academic interventionist Chinese teacher Business education teacher Grades two & three teacher Elementary academic interventionist

NEW EMPLOYEES - NON-CERTIFIED (18)

Page Putnam Carol-Lynn Quinn Aimee Anderson Jasmyn McDonald **Derrick Amos** Gary Miller Keenen Littlejohn Ebony Able Jada Wilson Ninoska Rodriguez Shnetha Dickerson Katherine Jackson **DeLawrence Whitlock Melody Minor** Rhonda Gamble Melissa Payne **Erin Thorne** Edward White

Administrative Services Ebenezer Avenue Montessori **Exceptional Student Education Finley Road** Mt. Holly Northwestern Northwestern Old Pointe Old Pointe ParentSmart Rawlinson Road Rock Hill High Rock Hill High Saluda Trail South Pointe Sullivan Sunset Park Sylvia Circle/T3 Program

Purchasing assistant Lower elementary Montessori assistant Sign language interpreter Special education assistant/multi-cat I Behavior management assistant Special education assistant/multi-cat II Special education shadow assistant Special education assistant/multi-cat I Special education assistant/multi-cat I **Bi-lingual parent educator** Special education assistant/multi-cat II Secretary/receptionist Special education assistant/multi-cat II Secretary/receptionist Drop-out prevention assistant Secretary/guidance Kindergarten assistant Instructional assistant

POSITION ELIMINATED – NON-CERTIFIED (1)

Lindsey Jones

Ebenezer Avenue

Title I instructional assistant

RESIGNATIONS – NON-CERTIFIED (8)

Kim D. Bailey Alex Fair Ricky Marshall Larry Stewart Kisha Lockhart Winter Albohaire Patricia Shipman Deedra Witherspoon Central Office/Finance Cherry Park Facilities Services Facilities Services Finley Road Mt. Holly Northwestern Rawlinson Road Administrative assistant Behavior management assistant General services leader General maintenance Special education assistant/multi-cat II Behavior management assistant Secretary/guidance Special education assistant/multi-cat II

TRANSFERS – NON-CERTIFIED (2)

Nnaemeka Hardy-Wilson Alphonso Jones ParentSmart Rawlinson Road Parent Educator Behavior interventionist

EMPLOYEES WORKING THROUGH SCECG

ADMINISTRATIVE/CERTIFIED STAFF (8)

Brenda Martin Angelia Green Janet Morris Melanie Burnette Juliene Jackson Karen Roof Dr. Jean Dickson Michael Clarkson Belleview Central Office/Personnel Central Office/Personnel Ebinport Finley Road India Hook Lesslie Rock Hill High School nurse Teacher support specialist Teacher support specialist Kindergarten teacher Grade two teacher Physical education teacher Principal Science teacher

NON-CERTIFIED STAFF (2)

Timothy Boan Donnie Hill Facilities Services Facilities Services Electrician HVAC foreman



Memo

TO: Dr. William Cook

FROM: Dr. Tanya Campbell

DATE: August 21, 2019

SUBJECT: Policy Revisions for First Read

Attached are policies GBED Tobacco Free Workplace and JICG Tobacco Use by Students for review.

The attachment includes the current policy and the model policy which we are recommending be approved.

These recommended policies are begin brought forth for approval due to

South Carolina Statute Section 59-1-380, which requires every school district to adopt a policy prohibiting at all times the use of any tobacco product or alternative nicotine product by any person in school buildings, in school facilities, on school campuses, and in or on any other school property owned or operated by the local school administrative unit.

Our current policies do not include alternative nicotine products language the model policies do have language that includes alternative nicotine products.

TOBACCO FREE WORKPLACE

Code GBED Issued MODEL/19

The board affirms that tobacco use and exposure to secondhand smoke (environmental tobacco smoke) are hazardous to the health of human beings, especially children. Therefore, the board believes that it is essential to maintain a 100 percent tobacco-free environment in order to ensure students and staff have access to the healthiest, most productive learning environment possible.

For purposes of this policy:

Tobacco product means a product that contains tobacco and is intended for human consumption, including but not limited to, cigarettes, cigars, chewing tobacco, and snuff.

Alternative nicotine product means any vaping product, whether or not it contains nicotine' including but not limited to, electronic smoking devices, that can be ingested into the body by chewing, smoking, absorbing, dissolving, inhaling, or by any other means.

The board commits to the following:

- maintaining a 100 percent tobacco-free, smoke-free environment for all students, staff, parents/legal guardians, contract and other workers, volunteers, visitors, and other members of the public within all district facilities, vehicles, and grounds. This includes any building, facility, and vehicle owned, operated, leased, rented, or chartered by the district and applies to all school-sponsored or school-related events on or off school grounds.
- prohibiting the use of any tobacco product or alternative nicotine product by persons attending a school-sponsored event when in the presence of students or staff or in an area where smoking or other tobacco use is otherwise prohibited by law
- prohibiting the possession of all tobacco products, alterative nicotine products, or associated paraphernalia
- utilizing a proven and effective science-based tobacco use prevention curriculum
- providing access to cessation counseling or referral services for all students and staff

Notice

This policy will be communicated through a variety of efforts to educate students, staff, parents/legal guardians, contract and other workers, volunteers, visitors, and other members of the public. The policy will be posted on the school website and printed in staff and student handbooks on an annual basis.

Tobacco-free signs prohibiting the use of tobacco products and alternative nicotine products on district property will be posted in highly visible areas at facilities entrances and throughout school and district grounds, including athletic facilities.

Enforcement

Students, staff, parents/legal guardians, contract and other workers, volunteers, visitors, and other members of the public are required to comply with this tobacco-free policy. The district will enforce this policy through appropriate disciplinary actions for violators, including but not limited to, the following:

SCSBA

(see next page)

PAGE 2 - GBED - TOBACCO FREE WORKPLACE

Students

- parent/legal guardian/administrator conferences
- mandatory enrollment in a tobacco prevention education or cessation programs
- community service
- in-school suspension
- suspension from extracurricular activities
- out-of-school suspension

Staff

- verbal reprimands
- written notification placed in personnel file
- suspension
- mandatory enrollment in a tobacco prevention education program
- voluntary enrollment in a cessation program

Contract or other workers

- verbal reprimand
- notification to contract employer
- removal from district property

Visitors, volunteers, or members of the public

- verbal requests to leave school property
- termination from volunteer positions
- forfeiture of any fee charged for admission
- prosecution for disorderly conduct after repeated offenses

All staff members are expected to enforce the policy under the direction of the principal or district administrator. Any violation of this policy should be reported to the school or district administration.

Education and Assistance

The district will utilize a proven and effective tobacco use prevention curricula to educate all students and will provide assistance and/or make appropriate cessation referrals. The district will collaborate with the Department of Health and Environmental Control, the Department of Alcohol and Other Drug Abuse Services, and the South Carolina Department of Education, as appropriate, to implement this policy.

Tobacco Industry Marketing or Sponsorship

The district will not accept any contributions or gifts, money, or materials from the tobacco industry. The district will not participate in any type of services that are funded by the tobacco industry. In addition, any gear, paraphernalia, clothing, etc., that advertises tobacco or alternative tobacco products, or tobacco or alternative tobacco product use, will not be allowed on district grounds or in the possession of students, staff, contract and other workers, and volunteers, (*option: parents/legal guardians, visitors, other members of the public*) on district property or at district-sponsored events.

Cf. ADC, JICG

Adopted ^

SCSBA

Legal References:

- A. United States Code of Laws, as amended:
 - 1. Pro-Children Act of 2001, 20 U.S.C.A. Section 7972, et seq.
- B. S.C. Code of Laws, 1976, as amended:
 - 1. Section 16-17-490 Prohibits contributing to the delinquency of a minor.
 - Section 16-17-500, *et seq.* Youth Access to Tobacco Prevention Act of 2006.
 Section 44-95-10, *et seq.* Clean Indoor Air Act of 1990.

 - 4. Section 59-1-380 Requires a written district policy prohibiting the use of tobacco products and alternative nicotine products on school property or at school-sponsored events.
 - 5. Section 59-67-150 Prohibits use of tobacco products on school buses.



Policy

TOBACCO-FREE SCHOOLS/STAFF

Code GBED Issued 11/17

Purpose: To establish the basic structure for the tobacco-free schools and staff.

The Board believes that tobacco use and exposure to secondhand smoke (environmental tobacco smoke) are hazardous to the health of human beings, especially children. Therefore, the Board affirms that one of the best methods of instruction is one that is provided within a 100% tobacco-free environment.

Goal

The goal of this policy is to provide a 100% tobacco-free, smoke free environment for all students, staff and visitors within all District facilities, vehicles_and buses, and on all District grounds and at all District sponsored events.

Procedures

The District will do the following:

- Prohibit the use and/or possession of all tobacco products or paraphernalia in all District facilities, vehicles and buses, and on all District grounds and at all District-sponsored events, by all students, staff, and visitors. Tobacco products include, but are not limited to, eigarettes, eigars, pipes, smokeless tobacco, and alternative nicotine products such as e-eigarettes and snuff by all students, staff, contractor or other workers, and visitors.
- Ensure that tobacco use prevention programs, as recommended by the South Carolina Department of Health and Environmental Control, the South Carolina Department of Alcohol and Other Drug Abuse Services and the South Carolina Department of Education, are an integral part of District substance abuse prevention efforts.
- Provide and/or refer to cessation services for students and staff.

Ensure that violations of the South Carolina Youth Access to Tobacco Prevention Act of 2006 are communicated to appropriate law enforcement agencies.

Enforcement

The District will enforce this policy by determining appropriate disciplinary actions for violators, including students, staff, and visitors. Students will be disciplined consistent with the Tobacco Use by Students Policy and Administrative Rule (JICG/JICG-R) and school handbooks.

ROCK HILL SCHOOL DISTRICT THREE

PAGE 2 - GBED - TOBACCO-FREE SCHOOLS/STAFF

Employees violating this policy are subject to disciplinary action. On an initial violation of this policy, an employee will be given an oral warning and notified that his/her conduct is in violation of District policy. Further violations, depending on the severity, will result in a written reprimand to the employee and may ultimately jeopardize the individual's employment with the District. Visitors violating the policy may be asked to leave, may forfeit any fee charged for admission, and may be referred to law enforcement for repeated violations of this policy.

Tobacco industry marketing or sponsorship

The District will not knowingly accept any contributions or gifts, money or materials from the tobacco-industry. The District will not knowingly participate in any type of services that are funded by the tobacco-industry. In addition, any gear, paraphernalia, clothing, etc., that advertises tobacco-use or tobacco products will not be allowed on District grounds or in the possession of faculty, staff or students at District sponsored events.

Adopted 11/23/93; Revised 1/29/04, 11/27/06, 10/24/11, 11/17

Legal references:

A. United States Code: 1. 20 U.S.C. 6081 Pro-Children Act of 1994.

B. S.C. Code, 1976, as amended:

2. Section 44-95-10 et seq. Clean Indoor Air Act of 1990 and penalties for violations. ---

 Section 16-17-490 Contributing to the delinquency of a minor (school board-rules and regulations may be exempt-under certain circumstances).

4. Section 16-17-500 - Supplying minors with tobacco or cigarettes.

5. Section 59-67-150 - Qualifications of bus driver; drinking or smoking on bus.

5. Sections 16-17-500 and 501 -- Youth Access to Tobacco Prevention Act of 2006.

Policy

TOBACCO USE BY STUDENTS

Code JICG Issued MODEL/19

The board affirms that tobacco use and exposure to secondhand smoke (environmental tobacco smoke) are hazardous to the health of human beings, especially children. Therefore, the board believes that it is essential to maintain a 100 percent tobacco-free environment in order to ensure students and staff have access to the healthiest, most productive learning environment possible.

For purposes of this policy:

Tobacco product means a product that contains tobacco and is intended for human consumption, including but not limited to, cigarettes, cigars, chewing tobacco, and snuff.

Alternative nicotine product means any vaping product, whether or not it contains nicotine' including but not limited to, electronic smoking devices, that can be ingested into the body by chewing, smoking, absorbing, dissolving, inhaling, or by any other means.

The board commits to the following:

- maintaining a 100 percent tobacco-free, smoke-free environment for all students, staff, parents/legal guardians, contract and other workers, volunteers, visitors, and other members of the public within all district facilities, vehicles, and grounds. This includes any building, facility, and vehicle owned, operated, leased, rented, or chartered by the district and applies to all school-sponsored or school-related events on or off school grounds.
- prohibiting the use of any tobacco product or alternative nicotine product by persons attending a school-sponsored event when in the presence of students or staff or in an area where smoking or other tobacco use is otherwise prohibited by law
- prohibiting the possession of all tobacco products, alterative nicotine products, or associated paraphernalia
- utilizing a proven and effective science-based tobacco use prevention curriculum
- providing access to cessation counseling or referral services for all students and staff

Notice

This policy will be communicated through a variety of efforts to educate students, staff, parents/legal guardians, contract and other workers, volunteers, visitors, and other members of the public. The policy will be posted on the school website and printed in staff and student handbooks on an annual basis.

Tobacco-free signs prohibiting the use of tobacco products and alternative nicotine products on district property will be posted in highly visible areas at facilities entrances and throughout school and district grounds, including athletic facilities.

Enforcement

Students, staff, parents/legal guardians, contract and other workers, volunteers, visitors, and other members of the public are required to comply with this tobacco-free policy. The district will enforce this policy through appropriate disciplinary actions for violators, including but not limited to, the following:

SCSBA

(see next page)

PAGE 2 - JICG - TOBACCO USE BY STUDENTS

Students

- parent/legal guardian/administrator conferences
- mandatory enrollment in a tobacco prevention education or cessation programs
- community service
- in-school suspension
- suspension from extracurricular activities
- out-of-school suspension

Staff

- verbal reprimands
- written notification placed in personnel file
- suspension
- mandatory enrollment in a tobacco prevention education program
- voluntary enrollment in a cessation program

Contract or other workers

- verbal reprimand
- notification to contract employer
- removal from district property

Visitors, volunteers, or members of the public

- verbal requests to leave school property
- termination from volunteer positions
- forfeiture of any fee charged for admission
- prosecution for disorderly conduct after repeated offenses

All staff members are expected to enforce the policy under the direction of the principal or district administrator. Any violation of this policy should be reported to the school or district administration.

Education and Assistance

The district will utilize a proven and effective tobacco use prevention curricula to educate all students and will provide assistance and/or make appropriate cessation referrals. The district will collaborate with the Department of Health and Environmental Control, the Department of Alcohol and Other Drug Abuse Services, and the South Carolina Department of Education, as appropriate, to implement this policy.

Tobacco Industry Marketing or Sponsorship

The district will not accept any contributions or gifts, money, or materials from the tobacco industry. The district will not participate in any type of services that are funded by the tobacco industry. In addition, any gear, paraphernalia, clothing, etc., that advertises tobacco or alternative tobacco products, or tobacco or alternative tobacco product use, will not be allowed on district grounds or in the possession of students, staff, contract and other workers, and volunteers, (*option: parents/legal guardians, visitors, other members of the public*) on district property or at district-sponsored events.

Cf. ADC, GBED

Adopted ^

SCSBA

Legal References:

- A. United States Code of Laws, as amended:
 - 1. Pro-Children Act of 2001, 20 U.S.C.A. Section 7972, et seq.
- B. S.C. Code of Laws, 1976, as amended:
 - 1. Section 16-17-490 Prohibits contributing to the delinquency of a minor.
 - Section 16-17-500, et seq. Youth Access to Tobacco Prevention Act of 2006.
 Section 44-95-10, et seq. Clean Indoor Air Act of 1990.

