



SCHOOL BOARD WORK SESSION

Loc: **Central Office - 386 E. Black Street**

Leader: **Helena Miller**

Team: **Board of Trustees**

Start Time : **4:00 p.m.**

Scribe: **Chris Gammons**

Date: **September 9, 2019**

Approximate Finish Time: **7:05 p.m. (not including any executive sessions)**

| ITEM | AGENDA TOPIC | DISCUSSION LEADER | TIME |
|------|--|--|------------------|
| 1 | Board Professional Development: | | 4:00-5:00 |
| | *Recruitment & Retention Data | Dr. Tanya Campbell | |
| | *Communications w/All Stakeholders Data | Mr. Mychal Frost | |
| | *Career & Technology Education and Programs Presentation (<i>time permitting</i>) | Mr. Ron Roveri | |
| | Break for Dinner | | 5:00-5:30 |
| 2 | Call to Order - Ebinport Elementary School | Collin Ostrower | 5 minutes |
| 3 | Recognitions: | Dr. Bill Cook | 5 minutes |
| | *Introduction of New Administrators | | |
| | *Cherry Park Elementary School - "Leadership in Energy and Environmental Design" (LEED) Award | | |
| 4 | Career & Technology Education and Programs Presentation | Mr. Ron Roveri | 15 minutes |
| 5 | Back-to-School Video | Mr. Mychal Frost / Mr. Aaron Sheffield | 10 minutes |
| 6 | Policy GBED - Tobacco Free Workplace - 2nd read | Dr. Tanya Campbell | 2 minutes |
| 7 | Policy JICG - Tobacco Use by Students - 2nd read | Dr. Tanya Campbell | 2 minutes |
| 8 | Section "C" Policies - General School Administration - 2nd read (Policy BG/BGD) | Dr. Luanne Kokolis | 5 minutes |
| | *Policy CA - Administration Goals / Priority Objectives | | |
| | *Policy CB - School Superintendent | | |
| | *Policy CBA - Qualifications of the Superintendent | | |
| | *Policy CBC - Superintendent Powers and Responsibilities | | |
| | *Policy CBD - Superintendent's Contract | | |
| | *Policy CBG - Superintendent's Professional Development | | |
| | *Policy CBI - Evaluation of Superintendent | | |
| | *Policy CC - Administrative Organization | | |
| | *Policy CCA - Organization Chart | | |
| | *Policy CCB - Line and Staff Relations | | |
| | *Policy CF - School Building Administration | | |
| | *Policy CFA - School Principals / Building Administration | | |
| | *Policy CFC - Assignment and Transfer of School Administrators | | |
| | *Policy CHA/CHB - Development of Administrative Rules / Board Review | | |
| | *Policy CH - Policy Implementation | | |
| | *Policy CHC - Administration in the Absence of Policy | | |
| | *Policy CM - School District Annual Report | | |
| 9 | 1st Set of Section "D" Policies - Fiscal Management - 1st read (Policy BG/BGD) | Mrs. Terri Smith | 20 minutes |
| | *Policy DA - Fiscal Management Goals / Priority Objectives | | |
| | *Policy DB - Annual Budget | | |
| | *Policy DBD - Determination of Budget Priorities | | |
| | *Policy DBF - Budget Hearings and Reviews | | |
| | *Policy DBG - Budget Adoption Process | | |
| | *Policy DFAC - Fund Balance | | |
| | *Policy ED/DID, ED/DID-R, ED/DID-E(1), ED/DID-E(2) - Materials & Equipment Inventories Mgmt | | |

| | | | |
|----|---|-------------------------------------|------------|
| | *Policy DJGA - Sales Calls and Demonstrations | | |
| | *Policy DKA - Payroll Procedures/Schedules | | |
| | *Policy DM - Cash in School Buildings | | |
| | *Policy DN - School Properties Disposition | | |
| | Break - if needed | | |
| 10 | Field Study Request - Out of Continental United States (NHS) | Dr. Luanne Kokolis / Dr. John Jones | 5 minutes |
| 11 | Elementary Safety Security Officers Update | Mr. Tony Cox / Mr. Mike Johnson | 10 minutes |
| 12 | Exceptional Student Education (ESE) Update | Dr. Nancy Turner | 10 minutes |
| 13 | Other and Future Business: | Chairman Miller | 5 minutes |
| 14 | Executive Session(s): (Policy BEC) | | |
| | * Personnel Matter - Personnel Appeal | | |
| | * Contractual Matters - Intergovernmental Agreement; Naming Facilities | | |
| 15 | Action as Required from Executive Session (Policy BEC) | | |
| 16 | Adjournment | | |
| | | | |

Board Professional Development

- Recruitment & Retention Data - *Dr. Campbell*
- Communications w/All Stakeholders Data - *Mr. Frost*
- Career & Technology Education and Programs Presentation*- *Mr. Roveri*

**time permitting*



Memo

TO: Dr. Bill Cook, Superintendent

FROM: Dr. Tanya Campbell

DATE: September 5, 2019

SUBJECT: Recruitment and Retention Update

Attached you will find slides providing a summative overview highlighting the 2018-2019 recruitment season as well as data related to teacher turnover and school level vacancies. Dr. Campbell will highlight information from this PowerPoint as well as provide additional information during the presentation.



Focus Area Two: Recruitment and Retention

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Focus Priority Two: Recruitment and Retention

18-19 Recruitment Trips

- Claflin University
- Industry Expo RHHS**
- Winthrop University OEC
- USC - Upstate
- Anderson University
- SCABSE
- Clemson University
- Winthrop University

Focus Priority Two: Recruitment and Retention

18-19 Recruitment Trips

- Dayton University
- Winston- Salem State University
- North Carolina A&T
- UNC-Greensboro
- College of Charleston
- Western Carolina University
- SC Teacher Expo

Focus Priority Two: Recruitment and Retention

18-19 Recruitment Trips

- UNC- Charlotte
- Appalachian State University
- Clemson Univ.(Men of Color Summit)
- York County Job Fair- Sponsored by Rep. Norman**
- Rock Hill Vendor Job Fair-SFE, BUDD Group, Kelly Services, Transportation**
- SC Middle School Conference
- SC Early Childhood Conference

***Recruitment efforts for Support Staff

South Carolina Department of Education Turnover Rate

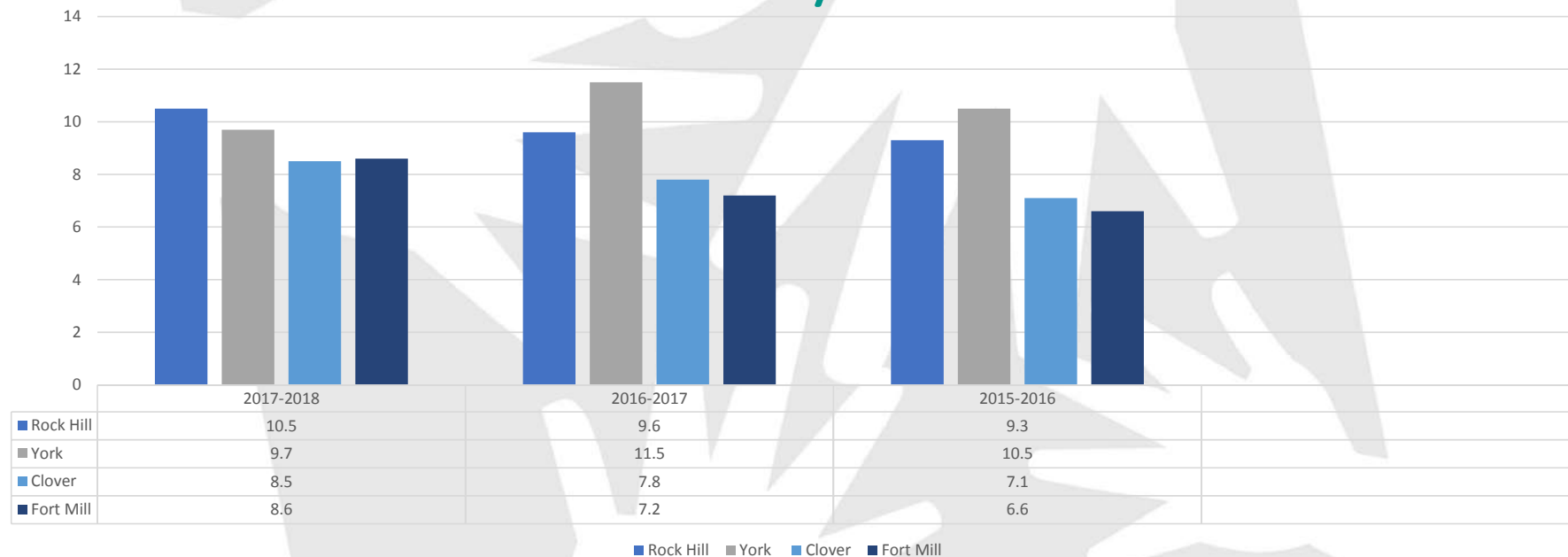
*Statewide turnover accounts for teachers who left the state for any reason and those who moved into a non-teaching position within the state.

Note: All turnover data rates are based on a three-year average, as reported in District Report Cards.

Source: SC Department of Education

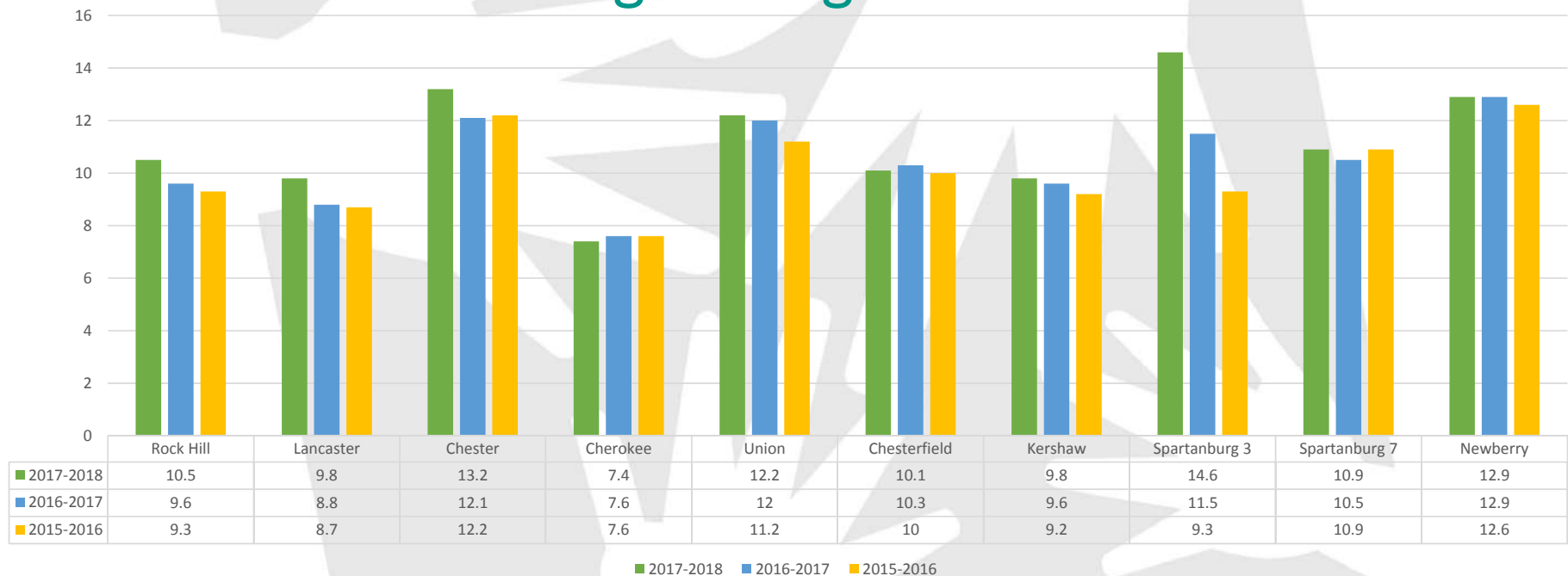
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Teacher Turnover Rates 3-Year Trend York County Districts



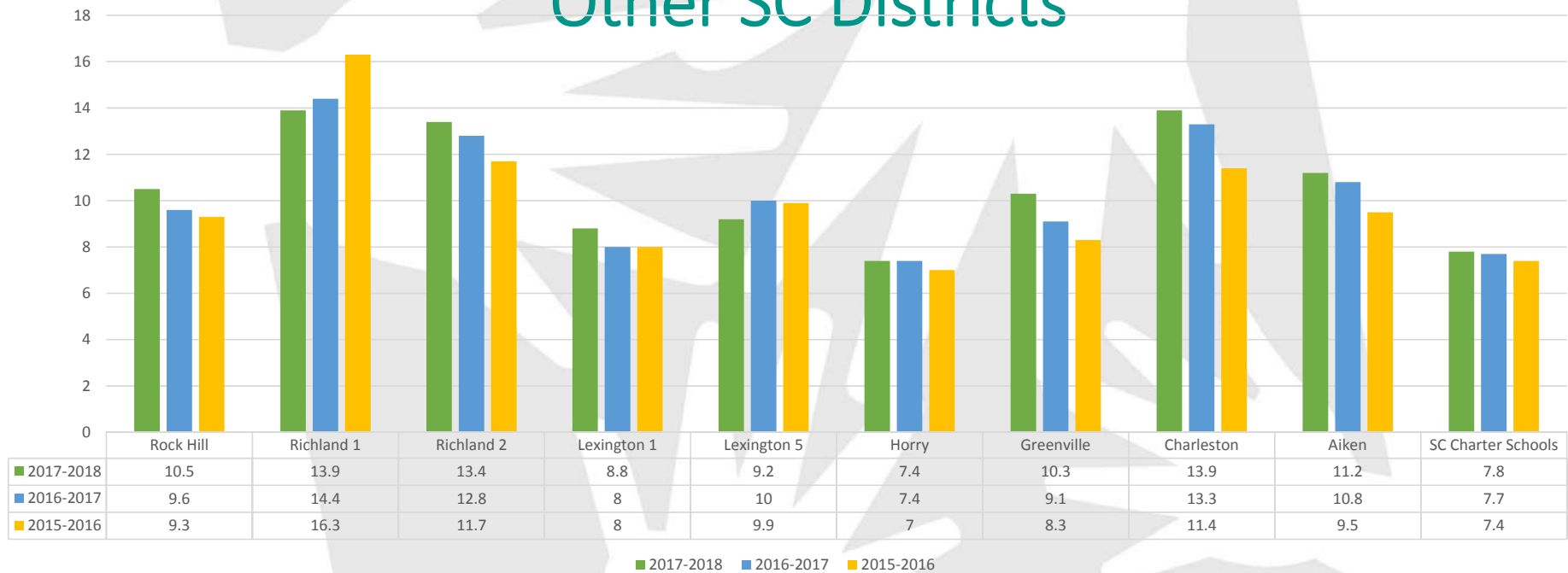
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Teacher Turnover Rates 3-Year Trend Neighboring Districts