 - 4. Section 59-1-380 Requires a written district policy prohibiting the use of tobacco products and alternative nicotine products on school property or at school-sponsored events.
 - 5. Section 59-67-150 Prohibits use of tobacco products on school buses.

Current Policy JICG Tobacco Use by Students



Issued 5/16

Purpose: To establish the basic structure for the board's prohibition of tobacco use by students.

The board believes that tobacco use and exposure to secondhand smoke (environmental tobacco smoke) are hazardous to the health of human beings, especially children. Therefore, the board affirms that one of the best methods of instruction is one that is provided within a 100 percent tobacco-free environment.

The district does not allow students to use or to possess tobacco products or tobacco paraphernalia. This restriction applies while students are on school grounds, in the school buildings, on buses, at bus stops, or during any other time they are under the direct administrative jurisdiction of the school, whether on or off the school grounds.

Goal

The goal of this policy is to provide a 100 percent tobacco-free, smoke-free environment for all students, staff, contract or otherworkers, and visitors within all district facilities, vehicles, and grounds. This includes any building, facility, and vehicle owned, leased, rented, or chartered by the district. The goal applies to all school-sponsored or school-related events on or off the schoolgrounds. The district commits to the following:

prohibiting the use and/or possession of all tobacco products or paraphemalia including, but not limited to, cigarettes, cigars, pipes, smokeless tobacco, snuff, and alternative nicotine products such as e-cigarettes by all students, staff, contract or other workers, and visitors

- * exhibiting healthy behavior for all students, staff, contractor other workers, vendors, visitors, and the entire community
- utilizing proven and effective science-based tobacco-use prevention curricula
- · providing access to cessation counseling or referral services for all students and staff

Education and Assistance

The district will be responsible for utilizing proven and effective tobacco use prevention curricula to educate all students and providing appropriate counseling and/or referral services for students.

Tobacco Industry Marketing or Sponsorship

The district will not accept any contributions or gifts, money, or materials from the tobacco industry. The district will notparticipate in any type of services that are funded by the tobacco industry. In addition, any gear, paraphernalia, clothing, etc., that advertises tobacco use or tobacco products will not be allowed on district grounds or in the possession of faculty, staff, or students at district sponsored events.

Cf. ADC, GBED

Adopted 10/23/89; Revised 5/28/90, 6/28/04, 11/27/06, 11/28/11, 5/23/16

Legal references:

Federal Law:

Pro-Children Act of 2001, 20 U.S.C.A. Sections 7182-7184.

S.C. Code, 1976, as amended:

Section 16-17-490 - Contributing to the delinquency of a minor.

Section 16-17-500 - Youth Access to Tobacco Prevention Act of 2006 (supplying minors with tobacco or alternative nicotine products).

Section 44-95-10, et seq. - Clean Indoor Air Act of 1990.

Section 59-67-150 - Qualifications of bus driver; drinking or smoking on bus.

York 3/Rock Hill School District



TO: Dr. Bill Cook, Superintendent

FROM: Luanne Kokolis

CC: Board Members

DATE: August 21, 2019

SUBJECT: C Policies for 1st Read

Attached are the C policies for Board review for 1st read. The organizational chart has been edited to reflect the position title.

Section C SCHOOL DISTICT ADMINISTRATION

CBG	Superintendent's Professional Development – Last Revised 1999	Recommending Current
CBI	Evaluation of Superintendent – Last Revised 1998	Recommending SCSBA Model
CC	Administrative Organization - Last Revised 1999	Recommending SCSBA Model
CCA	Organization Chart - New	Recommending SCSBA Model
ССВ	Line and Staff Relations – Last Revised 1999	Recommending SCSBA Model
CF	School Building Administration – Last Revised 2007	No SCSBA Model – Recommending Replace with CFA
CFA	School Principals/Building Administration – Last Revised 1999	Recommending SCSBA Model
CFC	Assignment and Transfer of School Administrators	No current policy – Recommending SCSBA Model
CHA/CHB	Development of Administrative Rules/Board Review – Last Revised 1999	Current – No Model; Recommend No Revisions Needed
СН	Policy Implementation – Last Revised 1999	Recommending SCSBA Model
CHD	Administration in the Absence of Policy – Last Revised 1999	No Model; Covered in Policy CBC; Recommend Eliminate
СМ	School District Annual Report – Last Revised 1999	Recommending SCSBA Model

Rock Hill School District Three of York County

Policy

ADMINISTRATION GOALS/PRIORITY OBJECTIVES

RECOMMENDED MODEL

Code CA Issued MODEL

The board is devoted to and legally charged with the responsibility of providing an instructional program for students within the community it serves. The district is organized to accomplish this purpose through an elected board and administrative staff members who are employed by the board, each with unique responsibilities.

The function of the administration is to manage the district in accordance with the purposes, policies, plans, procedures, and programs authorized by the board. The board relies on its chief executive officer, the superintendent, to provide professional administrative leadership. The superintendent is responsible for the creation and operation of an environment where all resources are used efficiently and effectively to ensure a successful instructional program.

All schools and all departments of the district are subject to board policies that are implemented through the superintendent. Within the framework of district policies and associated administrative rules, principals are responsible and accountable for the administration of their respective schools through the implementation of school regulations and procedures.

The board expects the administration to specialize in the following:

- the planning, organization, implementation, and evaluation of the district's educational program and services
- the processes of systemic, collaborative decision-making and open communication, including the development and maintenance of close working relationships and channels of communication within the district and community
- the demonstration of leadership, including clear delegation and allocation of authority and responsibility
- the effective management of all district resources, including the coordination of staff, students, parents/legal guardians, and the community to further the district's goals
- the use of data from various assessments and evaluations to ascertain the present and future needs of the district and to translate these findings into goals and initiatives aimed at improving the district's educational program

Adopted ^

Policy

ADMINISTRATION GOALS/PRIORITY OBJECTIVES

Code CA Issued MODEL

The board is devoted to and legally charged with the responsibility of providing an instructional program for students within the community it serves. The district is organized to accomplish this purpose through an elected board and administrative staff members who are employed by the board, each with unique responsibilities.

The function of the administration is to manage the district in accordance with the purposes, policies, plans, procedures, and programs authorized by the board. The board relies on its chief executive officer, the superintendent, to provide professional administrative leadership. The superintendent is responsible for the creation and operation of an environment where all resources are used efficiently and effectively to ensure a successful instructional program.

All schools and all departments of the district are subject to board policies that are implemented through the superintendent. Within the framework of district policies and associated administrative rules, principals are responsible and accountable for the administration of their respective schools through the implementation of school regulations and procedures.

The board expects the administration to specialize in the following:

- the planning, organization, implementation, and evaluation of the district's educational program and services
- the processes of systemic, collaborative decision-making and open communication, including the development and maintenance of close working relationships and channels of communication within the district and community
- the demonstration of leadership, including clear delegation and allocation of authority and responsibility
- the effective management of all district resources, including the coordination of staff, students, parents/legal guardians, and the community to further the district's goals
- the use of data from various assessments and evaluations to ascertain the present and future needs of the district and to translate these findings into goals and initiatives aimed at improving the district's educational program

Adopted ^

Current

Policy CA Administration Goals/Priority Objectives

Issued 6/99

Purpose: To establish the board's vision for administrative goals and objectives as outlined in our strategic plan.

The administration of this school system is responsible, within the guidelines established by board policy, for the direction and coordination of students and staff in their efforts to reach educational goals adopted by the board.

The board is devoted to and legally charged with the responsibility for providing an instructional program for the children within the community it serves. The district is organized to accomplish this purpose through an elected board and professional staff members who are employed by the board. The board and the professional staff have unique responsibilities within the district.

The board will rely on its chief executive officer, the superintendent of schools, to provide professional administrative leadership. The superintendent is responsible for executing the professional staff responsibilities through the design of an administrative organization that will meet the needs of the school system and most efficiently and effectively use its resources.

All schools will be subject to board policies which are implemented through the superintendent. Within the framework of district policies and regulations, principals will be responsible and accountable for the administration of their respective schools through the implementation of school regulations and procedures, consistent with board policies.

The function of administration is to plan for, organize, control, coordinate, supervise and direct the district in accordance with the purposes, policies, plans, procedures and programs authorized by the board.

The board expects the administration to specialize in the following.

- · the processes of decision making and communication
- the planning, organization, implementation and evaluation of educational programs and services
- the coordination of various centers of power within the school system and the community so as to enable people to do things together for education that they might never be able to do separately
- the demonstration ofleadership

• the development and maintenance of close working relationships and channels of communication within the school system and community

• the prevention of misunderstandings and development of cooperation toward attaining the educational goals adopted by the board

Adopted 6/99

York 3/Rock Hill School District

Policy

SCHOOL SUPERINTENDENT

Recommended Model

Code CB Issued MODEL

The superintendent serves as the chief executive officer of the district. The superintendent is expected to promote educational excellence while working harmoniously with the board, staff, and community to set goals and objectives for the district reflecting the philosophy of the board.

The board delegates administration of the district to the superintendent, who will carry out the district's administrative functions in accordance with his/her contract, the policies adopted by the board, and local, state, and federal law.

It is the superintendent's responsibility, assisted by his/her staff, to coordinate all available resources of the district in the development of an effective educational program. The superintendent may delegate specific duties and responsibilities to staff as allowed by district policy but will ultimately be accountable for all actions taken under such delegation.

The superintendent is the only district staff member the board supervises and is the channel through which all directives from the board to staff and students will be communicated.

Adopted ^

Policy

SCHOOL SUPERINTENDENT

Code CB Issued MODEL

The superintendent serves as the chief executive officer of the district. The superintendent is expected to promote educational excellence while working harmoniously with the board, staff, and community to set goals and objectives for the district reflecting the philosophy of the board.

The board delegates administration of the district to the superintendent, who will carry out the district's administrative functions in accordance with his/her contract, the policies adopted by the board, and local, state, and federal law.

It is the superintendent's responsibility, assisted by his/her staff, to coordinate all available resources of the district in the development of an effective educational program. The superintendent may delegate specific duties and responsibilities to staff as allowed by district policy but will ultimately be accountable for all actions taken under such delegation.

The superintendent is the only district staff member the board supervises and is the channel through which all directives from the board to staff and students will be communicated.

Adopted ^

Current

Policy CB School Superintendent

Issued 6/99

Purpose: To establish the board's vision for the role of the superintendent.

We view the superintendent's position in the school system in a triple capacity.

- · executive officer of the school district
- · leader and accountable officer for all personnel of the system
- · liaison between district personnel and the board

The superintendent is the only person in the system with whom the board normally needs to be directly involved in decisions regarding appointments of personnel. Because we believe the total responsibility for the administration of the school system should rest with the superintendent, the board has the responsibility for developing a systematic means of evaluating the superintendent's effectiveness in implementing the objectives expressed in policies. The superintendent has the responsibility for evaluating the effectiveness of all other district personnel.

The superintendent, in his/her discretion, may delegate to other school personnel the exercise of any powers and the discharge of any duties imposed upon the superintendent by these policies or by vote of the board. The delegation of powers or duties, however, will not relieve the superintendent of responsibility for action taken under such delegation.

Adopted 6/99

York 3/Rock Hill School District

QUALIFICATIONS OF SUPERINTENDENT

Recommended Model

Code CBA Issued MODEL

As the chief executive officer of the district, the board expects the superintendent to provide leadership in all phases of the district's educational program. As such, the superintendent will have attained the qualifications necessary to fulfill the duties of the position.

The superintendent will have earned at least a master's degree, preferably a doctorate, in the area of educational administration from a recognized accredited institution or have met the criteria for alternate route certification. The board also requires all other minimum licensing and certification requirements set forth by the South Carolina State Board of Education.

Persons considered for this position should have at least five (5) years of experience in education (three (3) years of experience as a pre-K through 12 or post-secondary teacher and two (2) years as a school or school district administrator, post-secondary administrator, or school business administrator) or at least ten (10) years of successful experience in a senior position of leadership such as chief executive officer in a business corporation or agency, military officer, or other position with responsibilities similar to those of a district superintendent. In meeting this requirement, the board may make appropriate allowances for the possession of earned advanced degrees.

Because the superintendent is serving in a leadership position at the highest level in the public schools, demonstrated competence as an instructional leader with an understanding of the management of facilities, transportation, nutrition, technology, human resources, budgeting, and other facets of district operation is a necessary prerequisite for this position. Additionally, individuals considered for this position should have maintained active membership in and participated in professional organizations at the local, state, and national levels promoting public education and/or effective educational administration.

The board retains the right to establish additional qualifications for the position that exceed these requirements. Any such additional qualifications will be published along with the notice of vacancy.

Adopted ^

Legal References:

- A. S.C. Code of Laws, 1976, as amended:
 1. Section 59-13-20 Qualifications of superintendents.
- B. S.C. State Board of Education Regulations:
 - 1. R43-64 Requirements for initial certification at the advanced level.

QUALIFICATIONS OF SUPERINTENDENT

Code CBA Issued MODEL

As the chief executive officer of the district, the board expects the superintendent to provide leadership in all phases of the district's educational program. As such, the superintendent will have attained the qualifications necessary to fulfill the duties of the position.

The superintendent will have earned at least a master's degree, preferably a doctorate, in the area of educational administration from a recognized accredited institution or have met the criteria for alternate route certification. The board also requires all other minimum licensing and certification requirements set forth by the South Carolina State Board of Education.

Persons considered for this position should have at least five (5) years of experience in education (three (3) years of experience as a pre-K through 12 or post-secondary teacher and two (2) years as a school or school district administrator, post-secondary administrator, or school business administrator) or at least ten (10) years of successful experience in a senior position of leadership such as chief executive officer in a business corporation or agency, military officer, or other position with responsibilities similar to those of a district superintendent. In meeting this requirement, the board may make appropriate allowances for the possession of earned advanced degrees.

Because the superintendent is serving in a leadership position at the highest level in the public schools, demonstrated competence as an instructional leader with an understanding of the management of facilities, transportation, nutrition, technology, human resources, budgeting, and other facets of district operation is a necessary prerequisite for this position. Additionally, individuals considered for this position should have maintained active membership in and participated in professional organizations at the local, state, and national levels promoting public education and/or effective educational administration.

The board retains the right to establish additional qualifications for the position that exceed these requirements. Any such additional qualifications will be published along with the notice of vacancy.

Adopted ^

Legal References:

- A. S.C. Code of Laws, 1976, as amended:
 1. Section 59-13-20 Qualifications of superintendents.
- B. S.C. State Board of Education Regulations:
 1. R43-64 Requirements for initial certification at the advanced level.

Policy CBA Qualifications of Superintendent

Issued 6/99

Purpose: To establish the basic structure for the qualifications of the superintendent.

The superintendent of schools will have earned at least a master's degree, preferably a doctorate, in the area of educational administration from a recognized accredited institute. The board also requires all other minimum licensing and certification requirements specifically set forth by the South Carolina State Board of Education.

The superintendent will be the chief executive of the district and, as such, the board will expect him/her to provide leadership in all phases of the educational program in the district.

Persons considered for this position should have at least five years of experience in educational administration with two of these years in administration at the district level. In meeting this requirement, the board may make appropriate allowance for the possession of earned advance degrees.

Because this is an administrative and leadership position at the highest level in the public schools, demonstrated competence in these areas is a necessary prerequisite for this position. Additionally, persons considered for this position should have maintained active membership and participated in the professional organizations concerned with educational administration at local, state and national levels.

Adopted 4/27/78; Revised 10/24/88, 6/99

Legal references:

S. C. Code, 1976, as amended:

Section 59-13-20 - Qualifications of superintendents.

State Board of Education Regulations:

R-43-66 - Qualifications of superintendents.

SUPERINTENDENT'S DUTIES AND RESPONSIBILITIES

Recommended Model

Code CBC Issued MODEL

In all aspects, the administration of the district is delegated to the superintendent who will carry out his/her administrative functions in accordance with the policies adopted by the board.

The superintendent's specific responsibilities include, but are not limited to, the following:

- Valuing, advocating for, and supporting public education and all stakeholders, including students and staff
- Developing and administering a comprehensive educational program for the district aimed at meeting the future needs of the community
- Assisting the board in the development of board policy, as needed, and implementing adopted policies in an effective manner
- Recommending the number and types of positions required to fulfill the district's mission and responsibilities
- Nominating for appointment, assigning, and defining the duties of all instructional, administrative, and support staff, subject to approval of the board
- Submitting to the board recommendations relative to all matters requiring board action, including placing before the board the necessary facts, information, and reports needed to make informed decisions
- Making recommendations to the board with respect to school facilities, boundaries for school attendance, and assignment of students to the various schools
- Preparing an annual budget which reflects the needs and priorities of the district within the limits of available funds and resources and presenting the budget to the board for its review and approval
- Maintaining adequate records of the business of the district, including a system of financial accounts, contracts, property records, and personnel and academic records
- Evaluating personnel and programs in accordance with board policy
- Promoting a public relations program to keep the community informed of the activities, needs, and successes of the district
- Performing additional duties as may be assigned by the board

Administration in the Absence of Policy

If a situation arises that is of great importance and requires immediate attention, the superintendent will act to resolve the situation. The superintendent will promptly inform the board of such action. If it appears there should be a policy to address a particular situation, the superintendent will make such a recommendation to the board.

SCSBA

SUPERINTENDENT'S DUTIES AND RESPONSIBILITIES

Code CBC Issued MODEL

In all aspects, the administration of the district is delegated to the superintendent who will carry out his/her administrative functions in accordance with the policies adopted by the board.

The superintendent's specific responsibilities include, but are not limited to, the following:

- Valuing, advocating for, and supporting public education and all stakeholders, including students and staff
- Developing and administering a comprehensive educational program for the district aimed at meeting the future needs of the community
- Assisting the board in the development of board policy, as needed, and implementing adopted policies in an effective manner
- Recommending the number and types of positions required to fulfill the district's mission and responsibilities
- Nominating for appointment, assigning, and defining the duties of all instructional, administrative, and support staff, subject to approval of the board
- Submitting to the board recommendations relative to all matters requiring board action, including placing before the board the necessary facts, information, and reports needed to make informed decisions
- Making recommendations to the board with respect to school facilities, boundaries for school attendance, and assignment of students to the various schools
- Preparing an annual budget which reflects the needs and priorities of the district within the limits of available funds and resources and presenting the budget to the board for its review and approval
- Maintaining adequate records of the business of the district, including a system of financial accounts, contracts, property records, and personnel and academic records
- Evaluating personnel and programs in accordance with board policy
- Promoting a public relations program to keep the community informed of the activities, needs, and successes of the district
- Performing additional duties as may be assigned by the board

Administration in the Absence of Policy

If a situation arises that is of great importance and requires immediate attention, the superintendent will act to resolve the situation. The superintendent will promptly inform the board of such action. If it appears there should be a policy to address a particular situation, the superintendent will make such a recommendation to the board.

SCSBA

Policy CBC Superintendent Powers and Responsibilities

Issued 7/99

Purpose: To establish the basic structure for the duties of the superintendent.

The superintendent will inspire, lead, guide and direct every member of the administrative, instructional and supportive services teams in setting and achieving the highest standards of excellence, so that each individual student enrolled in our district may have a complete, valuable, meaningful and personally rewarding education.

The superintendent's specific responsibilities will include the following.

- Administer the development and maintenance of a positive educational program designed to meet the needs of the community.
- Recommend policies, guidelines and procedures for adoption by the board.
- · Carry out the policies, guidelines and procedures adopted by the board.
- Recommend the number and types of positions required to provide proper instructional personnel for the operation of the school program.
- Nominate for appointment, assign and define the duties of all instructional personnel subject to approval of the board.
- Make recommendations to the board with respect to school accommodations, boundaries for school attendance and for assignment of students to the various schools.
- · Prepare the annual budget for board approval.
- · Conduct a continuous study of the development and needs of the schools and keep the public informed.
- Represent the schools before the public and maintain through cooperative leadership, both within and without the schools, such a program of publicity and public relations as may keep the public informed of the activities, needs and successes of theschools.
- Visit the schools as often as is practical to observe the work of the instructional staff in the school setting.
- · Perform such other duties as the board may direct.

Adopted 4/27/78; Revised 10/24/88, 7/99

SUPERINTENDENT'S CONTRACT

Recommended Model

Code CBD Issued MODEL

The appointment of a superintendent is a function of the board. It may seek the advice and counsel of interested individuals or of an advisory committee, and it may hire consultants to assist in selection. However, final selection of the superintendent rests with the board.

Because the superintendent assumes the responsibility for the effective functioning of the district, and in an effort to attract and retain the most qualified candidates, the salary and other benefits offered in the superintendent's contract will be commensurate with the challenges of the position. The board will act as a buffer between the superintendent and special interest groups in the community by ensuring his/her security from the threat of sudden and unjustified dismissal.

The appointment of the superintendent will be secured through an explicit contractual agreement which states the term of the contract, general responsibilities, compensation and other benefits, administrative travel, leave arrangements, evaluations, and other conditions of employment. Provisions for termination of the superintendent's employment, either by the board or the superintendent, will also be set forth in the contract.

The board will review the superintendent's contract no later than October of each year and notify the superintendent of the board's intent to have the contract expire or continue according to its terms or to issue a subsequent contract. Failure of the board to notify the superintendent by the specified date will not constitute automatic re-employment of the superintendent for any succeeding or additional contract term unless specifically stated in the superintendent's contract.

The board considers the superintendent's contract to be a public document as defined by the South Carolina Freedom of Information Act.

Adopted ^

Legal References:

- A. S.C. Code of Laws, 1976, as amended:
 1. Section 30-4-10, et seq. South Carolina Freedom of Information Act.
- B. S.C. State Board of Education Regulations:
 1. R43-161 Appointment (term) of school superintendent.

SUPERINTENDENT'S CONTRACT

Code CBD Issued MODEL

The appointment of a superintendent is a function of the board. It may seek the advice and counsel of interested individuals or of an advisory committee, and it may hire consultants to assist in selection. However, final selection of the superintendent rests with the board.

Because the superintendent assumes the responsibility for the effective functioning of the district, and in an effort to attract and retain the most qualified candidates, the salary and other benefits offered in the superintendent's contract will be commensurate with the challenges of the position. The board will act as a buffer between the superintendent and special interest groups in the community by ensuring his/her security from the threat of sudden and unjustified dismissal.

The appointment of the superintendent will be secured through an explicit contractual agreement which states the term of the contract, general responsibilities, compensation and other benefits, administrative travel, leave arrangements, evaluations, and other conditions of employment. Provisions for termination of the superintendent's employment, either by the board or the superintendent, will also be set forth in the contract.

The board will review the superintendent's contract no later than January 15th of each year and notify the superintendent of the board's intent to have the contract expire or continue according to its terms or to issue a subsequent contract. Failure of the board to notify the superintendent by the specified date will not constitute automatic re-employment of the superintendent for any succeeding or additional contract term unless specifically stated in the superintendent's contract.

The board considers the superintendent's contract to be a public document as defined by the South Carolina Freedom of Information Act.

Adopted ^

Legal References:

A. S.C. Code of Laws, 1976, as amended:

- 1. Section 30-4-10, et seq. South Carolina Freedom of Information Act.
- B. S.C. State Board of Education Regulations:
 - 1. R43-161 Appointment (term) of school superintendent.

Policy CBD Superintendent's Contract

Issued 7/99

Purpose: To establish the basic structure for the contractual relationship between the board and the superintendent.

The appointment of a superintendent is a function of the board. It may seek the advice and counsel of interested individuals or of an advisory committee, and it may hire consultants to assist in selection. However, final selection rests with the board.

The superintendency becomes more demanding as the superintendent's responsibilities become more complex. The board realizes that it is therefore increasingly important to attract able persons to the superintendency by making the rewards of the position commensurate with its challenges. The board further realizes that it is increasingly important to free the superintendent from the pressures of groups in the community by ensuring his/her security from the threat of sudden and unjustified dismissal.

The appointment of the superintendent will be secured through an explicit contractual agreement which states the term of the contract, general responsibilities, compensation and other benefits, evaluations, leave arrangements, and other conditions of employment. The district will issue the contract for a three-year period and review it annually in July

The board considers the contract to be a public document as defined by the South Carolina Freedom of Information Act.

Adopted 4/27/78; Revised 10/24/88, 7/99

Legal references:

S.C. Code of Laws, 1976, as amended:

Section 30-4-10 et seq. - South Carolina Freedom of Information Act.

State Board of Education regulations:

R-43-161 - Appointment of superintendent.

Current Recommended

Policy CBG Superintendent's Professional Development Opportunities

Issued 6/99

Update August 2019

Purpose: To establish the basic structure for professional development opportunities for the superintendent.

The board will offer the superintendent encouragement and assistance for his/her own professional development.

For this purpose, and so that he/she can keep the board and professional staff informed of newand promising educational development, the board will encourage the superintendent to attend educational conferences, seminars, workshops and other professional meetings, visit other school conferences, seminars, workshops and other professional meetings, visit other school systems and use other means to keep abreast of modern educational thought and practices.

Adopted 10/24/88; Revised 6/99

Legal references:

S.C. Code, 1976, as amended:

Section 8-15-60 - Professional development opportunities.

Policy CBG Superintendent's Professional Development Opportunities

Issued 6/99

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Adopted 10/24/88; Revised 6/99

Legal references:

S.C. Code, 1976, as amended:

Section 8-15-60 - Professional development opportunities.

EVALUATION OF SUPERINTENDENT

Recommended Model

Code CBI Issued MODEL

To maintain effective leadership and to promote professional excellence and improvement of the superintendent's skills, the board will formally evaluate the superintendent annually. Each member of the board will be involved in this evaluation.

The board and superintendent will annually consider what evaluation method(s) will best serve the district and agree on the specific written instrument to be used. Using the evaluation instrument, the board will assess the superintendent on his/her responsibilities, district and/or school goals, and other measures as agreed upon by the board and superintendent.

The board will provide the superintendent written feedback regarding his/her performance. The document will be given to the superintendent and discussed with him/her in an executive session. The superintendent will be allowed to respond to the evaluation. A written summary of the evaluation and the superintendent's response will be maintained in the superintendent's personnel file.

The assessment of the superintendent's performance may result in review of his/her job description and appropriate changes will be made to it as needed. The assessment will also establish a foundation for identifying new priorities and objectives to be used as a basis for the next year's evaluation. The board may also consider adjustments in the superintendent's contract and rate of compensation on the basis of the evaluation.

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Policy CBI Evaluation of Superintendent

Issued 10/98

Purpose: To establish the basic structure for board evaluation of the superintendent which ensures board accountability to the community.

Each member of the board will participate in the annual evaluation of the superintendent. The evaluation will take place at a time determined by a vote of the board and results will be confidential.

Adopted 4/27/78; Revised 10/24/98

ADMINISTRATIVE ORGANIZATION

Recommended Model

Code CC Issued MODEL

The board recognizes the need for ongoing modification of the district's administrative organization in response to the emergence of new research, laws, technologies, and other factors. Therefore, the superintendent should evaluate the current structure and, when necessary, suggest revisions to the administrative organization to meet the goals and objectives the board has set forth for the district. Board approval will be required for changes to the organization structure, such as the elimination of existing positions or the creation of new positions.

The administrative organization must permit school officials to effectively and efficiently carry out programs, improve existing programs, and respond to any new program demands created by district needs or opportunities.

The district's administrative organization follows the pattern outlined in the chart found at policy CCA, *Organization Chart*, in this manual. The chart represents the framework for administration and the lines of authority and responsibility. Within the framework established, and under the superintendent's leadership, school leadership will develop and implement the educational program most appropriate for its needs.

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Policy CC Administrative Organization

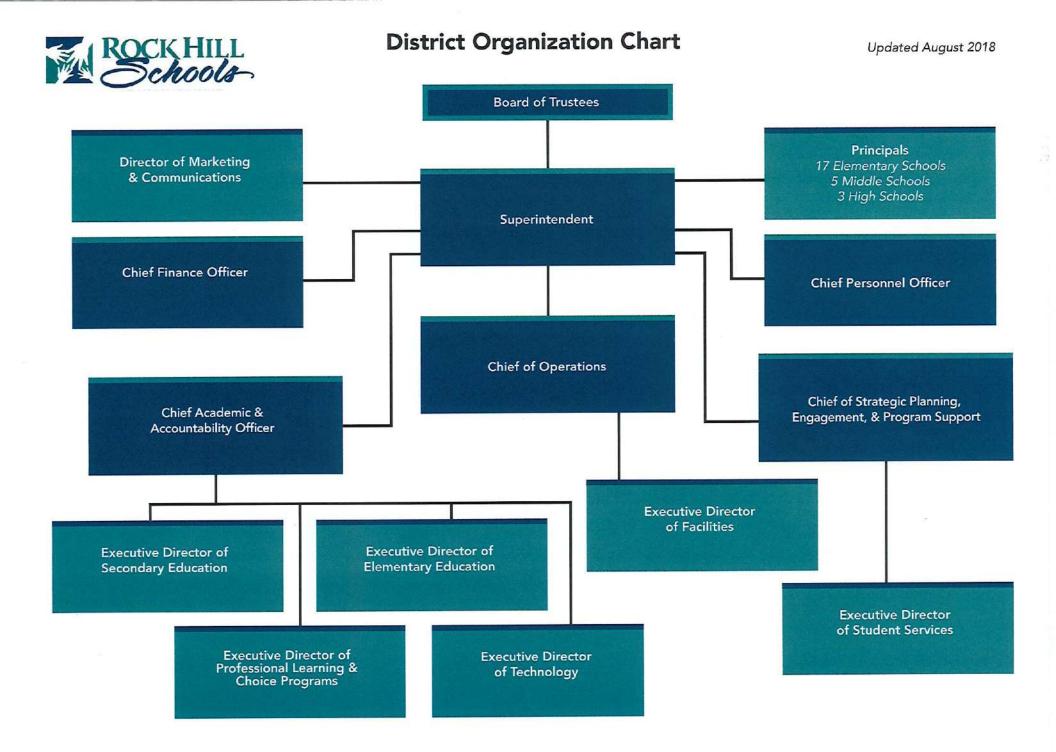
Issued 7/99

Purpose: To establish the basic structure for the administrative organization of the district.

The superintendent of the district will maintain an administrative organization which will be conducive to carrying out the goals and objectives established by the board. A current organizational chart will be maintained in the superintendent's office and administrative office of each organizational unit.

The administrative organizational structure of the district accommodates and enhances the attainment of goals and objectives the board has set forth for the schools. The organization must assure that schools effectively and efficiently carry out programs and respond to any new programs demanded by system needs or opportunities. The organization must also allow the schools opportunities to address their particular needs and improve existing programs.

Adopted 7/99



LINE AND STAFF RELATIONS

Recommended Model

Code CCB Issued MODEL

Each staff member of the district is responsible to the board through the superintendent.

Except as otherwise provided in this manual, all staff members will refer matters requiring administrative action to the administrator to whom they are responsible. The administrator will refer such matters to the next highest administrative authority when necessary.

A clear understanding of responsibilities and relationships between and among school staff is essential for the district. This policy in no way restricts the cooperative collaboration of all staff members at all levels in order to develop the best possible district programs and services.

Support Staff Interrelationships

Support staff are responsible to the principal when working in their school building.