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Teacher Turnover Rates 3-Year Trend Other SC Districts



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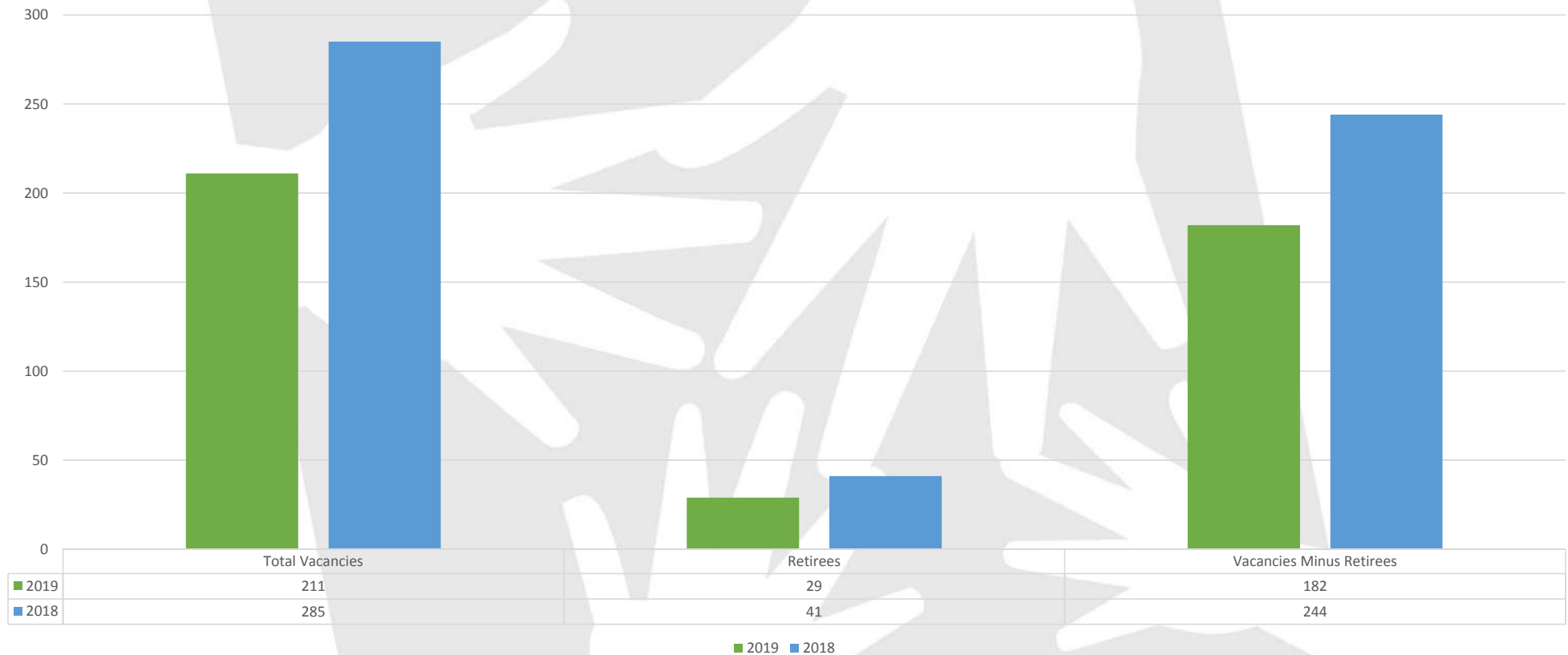
A large, light gray background graphic consisting of several stylized hands of different sizes and orientations, some pointing towards the center, creating a sense of unity and teamwork.

Rock Hill Schools School Level Vacancies

Two Year Comparison

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School Level Vacancies-Two year Comparison



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Vision 2020.....



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Learning to Rock Class of 2019-2020



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FIRST YEAR TEACHER SALARY IN ROCK HILL SCHOOLS

UPDATE! BACHELOR'S DEGREE
\$40,000

PLUS...

\$1,000 bonus in Fall 2019

\$500 signing bonus for math, science and special
education classroom teachers

2019-2020 GENERAL FUND BUDGET

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\$500

SIGNING BONUS

MATH, SCIENCE, & SPECIAL EDUCATION
CLASSROOM TEACHERS

APPLY NOW AT WWW.ROCK-HILL.K12.SC.US/JOBS

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INVESTING IN OUR EMPLOYEES

\$1,000 BONUS

FOR ALL CERTIFIED STAFF

\$500 BONUS

FOR ALL SUPPORT STAFF

APPLY NOW AT WWW.ROCK-HILL.K12.SC.US/JOBS

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Focus Area Two: Recruitment and Retention Questions

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

Memorandum

TO: Dr. Bill Cook
FROM: Mychal Frost
DATE: September 5, 2019
SUBJECT: Marketing and Communications Data Presentation

Enclosed you will find updated statistics for each of the district's social media platforms and a brief overview of how each is used to communicate and engage with our community. Also, results from a parent communication preference survey administered in May/June 2019 are included. Mr. Frost will be available to answer questions during the September 9 work session.



Marketing & Communications

Mychal Frost
Director

Aaron Sheffield
Multimedia Specialist

September 9, 2019

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Parent Communication Survey, June 2019

- 763 responses representing ALL schools
- Preferred source of information (in order):
 - School, Teacher, District, Community/Neighbor
- Preferred method to receive information (in order):
 - Email, Automated Call, Text Message
 - Also, overwhelmingly (82%) receive information on a mobile device
- Preferred method to receive emergency information:
 - Text Message (51%) followed by Automated Call (39%)

Parent Communication Survey, June 2019

- 67% indicated they follow/like school on social media
- Top 3 types of information desired (in order):
 - Calendar Information / Key Dates
 - General School News
 - Safety & Security Information

Web-based Communications

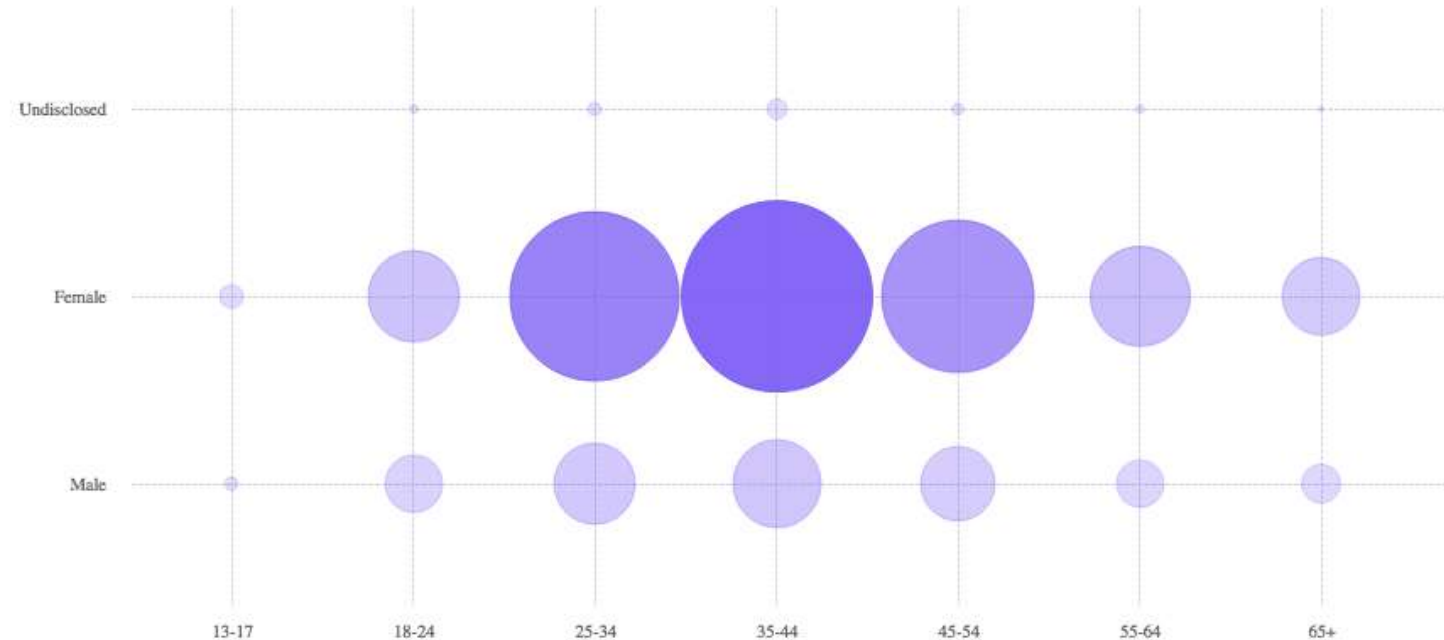


YouTube

- Total audience – **35,856** people – **30%** growth in 2018-2019
 - Includes Facebook, Twitter, Instagram, YouTube and Mobile App
- In 2018-19, we gained 29 connections EVERY DAY
- Exploring LinkedIn as a vehicle to reach prospective professional staff

Facebook

- 11,855 followers
 - 22% growth in 2018-19
- Across all ages, females are our primary audience
- Frequently engage with community
- Primary platform for video distribution



| Rank | Gender and Age | Your Fans |
|------|----------------------------|-----------|
| 1 | Female, 35 to 44 years old | 3,099 |
| 2 | Female, 25 to 34 years old | 2,420 |
| 3 | Female, 45 to 54 years old | 1,927 |

Twitter

- 4,432 followers
 - Ave. Growth of 975 new followers/year
- 60/40 gender split
- Real-time engagement with students, teachers, and community
- Primary platform for cross-promoting schools

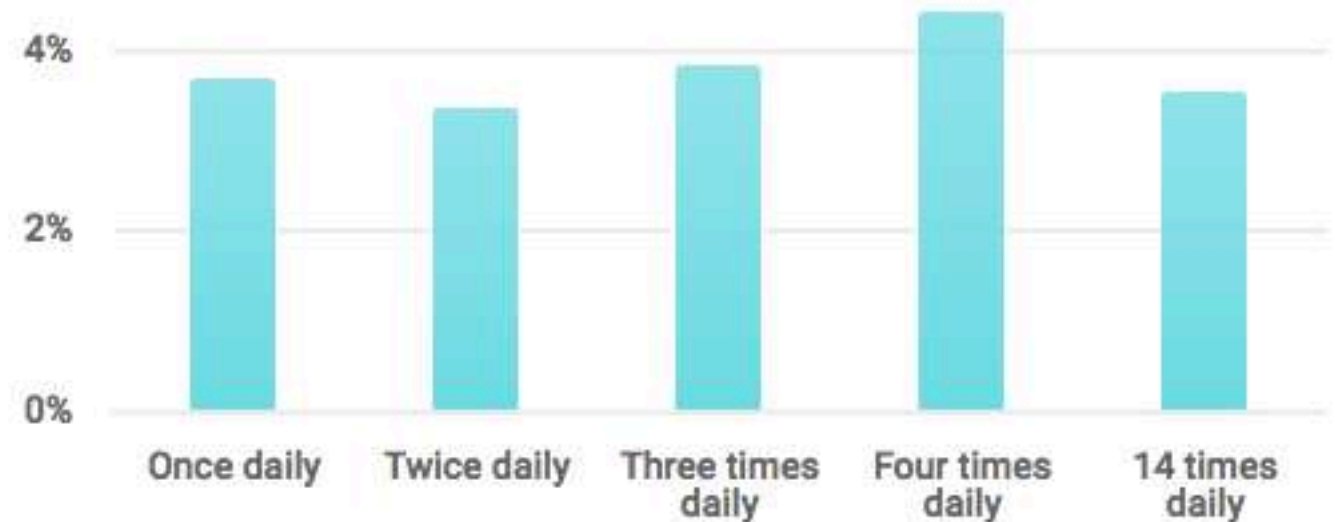
| Wireless carrier | | |
|-----------------------------|---------------|-------------|
| Carrier name | % of audience | |
| Verizon | 55% | <div></div> |
| AT&T | 36% | <div></div> |
| T-Mobile | 7% | <div></div> |
| Sprint | 7% | <div></div> |
| Vodafone | < 1% | <div></div> |
| Telia | < 1% | <div></div> |
| Telus(Kudoo, Public mobile) | < 1% | <div></div> |
| AirTel | < 1% | <div></div> |
| Etisalat | < 1% | <div></div> |
| CellOne | < 1% | <div></div> |

Instagram

- 3,003 followers
 - 54% growth in 2018-19
- Across all ages, females are our primary audience
- Frequently engage with community
- Began using as a result of informal student feedback

Four times daily

is your most effective posting frequency



Mobile App

- 16,311 users
 - Since Nov. 12, 2015
 - 65% use Apple devices
- Customized messages delivered through push notifications
- Connectivity to all schools and many programs
- Aggregates information from 160+ sources

A promotional graphic for the Rock Hill School App. It features the text "Download the Rock Hill School App" in green and blue, with the Rock Hill Schools logo to the right. Below this is a smartphone displaying the app's interface, which includes a "TOP STORIES" section. To the right of the phone is a black box with white text listing app features: "View news stories", "View calendar info", "View sports scores", "Access school and staff info", and "Receive important alerts". At the bottom are the Google Play and Apple App Store logos.