In the school setting, the relationship of support staff with students is minimal. The students are the responsibility of the teacher, and the support staff member will assume a secondary role to the teacher. However, emergency conditions, such as a fight in the hall or an incident involving destruction of school property, are exceptions to this.

Bus drivers are responsible for the students on their buses unless accompanied by a teacher, in which case the teacher is responsible. The driver should assist the teacher as necessary and at the teacher's request.

General Power and Authority of the Teacher

Both the law and the board delegate certain powers and authority to the teacher. The teacher must hold students accountable while on school property for their conduct during, before, and after school. The teacher has authority, consistent with board policy, to manage his or her classroom, discipline students, and refer a student to the principal or principal's designee to maintain discipline in the classroom.

Teacher's Relationship with Other Staff Members

A teacher should strive to work cooperatively with all school staff members. The teacher will direct all work requests for the work of custodians, maintenance workers, and others to the principal.

The principal will handle any problems arising between the teacher and other school staff as soon as possible.

Teacher's Relationship with the Principal

The teacher is under the direct supervision of the principal. The principal is responsible for communicating administrative procedures; communications from the superintendent; and assignments of duty, work, instruction schedules, and courses of study to the teacher. The teacher should direct all problems and requests relating to these issues to the principal.

SCSBA

(see next page)

PAGE 2 - CCB - LINE AND STAFF RELATIONS

The principal will guide and support the teacher as they work together for the good of the students. The teacher may expect the principal to share his/her disciplinary responsibility when problems arise concerning students.

The board expects teachers to express their views in faculty meetings. The board encourages this opportunity for open expression and sharing of responsibility for the successful operation of the schools.

Teacher's Relationship with the Superintendent

The board encourages a teacher to work through his/her principal concerning building assignments, teaching loads, and general working conditions. A teacher may find it necessary to consult with the superintendent on other problems relating to his/her affiliation with the school. The superintendent may establish a Faculty Advisory Committee (FAC) to meet with the superintendent on a regular and consistent basis.

Both the principal and the teacher should consult with the superintendent for advice and counsel on specific problems or for interpretations of board policy.

Board and Teacher Relations

The relationship of the teacher to the board is indirect. A teacher is directly responsible to the principal and, through the principal, to the superintendent and then to the board. However, this does not mean that a teacher does not have access to the superintendent or to the board. Conditions may arise when a teacher may obtain direct access through channels established for grievances.

The board develops policies out of the needs of the schools. Therefore, the board recognizes the value of teachers in formulating effective policies. The board may ask students, citizens, teachers, principals, custodians, etc., to give input into matters dealing with problems that affect them.

Board and Principal Relations

The principal has no direct administrative relations with the board. His/Her communications to the board are through the superintendent since the principal is directly responsible to the superintendent. The superintendent will present all matters that require board action to the board.

LINE AND STAFF RELATIONS

Code CCB Issued MODEL

Each staff member of the district is responsible to the board through the superintendent.

Except as otherwise provided in this manual, all staff members will refer matters requiring administrative action to the administrator to whom they are responsible. The administrator will refer such matters to the next highest administrative authority when necessary.

A clear understanding of responsibilities and relationships between and among school staff is essential for the district. This policy in no way restricts the cooperative collaboration of all staff members at all levels in order to develop the best possible district programs and services.

Support Staff Interrelationships

Support staff are responsible to the principal when working in their school building.

In the school setting, the relationship of support staff with students is minimal. The students are the responsibility of the teacher, and the support staff member will assume a secondary role to the teacher. However, emergency conditions, such as a fight in the hall or an incident involving destruction of school property, are exceptions to this.

Bus drivers are responsible for the students on their buses unless accompanied by a teacher, in which case the teacher is responsible. The driver should assist the teacher as necessary and at the teacher's request.

General Power and Authority of the Teacher

Both the law and the board delegate certain powers and authority to the teacher. The teacher must hold students accountable while on school property for their conduct during, before, and after school. The teacher has authority, consistent with board policy, to manage his or her classroom, discipline students, and refer a student to the principal or principal's designee to maintain discipline in the classroom.

Teacher's Relationship with Other Staff Members

A teacher should strive to work cooperatively with all school staff members. The teacher will direct all work requests for the work of custodians, maintenance workers, and others to the principal.

The principal will handle any problems arising between the teacher and other school staff as soon as possible.

Teacher's Relationship with the Principal

The teacher is under the direct supervision of the principal. The principal is responsible for communicating administrative procedures; communications from the superintendent; and assignments of duty, work, instruction schedules, and courses of study to the teacher. The teacher should direct all problems and requests relating to these issues to the principal.

SCSBA

(see next page)

PAGE 2 - CCB - LINE AND STAFF RELATIONS

The principal will guide and support the teacher as they work together for the good of the students. The teacher may expect the principal to share his/her disciplinary responsibility when problems arise concerning students.

The board expects teachers to express their views in faculty meetings. The board encourages this opportunity for open expression and sharing of responsibility for the successful operation of the schools.

Teacher's Relationship with the Superintendent

The board encourages a teacher to work through his/her principal concerning building assignments, teaching loads, and general working conditions. A teacher may find it necessary to consult with the superintendent on other problems relating to his/her affiliation with the school. The superintendent may establish a Faculty Advisory Committee (FAC) to meet with the superintendent on a regular and consistent basis.

Both the principal and the teacher should consult with the superintendent for advice and counsel on specific problems or for interpretations of board policy.

Board and Teacher Relations

The relationship of the teacher to the board is indirect. A teacher is directly responsible to the principal and, through the principal, to the superintendent and then to the board. However, this does not mean that a teacher does not have access to the superintendent or to the board. Conditions may arise when a teacher may obtain direct access through channels established for grievances.

The board develops policies out of the needs of the schools. Therefore, the board recognizes the value of teachers in formulating effective policies. The board may ask students, citizens, teachers, principals, custodians, etc., to give input into matters dealing with problems that affect them.

Board and Principal Relations

The principal has no direct administrative relations with the board. His/Her communications to the board are through the superintendent since the principal is directly responsible to the superintendent. The superintendent will present all matters that require board action to the board.

Policy CCB Line and Staff Relations

Issued 7/99

Purpose: To establish the basic structure for lines of authority within the school district.

Each employee of the district will be responsible to the board through the superintendent.

Except as otherwise provided in this policy manual, all personnel will refer matters requiring administrative action to the administrator to whom they are responsible. The administrator will refer such matters to the next higher administrative authority when necessary.

A clear understanding of responsibilities and relationships between and among school personnel is essential for a smoothly running and efficient school system.

General power and authority of the teacher

Both the law and the board delegate certain powers and authority to the teacher. The teacher must hold students accountable while on school property for their conduct during, before and after school. A teacher may remove a student from his/her room by referring the student to the principal for a final decision.

Teacher's relationship with the superintendent

The board encourages a teacher to work through his/her principal concerning building assignments, teaching loads and general working conditions. A teacher may find it necessary to consult with the superintendent on other problems relating to his/her affiliation with the school. The superintendent may establish a faculty advisory committee (FAC) to meet with the superintendent on a regular and consistent basis.

Teacher's relationship with the principal

The classroom teacher is under the direct supervision of the principal. The principal is responsible for communicating the administrative policies, communications from the board, assignments of duty, work, instruction schedules and courses of study to the classroom teacher. The teacher should direct all problems and requests about work to the principal.

The principal must guide and assist a teacher with problems concerning his/her work with the students. The teacher may expect the principal to share his/her disciplinary responsibility. The principal must guide and support the teacher as they work together for the good of the students.

Both the principal and the teacher should consult with the superintendent for advice and counsel on specific problems or for interpretations of board policy. The board expects teachers to express their views in general faculty meetings. The board encourages this opportunity for open expression and sharing of responsibility for the successful operation of the school.

Board and principal relations

Teachers do not have a direct line of responsibility to the board. A teacher is directly responsible to the principal and through the principal to the superintendent, and then to the board. The superintendent will present all matters which require board action to the board.

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The board develops policies out of the needs of the schools. Therefore, the board recognizes the value of teachers in formulating effective policies. The board may ask students, citizens, teachers, principals, custodians, etc. to give input into matters dealing with problems which affect them.

Teacher's relationship with other employees

A teacher should strive to work cooperatively with all school staff members. The teacher will direct all work requests for the work of custodians, maintenance workers and others to the principal.

The principal will handle any problems arising between the classroom teacher and other school employees as soon as possible.

In the school setting, the relationship of support staff with the students is minimal. The students are the responsibility of the teacher, and the support staff member should assume no authority over them. However, emergency conditions, such as a fight in the hall or an incident involving destruction of school property, are exceptions to this.

Bus drivers are responsible for the children on their bus unless accompanied by a teacher, in which case the teacher is responsible and the driver should assist the teacher only at the teacher's request.

Adopted 7/99

No Model – Recommend to Replace with CFA Model

Policy CF School Building Administration

Issued 2/07

Purpose: To establish the board's vision for administration of the schools.

The board holds the superintendent responsible for the operation of the school buildings. It is the desire of the board that the superintendent hire individuals as building principals who have the management skills necessary to assume the major responsibility for the day to day operation of the school buildings.

Principals, with assistance of their staffs, are responsible for providing the professional leadership and skill to transform the policies and goals of the school district into an effective education system.

The principal serves as the representative of the superintendent at the school level. The principal has responsibility for establishing a positive school climate, making decisions based on accurate data and managing the school in accordance with law and board policies. The principal is accountable for appropriate school results.

Adopted 4/27/78; Revised 10/24/88, 7/99, 2/26/07

SCHOOL PRINCIPALS/BUILDING ADMINISTRATORS

Recommended Model

Code CFA Issued MODEL

The school principalship is a key position in district leadership. The primary function of the principal is to provide leadership that will encourage the staff, the community, and the students to work together toward an effective educational program.

The principal reports directly to the superintendent who delegates authority to the principal. All principals will keep the superintendent informed of activities in their buildings by whatever means the superintendent deems appropriate.

The principal is charged with the supervision and direction of the staff and the students assigned to his/her building(s) and with care of the school facility and its equipment. He/she will see that the policies and regulations of the district, the directives of the board, and the guidelines for the instructional program are observed. Within the framework of board policies and administrative rules, the principal may establish and enforce such regulations as he/she deems advisable for the efficient operation of his/her school with the approval of the superintendent, as necessary.

The principal will handle all complaints from parents/legal guardians or other stakeholders which affect the school, investigate these complaints, and refer them to district administration when they cannot be resolved at the school level.

Primary responsibilities of the principal include, but are not limited to, the following:

- creating a learning environment that is appropriate for students
- assisting teachers in the implementation of an instructional program that is suitable for students and addresses all state standards and the instructional goals set out in board policy and the district's strategic plan
- evaluating the effectiveness of the educational program as it is being implemented in the school, including evaluating the effectiveness of individual staff members
- arranging opportunities for staff members to improve their competencies as facilitators of learning
- managing the school budget, class and building schedules, and the care of the facility
- communicating the goals, objectives, and achievements of the school to students, parents/legal guardians, and staff

Adopted ^

Legal References:

A. S.C. State Board of Education Regulations:

1. R43-205 - Administrative and professional personnel qualifications, duties, and workloads.

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Adopted ^

Legal References:

- A. S.C. State Board of Education Regulations:
 - 1. R43-205 Administrative and professional personnel qualifications, duties, and workloads.

Policy CFA School Principals/Building Administrators

Issued 7/99

Purpose: To establish the basic structure for the administrative operation of the schools.

The principal -- within the limits of the law, board policy and instructions from the superintendent -- is the administrative authority of the assigned school. The principal is responsible for a thorough knowledge of all laws, regulations and instructions governing the position.

The principal will coordinate all administrative and supervisory activities which occur in the building. The principal will be responsible for the coordination of the work of supervisors, custodians, health officers and all others who work in relationship to the school and to the teachers.

The principal will be responsible for the administration of district policies and administrative rules in the assigned school. The principal will be responsible for communicating policies and rules to the building staff.

The principal will keep the superintendent or his/her designee fully advised as to the condition of the school. The principal is responsible for the detailed organization of the school, the assignment of duties of staff members within the school, and the administration of the instructional program.

The principal will handle all complaints from patrons or parents which affect the school, investigate the same, and refer to the central administration all cases which cannot be adjusted satisfactorily.

The principal is responsible for teacher evaluation, student discipline, supervision of custodians and other areas as are set out in board policy.

Prime responsibilities of the principal include the following.

- · creating a learning environment that is appropriate for the learners
- · assisting teachers in the implementation of an instructional program that is suitable for the learners
- · evaluating the effectiveness of the instructional program as it is being implemented in the school
- evaluating the effectiveness of individual staff members
- · arranging opportunities for staff members to improve their competencies as facilitators of learning
- · managing the local school budget, class and building schedules, and the care of the facility
- · communicating the goals, objectives and achievements of the school to the students, parents and staff

Adopted 7/1/80; Revised 10/24/88, 7/99

ASSIGNMENT AND TRANSFER OF SCHOOL **ADMINISTRATORS**

No Current Policy - Recommend Model Code CFC Issued MODEL

The board believes it is important that administrators be assigned where they have the greatest opportunity to succeed, to fulfill their personal and professional interests and aspirations, and to make the maximum contributions to the district's educational program. The superintendent is responsible for the assignment of all administrators.

The superintendent may implement a change of placement or transfer of school administrators. Such transfers enable the district to make the best use of its leadership resources and to promote and maintain school excellence while affording administrators the opportunity for professional development through leadership in a variety of settings. These objectives can best be achieved through school assignments in which the strengths of the administrator are matched with the needs of a particular school. Specific building assignment of principals is at the discretion of the superintendent.

In making decisions on placement, the superintendent will give consideration to the following:

- needs of the school and district
- length of current assignment in a school
- compatibility of administrative style among administrators in each school
- opportunities provided for professional growth in the proposed assignment
- performance evaluations
- the administrator's expressed preferences

If a principal is being administratively transferred, the superintendent will meet with the principal to notify him/her of the transfer, if possible, no later than June 1st. The reason for the transfer will be provided (in writing, upon request). This confidential notification is a courtesy to the principal in order to allow him/her the opportunity to begin preparing for a conclusion of efforts at their current school assignment and for the transition to a new position.

Compulsory transfers and/or the reassignment of administrative personnel are subject to the district's grievance procedure set forth in policy GBK, Staff Concerns/Complaints/Grievances. The board will review administrative transfers involving a loss of rank and/or income in a grievance hearing upon the specific request of the affected administrator.

Adopted ^

Legal References:

A. S.C. Code of Laws, 1976, as amended:

1. Section 59-25-410 - Notification of employment for ensuing year; notification of assignment.

ASSIGNMENT AND TRANSFER OF SCHOOL ADMINISTRATORS

Code CFC Issued MODEL

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Adopted ^

Legal References:

A. S.C. Code of Laws, 1976, as amended:

1. Section 59-25-410 - Notification of employment for ensuing year; notification of assignment.

Current – No Model Recommend No Revision Needed

Policy CHA/CHB Development of Administrative Rules/Board Review

Issued 7/99

Purpose: To establish the basic structure for the development and review of administrative rules.

Often policies of the board are accompanied by regulations and exhibits which are referred to as administrative rules. These regulations are generally drawn up by the administration to execute the policies of the board.

The board delegates to the superintendent the function of formulating and designing the detailed arrangements under which the schools of the district operate. These regulations and detailed arrangements are the administrative rules governing the schools. They must be, in every respect, consistent with the policies adopted by the board.

In the development of rules and procedures for the operation of the school system, the superintendent will involve, at the planning stage, those who would be affected by such provisions.

The board will approve administrative rules when such approval is required by law or otherwise advisable. The superintendent will have freedom, however, to issue additional rules, regulations and procedures provided they are in harmony with board policies.

The board reserves the right to review and veto administrative rules should they, in the board's judgment, be inconsistent with the policies adopted by the board.

(Cf. (BGC/BGD)

Adopted 10/24/88; Revised 7/99

POLICY IMPLEMENTATION

Recommended Model

Code CH Issued MODEL

The superintendent is responsible for carrying out the policies established by the board, and, as necessary, is authorized to develop detailed administrative rules and other procedures under which the district will be operated. The superintendent may delegate this authority to district staff and building principals as is necessary and advisable.

Policies officially adopted by the board and each policy's associated administrative rules will be included in the board's policy manual. It is the responsibility of the superintendent to ensure that policies and administrative rules are disseminated to all district staff and students affected by them and that they are implemented in the spirit intended.

All staff members and students are responsible for complying with the district's policies and administrative rules. Disregard for these directives by staff members may be interpreted as insubordination and/or willful neglect of duty and may result in disciplinary action up to and including termination. Disregard for these directives by students will be handled in accordance with policy JICDA, *Code of Conduct*.

Adopted ^

Policy

POLICY IMPLEMENTATION

Code CH Issued MODEL

The superintendent is responsible for carrying out the policies established by the board, and, as necessary, is authorized to develop detailed administrative rules and other procedures under which the district will be operated. The superintendent may delegate this authority to district staff and building principals as is necessary and advisable.

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Policy CH Policy Implementation

Issued 7/99

Purpose: To establish both the vision and the basic structure for implementation of board policy.

The superintendent is responsible for carrying out, through administrative rules, the policies established by the board.

The policies developed by the board and the administrative rules developed to implement policy are designed to promote an effective and efficient school system. Consequently, all staff members and students are responsible for adhering to the policies and for abiding by the administrative rules designed to implement them.

Policies developed by the board are guidelines for the operation of the schools of the district. The board will consider indiscriminate abuse or violations of the spirit and intent of said policies highly unethical and unprofessional and may review such conduct.

There are many activities that are common to all schools, but procedures for conducting them may vary from school to school. School principals will establish procedures for conducting activities within their individual schools that are within the larger framework of administrative rules and board policies.

The board from time to time may request information from the administration on the impact of specific policies.

Adopted 10/24/88; Revised 7/99

No Model – Policy Not Needed – Covered in Policy CBC Policy CHD Administration in the Absence of Policy

Issued 7/99

Purpose: To establish the basic structure for district administration when the board has not developed policy.

When a situation arises that is not covered by board policy and requires immediate attention, the superintendent will act to resolve the situation. The superintendent will report such actions to the chairperson or vice-chairperson of the board as soon as practical. The superintendent will inform the board of such action and of the need for policy at its next meeting.

In such cases, the superintendent's decisions will be temporary and subject to review by the board at its next meeting.

Adopted 7/99

SCHOOL DISTRICT ANNUAL REPORTS

Recommended Model

Code CM Issued MODEL

The board will issue district annual reports as required by state law and regulation. The board directs the administration to prepare or supervise the preparation of all required reports including, but not limited to, the following:

- school renewal plan
- school summary report
- district strategic plan
- fiscal report
- district performance-based accountability system and comprehensive plans with annual updates

These annual reports will be made available to the public and used as one means for informing parents/legal guardians, citizens, and other stakeholders about the district's educational programs.

Adopted ^

Legal References:

- A. S.C. Code of Laws, 1976, as amended:
 - 1. Section 59-18-900(E) School report cards.
 - 2. Section 59-18-1300, et seq. District strategic and school renewal plans.
 - 3. Section 59-20-60(3) Comprehensive five-year plans and annual updates.
 - 4. Section 59-139-05, et seq. Long-range planning.
- B. S.C. State Board of Education Regulations:
 - 1. R43-261 District and school planning.

Policy

SCHOOL DISTRICT ANNUAL REPORTS

Code CM Issued MODEL

The board will issue district annual reports as required by state law and regulation. The board directs the administration to prepare or supervise the preparation of all required reports including, but not limited to, the following:

- school renewal plan
- school summary report
- district strategic plan
- fiscal report
- district performance-based accountability system and comprehensive plans with annual updates

These annual reports will be made available to the public and used as one means for informing parents/legal guardians, citizens, and other stakeholders about the district's educational programs.

Adopted ^

Legal References:

- A. S.C. Code of Laws, 1976, as amended:
 - 1. Section 59-18-900(E) School report cards.
 - 2. Section 59-18-1300, et seq. District strategic and school renewal plans.
 - 3. Section 59-20-60(3) Comprehensive five-year plans and annual updates.
 - 4. Section 59-139-05, et seq. Long-range planning.
- B. S.C. State Board of Education Regulations:
 - 1. R43-261 District and school planning.

Current

Policy CM School District Annual Report

Issued 7/99

Purpose: To establish the basic structure for issuing annual reports.

The board willissue a district annual report and an annual report for each school as required by state regulations. The board directs the administration to prepare or supervise the preparation of all required reports, including but not limited to the following.

- school improvement report
- school summaryreport
- district improvementreport
- district staff development report
- fiscal report
- <u>Act135</u> comprehensive plans

Adopted 7/99

York 3/Rock Hill School District



Memo

SUBJECT:	Bond Resolution – 8% SCAGO General Obligation Debt for FY 2019-2020
DATE:	August 21, 2019
FROM:	Terri Smith
TO:	Dr. Bill Cook

Our bond counsel in cooperation with our financial advisor has prepared the attached bond resolution for the Board of Trustees approval at the August 26, 2019 business meeting. The attached bond resolution has been revised since the August 12, 2019 board work session to reflect a new not to exceed amount of \$14,250,000.

This bond resolution is authorizing the issuance and sale of not to exceed \$14,250,000 general obligation bonds, in one or more series, and will utilize our 8% debt capacity. This bond resolution is for the purpose of providing funds to pay for the acquisition and installation of technology, capital improvements and upgrades, student activity equipment as recommended in the 2017 Student Activity Study, and the annual 2016 Acquisition, Use and Security Agreement payment. The revised bond resolution will not require an increase in tax millage. Our Debt Service millage calculation remains at 52 mills.

As stated in Policy DFAC, the debt service sinking fund will have a balance equal to or at least 20 percent or 18 months of debt service payments for the district. Worksheets are prepared annually which show a targeted minimum balance in the fund to ensure there is never a deficiency in paying full faith and credit general obligation bonds and the district maintains, and never puts at risk, the high credit ratings in place. A high credit rating is very important as the district wants the lowest interest rate available especially when the district sells long-term bonds. Any accumulation in the debt service fund is the difference between our budgeted value of a mill and the actual collectable value of a mill. The budgeted number is always conservative to ensure there is enough monies to make the payments of full faith and credit general obligation bonds. A copy of the revised worksheet is included in your board packet. The revised worksheet shows a targeted minimum balance at December 31, 2020 of \$1,000,000 instead of \$5,000,000 as originally provided in the August 12, 2019 board packet.

The fall SCAGO GO Debt program is scheduled to sell the last week in August 2019 and close late September 2019.

Estimated Revenues

Beginning Balance Value of a Mill: Other:	on August 30, 2019:		\$470,000.00	52.00	\$11,600,000.00 \$24,440,000.00 \$0.00
Total Revenues:				=	\$36,040,000.00
Estimated Expendi	<u>tures</u>				
<u>Due Date</u>	Bond Series	<u>Principal</u>	<u>Interest</u>	<u>Total</u>	<u>Grand Total</u>
09/01/19	2014A		\$181,950.00	\$181,950.00	
09/01/19	2015A REF		\$965,400.00	\$965,400.00	
09/01/19	2016C REF		\$243,162.50	\$243,162.50	
09/01/19	2017B		\$2,346,725.00	\$2,346,725.00	\$3,737,237.50
03/01/20	2014A	\$1,670,000.00	\$181,950.00	\$1,851,950.00	
03/01/20	2015A REF	\$2,645,000.00	\$965,400.00	\$3,610,400.00	
03/01/20	2016C REF	\$955,000.00	\$243,162.50	\$1,198,162.50	
03/01/20	2017B	\$4,690,000.00	\$2,346,725.00	\$7,036,725.00	
03/02/20	2019 EST	\$13,918,000.00	\$182,093.84	\$14,100,093.84	\$27,797,331.34
09/01/20	2014A		\$156,900.00	\$156,900.00	
09/01/20	2015A REF		\$899,275.00	\$899,275.00	
09/01/20	2016C REF		\$219,287.50	\$219,287.50	
09/01/20	2017B		\$2,229,475.00	\$2,229,475.00	\$3,504,937.50
Total Expenditures	::			=	\$35,039,506.34
Ending Balance on June 30, 2020:			\$4,505,431.16		
Ending Balance on December 31, 2020:				\$1,000,493.66	
Target Ending Balance:				\$1,000,000.00	
Variance:			—	\$493.66	

ROCK HILL SCHOOL DISTRICT NO. 3 OF YORK COUNTY, SOUTH CAROLINA

A RESOLUTION

AUTHORIZING THE ISSUANCE AND SALE OF NOT EXCEEDING \$14,250,000 GENERAL OBLIGATION BONDS, IN ONE OR MORE SERIES, IN ONE OR MORE YEARS, WITH APPROPRIATE SERIES DESIGNATIONS, INCLUDING A TAX-EXEMPT SERIES AND A TAXABLE SERIES, IF APPROPRIATE, OF ROCK HILL SCHOOL DISTRICT NO. 3 OF YORK COUNTY, SOUTH CAROLINA; AUTHORIZING THE SOUTH CAROLINA ASSOCIATION OF GOVERNMENTAL ORGANIZATIONS TO FACILITATE THE SALE OF THE BONDS UNDER ITS GENERAL OBLIGATION DEBT PROGRAM; PRESCRIBING THE TERMS AND CONDITIONS UNDER WHICH THE BONDS MAY BE ISSUED; AUTHORIZING THE SUPERINTENDENT OF THE SCHOOL DISTRICT TO DETERMINE CERTAIN MATTERS RELATING TO THE BONDS; PROVIDING FOR THE PAYMENT OF THE BONDS AND THE DISPOSITION OF THE PROCEEDS THEREOF; AND OTHER MATTERS RELATING THERETO.

Adopted: August 26, 2019

BE IT RESOLVED, BY THE BOARD OF TRUSTEES OF ROCK HILL SCHOOL DISTRICT NO. 3 OF YORK COUNTY, SOUTH CAROLINA, AS FOLLOWS:

<u>SECTION 1. Definitions</u>. Unless the context shall clearly indicate some other meaning, the terms defined in this Section shall have, for all purposes of this Resolution, the meanings hereinafter specified, with the definitions equally applicable to both the singular and plural forms and vice versa. The term:

"<u>Acquisition Agreement</u>" shall mean the Acquisition, Use and Security Agreement between the School District and Banc of America Public Capital Corp. dated December 27, 2016.

"Acquisition Payments" shall mean those payments made pursuant to the Acquisition Agreement.

"<u>Board</u>" shall mean the Board of Trustees of Rock Hill School District No. 3 of York County, South Carolina.

"Bond Act" shall mean Title 59, Chapter 71, Article 1 and Section 11-27-50 of the S.C. Code.

"<u>Bondholder</u>" or the term "<u>Holder</u>" or any similar term shall mean the registered owner of the Bond.

"<u>Bonds</u>" shall mean the total aggregate principal amount of general obligation bonds authorized and issued pursuant to this Resolution.

"<u>Books of Registry</u>" shall mean the registration books maintained by the Registrar in accordance with Section 7 hereof.

"District Superintendent" shall mean the Superintendent of the School District.

"IRC" shall mean the Internal Revenue Code of 1986, as amended.

"Paying Agent" shall mean the School District.

"<u>Registrar</u>" shall mean the School District.

"<u>Resolution</u>" shall mean this Resolution.

"SCAGO" shall mean the South Carolina Association of Governmental Organizations.

"<u>SCAGO Certificates</u>" shall mean certificates of participation evidencing undivided proportionate interests in the GO Debt of the participating school districts issued by SCAGO pursuant to the SCAGO Trust Agreement.

"<u>SCAGO Trust Agreement</u>" shall mean the Trust Agreement by and between SCAGO and Wells Fargo Bank, N.A. or such other bank named therein, as trustee, dated as of a date to be determined by the parties thereto pursuant to which the SCAGO Certificates will be issued.

"S.C. Code" shall mean the Code of Laws of South Carolina, 1976, as amended.

"School District" shall mean Rock Hill School District No. 3 of York County, South Carolina.

"<u>School District Representative</u>" shall mean the person or persons at the time designated to act on behalf of the School District in matters relating to the Bonds as evidenced by a written certificate furnished to SCAGO and the trustee thereunder containing the specimen signature of such person or persons and signed on behalf of the School District by the Chair or Vice Chair of the Board or the District Superintendent. Such certificate may designate an alternate or alternates each of whom shall be entitled to perform all duties of the School District Representative.

"<u>State</u>" shall mean the State of South Carolina.

"<u>Taxable Bonds</u>" shall mean that portion of the Bonds authorized and issued hereunder, the interest on which is includable in the gross income of the bondholders thereof for federal income tax purposes pursuant to the provisions of the IRC and the regulations promulgated thereunder in effect on the date of original issuance of the Bonds.

"<u>Tax-Exempt Bonds</u>" shall mean that portion of the Bonds authorized and issued hereunder, the interest on which is not includable in the gross income of the bondholders thereof for federal income tax purposes pursuant to the provisions of the IRC and the regulations promulgated thereunder in effect on the date of original issuance of the Bonds.

SECTION 2. Findings and Determinations. The Board hereby finds and determines:

(a) The School District was created under the provisions of Act No. 354 (1953 Acts), the name designated as "Rock Hill School District No. 3 of York County" pursuant to Act No. 296 (1985 Acts), and the number of trustees and manner of their election set pursuant to Act 470 (2000 Acts). The Board is the governing body of the School District.

(b) Article X, Section 15, of the Constitution of the State of South Carolina, 1895, as amended (the "Constitution"), provides that after November 30, 1982, the governing body of any school district may incur general obligation debt in an amount not exceeding eight percent (8%) of the assessed value of all taxable property of such school district and upon such terms and conditions as the General Assembly may prescribe.

(c) The Bond Act provides that the board of trustees of any school district may issue general obligation bonds of such school district for the purpose of defraying the cost of "capital improvements" (as defined therein) to any amount not exceeding the constitutional debt limitation applicable to such school district. The Bond Act requires that the county board of education wherein the school district is located, if there is such, approve the issuance of such general obligation bonds.

(d) Section 11-27-50(2) of the Bond Act further provides that if an election be prescribed by the provisions of the Bond Act but is not required by the provisions of Article X of the Constitution, then in every such instance, no election need be held and the remaining provisions of the Bond Act shall constitute a full and complete authorization to issue bonds in accordance with such remaining provisions. Section 11-27-90 of the S.C. Code further provides that any school district of the State may issue bonds in fully registered form.

(e) The School District's Financial Advisor, Compass Municipal Advisors, LLC ("CMA") has advised the School District that SCAGO has been formed to facilitate one or more pooled borrowing programs including a pooled general obligation debt program (the "SCAGO GO Program") for school districts in the State. Each participating school district in the SCAGO GO Program will have its general obligation debt ("GO Debt") sold together with GO Debt issued by the other participating school districts in order to achieve a lower net interest cost and lower issuance costs associated with its GO Debt.

Pursuant to the terms of the SCAGO GO Program, SCAGO will cause the execution and delivery of the SCAGO Certificates pursuant to the SCAGO Trust Agreement.