Download the
Rock Hill School
App

- View news stories
- View calendar info
- View sports scores
- Access school and staff info
- Receive important alerts

Google play

Available on the
App Store

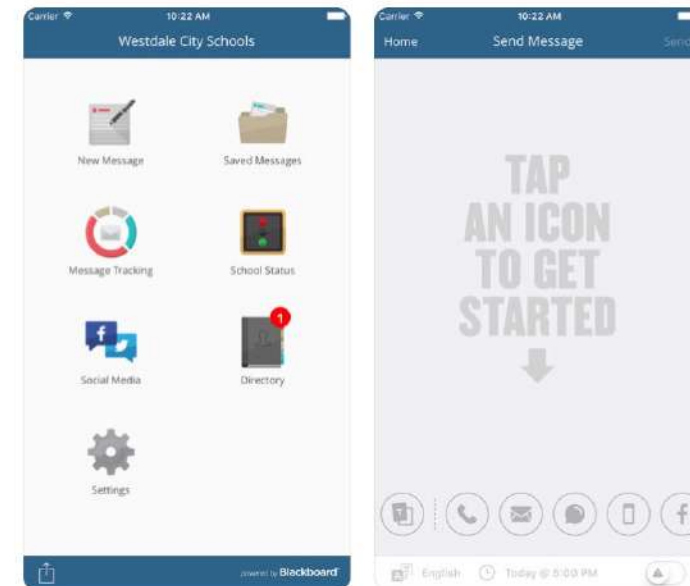
Maximize District Communication Platforms

- Manage correspondence from the **BB Comms HQ** mobile app (or web version)
- Access Student, Parent, and Staff Directory
- View message delivery rates
- Administrators now able to send text messages to reach parents AND staff!

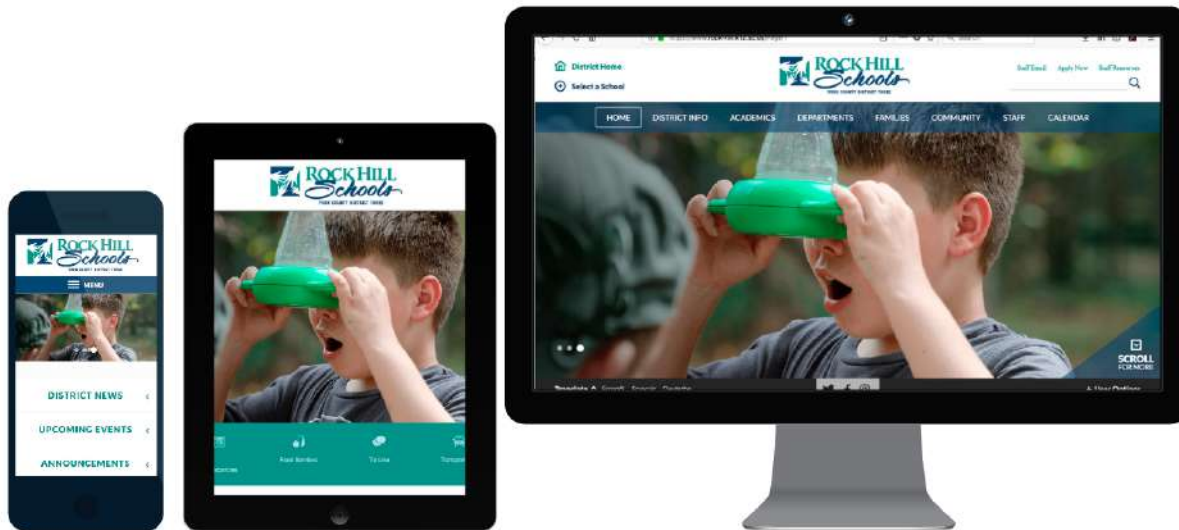


Blackboard Communica...
Education

OPEN



Maximize District Communication Platforms



3.6 Million pageviews in 2018-2019

NW most visited school (64,000 views)

? most visited page (125,000 views)

? 2nd most visited page (90,000 views)

What to Expect in 2019-2020

- School-level Team & Capacity Building To Improve Communications
- Training and Support of Webmasters and Social Media Liaisons
- Continued Guidance & Support Before/During/After Emergencies
- Continued Student and Staff Features through Photo, Video, and Written Publications
- Book Study: Why School Communication Matters
 - Targeted for aspiring assistant principals and principals
- Coordinated district events calendar with all campuses
- Continued use of Google Business for 2-way customer service text messaging



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Memo

TO: Dr. Bill Cook, Superintendent
FROM: Dr. John Jones
DATE: September 5, 2019
SUBJECT: CAREER AND TECHNICAL EDUCATION PRESENTATION

As requested, Mr. Ron Roveri, Director of the Applied Technology Center (ATC) and Career and Technical Education (CTE) for Rock Hill Schools will present during the Board of Trustees Meeting on Monday, September 9th. He will share information on the district's current career programming and advancements at ATC. We look forward to the information that will be communicated regarding our district's exceptional curricula and instruction in CTE.

Please let me know if you have any questions.



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

Memorandum

TO: Dr. Bill Cook
FROM: Mychal Frost
DATE: September 5, 2019
SUBJECT: Call to Order at September 9th School Board Meeting

Collin Ostrower, a 5th grader at Ebinport Elementary School, will provide the “Call to Order” at the September 9th school board meeting.

Collin:

- Loves soccer and will be playing with the Charlotte Independence Soccer Club, formerly Discoveries Soccer Club, this fall
- Is an active member of his church youth group
- Also loves to play basketball

Parents: Allison Ostrower

Siblings in Rock Hill Schools: Hopelyn (3rd grade) and Evan (8th grade, Sullivan)

Principal: Mrs. Rhonda Kelsey

Mailing Address:

1991 Hayes Drive
Rock Hill, SC 29732

Memorandum

TO: Dr. Bill Cook
FROM: Mychal Frost
DATE: September 4, 2019
SUBJECT: Recognitions for September 9th 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:

- **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.
- **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.
- **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.

B. Recognition of Cherry Park Elementary School – LEED Award

From its community-based conception in early 2016, the Cherry Park Elementary School of Language Immersion was envisioned as a unique, choice-driven Modern Learning Environment, with Sustainability as a primary design approach. Our focus on energy efficiency, water efficiency, and learning environment health and wellness garnered The US EPA's "Designed for the Energy Star" award in 2018. As an environmental encore, Rock Hill School District and Moseley Architects pursued LEED certification by the U.S. Green Building Council. LEED, or "Leadership in Energy and Environmental Design" is a stringent, nation-wide four-level rating system. As Rock Hill Schools' first "Green" project, our goal was to achieve the base level of "Certified". I am very excited to announce that we've exceeded that target with Cherry Park Elementary School of Language Immersion's award of LEED Silver certification.

This school is full of high-performance features, some very obvious to see and others that aren't, but which are equally important. There isn't time to mention all of the features, but here are some highlights:

- Over 25% of the building is made of durable, cost-effective recycled content materials.
- Nearly 38% of the building materials were manufactured or extracted within 500 miles.

- With indoor air quality as a top priority, protective measures started going in as soon as the exterior walls started going up. A construction indoor air quality management plan essentially treated this building as though it was full of students and staff throughout the entire building process.
- Water efficient plumbing fixtures, saving more than 200,000 gallons of water each year
- Even the angled layout of the building on campus was designed by our team to optimize natural daylight, for less artificial lighting and, as studies show, better learning! 50% of the floor area meets LEED v4's rigorous targets for "daylighting".

As an additional aspect required by the Board's first-in-state Environmental Sustainability Policy, the school is designed energy efficient, which saves financial resources too: using 1.6 million less kBtu than a conventional new school, our new building saves Rock Hill tax payers over \$40,000/year.

The Cherry Park Elementary School of Language Immersion is the most sustainable building in the Rock Hill School District portfolio. Congratulations to members of the Rock Hill School Board for this vision. Thank you to Tony Cox and Brian Vaughan for their leadership and collaboration throughout this process. This award is the culmination of a vision and implementation from an awesome team of administrators, teachers, parents and community stakeholders supported by innovative design and construction professionals. All involved should be very proud! Thank you all!

| | |
|--------------------------------|---|
| Designer/ Architect of Record: | Moseley Architects (Jimmy Wilhide) |
| Construction Manager: | J.M. Cope Program Management (Bill Klein / David Wiles) |
| Prime Contractor: | Beam Construction (Susan Lewis, Marshall Bailes) |
| Charette Stakeholder Team | |



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Please let me know if you have any questions.



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

Memorandum

TO: Dr. Bill Cook
FROM: Mychal Frost
DATE: September 4, 2019
SUBJECT: First Week Video

The Marketing and Communications department joined Dr. Cook in visiting all 28 school campuses during the first week of school, August 19-23. Throughout the week, our team highlighted the visits through social media as a means to interact and engage our community during this exciting time.

We attribute significant growth during the month of August on each of our social media platforms to the positive interactions shared with our community. Combined across Facebook, Twitter, Instagram, YouTube, and the official Rock Hill Schools mobile app, our audience grew by 1,286 connections in August. One video shared on Facebook of an Old Pointe Elementary teacher offering high fives, hugs, and handshakes to each student entering her classroom has been viewed more than 2 million times and reached more than 4.7 million people. We remain amazed at the global reach of the video.

As we visited schools, multimedia communications specialist Aaron Sheffield did an outstanding job capturing the magic that happens each day across our community. Tonight, we unveil the 2019 Back to School video recapping our first week of school. The video will be posted on each of our social media platforms this evening for our community to enjoy.



Memo

TO: Dr. William Cook

FROM: Dr. Tanya Campbell

DATE: September 3, 2019

SUBJECT: Policy Revisions for Second 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 being 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, alternative 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

(see next page)

PAGE 3 - GBED - TOBACCO FREE WORKPLACE

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.
 - 2. Section 16-17-500, *et seq.* - Youth Access to Tobacco Prevention Act of 2006.
 - 3. 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

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, cigarettes, cigars, pipes, smokeless tobacco, and alternative nicotine products such as e-cigarettes 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.~~

~~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.~~
~~3. 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.~~
~~6. Sections 16-17-500 and 501 – Youth Access to Tobacco Prevention Act of 2006.~~

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, alternative 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:

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

(see next page)

PAGE 3 - JICG - TOBACCO USE BY STUDENTS

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.
2. Section 16-17-500, *et seq.* - Youth Access to Tobacco Prevention Act of 2006.
3. 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

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 other workers, 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 school grounds. The district commits to the following:

- prohibiting the use and/or possession of all tobacco products or paraphernalia 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, contract or 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 not 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.

Gf. 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.

Policy Feedback

Subject:

FW: Board Policies

From: Kim Brown <KBrown@rhmail.org>

Date: Thursday, September 5, 2019 at 7:28 AM

To: Communications <Communications@rhmail.org>

Subject: Board Policies

Agree w/policy changes.

Subject:

FW: Input

From: Pam Archie <PArchie@rhmail.org>

Date: Thursday, September 5, 2019 at 7:58 AM

To: Communications <Communications@rhmail.org>

Subject: Input

I agree that all schools and school functions should be smoke free.

You have infants and children that attend the functions.

Pam Archie

Exceptional Education

RJHS B-111

ATC B-304

Subject:

FW: Policies

On 9/5/19, 8:13 AM, "Brenda Marshall" <BMarshall@rhmail.org> wrote:

I agree with and support these policies.

Sent from my iPhone

Subject:

FW: Input on policies were presented to the Board of Trustees

From: Kim Farrier <KFarrier@rhmail.org>

Date: Thursday, September 5, 2019 at 8:17 AM

To: Communications <Communications@rhmail.org>

Subject: Input on policies were presented to the Board of Trustees

Good Morning,

I read through the proposed policy changes and the only feedback I have regarding the updates to the section titled, "CFA - School Principal/Building Administrator," is, more of a question of enforcement. How will the district/board of trustees be able to ensure that these new responsibilities are being adhered to? Will there be some type of anonymous survey that is sent out? Or will it just be assumed that they are being carried out?

Thank you for your time,

Kimberly Farrier, MA

English Teacher

South Pointe High School

Subject:

FW: Policy CFA

Response

From: Luanne Kokolis <LKokolis@rhmail.org>
Sent: Thursday, September 05, 2019 10:58 AM
To: Kim Farrier <KFarrier@rhmail.org>
Cc: Christine Gammons <CGammons@rhmail.org>
Subject: Policy CFA

Good morning,

In response to your question regarding Policy CFA...

CFA School Principals/Building Administrators

This model policy is similar in nature to the policy that we had in place. The wording has been updated to reflect new and expanded responsibilities of the principal/building administrator since 1999. The principal is a direct report to the superintendent. The superintendent would be the one to ensure that board policy is followed and that the principal adheres to the policy. Currently, the superintendent formally meets with each principal three times per school year, with additional school visits planned throughout the year. During the principal's formal evaluation the superintendent evaluates principals using the SC Program for Assisting, Developing, Evaluating Principal Performance, (PADEPP). PADEPP includes nine areas of evaluation which encompass responsibilities addressed in policy CFA. The areas are:

Vision, Instructional Leadership, Effective Management, Climate, School/Community Relations, Ethical Behavior, Interpersonal Skills, Staff Development, Principal's Professional Development.

If you have any additional questions, please send along and I will address, have a great day!

Dr. K.