(f) The School District previously has entered into the Acquisition Agreement, the proceeds of which were used to purchase certain equipment listed in Exhibit A to the Acquisition Agreement (the "Equipment"). Pursuant to the Acquisition Agreement, the School District is to make Acquisition Payments in exchange for which the School District will receive unencumbered title to an undivided interest in the Equipment.

(g) The assessed value of all taxable property in the School District, as of June 30, 2018, is \$470,443,657. Eight (8%) percent of such sum is \$37,635,492. The School District has no outstanding general obligation debt subject to the limitation imposed by Article X, Section 15(6) of the Constitution. Thus, the School District may incur \$37,635,492 of general obligation debt within its applicable constitutional debt limitation.

(h) Pursuant to a Resolution adopted by the Board on January 27, 2014, the School District adopted Written Procedures Related to Tax-Exempt Debt.

(i) It is in the best interest of the School District to participate in the SCAGO GO Program and to provide for the issuance and sale of the Bonds of the School District pursuant to the aforesaid provisions of the Constitution and laws of the State in the principal amount not exceeding \$14,250,000 for the purposes of providing funds to pay some or all of the 2019-2020 fiscal year Acquisition Payments, to defray the costs of capital improvements and upgrades as shall be determined by the Board in accordance with the School District's capital financing plan (the "Projects") and to pay costs of issuance of the Bonds.

<u>SECTION 3.</u> Authorization and Details of Bonds. Pursuant to the aforesaid provisions of the Constitution and laws of the State, there is hereby authorized to be issued not exceeding \$14,250,000 general obligation bonds of the School District to obtain funds for the purposes mentioned in Section 2(i) above, including any financial and legal fees relating thereto and other incidental costs of issuing the Bonds. The Bonds will be issued in one or more series, in one or more years, each with an appropriate series designation, and, if necessary, one or more of the series of Bonds may be designated as Taxable Bonds.

Each of the Bonds shall be issued as single fully-registered Bonds; shall be dated as of the date on which each Bond is delivered to the initial purchaser thereof or such other date as the District Superintendent determines; shall be in denominations equal to the respective par amount of each Bond not exceeding \$14,250,000 in the aggregate; shall bear interest (calculated on the basis of a 360-day year comprising twelve 30-day months) from their respective dates payable on the maturity date thereof, at such rates as may be determined by the District Superintendent at the time of the sale thereof; and shall mature on such dates as determined by the District Superintendent.

Both the principal of and interest on the Bonds shall be payable in any coin or currency of the United States of America which is, at the time of payment, legal tender for public and private debts. The School District shall serve as Registrar and Paying Agent for the Bonds.

<u>SECTION 4. Redemption Provisions</u>. The Bonds shall not be subject to redemption prior to their respective stated maturities.

<u>SECTION 5.</u> Delegation of Authority. For each series of Bonds, the District Superintendent is hereby authorized and empowered to: (a) determine the par amount of the Bonds; (b) determine the original issue date of the Bonds; (c) determine the respective maturity dates and respective principal amounts maturing on such dates; (d) determine the interest payment date and principal payment date if different from that set forth herein; (e) designate a Paying Agent and Registrar for the Bonds if different from that set forth herein; (f) determine the date and time of sale of the Bonds; (g) receive bids on behalf of the School District and award the sale of the Bonds in accordance with the terms of the Notice of Sale for the Bonds; and (h) execute all other agreements, certificates and documents as may be necessary or required in connection with the issuance of the Bonds.

<u>SECTION 6.</u> Authorization to Sell General Obligation Bonds outside the SCAGO GO Program. The Board hereby delegates to the District Superintendent the authority to cause any series of Bonds authorized herein to be sold and issued outside the SCAGO GO Program. The District Superintendent, upon advice from Bond Counsel, is hereby authorized to approve the forms of such documents as shall be necessary to issue any series of Bonds as a separate stand-alone Bond. The Chair, Vice Chair, District Superintendent or other authorized officials of the School District are hereby authorized to execute and delivery the documents as approved by the District Superintendent.

SECTION 7. Registration, Transfer and Exchange of Bonds. The School District shall cause the Books of Registry to be kept at the offices of the School District, as Registrar for the registration and transfer of the Bonds. Upon presentation at its office for such purpose, the Registrar shall register or transfer, or cause to be registered or transferred, on such Books of Registry, the Bonds under such reasonable regulations as the Registrar may prescribe.

The Bonds shall be transferable only upon the Books of Registry of the School District, which shall be kept for such purpose at the principal office of the School District, as Registrar, by the registered owner thereof in person or by his duly authorized attorney upon surrender thereof together with a written instrument of transfer satisfactory to the Registrar duly executed by the registered owner or his duly authorized attorney. Upon the transfer of any such Bond or Bonds, the School District, as Registrar shall issue in the name of the transferee a new fully-registered Bond of the same aggregate principal amount, interest rate and maturity as the surrendered Bond. Any Bond surrendered in exchange for a new registered Bond pursuant to this Section shall be canceled by the Registrar.

The School District, as the Registrar and the Paying Agent may deem or treat the person in whose name the fully-registered Bonds shall be registered upon the Books of Registry as the absolute owners of such Bonds, whether such Bonds shall be overdue or not, for the purpose of receiving payment of the principal of and interest on such Bonds and for all other purposes; and all such payments so made to any such registered owner or upon his order shall be valid and effectual to satisfy and discharge the liability upon such Bonds to the extent of the sum or sums so paid, and the School District, as the Registrar and the Paying Agent shall not be affected by any notice to the contrary. In all cases in which the privilege of transferring the Bonds is exercised, the School District shall execute and the School District, as Registrar shall authenticate and deliver the Bonds in accordance with the provisions of this Resolution. The School District as the Registrar and the Paying Agent shall not be obliged to make any such transfer of the Bond or Bonds during the fifteen (15) days preceding the maturity date on the Bond or Bonds.

<u>SECTION 8. Form of Bonds</u>. The Bonds shall be substantially in the form attached hereto as <u>Exhibit A</u> and incorporated herein by reference, subject to such changes, additions or deletions as may be approved by the District Superintendent.

SECTION 9. Execution and Delivery of the Bonds. The Bonds shall be executed in the name of the School District with the manual or facsimile signature of the Chair or Vice Chair of the Board attested by the manual or facsimile signature of the Secretary of the Board under the seal of the School District which shall be impressed, imprinted or reproduced thereon. The Bonds shall not be valid or become obligatory for any purpose unless there shall have been endorsed thereon a certificate of authentication. The Bonds shall bear a certificate of authentication manually executed by the School District, as Registrar in substantially the form set forth herein.

The School District Representatives are further authorized and directed to deliver the respective Bonds upon the terms and conditions provided herein and under the SCAGO GO Program, to receive or cause to be received the proceeds of the sale of the respective Bonds, to execute and deliver such certificates and other closing documents and take such other action as may be necessary or appropriate in order to effectuate the proper issuance, sale and delivery of the respective Bonds.

Each participating school district in the SCAGO GO Program will be the issuer of its respective GO Debt and undivided proportionate interests therein will be evidenced by the SCAGO Certificates executed and delivered under the SCAGO Trust Agreement. The Board approves and consents to the assignment and pledge of the Bonds under the provisions of the SCAGO Trust Agreement and approves the execution and delivery by the trustee of the SCAGO Certificates upon payment of the purchase price thereof, all as contemplated by the SCAGO GO Program.

<u>SECTION 10.</u> Sale of Bonds; Form of Notice of Sale. The respective Bonds shall be sold at public sale, after advertisement of the sale in a newspaper having general circulation in the State or, as determined by the District Superintendent, upon the advice of CMA, in a financial publication published in the City of New York or, in the discretion of the District Superintendent, in both publications. As authorized by Section 11-27-50(7)(b) of the S.C. Code, the advertisement must appear not less than seven (7) days prior to the date set as a sale date for such sale.

The Notice of Sale shall be in substantially the form set forth as Exhibit B.

<u>SECTION 11. Deposit and Use of Proceeds</u>. (a) Upon the purchase and delivery of the proceeds of the Bonds, the proceeds derived from the sale of the Bonds shall be deposited with the York County Treasurer (the "County Treasurer") in a special fund to the credit of the School District and shall be applied solely to the purposes for which the Bonds have been issued, including payment of costs of issuance or at the direction of the County Treasurer, the proceeds derived from the sale of the Bonds, less costs of issuance, shall be deposited into an acquisition fund in the name of the School District to be known as the "Rock Hill School District No. 3 of York County, South Carolina, General Obligation Bond, Series 2019 Acquisition Fund" (the "Acquisition Fund"), which shall be established under the SCAGO Trust Agreement. The School District may withdraw amounts from the Acquisition Fund on the date of delivery of the Bonds and thereafter on any business day. "Business Day" shall mean any day except Saturday, Sunday or a holiday.

(b) The costs of issuance of the Bonds shall, at the direction of the County Treasurer, be deposited in the Costs of Issuance Account of the Expense Fund created pursuant to the SCAGO Trust Agreement or may be paid as determined by a School District Representative. Any remaining proceeds shall be applied for any purposes authorized by the Board.

(c) Disbursements from the Acquisition Fund and the Expense Fund (as defined in the SCAGO Trust Agreement) shall be made upon the written order of a School District Representative or the County Treasurer, as designated on the appropriate form, solely for the purpose for which the Bonds were issued.

<u>SECTION 12. Security</u>. The full faith, credit, resources and taxing power of the School District are hereby irrevocably pledged for the payment of the principal and interest on the Bonds as they respectively mature and for the creation of such sinking fund as may be necessary therefor. There shall be levied annually by the York County Auditor (the "County Auditor") and collected by the County Treasurer in the same manner as county taxes are levied and collected, a tax, without limit, on all taxable property in the School District sufficient to pay the principal and interest of the Bonds as they respectively mature and to create such sinking fund as may be necessary therefor.

The County Auditor and the County Treasurer shall be notified as to the delivery of and payment for the Bonds and are hereby directed to levy and collect, respectively, on all taxable property in the School District, a tax, without limit, on all taxable property in the School District sufficient to pay the principal and interest of the Bonds as they respectively mature and to create such sinking fund as may be necessary therefor.

<u>SECTION 13. Sinking Fund; Payment of Bonds</u>. The School District covenants that it will deposit or cause to be deposited into the applicable sinking fund, and the County Treasurer is hereby authorized and directed to deposit or cause to be deposited into such sinking fund payments relating to the Bonds on or before their respective maturity dates. The County Treasurer, on behalf of the School District and at the written direction of a School District Representative, shall transfer or cause to be transferred from time to time any moneys then on deposit in the sinking fund to the trustee under the SCAGO Trust Agreement.

<u>SECTION 14. Federal Tax Covenants</u>. The School District hereby covenants and agrees with the holders of the Tax-Exempt Bonds that it will not take any action which will, or fail to take any action which failure will, cause interest on the Tax-Exempt Bonds to become includable in the gross income of the bondholders thereof for federal income tax purposes pursuant to the provisions of the IRC and the regulations promulgated thereunder in effect on the date of original issuance of the Tax-Exempt Bonds and that no use of the proceeds of the Tax-Exempt Bonds shall be made which, if such use had been reasonably expected on the date of issue of the Tax-Exempt Bonds would have caused the Tax-Exempt Bonds to be "arbitrage bonds" as defined in the IRC and to that end the School District shall:

(a) comply with the applicable provisions of Section 103 and Sections 141 through 150 of the IRC so long as the Tax-Exempt Bonds are outstanding;

(b) establish such funds, make such calculations and pay such amounts, in the manner and at the times required in order to comply with the requirements of the IRC relating to required arbitrage rebates of certain amounts to the United States; and

(c) make such reports of information at the time and places required by the IRC.

<u>SECTION 15. Exemption from State Taxes</u>. Both the principal of and interest on the Bonds shall in accordance with the provisions of Section 12-2-50 of the S.C. Code be exempt from all State, county, municipal, school district, and all other taxes or assessments, except estate or other transfer taxes, direct or indirect, general or special, whether imposed for the purpose of general revenue or otherwise. <u>SECTION 16. Events of Default</u>. The School District agrees that each of the following events may be considered an "Event of Default" under the SCAGO Trust Agreement:

(a) If default shall be made in the due and punctual payment of principal of or any interest on the Bonds, including failure to make when due a sinking fund payment under Section 13 of this Resolution; or

(b) If the School District shall default in the performance of any covenant, agreement or condition on its part to be performed under the Bonds or this Resolution other than a default in payment, and such default shall continue for a period of 30 days after written notice thereof is received by the School District.

<u>SECTION 17. Remedies</u>. The School District agrees that each of the following may be included as remedy for an "Event of Default" under the SCAGO Trust Agreement:

(a) In any case of an Event of Default, the trustee under the SCAGO Trust Agreement may take such action or actions for the enforcement of the rights of the owners as due diligence, prudence and care would require and to pursue the same with like diligence, prudence and care, including commencement of an action for mandamus or other appropriate action to require the School District to comply with the terms of this Resolution.

(b) If the School District shall fail or refuse to make any required deposit on the relevant sinking fund payment date in order to make the transfer to its applicable Sinking Fund Account, the trustee under the SCAGO Trust Agreement, shall take such action as is necessary to invoke the provisions of Section 59-71-155 of the S.C. Code regarding transfers from the State general fund to make payments on bonded indebtedness of South Carolina school districts; and upon being indemnified against cost and expense, exercise any remedy at law or in equity for the benefit of the owners of the SCAGO Certificates, and shall disburse all funds so collected to the holders of the SCAGO Certificates or assignee of the Bonds.

<u>SECTION 18. SCAGO</u>. The School District hereby authorizes SCAGO to facilitate the sale of the respective Bonds together with other GO Debt issued by other participating school districts in the SCAGO GO Program as determined by SCAGO.

SECTION 19. Acknowledgement of SCAGO Certificates; Registered Owner; Limitation of Liability. The School District, by participating in the SCAGO GO Program, recognizes the rights of the owners of the SCAGO Certificates, acting directly or through the trustee under the SCAGO Trust Agreement, to enforce the obligations and covenants contained in the Bonds and this Resolution; provided that in no event shall the School District be liable for any obligations, covenants or damages except those which arise out of the Bonds authorized by this Resolution, and, in particular, the School District shall not be liable for any obligations, liabilities, acts or omissions of SCAGO or any other participating school district in the SCAGO GO Program.

SECTION 20. Discharge of Resolution. If the School District shall pay or cause to be paid, or there shall otherwise be paid, to the owner or owners of a SCAGO Certificate, the total principal and interest due or to become due thereon through maturity (as determined in accordance with the SCAGO Trust Agreement), in the manner stipulated therein and in this Resolution, then the pledge of the full faith, credit and taxing power of the School District under this Resolution, and all covenants, agreements and other obligations of the School District hereunder, shall thereupon cease, terminate and become void and be discharged and satisfied with respect to the Bonds for which such payment was made.

<u>SECTION 21. Continuing Disclosure</u>. If applicable, the School District hereby covenants and agrees that it will comply with and carry out all of the provisions of a Continuing Disclosure Certificate. Notwithstanding any other provisions of this Resolution, failure of the School District to comply with the Continuing Disclosure Certificate shall not be considered an event of default, and no liability for damages shall attach therefor. The sole remedy for such failure to comply shall be that any bondholder may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the School District to comply with their obligations under this Section.

<u>SECTION 22. Filings with Central Repository</u>. In compliance with Section 11-1-85 of the S.C. Code, the School District covenants that it will file or cause to be filed with a central repository for further availability in the secondary bond market when requested: (a) a copy of the annual audit of the School District within thirty (30) days of the School District's receipt thereof; and (b) within thirty (30) days of the occurrence thereof, relevant information of an event which, in the opinion of the School District, adversely affects more than five percent (5%) of the School District's revenue or its tax base.