Dr. Luanne L. Kokolis
Chief of Strategic Planning,
Engagement, and Program
Support

Office: 803-981-1045



Central Office
386 E. Black Street
Rock Hill, SC 29730

www.rock-hill.k12.sc.us



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Subject:

FW: tobacco feedback

From: Eric Park <EPark@rhmail.org>

Date: Thursday, September 5, 2019 at 8:18 AM

To: Communications <Communications@rhmail.org>

Subject: tobacco feedback

I know it says tobacco use in any way, but I would like to see it mention, e-cigarettes, or vape pens, etc.

Eric L. Park

Rock Hill High School

320 W. Springdale Road

Rock Hill, SC 29730

Social Studies Department

9th Grade Head Football Coach



BEARCATS

Subject:

FW: policy feedback

From: Johnn'ye Elijah Marcella <JElijah@rhmail.org>

Date: Thursday, September 5, 2019 at 8:46 AM

To: Communications <Communications@rhmail.org>

Subject: policy feedback

I have read the policy and agree with the verbiage with the policy. Thanks for allow me to be apart of the feedback process

Respectfully

Mrs. J. Elijah

Subject:

FW: Tobacco policy

From: Walter Wolff <WWolff@rhmail.org>

Date: Thursday, September 5, 2019 at 9:44 AM

To: Communications <Communications@rhmail.org>

Subject: Tobacco policy

For students under 18, they can be ticketed by SRO. We have done that after a warning. Did not know if that would be considered or not because it falls under law enforcement.

Walter J. Wolff Ed.D

Director

Phoenix Academy

(803) 981-1975

Subject:

FW: Smoke Free

From: Jan McKiver <JMckiver@rhmail.org>

Date: Thursday, September 5, 2019 at 9:57 AM

To: Communications <Communications@rhmail.org>

Subject: Smoke Free

Having lost my mom recently to lung cancer and might I add we are a smoke free family, I think this is a much needed policy. After reading the proposed policies, my only concern is should we require students to attend a class on the cessation of smoking when in all likelihood parents are smoking in the home. I do not want to see a student absent as a result of this intervention. My other concern is making sure that those individuals who rent our schools for different events comply as well. Often when I work late, I see guest "sneaking a smoke" and this concerns me. I am not sure if this is the feedback you are looking for but the conversation regarding smoking and the negative impact that can result from exposure to second hand smoke is a subject dear to my heart. Thank you for allowing me to voice my opinion.

Jan McKiver NBCT, GCDF

South Pointe High School

School Counselor (O-Z)

Phone - 803-980-2145

Fax- 803-980-2198

If you are requesting a transcript, please use the attached link: <https://needmytranscript.com/rock-hill-schools>

Subject:

FW: Input

From: Anna Tomlin <ATomlin@rhmail.org>

Date: Thursday, September 5, 2019 at 10:07 AM

To: Communications <Communications@rhmail.org>

Subject: Input

Tobacco Use By Students/Tobacco Free Workplace

-I believe that students follow our example as educators. By initiating and mandating a tobacco free workplace, students will see a zero tolerance policy in place for teachers. This zero tolerance policy should then be the protocol for teachers and students. In most areas, students have the mindset that they have rules to follow and teachers are exempt to the same rules. By holding teachers and students to the same standards for this particular mandate of a tobacco free school and workplace, there should be no question of policy or procedure.

-Personally, I think that smoking/vaping/any use of any tobacco product is dangerous to the users health as well as the health of innocent bystanders. The effects of second hand smoke are just as dangerous as physically using the tobacco product. Non tobacco users make healthy choices by not smoking, vaping, or partaking in other tobacco products. Those who use tobacco products take away the choice of non tobacco users by smoking/vaping in public places. Again, by initiating and mandating a tobacco free workplace, students/staff are held to the same accountability standards.

-The most important aspect to making the workplace tobacco free and initiating a zero tolerance policy for tobacco use for students/staff is consistency. Students and staff must be held accountable for their actions 100% of the time. There must be a documentation system in place that is consistently followed for students and staff if the zero tolerance policy is violated.

C Policies

-I believe that a district's superintendent should be held to the upmost highest standards as they are a reflection of the district as a whole. They should have a higher level of education as well as served in the classroom. I think having classroom experience gives them the ability to understand and relate the day to day aspect of other classroom teachers. I also think it is vital for a district's superintendent to strive to be out and about in the schools and classrooms as much as possible. While I am aware that the responsibilities and duties of a superintendent are extensive, having your district leader in your building/classroom is a level of support like no other.

Subject: FW: Tobacco Use Feedback

From: Toni Crain <TCrain@rhmail.org>
Date: Thursday, September 5, 2019 at 10:41 AM
To: Communications <Communications@rhmail.org>
Subject: Tobacco Use Feedback

I do apologize for the delayed response, I was out of town attending a family member funeral service. I do agree to NO tobacco use!

Toni Crain

Subject:

FW: "C" Policy Feedback

From: Luanne Kokolis <LKokolis@rhmail.org>
Sent: Thursday, September 05, 2019 1:32 PM
To: Christine Gammons <CGammons@rhmail.org>
Subject: RE: "C" Policy Feedback

Response ↓

This comment comes from our alternative program, all other schools have a principal and at least one assistant principal where at least one administrator is on campus. If there is not an administrator on campus, principals are told to alert the Central Office administrators so that appropriate coverage is provided. At no time should an administrative assistant or receptionist be addressing discipline issues. We can address this site specific so that appropriate protocol is in place.

From: Christine Gammons <CGammons@rhmail.org>
Sent: Thursday, September 5, 2019 11:10 AM
To: William "Bill" Cook, Jr. <WCook@rhmail.org>; Luanne Kokolis <LKokolis@rhmail.org>
Subject: "C" Policy Feedback

From: James Berry <JBerry@rhmail.org>
Date: Thursday, September 5, 2019 at 10:58 AM
To: Communications <Communications@rhmail.org>
Subject: **Board request for input**

Hello,

I believe, along with many of my colleagues, that an administrator should be on campus at all times during designated school hours. Leaving administrative duties or discipline to an admin assistant or a receptionist is a liability. In my respectful opinion this should be added to the "School Principals/Building Level Administrators" policy.

Thank you for the opportunity to add my voice to this process.

Subject:

FW: My Input

From: Lamont Jennings <ajenning@rhmail.org>

Date: Thursday, September 5, 2019 at 11:46 AM

To: Communications <Communications@rhmail.org>

Subject: My Input

I have read all the policies. I don't have no problem with any of policies at this time.



TO: Dr. Bill Cook, Superintendent

FROM: Luanne Kokolis

CC: Board Members

DATE: September 4, 2019

SUBJECT: C Policies for 2nd Read

Attached are the C policies for 2nd read review by the Board. The policies have not been changed since the August 2019 business meeting.

Section C
SCHOOL DISTRICT ADMINISTRATION

| | | |
|---------|--|--|
| CA | Administration Goals/Priority Objectives Last Revision 1999 | Recommending SCSBA Model |
| CB | School Superintendent – Last Revision 1999 | Recommending SCSBA Model |
| CBA | Qualifications of the Superintendent – Last Revision 1999 | Recommending SCSBA Model |
| CBC | Superintendent Powers and Responsibilities – Last Revised 1999 | Recommending SCSBA Model |
| CBD | Superintendent’s Contract – Last Revised 1999 | Recommending SCSBA Model |
| 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 |
| CCB | 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 |
| CH | 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 |
| CM | School District Annual Report – Last Revised 1999 | Recommending SCSBA Model |
| | | |

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 ^

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 of leadership
- 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

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 ^

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.

Current

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.

York 3/Rock Hill School District

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.

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
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- 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.

Current

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 the schools.
- 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

York 3/Rock Hill School District

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.

Current

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.

York 3/Rock Hill School District

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 new and 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.

York 3/Rock Hill School District

Current

Policy CBG Superintendent's Professional Development Opportunities

Issued 6/99

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

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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.

York 3/Rock Hill School District

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.

Adopted ^

EVALUATION OF SUPERINTENDENT

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.

Adopted ^

Current

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

York 3/Rock Hill School District

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.

Adopted ^

ADMINISTRATIVE ORGANIZATION

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.

Adopted ^

Current

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.

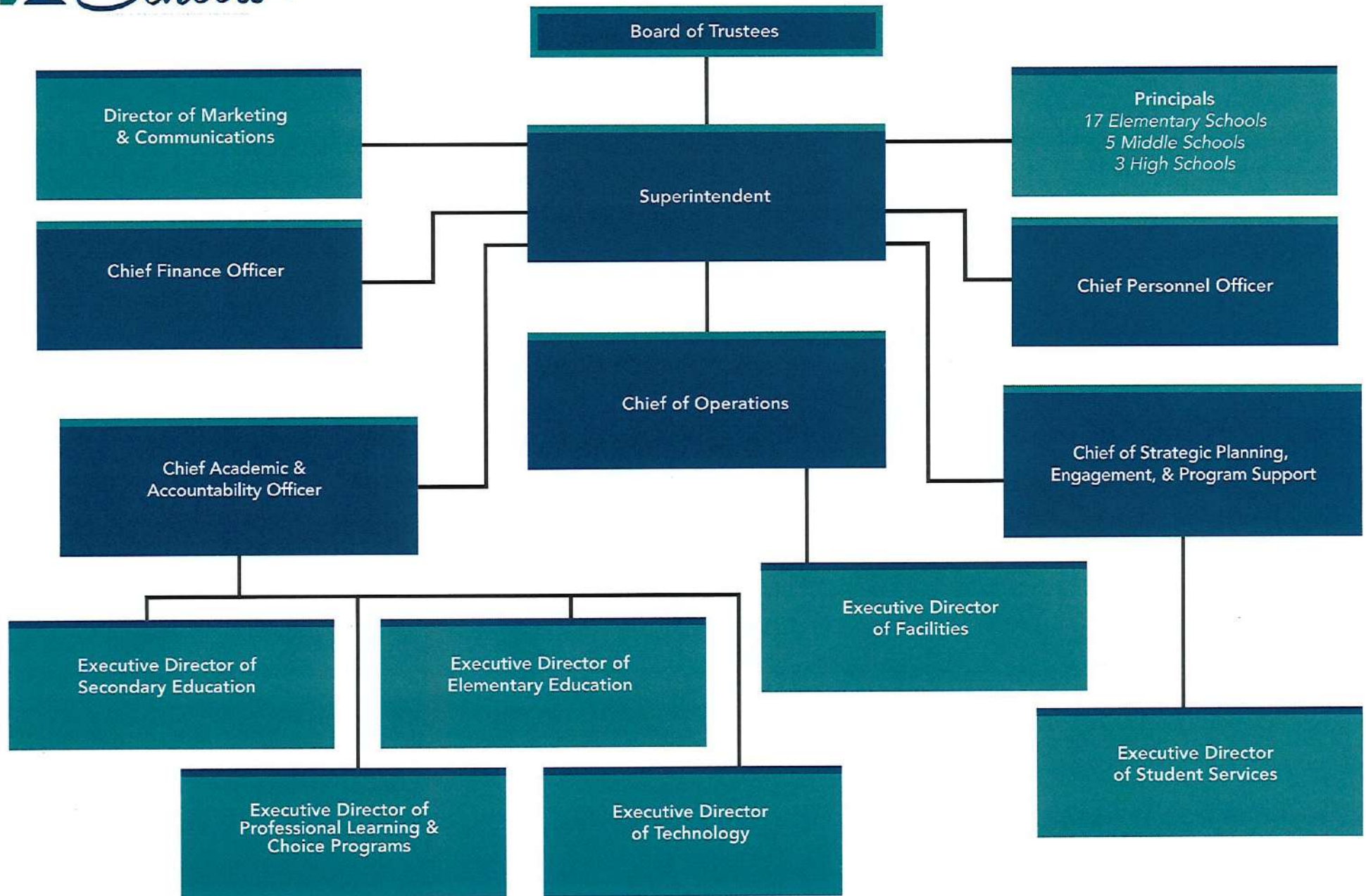
The administrative organizational structure of the district accommodates and enhances the attainment of goals and objectives the board has set forth for the schools. The organization must assure that schools effectively and efficiently carry out programs and respond to any new programs demanded by system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

Adopted 7/99

York 3/Rock Hill School District

District Organization Chart

Updated August 2018



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.

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.

Adopted ^

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.

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.

Adopted ^

Current

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.

Board and teacher 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.

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

York 3/Rock Hill School District

Current

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

York 3/Rock Hill School District

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.

SCHOOL PRINCIPALS/BUILDING ADMINISTRATORS

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.

Current

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

York 3/Rock Hill School District

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**

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
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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.

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

York 3/Rock Hill School District

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 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.

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 ^

Current

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

York 3/Rock Hill School District

Current

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

York 3/Rock Hill School District

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.

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 will issue 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 summary report
- district improvement report
- district staff development report
- fiscal report
- [Act 135](#) comprehensive plans

Adopted 7/99

York 3/Rock Hill School District

Memo

TO: Dr. Bill Cook
FROM: Terri Smith
DATE: September 4, 2019
SUBJECT: Revision of “D” Board Policies (Fiscal Management) – Batch 1

A stakeholder team comprised of the following individuals has been developed to review and revise the “D” board policies – Fiscal Management.

Terri Smith, Central Office Finance
Bettina Feaster, Central Office Finance
Beth Lifsey, Central Office Finance
LaWana Robinson-Lee, Facilities Services Purchasing
Michael Johnson, Safety & Security
Gary Black, Food Service
Christopher Roorda, India Hook Elementary
Elissa Cox, Saluda Trail Middle
Hezekiah Massey, Northwestern High
Joanne Pafford, Oakdale Elementary Bookkeeper
Susan Fowler, Castle Heights Middle Bookkeeper
Melanie Cook, Rock Hill High Bookkeeper
Larry Finney, Greene Finney, LLC.
Mike Downing, Greene Finney, LLC.

Dr. Tiffany Richardson with S.C. School Boards Association is providing guidance and reviewing recommended revisions.