SECTION 23. Declaration of Intent to Reimburse Certain Expenditures. This Resolution shall constitute the School District's declaration of official intent pursuant to Regulation §1.150-2 of the IRC to reimburse the School District from a portion of the proceeds of the Tax-Exempt Bonds for expenditures it anticipates incurring (the "Expenditures") with respect to the Projects prior to the issuance of the Bonds. The Expenditures which are reimbursed are limited to Expenditures which are: (1) properly chargeable to a capital account (or would be so chargeable with a proper election or with the application of the definition of placed in service under Regulation §1.150-2 of the IRC) under general federal income tax principals; or (2) certain de minimis or preliminary Expenditures with respect to the Projects will be the School District's reserve funds. To be eligible for reimbursement of the Expenditures, the reimbursement allocation must be made not later than 18 months after the later of (a) the date on which the Expenditures were paid; or (b) the date such Projects were placed in service, but in no event more than three (3) years after the original Expenditures.

<u>SECTION 24.</u> Authorization. The Chair of the Board, the Vice Chair of the Board, the Secretary of the Board, the District Superintendent and the Chief Financial Officer of the School District, are fully empowered and authorized to take such further action and to execute and deliver such additional documents and certificates as may be necessary to effect the issuance of the Bonds. The Board hereby retains Burr & Forman LLP (Burr Forman McNair), as Bond Counsel and Compass Municipal Advisors, LLC, as Financial Advisor with regard to the issuance of the Bonds. The District Superintendent is further authorized to execute such contracts, documents or engagement letters as may be necessary and appropriate to effectuate these engagements.

<u>SECTION 25. Repeal of Conflicting Resolutions</u>. All rules, policies, regulations, resolutions and parts thereof, procedural or otherwise, in conflict herewith or the proceedings authorizing the issuance of the Bonds are, to the extent of such conflict, hereby repealed, and this Resolution shall take effect and be in full force from and after its adoption.

[Signature page follows]

Adopted this 26th day of August, 2019.

ROCK HILL SCHOOL DISTRICT NO. 3 OF YORK COUNTY, SOUTH CAROLINA

Chair, Board of Trustees

(SEAL)

ATTEST:

Secretary, Board of Trustees

EXHIBIT A

FORM OF BOND

UNITED STATES OF AMERICA STATE OF SOUTH CAROLINA ROCK HILL SCHOOL DISTRICT NO. 3 OF YORK COUNTY [TAXABLE] GENERAL OBLIGATION BOND, SERIES _____

No. R-1

INTEREST RATE MATURITY DATE BOND PAYMENT DATE ORIGINAL ISSUE DATE

PRINCIPAL AMOUNT:

REGISTERED HOLDER: South Carolina Association of Governmental Organizations

KNOW ALL MEN BY THESE PRESENTS, that the School District identified above (the "School District"), is justly indebted and, for value received, hereby promises to pay to the registered holder named above, or registered assigns, the principal amount shown above on the maturity date shown above and to pay interest on such principal sum from the date hereof at the interest rate per annum shown above until this Bond matures. Interest on this Bond is payable at maturity and shall be payable to the person in whose name this Bond is registered on the registration books of the School District maintained by the registrar, presently the School District (the "Registrar"). The principal and interest on this Bond are payable in any coin or currency of the United States of America which is, at the time of payment, legal tender for public and private debts; provided, however, that principal and interest on this fully registered Bond shall be paid by check, draft or transfer of funds.

The principal and interest on the Bond shall be paid to the Trustee under the SCAGO Trust Agreement (as defined in the Resolution) on or before the Bond Payment Date identified above.

This Bond shall not be entitled to any benefit under the resolution of the School District authorizing this Bond (the "Resolution"), nor become valid or obligatory for any purpose, until the Certificate of Authentication hereon shall have been duly executed by the Registrar.

For the payment of the principal and interest on this Bond as they respectively mature and for the creation of such sinking fund as may be necessary therefor the full faith, credit, resources and taxing power of the School District are hereby irrevocably pledged, and there shall be levied annually by the Auditor of the county in which the School District is located (the "County") and collected by the Treasurer of the County, in the same manner as County taxes are levied and collected, a tax, without limit, on all taxable property in the School District sufficient to pay the principal and interest of this Bond as they respectively mature and to create such sinking fund as may be necessary therefor.

This Bond is issued pursuant to and in accordance with the Constitution of the State of South Carolina, 1895, as amended (the "Constitution"), and laws of the State of South Carolina (the "State"), including Article X, Section 15 of the Constitution; Title 59, Chapter 71, Article 1, Code of Laws of South Carolina, 1976, as amended; Title 11, Chapter 27, Code of Laws of South Carolina, 1976, as amended; and the Resolution.

This Bond is not subject to redemption prior to maturity.

Except for the initial assignment of this Bond to the Trustee under the SCAGO Trust Agreement (as defined in the Resolution), this Bond is transferable, only upon the books of the School District kept for that purpose at the principal office of the Registrar by the registered holder in person or by his duly authorized attorney upon surrender of this Bond together with a written instrument of transfer satisfactory to the Registrar duly executed by the registered holder or his duly authorized attorney. Thereupon a new fully registered Bond of the same aggregate principal amount, interest rate, and maturity shall be issued to the transferee in exchange therefor as provided in the Resolution. The School District, as the Registrar and the Paying Agent, may deem and treat the person in whose name this Bond is registered as the absolute owner hereof for the purpose of receiving payment of or on account of the principal hereof and interest due hereon and for all other purposes.

Under the laws of the State, this Bond and the interest hereon are exempt from all State, county, municipal, school district and other taxes or assessments, except estate or other transfer taxes, direct or indirect, general or special, whether imposed for the purpose of general revenue or otherwise.

It is hereby certified and recited that all acts, conditions and things required by the Constitution and laws of the State to exist, to happen and to be performed precedent to or in the issuance of this Bond exist, have happened and have been performed in regular and due time, form and manner as required by law; that the amount of this Bond, together with all other indebtedness of the School District does not exceed the applicable limitation of indebtedness under the laws of the State; and, that provision has been made for the levy and collection of a tax, without limit, on all taxable property in the School District sufficient to pay the principal and interest of this Bond as they respectively mature and to create such sinking fund as may be necessary therefor.

IN WITNESS WHEREOF, the aforesaid School District has caused this Bond to be signed with the manual/facsimile signature of the Chair of the Board of Trustees of the School District, attested by the manual/facsimile signature of the Secretary of the Board of Trustees of the School District and the seal of the School District impressed, imprinted or reproduced hereon.

ROCK HILL SCHOOL DISTRICT NO. 3 OF YORK COUNTY, SOUTH CAROLINA

Chair, Board of Trustees

(SEAL)

ATTEST:

Secretary, Board of Trustees

REGISTRAR'S CERTIFICATE OF AUTHENTICATION

Date of Authentication:

This Bond is one of the bonds described in the within mentioned Resolution of Rock Hill School District No. 3 of York County, South Carolina.

Rock Hill School District No. 3 of York County, South Carolina, as Registrar

By:

Secretary, Board of Trustees

The following abbreviations, when used in the inscription on the face of this Bond, shall be construed as though they were written out in full according to applicable laws or regulations.

TEN COM - as tenants in common

TEN NET - as tenants by the entireties

JT TEN - as joint tenants with right of survivorship and not as tenants in common UNIF GIFT MIN ACT -

Custodian (Minor) (Cust) (Minor) under Uniform Gifts to Minors Act (State)

Additional abbreviations may also be used though not in above list.

EXHIBIT B

FORM OF SUMMARY NOTICE OF SALE

NOTICE IS HEREBY GIVEN that each of the following school districts (the "School Districts") shall offer collectively for public sale its general obligation bond (collectively, the "Bonds") in the amounts indicated on _____, ____, 20_.

[PRINCIPAL AMOUNTS AND NAMES OF PARTICIPATING SCHOOL DISTRICTS]

The Bonds will be collectively sold as the South Carolina Association of Governmental Organizations Certificates of Participation, Series 20____ (Evidencing Undivided Proportionate Interests in General Obligation Debt of Certain South Carolina School Districts) (the "Certificates").

Sale Date:	, 20
Sale Time:	a.m., South Carolina time
Bonds Dated:	, 20
Interest Payment:	March, 20
Maturity:	March, 20
Redemption provisions:	The Certificates and Bonds are not subject to redemption.
Book-Entry-Only:	The Certificates will be book-entry-only.
Legal Opinion:	Burr & Forman LLP, Columbia, South Carolina
Financial Advisor:	Compass Municipal Advisors, LLC, Columbia, South Carolina

Proposals will be received by Compass Municipal Advisors, LLC on behalf of the South Carolina Association of Governmental Organizations and the School Districts. The Certificates will be issued in book-entry only form in denominations of \$100,000 and integral multiples of \$1,000 in excess of \$100,000. A copy of the Preliminary Offering Circular in deemed final form and the Official Terms and Conditions of Sale are available via the internet at officialstatements.compassmuni.com.

For additional information, please contact the School Districts' Bond Counsel, Francenia B. Heizer, Esquire, Burr & Forman LLP (Burr Forman McNair), telephone (803) 799-9800; e-mail: <u>fheizer@burr.com</u> or the School Districts' financial advisor, Brian Nurick, Managing Director, Compass Municipal Advisors, LLC, telephone (859) 368-9616, e-mail: <u>brian.nurick@compassmuni.com</u>.

^{*}Preliminary, subject to change.



Memorandum

TO: Dr. Bill Cook
FROM: Mychal Frost
DATE: August 21, 2019
SUBJECT: Announcements for August 26th School Board Meeting

Opening Week

Over the past week, our team successfully supported the opening of the 2019-2020 school year. We look forward to sharing with you at our September 9th meeting video highlights of our first week. You are encouraged to connect with the school district on social media and follow our hashtag #OneTeamOneMissionOneRockHill where pictures and video clips are shared highlighting our vision for 2020, "Can you see it?"

Community Partners & Volunteers Recognition

Earlier this evening, it was a pleasure to welcome more than 50 community partners and volunteers to a reception that was held in their honor for their contributions and service to our schools over the past year. We appreciate each group represented this evening and say thank you once again for their efforts to partner with our schools and departments to serve the students and teachers of our district.

Upcoming Closure

The school district will be closed on Monday, September 2nd for Labor Day.

Realtors Lunch and Learn

On September 10, district leaders will be hosting the first Lunch and Learn in a series of informational sessions that will be scheduled throughout the year with key stakeholder groups in our community. Our first session welcomes area real estate agents for an opportunity to engage in dialogue about our school district and our unique programs that set our district apart from others in our area. Additional sessions will be scheduled with representatives from our civic and faith community as well as government leaders.

Follow Capital Program Updates

You are encouraged to visit the district's capital building program, "Build on the Rock," website – <u>www.rock-hill.k12.sc.us/BuildOnTheRock</u> -- for more information on capital projects. The website provides status updates on active and planned construction projects in the district. On the page, viewers can see project descriptions, before and after photographs, and construction timelines.

Upcoming Board Meetings

The School Board will next meet on Monday, September 9 for its work session and on Monday, September 23 for its business meeting. Both meetings will streamed on our website and available for viewing on-demand immediately following each broadcast. We invite our community to watch meetings live on our Facebook broadcasts at Facebook.com/RockHillSchools.



Engaging Students for Successful Futures

386 E. Black Street P.O. Drawer 10072

T: (803) 981-1000 F: (803) 981-1094 Rock Hill, SC 29731 www.rock-hill.k12.sc.us

Memorandum

TO: Board	of Trustees
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Dr. Bill Cook, Superintendent FROM:

August 22, 2019 DATE:

SUBJECT: Rock Hill Symphony Presentation

Dr. Sarah Lynn Hayes and other members of the Rock Hill Symphony board will have a presentation for our Board of Trustees at the August 26 business meeting.



TO: Dr. William Cook

FROM: Luanne Kokolis

CC: Board Members

DATE: August 21, 2019

SUBJECT: Nursing Services Update

Mrs. Sadie Kirell, Lead Clinical Nurse, will present information related to nurse staffing in our schools and the school data reported from the 18-19 school year for nursing services.



Memo

то:	Dr. Bill Cook, Superintendent
FROM:	Missy Brakefield Executive Director of Elementary Education
DATE:	August 20, 2019
SUBJECT:	Summer Reading Camp 2019-Read to Succeed

On June 11, 2014, Governor Haley signed into law Act 284 (Read to Succeed). The purpose of this piece of legislation is to improve literacy rates of the students in South Carolina. One of the many components of Read to Succeed is third grade summer reading camps. Each district must identify third grade students who are not reading proficiently on grade level and provide them with the opportunity to attend a summer reading camp.

Attached is a presentation highlighting Summer Reading Camp 2019. This camp was provided for identified students in accordance to SC Read to Succeed program requirements.

Data related to students participating in and completing Summer Reading Camp 2019 are provided in the presentation. This presentation will be shared with the Board on Monday, August 26. Please let me know if you have any questions.





Read to Succeed Summer Reading Camp 2018-2019



Overview

479 Grade 3 Students Invited

Based on Fall, 2018 Reading MAP Scores (Below 181)

173 Students Attended

Mandatory Attendance for 16 Students

18 Days

Monday – Thursday, 5 Weeks

108 Hours (12 more hours than required by the state)



Qualified Faculty and Staff

2 Co-Director Positions

37 Certified Staff Positions - Reading Coaches, Special Education Teachers, Interventionists, and Classroom Teachers

10 Assistant Positions

1 Nurse Position



A Typical Day

Students Received Reading and Writing Instruction Daily

Readers', Writers', & Research Workshop Music, Media Center, and Word Wizards

Read to Succeed Legislation Requires Progress Monitoring of Reading Growth



479 3rd Grade Students Invited Initially

Of <u>479</u> 3rd Grade Students Invited, <u>376</u> 3rd Grade Students Scored Above Not Met 1 on SCREADY -PROMOTED.

<u>103</u> 3rd Grade Students Remained as Mandatory SRC attendees.

103 Potential Mandatory SRC Attendees

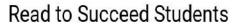
87 3rd Grade Students Received Good Cause Exemption- PROMOTED

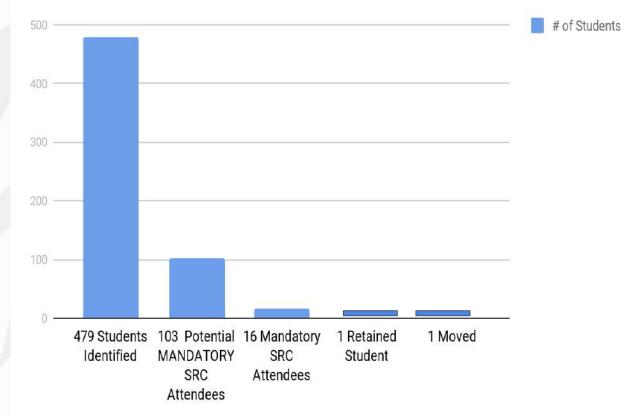
16 Mandatory SRC Attendees

<u>14</u> 3rd Grade Students Received Good Cause Exemption- PROMOTED

1 3rd Grade Student Moved Did Not Attend

<u>1</u> 3rd Grade Student Retained







#1 Focus is Mandatory Attendees

- High Priority Students
- Class Sizes of 6 or Smaller
- Co-Teaching Model with 2 Certified Teachers
- Progress Monitored by Summer Reading Camp Literacy Coaches
- LLI Instruction
- One on One Intervention Based on Specific MAP Data



Mandatory Attendee MAP Scores



MAP Score Summer





Summer Reading Camp R2S 2019 Highlights

Based on the SRC monitoring report provided by the State site visitor, our camp classrooms received ratings of ALL meets or exceeds.