Below are the policies that will be presented at the September 9th board work session for review. A copy of the proposed, model and current policies are attached. Recommendations are shown in red text with deletions noted by strike through of text.

| Policy | Recommendation |
|---|---|
| DA – Fiscal Management Goals/Priority Objectives | Remove purpose statement. Recommend adopting model policy. |
| DB – Annual Budget | Remove purpose statement. Recommend adopting model policy with a few minor changes for general fund balance and millage increase limitations. Added legal references. |
| DBD – Determination of Budget Priorities | No individual model policy. Recommend eliminating policy as information is combined with model and proposed policy DB. |
| DBF – Budget Hearings and Reviews | No individual model policy. Recommend eliminating policy as information is combined with model and proposed policy DB. |
| DBG – Budget Adoption Process | No individual model policy. Recommend eliminating policy as information is combined with model and proposed policy DB. |
| DFAC – Fund Balance | Remove purpose statement. Revised the necessity for a sufficient fund balance. Revised general fund balance target and debt service sinking fund balance. Added legal references. |
| ED/DID – Materials and Equipment Inventories Management | Add ‘his/her designee’ after superintendent in each paragraph. |
| ED/DID-R – Materials and Equipment Inventories Management | No proposed changes. |
| ED/DID-E(1) – Rock Hill Schools Inventory Control Decision Tree | No proposed changes. |
| ED/DID-E(2) – Materials and Equipment Check Out Form | No proposed changes. |
| DJGA – Sales Calls and Demonstrations | Remove purpose statement. Recommend adopting model policy. |
| DKA – Payroll Procedures/Schedules | Remove purpose statement. No other proposed changes. |
| DM – Cash in School Buildings | Remove purpose statement. Few revisions to clarify locations, food service required bank deposits, and all money collected during the day must be given to school office. |
| DN – School Properties Disposition | Remove purpose statement. No other proposed changes. |

Policy DA Fiscal Management Goals/Priority Objectives

Issued 9/99

~~Purpose: To establish the board's vision for the sound fiscal management of the district.~~

The quantity and quality of learning programs are ~~the district's educational program is~~ directly dependent on the funding levels provided and the effective, efficient management of these ~~the funds provided~~. Therefore, achievement of the district's purposes can best be made through excellent fiscal management. ~~the board will be diligent in fulfilling its responsibility to ensure public funds are used wisely for achievement of the purposes to which they are allocated.~~

~~As trustee of local, state and federal funds allocated for use in public education, the board will be vigilant in fulfilling its responsibility to see that these funds are used wisely.~~

Because of resource limitations, there is sometimes a temptation to operate so that fiscal concerns overshadow the educational program. Recognizing this, ~~the board will ensure the education of students remains the central focus of all of the district's financial decisions.~~ it is essential that the district take specific action to make sure education remains central. Fiscal matters are ancillary and contribute to the educational program. The district will incorporate this concept into board operations and all aspects of district management and operation.

To achieve this vision for the management of fiscal resources, the board ~~administration~~ will do the following.

- Engage in thorough advance planning in order to develop budgets and to guide expenditures in ways that achieve the greatest educational returns as well as the greatest contributions to the educational program.
- ~~Establish levels of funding~~ Explore all practical sources of revenue to establish levels of funding which will provide high-quality education for the students of the district.
- Use the best available techniques and processes for budget development and management.
- Provide timely and appropriate information to the board and all staff with fiscal management responsibilities.
- Establish and implement efficient procedures based on best practices for accounting, reporting, investing, purchasing and delivery, payroll, payment of vendors and contractors and all other areas of fiscal management.

Adopted 2/22/82; 10/24/88, 9/27/99

York 3/Rock Hill School District

FISCAL MANAGEMENT GOALS AND OBJECTIVES

Code **DA** Issued **MODEL**

The quantity and quality of the district's educational program is directly dependent on funding levels and the effective, efficient management of the funds provided. Therefore, the board will be diligent in fulfilling its responsibility to ensure public funds are used wisely for achievement of the purposes to which they are allocated.

Because of resource limitations, there is sometimes a temptation to operate so that fiscal concerns overshadow the educational program. Recognizing this, the board will ensure the education of students remains the central focus of all of the district's financial decisions.

To achieve this vision for the management of fiscal resources, the administration will do the following:

- Engage in thorough advance planning in order to develop budgets and to guide expenditures in ways that achieve the greatest educational returns for students as well as the greatest contributions to the educational program
- Explore all practical sources of revenue to establish levels of funding which will provide high-quality education for the students of the district
- Use the best available techniques and processes for budget development and management
- Provide timely and appropriate information to the board and all staff with fiscal management responsibilities
- Establish and implement efficient procedures based on best practices for accounting, reporting, investing, purchasing and delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management

Adopted ^

Policy DA Fiscal Management Goals/Priority Objectives

Issued 9/99

Purpose: To establish the board's vision for the sound fiscal management of the district.

The quantity and quality of learning programs are directly dependent on the funding provided and the effective, efficient management of those funds. Therefore, achievement of the district's purposes can best be made through excellent fiscal management.

As trustee of local, state and federal funds allocated for use in public education, the board will be vigilant in fulfilling its responsibility to see that these funds are used wisely.

Because of resource limitations, there is sometimes a temptation to operate so that fiscal concerns overshadow the educational program. Recognizing this, it is essential that the district take specific action to make sure education remains central. Fiscal matters are ancillary and contribute to the educational program. The district will incorporate this concept into board operations and all aspects of district management and operation.

To achieve this vision for the management of fiscal resources, the board will do the following.

- Engage in thorough advance planning in order to develop budgets and to guide expenditures in ways that achieve the greatest educational returns as well as the greatest contributions to the educational program.
- Establish levels of funding which will provide high quality education for the students of the district.
- Use the best available techniques and processes for budget development and management.
- Provide timely and appropriate information to the board and all staff with fiscal management responsibilities.
- Establish and implement efficient procedures for accounting, reporting, investing, purchasing and delivery, payroll, payment of vendors and contractors and all other areas of fiscal management.

Adopted 2/22/82;10/24/88, 9/27/99

York 3/Rock Hill School District

Policy DB Annual Budget

Issued 9/99

Purpose: To establish the board's vision for the annual operating budget.

The annual budget is the financial plan for the operation of the school system. The district will express those plans through two types of budgets:

- operating budget – a budget for the provision of annual resources
- capital budget – a budget for the provision of necessary sites, buildings and equipment

The budgets provide the framework for both expenditures and revenues for the year. They translate into financial terms the educational programs and priorities for the system.

Planning the budget document is a continuous process. Planning involves long-term thought, study, and deliberation by the superintendent, board, administrative staff, faculty and citizens of the district.

The superintendent will have overall responsibility for budget preparation. Based on the superintendent's recommendations, the board will approve an annual operating budget.

The annual general fund budget is the board's plan for allocating the district's available financial resources. Planning the budget document is a continuous process, involving long-term thought, study, and deliberation by the superintendent, board, administrative staff, faculty, and citizens of the district.

It provides the framework for both expenditures and revenues for the year and translates the educational programs and priorities for the district into financial terms.

The superintendent will establish budget priorities for each fiscal year (July 1st - June 30th). These priorities will be based upon the needs identified by the administration during the budget planning process as determined by the following:

- needs of the district, ensuring that all segments of the district's programs are treated equitably in allocating available resources
- state and/or federal legal requirements for funding of programs
- requirements and regulations of the regional accrediting agency
- availability of fiscal and other non-economic resources
- maintenance of an unassigned general fund balance for the year ending June 30th of a minimum 17% and a maximum of 25% of the subsequent year's total budgeted expenditures in the general fund

The superintendent has overall responsibility for budget preparation and will submit an annual budget to the board. Based on the superintendent's recommendation, the board will approve an annual budget.

In case the budget does not receive approval by June 30th, the board will adopt a continuing resolution based on last year's budget until the budget can be approved.

Notice of Budget Adoption

Before adopting the general fund budget for each fiscal year, the district will advertise a public hearing on the budget in at least one South Carolina newspaper of general circulation in the area. The notice must appear not less than fifteen (15) days in advance of the public hearing. The notice must be a minimum of two columns wide with a bold heading.

The notice must include the following:

- governing entity's name
- time, date, and location of the public hearing on the budget
- total revenues and expenditures from the current fiscal year's budget
- proposed total projected revenue and expenditures for the next fiscal year as estimated in the next year's budget
- proposed or estimated percentage change in estimated budgets between the current fiscal year and the proposed budget
- millage for the current fiscal year
- estimated millage in dollars as necessary for the next fiscal year's proposed budget

Limitations on Millage Increases

In Rock Hill School District Three of York County, the district Board of Trustees is authorized by South Carolina law to levy school taxes. The district Board of Trustees can increase millage above the rate imposed for the prior tax year by one of the following:

- may increase up to six (6) mills in any year over that levied for the preceding year without the approval of the qualified voters of the district in a referendum per local legislation
- by the percentage increase in the consumer price index over the previous calendar year plus the percentage increase in the previous year in the population of the school district as determined by the State Fiscal Accountability Authority

The millage rate limitation may be suspended and the millage rate may be increased upon a two-thirds vote of the membership of the district Board of Trustees for any of the following statutory purposes:

- deficiency of the preceding year
- any catastrophic event outside the control of the board such as a natural disaster, severe weather event, act of terrorism, fire, war, or riot
- compliance with a court order or decree
- taxpayer closure due to circumstances outside the control of the board that decreases by 10 percent or more the amount of revenue payable to the taxing jurisdiction in the preceding year
- compliance with a regulation promulgated or statute enacted by the federal or state government after June 7, 2006, for which an appropriation or a method for obtaining an appropriation is not provided by the federal or state government

A millage rate increase imposed under any of the above reasons will appear separately on the tax bill as a separate surcharge with an explanation and not included in the millage subject to the CPI plus population growth factor or local legislation. The surcharge will only continue for the years necessary to pay for the reason imposed.

In addition, the millage limitation does not apply to millage levied to pay bonded indebtedness or real property lease-purchase payments.

Adopted 2/22/82; Revised 10/24/88, 9/27/99

Legal References:

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

1. Section 6-1-80 - Budget adoption.
2. Section 6-1-300, *et seq.* - Authority of local governments to assess taxes and fees.
3. Section 59-20-90 - Districts must maintain at least one (1) month of general fund operating expenditures of the previous two (2) completed fiscal years in order to avoid a declaration of fiscal watch.

B. S.C. Acts and Joint Resolutions:

1975 Act 449, p. 1169, Part III, Section 7 - The board of trustees of Rock Hill School District Three of York County will have the power to levy taxes to provide funds for school operating expenses; provided, such levy may not be increased more than six mills in any year over that levied for the preceding year without the approval of the qualified voters of the district in a referendum.

1990 Act 744, p. 3519 - Limitations for 1990 increased to eight mills and thereafter reverts in succeeding years to six mills.

York 3/Rock Hill School District

ANNUAL BUDGET

Code **DB** Issued **MODEL**

The annual budget is the board's plan for allocating the district's available financial resources. Planning the budget document is a continuous process, involving long-term thought, study, and deliberation by the superintendent, board, administrative staff, faculty, and citizens of the district.

It provides the framework for both expenditures and revenues for the year and translates the educational programs and priorities for the district into financial terms.

The board will establish budget priorities for each fiscal year (July 1st - June 30th). These priorities will be based upon the needs identified by the superintendent during the budget planning process as determined by the following:

- needs of the district, ensuring that all segments of the district's programs are treated equitably in allocating available resources
- state and/or federal legal requirements for funding of programs
- requirements and regulations of the regional accrediting agency
- availability of fiscal and other non-economic resources
- maintenance of one (1) month's expenses in the general fund balance

The superintendent has overall responsibility for budget preparation and will submit an annual budget to the board. Based on the superintendent's recommendation, the board will approve an annual budget.

In case the budget does not receive approval by June 30th, the board will adopt a continuing resolution based on last year's budget until the budget can be approved.

Notice of Budget Adoption

Before adopting this budget for each fiscal year, the district will advertise a public hearing on the budget in at least one South Carolina newspaper of general circulation in the area. The notice must appear not less than fifteen (15) days in advance of the public hearing. The notice must be a minimum of two columns wide with a bold heading.

The notice must include the following:

- governing entity's name
- time, date, and location of the public hearing on the budget
- total revenues and expenditures from the current fiscal year's budget
- proposed total projected revenue and expenditures for the next fiscal year as estimated in the next year's budget
- proposed or estimated percentage change in estimated budgets between the current fiscal year and the proposed budget
- millage for the current fiscal year
- estimated millage in dollars as necessary for the next fiscal year's proposed budget

Drafter's Note: The following section is for districts whose tax levy is NOT determined by legislative delegation.

Also, districts will need to determine annually if a local applicable millage cap will be more restrictive than the millage increase allowed under Act 388's cap and plan their budgets accordingly. This will not apply to all districts.

PAGE 2 - DB - ANNUAL BUDGET

Limitations on Millage Increases

In ***** School District, the (*select one: board, county board, county council*) is authorized by South Carolina law to levy school taxes. The (*board, county board, county council*) can only increase millage above the rate imposed for the prior tax year by the percentage increase in the consumer price index over the previous calendar year plus the percentage increase in the previous year in the population of the school district as determined by the State Fiscal Accountability Authority.

The millage rate limitation may be suspended and the millage rate may be increased upon a two-thirds vote of the membership of the (*board, county board, county council*) for any of the following statutory purposes:

- deficiency of the preceding year
- any catastrophic event outside the control of the board such as a natural disaster, severe weather event, act of terrorism, fire, war, or riot
- compliance with a court order or decree
- taxpayer closure due to circumstances outside the control of the board that decreases by 10 percent or more the amount of revenue payable to the taxing jurisdiction in the preceding year
- compliance with a regulation promulgated or statute enacted by the federal or state government after June 7, 2006, for which an appropriation or a method for obtaining an appropriation is not provided by the federal or state government

A millage rate increase imposed under any of the above reasons will appear separately on the tax bill as a separate surcharge with an explanation and not included in the millage subject to the CPI plus population growth factor. The surcharge will only continue for the years necessary to pay for the reason imposed.