Students received 35+ books to take home.

15 Guest Readers came to read to classes at least one time (some came multiple times).

Comporium supported SRC with their reading program, Digger's Book Club! With their support and mascot, Digger, we held a beginning of camp kickoff and an end of camp celebration. We determined over 6,000 books were read during SRC!

Meal bags were provided to students/families needing support through local donations from Transformation Church.

One RH's Youth Service League student and eight WU students participating in class this summer volunteered upwards of 200 hours.



Academics and Accountability Phone: 803-981-1055

Memo

TO:	Dr. Bill Cook,	Superintendent
-01	21.211.0001.	Supermeenter

- **FROM:** Jennifer Morrison Executive Director of Secondary Education
- **DATE:** August 21, 2019

SUBJECT: Secondary Summer School Report 2019

Attached please find slides providing overview information and outcome data for high school summer school and middle school summer school programs conducted in Summer 2019. A detailed longitudinal report, including 2017 and 2018 data, is also included.





Secondary Summer School Report 2019



High School Overview

- Governed by Board Policy IKADD and associated administrative rules
- June 17 July 3, 2019
- Courses provided in GradPoint in prescriptive mode.
- Students completed work in labs at each high school.
- Support provided by certified teachers in English, math, science, and social studies.
- Cost was based on grade earned in original course. Students receiving free lunch were not charged. Students receiving a reduced lunch rate paid 50 percent of the course cost.
- Students passing courses received a course credit and grade of P (no value in overall GPA).



High School Outcomes

- 591 courses were taken.
- 553 courses were completed (93.6% completion rate).
- Average overall course grade was a 77.
- Most enrolled course was English 3.
- Course with highest overall passing percentage was English 3.
- Greatest number of overall enrollments was in science courses (32.4%).



Middle School Overview

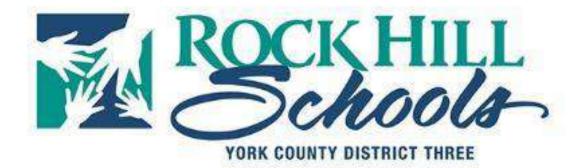
- Governed by Board Administrative Rule IKE-R
- June 10 June 27, 2019
- Courses were provided in GradPoint in competency-based mode.
- Students completed work in classrooms at Dutchman Creek Middle.
- Support was provided by certified teachers in English Language Arts and math from each middle school.
- Students were able to take one course for \$100 or two courses for \$150.
 Middle school administrators worked with families to ensure no student was denied opportunity based on an inability to pay.
- Students passing courses received a grade of 60.



Middle School Outcomes

- 263 courses were taken.
- 261 courses were completed (99.2% completion rate).
- Average overall course grade was a 77.2.
- Most enrolled course was Grade 7 English Language Arts.
- Course with highest overall passing percentage was Grade 7 Math.
- Greatest number of overall enrollments was in English (43.1%).*

*Grade 6 and Grade 7 English Language Arts courses require two enrollments per student, Reading and Writing.



2019 Secondary Summer School Report

August 21, 2019

For more information, please contact Jennifer Morrison, Executive Director of Secondary Education

jlmorrison@rhmail.org | (803) 981-1048

Dr. William Cook, Superintendent

Overview

This report provides an overview of high school and middle school enrollment and student progress data from the 2019 summer session. Data from the 2017 and 2018 summer sessions are provided to allow limited comparisons.

High School

Description

Rock Hill School District Three implemented a high school summer program focusing content recovery to meet graduation requirements, as well as knowledge and skills to matriculate and be academically successful in the subsequent school year. The program was offered in a three-week period between June 17 and July 3, 2019, in school-based labs at each of the district's three high schools. Coursework was facilitated by certified Rock Hill district teachers utilizing the GradPoint high school curriculum in prescriptive and sequential modes with students.

Observation	2017	2018	2019
Total Number of Enrollments	395	572	591
Percentage Needed to Pass	60%	60%	60%
Number of Enrollments Completing	379 (95.9%)	429 (75%)ª	553 (93.6%)
Requirements	579 (95.9%)		
Average Overall Completed Course Grade	76.3%	79%	77%
Number of Completed Course Enrollments with a	11	0	11
Grade Below 60%	11	0	11
Number of Completed Course Enrollments with a	5	143 ^b	27
Grade NA			
Most Enrolled Course	Math	Summer	English 3 (38) ^c
	Ividti	Biology A (12) ^c	
Course with Highest Average Passing Percentage	Math	Algebra 2	Chemistry
	ividtli	(97%) ^c	(85%) ^c

High School Observations, 2017, 2018, and 2019

^aData reflect enrollments in which students completed 10% or more of a course.

^bData may reflect student withdrawal, lack of course closure, or enrollments left in system after correction. ^bData reflect enrollments in which students completed 100% of course.

Number of High School Enrollments by Content Area, 2017, 2018, and 2019

Content Area	2017	2018	2019
Elective	13 (3.3%)	14 (5.4%)	18 (3.0%)
English	108 (27.4%)	67 (25.8%)	168 (28.4%)
Math	118 (29.9%)	65 (25.0%)	152 (25.7%)
Science	93 (23.5%)	82 (31.5%)	192 (32.4%)
Social Studies	63 (15.9%)	32 (12.3%)	61 (10.3%)
Total	395 (100%)	260 (100%)	591 (100%)

Middle School

Description

Rock Hill District Three implemented a middle grades summer school program focusing on helping students acquire needed knowledge and skills to matriculate and be academically successful in the subsequent school year. The program was offered in a three-week period between June 10 and June 27, 2019, at Dutchman Creek Middle School. Coursework was facilitated by certified Rock Hill district teachers utilizing the GradPoint middle school curriculum in a competency-based mode with students.

Observation	2017	2018	2019
Total Number of Enrollments	85	183	263
Percentage Needed to Pass	60%	60%	60%
Number of Enrollments Completing 100% of Course	64	183	261
Average Overall Completed Course Grade	73.89%	77%	77.2%
Number of Completed Course Enrollments with a Grade Below 60%	21	0	0
Number of Completed Course Enrollments with a Grade NA	0	0	2
Most Enrolled Course	ELA	8th Grade Math (28) ^a	7th Grade ELA (42)ª
Course with Highest Average Passing Percentage	ELA (77.09%)	6th Grade Math (86%)ª	7th Grade Math (82%) ^a

Middle School Observations, 2017, 2018, and 2019

^aData reflect enrollments in which students completed 100% of course.

Number of Middle School Enrollments by Content Area, 2017, 2018, and 2019

Content Area	2017	2018	2019
Elective	0 (0.0%)	0 (0.0%)	0 (0.0%)
English ^a	41 (48.3%) ^a	86 (47.0%) ^a	113 (43.1%) ^a
Math	15 (17.6%)	47 (25.6%)	70 (26.7%)
Science	15 (17.6%)	27 (14.8%)	40 (15.3%)
Social Studies	14 (16.5%)	23 (12.6%)	40 (15.3%)
Total	85 (100%)	183 (100%)	263 (100%)

^aSixth and seventh English courses enrollments require two enrollments per student, Reading and Writing



Memo

SUBJECT:	"Serving Vulnerable Students" Annual Update
DATE:	August 21, 2019
CC:	Dr. Luanne Kokolis
FROM:	Serena H. Williams
TO:	Dr. Bill Cook, Superintendent

Our Student Services team works in partnership with agencies and schools to provide stability and wrap around support services to vulnerable groups of students in need of support and those in crisis. Family Outreach and Graduation Coach team members worked in partnership with more than 100 local, state, and national agencies and organizations to provide wrap around support services to students and their families. Della Barrett, District Family Outreach Coordinator and Kiely Blake Graduation Coach at South Pointe High School will share highlights of their respective reports to the board.



Community and Student Services Update

Della Barrett, Family Outreach Coordinator Kiely Blake, Graduation Coach at South Pointe "Serving Vulnerable Students"

One Team. One Mission. One Rock Hill.



2018-2019 Support Services

- Family Outreach Coordinators managed 545 student/family support services, social histories, attendance intervention plans, and crisis assistance referrals. More than 130 additional referrals received from school staff this year
- Graduation Coaches managed 419 students at risk of dropping out. Students were case managed, provided with support services, and assisted with enrollment into focused learning programs.
- 139 identified students left before the end of the school year. Graduation Coaches have been working to reclaim them this Fall

- Training and technical support provided to school and department staff to ensure compliance with ESSA homeless education and foster care mandates
- Provided immediate enrollment assistance and support services for 184 homeless and 191 students placed in foster care
- Completed 157 Best Interest Determinations in partnership with DSS.
 57 students remained enrolled in Rock Hill Schools as of the first day of 2018-19 school year. 90 students placed in foster care have enrolled.
- 122 homeless students are currently enrolled



Support Services

- Provide immediate enrollment assistance for homeless students and students placed in foster care
- Assisting with planning of the #1 Question Is It Good for Children Community Fall Summit: "Adverse Childhood Experiences".
- Rock Hill Schools will host the United Way Community Mayors Summit later this month
- Assisted with Heart 2 Heart Foundation's effort to host the annual "Back2School Block Party" which was held at the Galleria Mall August 3, 2019. More than 100 local organizations provided health/wellness resources, backpacks, and school supplies to 2,500 students in attendance
- My Brothers Keeper hosted the 2nd annual "Scholastic Bowl" this summer. The goal of the bowl was to inspire Rock Hill Schools minority middle and high school students to compete in an academic bowl. 50 students participated in the inaugural event at the North Central Family Medical Center.
- We are working to re launch mentoring programming by expanding reading buddies, tutors, mentors, and forming "Lunch Buddy Programs" in partnership with the #1 Question, faith community, civic groups





Nutrition Enhancements

- Served 760 students
- Transitioned from snack based model to meal based model
- Changes made last school year as a result of program surveys that indicated that snack products contained too much sugar and dense calories
- Surveys also indicated that 40% of program participants finished packs in one day that was intended to last for the entire weekend
- Sought nutrition recommendations from Second Harvest Food Bank of the Metrolina and established a new partnership
- Celebrated the 10th Anniversary of the Program
- High School students are now served
- Program sponsored by the Rock Hill Schools Education Foundation





Barriers to Learning

Transient Living due to Homelessness

- York County Rental Statistic: Fair Market Rent for 2 Bedrooms \$967
- Average Renter Wage in York County \$11.91/hour
- Wage required to afford 2 bedrooms \$18.60/hour
- At minimum wage, a person would have to work 103 hours per week to afford 2 bedrooms
- 47% or 12,369 York County households are cost burdened by housing (paying over 30% of their income towards housing)
- Local shelters have limited capacity, and guidelines that sometimes prohibit families from staying together at shelters (ex. boys ages 14 & up)
- Department continuously challenged with keeping students enrolled in school of origin, providing out of zone transportation options, and finding placements for unaccompanied youth
- 122 students currently identified as homeless

Source: Habitat for Humanity of York County







Foster Care

- ESSA legislation mandates school stability based on best interest decisions made between Department of Social Services, school districts, and caregivers
- York County has **90** licensed residential foster homes making the county one of the largest areas with available placements in South Carolina. *The average placement has 3 children*
- York County School Districts work together to maintain school stability if it is safe and feasible to keep students enrolled in their school of origin
- **77** students placed in foster care are currently enrolled from residential homes in Rock Hill Schools attendance zones
- YC Foster Parents Assn. and Fostering the Family, a local nonprofit is currently encouraging local ministries to encourage fostering. We have a new partnership relationship with these organizations.



Source: Adoption and Foster Care Analysis and Reporting System, 2014

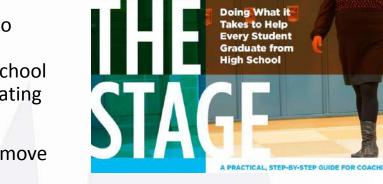
One Team. One Mission. One Rock Hill.



Graduation Coaches

A High School Graduation Coach is someone who is engaged in high school graduation assistance activities, including but not limited to working with students, school faculty and staff, parents, and guardians. The High School Graduation Coach will provide assistance to all high school students, individually and in groups, regarding high school graduation and completion, including but not limited to analyzing data to identify students or subgroups with potential high school graduation problems; planning, implementing, and tracking individual high school graduation plans; identifying and resolving barriers to graduation; and facilitating career choices and planning.

Graduation Coaches work with students, families, and support systems to remove barriers to graduation including:



Case Management Homelessness Substance abuse Mental Health issues Lack of parental support Unhealthy relationships Incarceration

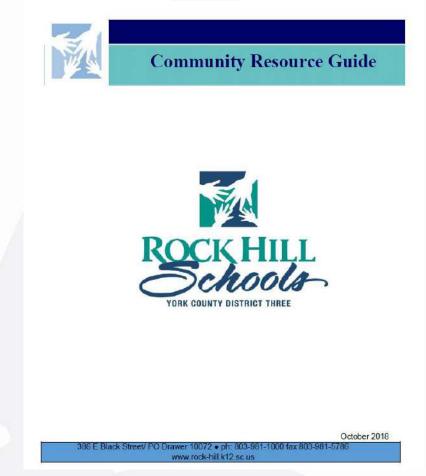
Pregnancy Daycare issues Hopelessness Challenges in student's living environment Poor attendance & academic performance Employment

One Team. One Mission. One Rock Hill.



Community Resource Guide

- The goal of the guide is to provide the Rock Hill school community with a comprehensive list of resources in Rock Hill and York County
- Service providers listed in the Community Resource Guide are categorized into 16 areas including Basic Needs, Child Assistance, Community Coalitions/Task Forces, Cultural Services, Educational Resources, Elderly Resources, Financial, Health Care Services, Housing and Shelter Resources, Language Services, Legal Aid, Life Skills/Job Training, Recreational Services, Support Groups, Thrift and Consignment Stores, and Transportation Services.
- Guide is available for download on our website





Questions & Answers

Dr. Keith Wilks, Executive Director of Student Services

Nina Cullinan, Administrative Assistant 803-981-1041 or ncullinan@rhmail.org

Serena Williams Coordinator of Community Services Homeless Education & Foster Care Liaison 981-1006 or serenaw@rhmail.org



2018-2019

Della Barrett Family Outreach Coordinator Central Office	dbarrett@rhmail.org T: 803-981-1118 Cell: 517-0648	
Monleca Hogg Family Outreach Coordinator Central Office	mhogg@rhmail.org T: 803-981-1076 Cell: 517-0695	
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At its work session on July 22, 2019, held at the Central Office, the Board:

- reviewed the RHS' Mission / Vision;
- received an update on Goals for 2018-2019
- heard a presentation of the Final Draft of Master Plan 2020-2030; and,
- discussed a resolution ordering a bond referendum.

At its work session on August 12, 2019, held at the Central Office, the Board:

- held an executive session for Personnel Matters (*Hirings*) and Contractual Matters (*Intergovernmental Agreement, Contract Negotiations*);
- recognized York Electric, Batson-Cook Construction and Rock Hill Symphony;
- reviewed Admin. Rule JFAA-R Admission of Resident Students;
- reviewed Policies GBED Tobacco Free Workplace and JICG Tobacco Use by Students;
- reviewed Admin. Rule IKA-R Grading and Assessment Systems;
- reviewed (17) Section "C" Policies;
- discussed 8% SCAGO General Obligation Debt Issuance;
- received information on e-Learning days;
- received a mental health services update;
- discussed other and future business; and,
- and held an executive session for Succession Planning of Master Plan 2020-2030.

Other and Future Business

Helena Miller

Executive Session

Contractual Matters

- ▶ Intergovernmental Agreement
- Succession Planning for Mater Plan 2020-2030

Action as Required from Executive Session

<u>Adjournment</u>