In addition, the millage limitation does not apply to millage levied to pay bonded indebtedness or real property lease-purchase payments.

Adopted ^

Legal References:

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

1. Section 6-1-80 - Budget adoption.
2. Section 6-1-300, *et seq.* - Authority of local governments to assess taxes and fees.
3. Section 59-20-90 - Districts must maintain at least one (1) month of general fund operating expenditures of the previous two (2) completed fiscal years in order to avoid a declaration of fiscal watch.

B. S.C. Acts and Joint Resolutions:

(*Insert local law that sets out entity with tax levying authority.*)

Policy DB Annual Budget

Issued 9/99

Purpose: To establish the board's vision for the annual operating budget.

The annual budget is the financial plan for the operation of the school system. The district will express those plans through two types of budgets.

- operating budget - a budget for the provision of annual resources
- capital budget - a budget for the provision of necessary sites, buildings and equipment

The budgets provide the framework for both expenditures and revenues for the year. They translate into financial terms the educational programs and priorities for the system.

Planning the budget document is a continuous process. Planning involves long-term thought, study, and deliberation by the superintendent, board, administrative staff, faculty and citizens of the district.

The superintendent will have overall responsibility for budget preparation. Based on the superintendent's recommendations, the board will approve an annual operating budget.

Adopted 2/22/82; Revised 10/24/88, 9/27/99

York 3/Rock Hill School District

Policy DBD Determination of Budget Priorities

Issued 9/99

Purpose: To establish the board's vision for budget priorities and the basic structure to carry out those priorities.

The board will establish budget priorities for each fiscal year (July 1 - June 30). These priorities will be based upon the needs identified by the superintendent and the board during the budget planning process as determined by the following.

- the needs of the district so that all segments of the district programs are treated equitably within the available resources
- state and/or federal legal requirements for funding of programs
- requirements and regulations of the regional accrediting agency
- availability of fiscal and other non-economic resources

Adopted 10/25/93; Revised 9/27/99

York 3/Rock Hill School District

Policy DBF Budget Hearings and Reviews

Issued 11/06

Purpose: To establish the basic structure for public hearings prior to the adoption of the annual budget.

Notice of budget adoption

Before adopting this budget for the next fiscal year, the district will advertise the public hearing on the budget in at least one South Carolina newspaper of general circulation in the area. The notice must appear not less than 15 days in advance of the public hearing. The notice must be a minimum of two columns wide with a bold heading.

The notice must include the following.

- Governing entity's name
- Time, date and location of the public hearing on the budget
- Total revenues and expenditures from the current operating fiscal year's budget of the governing entity
- Proposed total projected revenue and operating expenditures for the next fiscal year as estimated in the next year's budget for the governing entity
- Proposed or estimated percentage change in estimated operating budgets between the current fiscal year and the proposed budget
- Millage for the current fiscal year
- Estimated millage in dollars as necessary for the next fiscal year's proposed budget

Limitations on millage increases

In Rock Hill School District Three of York County, the board of trustees is authorized by South Carolina law to levy school taxes. The board of trustees can only increase millage above the rate imposed for the prior tax year by the percentage increase in the consumer price index over the previous calendar year plus the percentage increase in the population of the school district as determined by the state budget and control board.

The millage rate limitation may be suspended and the millage rate may be increased upon a two-thirds vote of the membership of the board of trustees for any of the following statutory purposes:

- deficiency of the preceding year
- any catastrophic event outside the control of the governing body such as a natural disaster, severe weather event, act of God, or act of terrorism, fire war or riot
- compliance with a court order or decree
- taxpayer closure due to circumstances outside the control of the governing body that decreases by 10 percent or more the amount of revenue payable to the taxing jurisdiction in the preceding year
- Compliance with a regulation promulgated or statute enacted by the federal or state government after June 7, 2006, for which an appropriation or a method for obtaining an appropriation is not provided by the federal or state government.

A millage rate increase imposed under any of the above reasons will appear separately on the tax bill as a separate surcharge with an explanation and not included in the millage subject to the CPI plus population growth factor. The surcharge will only continue for the years necessary to pay for the reason imposed.

In addition, the millage limitation does not apply to millage levied to pay bonded indebtedness or real property lease-purchase payments.

Adopted 10/25/93; Revised 9/27/99, 11/27/06

Legal references:

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

Section 6-1-80 - Budget adoption.

Section 6-1-300 et seq. - Authority of local governments to assess taxes and fees.

Acts and Joints Resolutions:

1975 Act 449, p. 1169, Part III, Section 7 - The board of trustees of Rock Hill School District Three of York County will have the power to levy taxes to provide funds for school operating expenses; provided, such levy may not be increased more than six mills in any year over that levied for the preceding year without the approval of the qualified voters of the district in a referendum.

1990 Act 744, p. 3519 - Limitations for 1990 increased to eight mills and thereafter reverts in succeeding years to six mills.

York 3/Rock Hill School District

Policy DBG Budget Adoption Process

Issued 9/99

Purpose: To establish the basic structure for the adoption of the annual budget.

The superintendent has the overall responsibility for budget planning.

Budget planning will be a year-round process, involving broad participation by administrators, supervisors, teachers, other personnel throughout the system, school improvement councils, the board and the general public.

Principals develop and submit budget requests for their schools after seeking the advice and suggestions of staff members. The budget request reflects the principal's judgment as to the most effective way to use resources to achieve the educational objectives of the school.

The board will give careful consideration to the budget requests as presented by the superintendent and will review the allocations for fairness and consistency with the educational priorities of the school system.

In case the budget does not receive approval by June 30, the board will adopt a continuing resolution based on last year's operating budget until the budget can be approved.

Adopted 10/25/93; Revised 9/27/99

Legal references:

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

Section 6-1-80 - Budget adoption.

Acts and Joints Resolutions:

1975 Act 449, p. 1169, Part III, Section 7 - The board of Rock Hill School District Three of York County will have the power to levy taxes to provide funds for school operating expenses; provided, such levy may not be increased more than six mills in any year over that levied for the preceding year without the approval of the qualified voters of the district in a referendum.

1990 Act 744, p. 3519 - Limitations for 1990 increased to eight mills and thereafter reverts in succeeding years to six mills.

York 3/Rock Hill School District

Policy DFAC Fund Balance

Issued 9/16

~~Purpose: To establish the basic structure for the board's position on a positive fund balance.~~

The board recognizes that a key component of a stable district financial environment is the appropriate identification and recording of all revenue streams and the maintenance of a sufficient fund balance. Not only does a sufficient fund balance preserve the financial integrity of the district, it helps the district mitigate current and future financial risks associated with unexpected expenditures and decreases in funding. It also helps the district in maintaining a high bond rating to reduce the cost of long term borrowing. The Chief Finance Officer will provide recommendations to the superintendent regarding the management of the general fund balance and any cash flow needs.

~~The board recognizes and acknowledges the need and good fiscal management of maintaining a positive fund balance with the general fund and the capital bond reserve fund. A positive fund balance allows the district to do the following:~~

- ~~• Protect the educational program in the face of unexpected interruptions in the flow of revenue.~~
- ~~• Provide funding for a major unbudgeted expenditure need.~~
- ~~• Reduce the amount of funds required to borrow for cash flow needs.~~
- ~~• Maintain a high bond rating to reduce the cost of long term borrowing.~~

~~These and other benefits of a positive fund balance will guide the board to maintain a positive balance to afford sufficient reserves in order to realize the benefits as listed in this policy.~~

General Fund Balance Target

The district will maintain an unassigned general fund balance for the year ending June 30th of a minimum of 17% and a maximum of 25% of the subsequent year's total budgeted expenditures in the general fund. Any amount above 25% will be transferred from the general fund to a special revenue fund or capital projects fund.

~~The annual general fund budget for the school district shall include an undesignated fund balance projected to be equal to at least 17 percent of the total expenditures included in that budget for the year ending June 30.~~

Debt Service Sinking Fund

The district will maintain a debt service sinking fund balance for the year ending June 30th, to include the subsequent year's total projected revenues in debt service, of a minimum of 18 months of debt service payments for the district.

~~The debt service sinking fund for the school district will have an undesignated fund balance to be equal to or at least 20 percent or 18 months of debt service payments for the district.~~

Adopted 11/25/96; Revised 9/27/99, 2/25/08, 1/25/10, 8/26/13, 9/26/16

Legal References:

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

1. Section 59-20-90 - Districts must maintain at least one month of general fund operating expenditures of the previous two completed fiscal years in order to avoid a declaration of fiscal watch.

B. Other References:

1. Statement No. 54 of the Governmental Accounting Standards Board (GASB), *Fund Balance Reporting and Governmental Fund Type Definitions*, No. 287-B (February 2009).

York 3/Rock Hill School District

FUND BALANCE

Code **DFAC** Issued **MODEL**

The board recognizes that a key component of a stable district financial environment is the appropriate identification and recording of all revenue streams and the maintenance of a fund balance. Not only does a fund balance preserve the financial integrity of the district, it helps the district mitigate current and future financial risks associated with unexpected expenses and decreases in funding and helps to ensure stable tax rates.

At least once per school year, the superintendent or his/her designee will provide the board with recommendations regarding the management of the district's general fund balance, including financial information detailing the district's cash-flow and reserve needs.

General Fund Balance Target

The district will maintain a general fund balance at a level sufficient enough to cover the cash-flow needs of the district. At minimum, the district will maintain at least one (1) month of general fund operating expenditures of the previous two (2) completed fiscal years. The district may also hold in reserve a portion of the district's general fund that may be necessary to address long-term district financial plans or unanticipated emergency expenditures.

(Option: Insert district-specific goals here.)

[DRAFTER'S NOTE: Note that the SCDE reviews unreserved fund balance as part of its audit of a district's financial stability. SCDE ratings for this category are as follows:

- *Low Risk - unreserved general fund balance is 10% or more of general fund operating expenditures*
- *Medium Risk - unreserved general fund balance is between 8.33% and 9.99% of general fund operating expenditures*
- *High Risk – unreserved general fund balance is less than 8.33% of general fund operating expenditures)]*

In the event that the fund balance falls above or below the desired target range, the superintendent will report such to the board as soon as practical along with a plan to restore the fund to the appropriate levels.

Adopted ^

Legal References:

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

1. Section 59-20-90 - Districts must maintain at least one month of general fund operating expenditures of the previous two completed fiscal years in order to avoid a declaration of fiscal watch.

B. Other References:

1. Statement No. 54 of the Governmental Accounting Standards Board (GASB), *Fund Balance Reporting and Governmental Fund Type Definitions*, No. 287-B (February 2009).

Policy DFAC Fund Balance

Issued 9/16

Purpose: To establish the basic structure for the board's position on a positive fund balance.

The board recognizes and acknowledges the need and good fiscal management of maintaining a positive fund balance with the general fund and the capital bond reserve fund. A positive fund balance allows the district to do the following.

- Protect the educational program in the face of unexpected interruptions in the flow of revenue.
- Provide funding for a major unbudgeted expenditure need.
- Reduce the amount of funds required to borrow for cash flow needs.
- Maintain a high bond rating to reduce the cost of long term borrowing.

These and other benefits of a positive fund balance will guide the board to maintain a positive balance to afford sufficient reserves in order to realize the benefits as listed in this policy.

General Fund Balance Target

The annual general fund budget for the school district shall include an undesignated fund balance projected to be equal to at least 17 percent of the total expenditures included in that budget for the year ending June 30.

Debt Service Sinking Fund

The debt service sinking fund for the school district will have an undesignated fund balance to be equal to or at least 20 percent or 18 months of debt service payments for the district.

Adopted 11/25/96; Revised 9/27/99, 2/25/08, 1/25/10, 8/26/13, 9/26/16

York 3/Rock Hill School District

Policy ED/DID Materials and Equipment Inventories Management

Issued 3/19

The superintendent, **or his/her designee**, is responsible for the overall supervision of materials and equipment management. This includes purchasing, receiving, storing, and maintenance of all district-owned material and equipment inventories.

The superintendent, **or his/her designee**, will develop procedures for managing equipment and supplies, including requisition, proper use, and disposals.

Adopted 10/24/88; Revised 5/24/93, 1/24/94, 2/28/00, 3/25/19

Legal References:

S.C. Code, 1976, as amended:

Section 59-19-130 - Acquisition of supplies and equipment.

Section 59-19-140 - Use of equipment.

Section 59-19-150 - Maintenance of equipment.

York 3/Rock Hill School District

INVENTORIES/FIXED ASSETS

Code **DID** Issued **MODEL**

The *(insert title here)* is responsible for setting up a system to maintain an accurate inventory of materials, equipment and real estate in the district.

Each year prior to the closing of school, the principal of each school will arrange for an inventory of textbooks and equipment including career and technology education equipment. The inventory will include the serial numbers of all equipment.

The principal will keep the inventory on file in his/her office. The principal will forward a copy of the furniture and equipment inventory to the district's property accounting agent for district accounting purposes.

Depreciation GASB 34

The district will establish and maintain on a current basis an inventory system to include a formal fixed assets system. Capitalization for fixed assets purposes and recording in the fixed assets accounts is set at the prevailing federal rate.

Option:

Property Management

The district will develop a property management tracking system for items according to the prevailing state rate.

The administration will develop administrative regulations to implement this policy. All regulations will be in accordance with accounting standards and all applicable state and federal laws.

Adopted ^

Policy ED/DID Materials and Equipment Inventories Management

Issued 3/19

The superintendent is responsible for the overall supervision of materials and equipment management. This includes purchasing, receiving, storing, and maintenance of all district-owned material and equipment inventories.

The superintendent will develop procedures for managing equipment and supplies, including requisition, proper use, and disposals.

Adopted 10/24/88; Revised 5/24/93, 1/24/94, 2/28/00, 3/25/19

Legal References:

S.C. Code, 1976, as amended:

Section 59-19-130 - Acquisition of supplies and equipment.

Section 59-19-140 - Use of equipment.

Section 59-19-150 - Maintenance of equipment.

York 3/Rock Hill School District

AR ED/DID-R Materials and Equipment Inventories Management

Issued 3/19

The district prohibits the use of district equipment for personal purposes. In addition, the district does not encourage employees to take district equipment home for professional use. However, district needs may make such use appropriate. In such instances, employees must receive prior written approval from the superintendent or his/her designee.

Occasionally employees will be required to use district equipment in presentations, etc., away from the district. For the employee's protection in these instances, the district will assume responsibility for loss, damage, or theft only if the superintendent or his/her designee gives prior written consent.

Definition of District Materials and Equipment

"Equipment" is defined as the instructional media, technology hardware, portable electronic devices, appliances and movable furniture, special support devices, and vehicles which have a normal life of more than one year, and which are not used up in instruction or the operation of the schools. "Materials" have a life of less than one year and are consumed in instruction and operation.

For purposes of managing inventories, equipment is classified into types as shown in figure 1 below:

| Types of Equipment and Examples | Typical Issue and Custody |
|---|--|
| TYPE 1. Instructional Media a. State-funded textbooks b. Other printed book sets c. Digital media (e-books, CD, DVD, etc.) | <ul style="list-style-type: none"> Assigned for use 24/7 for term applicable Turn in for inventory annually |
| TYPE 2. Mobile devices a. Laptop and tablet computers b. Cell phones | <ul style="list-style-type: none"> Assigned for use 24/7 for term applicable Submit/report for inventory annually Turn in when transferred from site/school/grade |
| TYPE 3. Other electronic equipment: a. Desktop computers b. Desktop peripherals c. Document cameras d. Computer projectors e. Graphing calculators, etc. f. Audio Visual Equipment: (1) TV (2) DVD or CD Players (3) Non-PC Projectors (4) Tape/Digital Recorders (5) Stereos, Radios | <ul style="list-style-type: none"> Assigned as part of classroom/office inventory Remains in space for term applicable Turn in or report for inventory annually |
| TYPE 4. Other School/ Site equipment: a. Furnishings b. Office equipment (bins, carts, fans, shredders, etc.) c. School-owned appliances (refrigerators, stoves, fans, shredders, laminators, microwaves, washers, dryers, etc.) d. Athletic or PE equipment e. Musical Instruments/equipment | <ul style="list-style-type: none"> Assigned as part of classroom/office inventory Selected items may be assigned 24/7 for term applicable Turn in/report for inventory annually |
| TYPE 5. Specialty Support Equipment a. Facilities, Custodial and Technology Tools (other than single hand | <ul style="list-style-type: none"> Assigned as part of technician kit, department, support area or vehicle inventory Selected items may be assigned 24/7 for term |

| | |
|---|--|
| tools) and instruments b. Commercial Food Service Equipment (600 Fund) c. Medical (Nurse) Equipment and instruments. | applicable • Turn in/report for inventory annually |
| TYPE 6. Vehicles a. Buses b. Trucks & vans c. Grounds Equipment d. Construction Equipment e. Weight Handling Equipment f. Gators/carts, etc. | • Assigned as part of department fleet inventory • Selected items may be assigned 24/7 for term applicable • Turn in/report for inventory annually |

Figure 1 Types of Equipment

Equipment Inventory Control Procedure

1. District Inventory Control. A District Equipment Type Manager (ETM) will be assigned for each type of equipment listed in Figure 1.

Duties of the ETM include:

- a. oversight and responsibility for the management of the assigned type of inventory.
- b. assessment of the condition, use, age, and compliance with applicable codes and regulations for each item of equipment; and
- c. planning for district-wide sustainment of the assigned equipment type inventory, including capital renewal, insurance monitoring, repair, and replacement of end items and sets or groups of equipment.
- d. The ETM will have the authority to re-assign items or groups of items in coordination with/support of principals, site and department directors.

2. Site Inventory Control. Each school or site will have a Building Inventory Manager (BIM) for one or more types of equipment, assigned by the principal or site director. The BIM will serve as the point of contact for the ETM and the District Fixed Assets Manager for inventory control issues at the site.

Duties of the BIM include:

- a. Ensuring building inventories are kept up to date, and forms are filled out when equipment is disposed of, transferred to another location, or added.
 - b. Applicable equipment is properly tagged,
 - c. Changes to the building equipment inventory are documented, including addition, transfer to another site or school, and disposal.
3. Other Assigned Inventory Duties. Teachers will have responsibility for an inventory of equipment in their classroom. Other designated employees will have responsibility for equipment inventories of their assigned offices, commons or special areas, such as secretaries for office; cafeteria manager, PE teacher/AD, and Media Specialist for their respective areas.
 4. Tagging. Certain equipment will have an asset tag placed on it, especially if it is sensitive to being stolen. See ED/DID-E(1), Inventory Control Decision Tree for criteria on tagging and controlling items.
 5. Checkout and Assignment. The ETM will document assignment or checkout of equipment with a form similar to ED/DID-E(2).
 6. Audit of Inventory. Each year prior to the closing of the school, the principal or site director will arrange through their assigned BIM(s) for an audit of assigned types of inventory. Documentation of the audit will be kept on file at the school and will be forwarded to the ETM. Periodically, the ETM should audit inventory forms against equipment on site to ensure proper inventory control is maintained throughout the year.

Requisition of New Materials and Equipment

Employees must requisition materials or equipment using procedures established in the district consolidated procurement code and purchasing manual. Employees will perform due diligence to review if required items are in stock at the district warehouse before making a new purchase.

Ownership Management and Transfer of Materials and Equipment

Legally, all materials and equipment purchased automatically becomes the property of the district. Employees may transfer
ED/DID-R

equipment from a building only after coordination with and securing the consent of the principal and the district EMT.

To the extent practical, and following industry best practices, the facilities services department will operate and maintain a centralized warehouse for the management of materials and assigned types of equipment.

Loaned Equipment

The district will not loan any equipment to an employee without written authorization from the superintendent or his/her designee. With prior authorization, equipment or materials may be loaned under the following typical conditions:

- For PTA, SIC, or other school affiliated meetings.
- For public relations presentations in which an employee or board member of the district is so identified and is explaining a function of the curriculum to a segment of the lay public. If equipment is to be taken out of the district, the employee must comply with the procedures set forth above.
- For school groups composed of students with a faculty sponsor or professional education groups where the purposes are related to the instructional program.

The superintendent or his/her designee will make decisions for situations that do not fit the above conditions.

Responsibility for Non-District Equipment

The district assumes no responsibility for any non-district equipment that is loaned or used by sponsors, vendors, coaches, or teachers in the conduct of their daily work or for any special project or use in the schools. This is also true of all such equipment owned that is left in the buildings during the summer months or during the year.

Use and Care of Equipment

Whether loaned or assigned, no materials or equipment will be used by an employee for exclusively and expressly non-district purposes. All employee use of equipment will be in accordance with applicable federal and state regulations, board policies and district administrative rules.

Employees must take special care when storing sensitive equipment during the summer months. Employees should store all such equipment in a locked, dry, safe place.

Employees must take every precaution to maintain equipment at its full efficiency. Only qualified people may use equipment which requires specialized knowledge. Employees will reimburse the district for the cost of repairing or replacing equipment or supplies destroyed or vandalized intentionally or through negligence.

Loss or Damage of Equipment

Parents/Legal guardians of minor children are responsible for all loss or damage of equipment caused by such students. Principals are authorized to make a reasonable charge for any damage to school equipment because of the negligence or carelessness of the individual student.

Issued 10/24/88; Revised 5/24/93, 1/24/94, 2/28/00, 3/25/19

York 3/Rock Hill School District

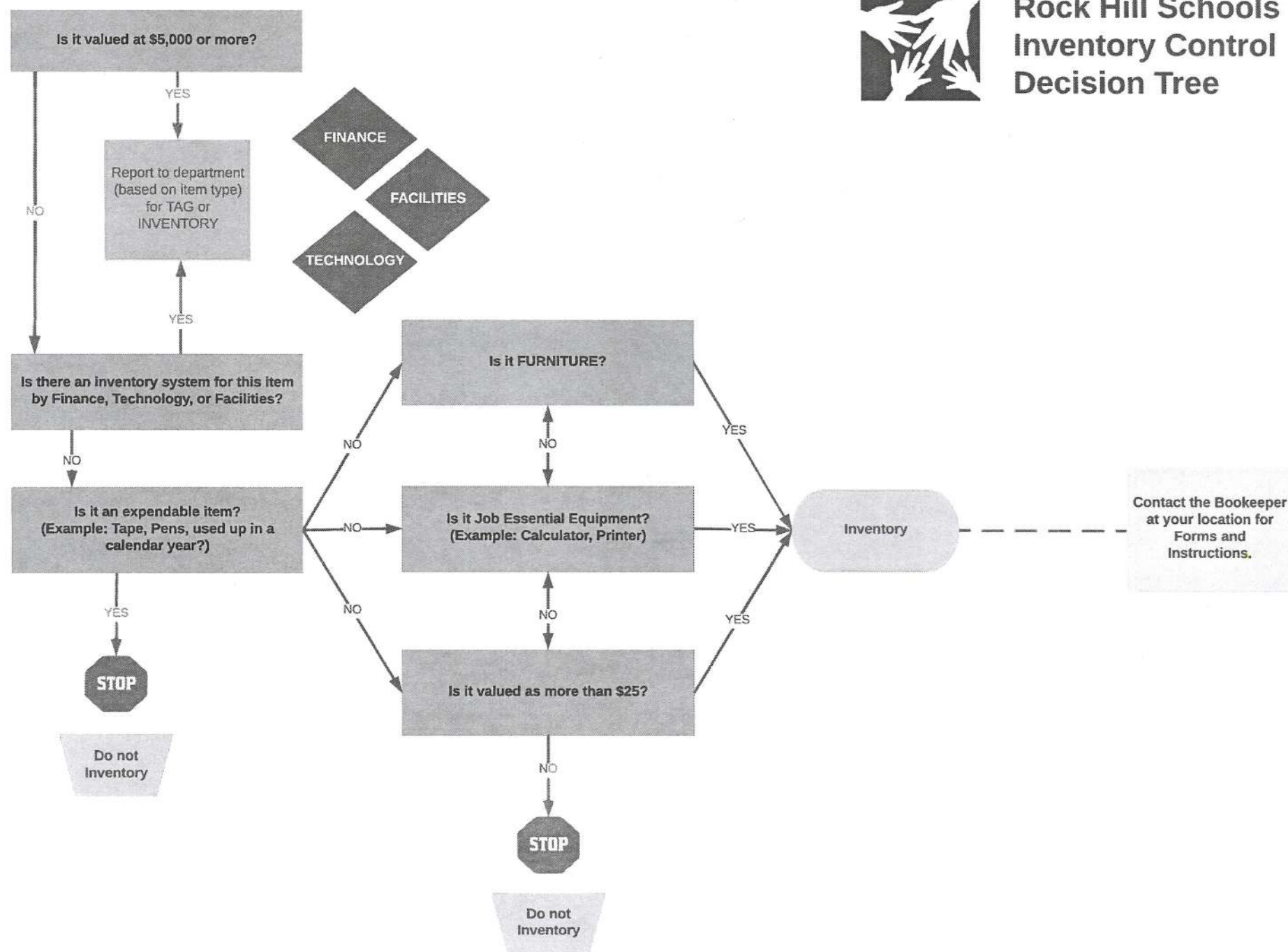
File ED/DID-E(1) Rock Hill Schools Inventory Control Decision Tree

View or print [ROCK HILL SCHOOLS INVENTORY CONTROL DECISION TREE.](#)

York 3/Rock Hill School District



Rock Hill Schools Inventory Control Decision Tree



File ED/DID-E(2) Materials and Equipment Check Out Form



| | |
|--|--|
| Item Description | |
| Tag# | |
| Person checked out to | |
| Building | |
| Begin Date | |
| Date of Expected Return | |
| Person Authorizing Check Out (print name) | |

Signature of Administrator _____
(sign)

Signature of Staff Member Checking Out Item _____
(sign)

Copy To: Building Administrator, Technology Director, Staff Person

York 3/Rock Hill School District

Policy DJGA Sales Calls and Demonstrations

Issued 9/99

~~Purpose: To establish the basic structure for sales calls on district staff.~~

The board does not permit sales representatives to call on teachers or other school staff members without authorization from the superintendent or his/her designee.

The superintendent or his/her designee may give permission to sales representatives of educational products to see members of the school staff at times that will not interfere with the educational program.

Upon entering a school or other district facility, all salespersons and agents will report directly to the school or district office and comply with all visitor procedures the school or district has in place.

Adopted 10/24/88; Revised 9/27/99

York 3/Rock Hill School District

SALES CALLS AND DEMONSTRATIONS

Code **DJGA** Issued **MODEL/16**

The board does not permit sales representatives to call on teachers or other school staff members without authorization from the superintendent.

The superintendent may give permission to sales representatives of educational products to see members of the staff at times that will not interfere with the educational program.

Upon entering a district school or other facility, all salespersons and agents will report directly to the school or district office and will comply with any visitor procedures the school or district has in place.

Adopted ^

Policy DJGA Sales Calls and Demonstrations

Issued 9/99

Purpose: To establish the basic structure for sales calls on district staff.

The board does not permit sales representatives to call on teachers or other school staff members without authorization from the superintendent or his/her designee.

The superintendent or his/her designee may give permission to sales representatives of educational products to see members of the school staff at times that will not interfere with the educational program.

Adopted 10/24/88; Revised 9/27/99

York 3/Rock Hill School District

Policy DKA Payroll Procedures/Schedules

Issued 4/17

Purpose: To establish the basic structure for payment of salary to district employees.

The business office issues all payments for compensation of regular and part-time staff employed by the district.

Payroll Procedures

All employee compensation will be paid in the form of direct deposit. No payroll checks will be issued except for the first payroll for a new employee in order for the payroll department to "prenote" for future direct deposits. The prenote allows the payroll department to send a test transaction to the financial institution to verify that the employee's account information is valid.

Employees may access their direct deposit notification for each payroll by logging into the Employee Self Service portal. Effective July 1, 2017, a "paper" direct deposit notification will not be distributed to employees.

Payroll Schedules

The district will pay all employees on or about the 25th day of each month. If the 25th falls on a weekend or holiday, the employee will be paid on the last business day prior to that weekend or holiday. Employees' base pay for their primary position will be prorated over 12 checks. All teachers, teaching assistants, bus drivers, and other support employees that are less than 12 months are paid beginning in August and ending in July. All 12-month employees are paid beginning in July and ending in June.

Any support personnel who works additional hours above his/her normal work hours from the 11th of the previous month to the 10th of the current month will be paid on or about the 25th of the current month. In order to provide payroll staff adequate preparation time, these dates may be adjusted slightly due to holidays. Activity bus drivers and Challenger personnel will be paid on or about the 25th of each month for hours worked from the 11th of the previous month to the 10th of the current month, and their pay will not be prorated over 12 months.

The payroll department distributes to all schools and departments a detailed payroll schedule at the beginning of each fiscal year with all pay days outlined.

Adopted 4/27/78; Revised 10/24/88, 9/27/99, 5/23/05, 4/24/17

York 3/Rock Hill School District

PAYROLL PROCEDURES/SCHEDULES

Code **DKA** Issued **MODEL**

The business office issues all paychecks for regular staff members and substitute or part-time workers.

Except as provided below, the district pays **all** employees on the *****.

Insert professional pay schedule here. Also include other district options for pay schedules for other staff members.

Adopted ^

Policy DKA Payroll Procedures/Schedules

Issued 4/17

Purpose: To establish the basic structure for payment of salary to district employees.

The business office issues all payments for compensation of regular and part-time staff employed by the district.

Payroll Procedures

All employee compensation will be paid in the form of direct deposit. No payroll checks will be issued except for the first payroll for a new employee in order for the payroll department to "prenote" for future direct deposits. The prenote allows the payroll department to send a test transaction to the financial institution to verify that the employee's account information is valid.

Employees may access their direct deposit notification for each payroll by logging into the Employee Self Service portal. Effective July 1, 2017, a "paper" direct deposit notification will not be distributed to employees.

Payroll Schedules

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Any support personnel who works additional hours above his/her normal work hours from the 11th of the previous month to the 10th of the current month will be paid on or about the 25th of the current month. In order to provide payroll staff adequate preparation time, these dates may be adjusted slightly due to holidays. Activity bus drivers and Challenger personnel will be paid on or about the 25th of each month for hours worked from the 11th of the previous month to the 10th of the current month, and their pay will not be prorated over 12 months.

The payroll department distributes to all schools and departments a detailed payroll schedule at the beginning of each fiscal year with all pay days outlined.

Adopted 4/27/78; Revised 10/24/88, 9/27/99, 5/23/05, 4/24/17

York 3/Rock Hill School District

Policy DM Cash in School Buildings

Issued 6/18

Purpose: To establish the basic structure for dealing with cash in school buildings.

Elementary schools, **child development center, and elementary alternative learning centers** will not keep more than \$750 (including cash and checks) overnight, excluding startup cash for curricular activities and food service petty cash.

Middle schools will not keep more than \$1,000 (including cash and checks) overnight, excluding startup cash for curricular and extracurricular activities and food service petty cash.

High schools, **career center, and secondary alternative learning centers** will not keep more than \$1,500 (including cash and checks) overnight, excluding startup cash for curricular and extracurricular activities and food service petty cash.

Other district locations will not keep more than \$250 (including cash and checks) overnight.

All monies must be kept in a locked, secure place with limited access until deposited.

The board directs all principals to ensure school monies are deposited when the total amount exceeds the limits listed above. All monies received for events, excluding the startup cash, must be reconciled daily and deposited when the school exceeds the limits listed above. Monies received for late night events must be reconciled and deposited daily using the bank's night depository when the total amount for the school exceeds the limits listed above. The district employee making the night deposit will be accompanied by a police officer or security guard. The startup cash for curricular and extracurricular activities must be verified, evidenced by at least two signatures and dates, at the beginning and end of each event day.

Support organizations must agree to follow all procedures as related to cash in school buildings and adhere to policy KBE and administrative rule KBE-R.

Support organizations should not leave money at school overnight. The support organization should use a fixed lock box in the school office or vault area for times when a support organization officer is unavailable to pick up money during the school day. Only the support organization officer will have access to this lock box. A master key to the lock box will be secured at the central office. The support organization should check the lock box for money on a regular basis. The support organization will be responsible for any loss incurred.

Principals will be allowed to hold startup cash for curricular and extracurricular activities for the duration of the activity/season (i.e., fall sports, book fair). At the end of the activity/season, principals must deposit the startup cash in a separate deposit that does not include the school's regular daily deposit. All startup cash must be kept in a locked, secure place with limited access until deposited at the end of the activity/season.

Food service managers may keep petty cash for the duration of the school year for use of operating the food service cash registers. The maximum amount of petty cash is \$50 for elementary schools, \$420 **\$150** for middle schools, and \$300 for high schools. Petty cash must be verified, evidenced by at least two signatures and dates, at the beginning and end of each day. All petty cash must be kept in a locked, secure place with limited access until deposited at the end of the school year. **Food service must make daily deposits, excluding petty cash, for monies received from food service operations.**

District employees who come into possession of money in connection with school activities will not leave the money unattended. As soon as is possible, and no later than the end of the school day, employees in possession of money shall turn it over to the principal or his/her designee for safe-keeping and proper accounting. District employees are prohibited from keeping school monies in their homes or automobiles overnight.

No disbursements will be made from cash collections. All school monies will be deposited, and disbursements will be made by check or procurement card to ensure appropriate reporting.

The principal must make arrangements with local banks for night depository privileges and armored services when necessary.

Principals, **teachers, or other employees** who do not abide by this policy will be responsible for any loss incurred as a result of their failure to make a timely deposit and may be subject to further disciplinary action.

Adopted 9/27/99; Revised 11/26/12, 3/27/17, 6/25/18

York 3/Rock Hill School District

CASH IN SCHOOL BUILDINGS

Code **DM** Issued **MODEL/16**

The board directs all principals to make deposits of school monies on a daily basis at the end of each school day or after a school event. The principal may make arrangements with local banks for night depository privileges and use these facilities when necessary.

Teachers and other employees who come into possession of cash in connection with school activities will not leave the money unattended. As soon as is possible, and no later than the end of the school day, employees in possession of cash shall turn it over to the principal's office for safe-keeping and proper accounting.

Principals, teachers, or other employees who do not abide by this policy will be responsible for any loss incurred as a result of their failure to make a timely deposit and may be subject to further disciplinary action.

Adopted ^

Policy DM Cash in School Buildings

Issued 6/18

Purpose: To establish the basic structure for dealing with cash in school buildings.

Elementary schools will not keep more than \$750 (including cash and checks) overnight, excluding startup cash for curricular activities and food service petty cash.

Middle schools will not keep more than \$1,000 (including cash and checks) overnight, excluding startup cash for curricular and extracurricular activities and food service petty cash.

High schools will not keep more than \$1,500 (including cash and checks) overnight, excluding startup cash for curricular and extracurricular activities and food service petty cash.

Other district locations will not keep more than \$250 (including cash and checks) overnight.

All monies must be kept in a locked, secure place with limited access until deposited.

The board directs all principals to ensure school monies are deposited when the total amount exceeds the limits listed above. All monies received for events, excluding the startup cash, must be reconciled daily and deposited when the school exceeds the limits listed above. Monies received for late night events must be reconciled and deposited daily using the bank's night depository when the total amount for the school exceeds the limits listed above. The district employee making the night deposit will be accompanied by a police officer or security guard. The startup cash for curricular and extracurricular activities must be verified, evidenced by at least two signatures and dates, at the beginning and end of each event day.

Support organizations must agree to follow all procedures as related to cash in school buildings and adhere to policy KBE and administrative rule KBE-R.

Support organizations should not leave money at school overnight. The support organization should use a fixed lock box in the school office or vault area for times when a support organization officer is unavailable to pick up money during the school day. Only the support organization officer will have access to this lock box. A master key to the lock box will be secured at the central office. The support organization should check the lock box for money on a regular basis. The support organization will be responsible for any loss incurred.

Principals will be allowed to hold startup cash for curricular and extracurricular activities for the duration of the activity/season (i.e., fall sports, book fair). At the end of the activity/season, principals must deposit the startup cash in a separate deposit that does not include the school's regular daily deposit. All startup cash must be kept in a locked, secure place with limited access until deposited at the end of the activity/season.

Food service managers may keep petty cash for the duration of the school year for use of operating the food service cash registers. The maximum amount of petty cash is \$50 for elementary schools, \$120 for middle schools, and \$300 for high schools. Petty cash must be verified, evidenced by at least two signatures and dates, at the beginning and end of each day. All petty cash must be kept in a locked, secure place with limited access until deposited at the end of the school year.

District employees are prohibited from keeping school monies in their homes or automobiles overnight.

No disbursements will be made from cash collections. All school monies will be deposited, and disbursements will be made by check or procurement card to ensure appropriate reporting.

The principal must make arrangements with local banks for night depository privileges and armored services when necessary.

Principals who do not abide by this policy will be responsible for any loss incurred as a result of their failure to make a timely deposit and may be subject to further disciplinary action.

Adopted 9/27/99; Revised 11/26/12, 3/27/17, 6/25/18

York 3/Rock Hill School District

Policy DN School Properties Disposition

Issued 10/17

~~Purpose: To establish the basic structure for disposition or reassignment of district real property that is no longer needed for school or district support purposes.~~

As authorized by state law the board may acquire real property including lands and buildings or other improvements for use as a schoolhouse or facility in support of the district's mission. As a governing body the board may purchase, have and hold such real property in fee simple title as necessary for accomplishment of the school district's mission (59-19-180). As further authorized, the board may sell any real property it no longer needs for school purposes, or may lease any real property it considers unnecessary for the district's needs at the present time.

As required by state law, unless exempted by state proviso in the year of sale or the execution of the lease, the board will obtain consent of the York County Council before making such sale or lease (59-19-250).

In addition, the sale, lease, or reassignment of any land parcels or other real property purchased after 1952 with state funds will be approved in advance and in writing by the State Board of Education via the South Carolina Department of Education Office of School Facilities (OSF) (59-19-190). For the sale, lease, or donation of all other real property, the district will report the transaction to OSF for the purpose of maintaining an accurate inventory of facilities and sites (State Board Policy DO).

This policy does not apply to situations in which property is leased for rental for civic or public purposes or for a school-age child care program as authorized by Section 59-19-125 of the South Carolina Code of Laws. It also does not apply to facility use agreements issued under Policy KF, where the district allows use of school facilities on a short-term or recurring basis, but retains ultimate control of the facility.

Terms and conditions of property sales or leases will be as negotiated and agreed, consistent with applicable federal, state, and local laws and regulations. The board authorizes the superintendent or designee to negotiate all such terms and conditions and/or to procure or appoint legal and realtor representation as required. All real estate sales contracts and lease instruments will be presented to the board for approval, unless a written resolution is approved in advance by the board authorizing superintendent or designee execution.

Adopted 10/23/2017

Legal References:

S. C. Code, 1976, as amended:

[Section 59-19-120](#)-Rules and regulations governing use of school buildings.

[Section 59-19-125](#) - Leasing school property for particular purposes.

[Section 59-19-180](#) Purchase of lands by trustees.

[Section 59-19-190](#) - Purchase of land by trustees; reassignment or disposal of land purchased with state funds.

[Section 59-19-250](#) - Sale or lease of school property by trustees.

York 3/Rock Hill School District

SCHOOL PROPERTIES DISPOSITION

Code **DN** Issued **MODEL**

The superintendent will advise the board that certain property is no longer needed for public school purposes. The board may sell or lease school property, real or personal, whenever such property is no longer needed for school purposes.

Under certain circumstances, the board will obtain the consent of the county council (*or county board*) before making such sale or lease.

The State Board of Education must approve, in advance and in writing, the reassignment or disposal of parcels of land purchased after 1952 with any state funds.

The district must follow any other South Carolina Department of Education Office of District Facilities Management regulations regarding disposal of property.

Cf. DID

Adopted ^

Legal References:

- A. S.C. Code of Laws, 1976, as amended:
 - 1. Section 59-19-125 - Leasing school property for particular purposes.
 - 2. Section 59-19-190 - Purchase of land by trustees; reassignment or disposal of land purchased with State funds.
 - 3. Section 59-19-250 - Sale or lease of school property by trustees.

Policy DN School Properties Disposition

Issued 10/17

Purpose: To establish the basic structure for disposition or reassignment of district real property that is no longer needed for school or district support purposes.

As authorized by state law the board may acquire real property including lands and buildings or other improvements for use as a schoolhouse or facility in support of the district's mission. As a governing body the board may purchase, have and hold such real property in fee simple title as necessary for accomplishment of the school district's mission (59-19-180). As further authorized, the board may sell any real property it no longer needs for school purposes, or may lease any real property it considers unnecessary for the district's needs at the present time.

As required by state law, unless exempted by state proviso in the year of sale or the execution of the lease, the board will obtain consent of the York County Council before making such sale or lease (59-19-250).

In addition, the sale, lease, or reassignment of any land parcels or other real property purchased after 1952 with state funds will be approved in advance and in writing by the State Board of Education via the South Carolina Department of Education Office of School Facilities (OSF) (59-19-190). For the sale, lease, or donation of all other real property, the district will report the transaction to OSF for the purpose of maintaining an accurate inventory of facilities and sites (State Board Policy DO).

This policy does not apply to situations in which property is leased for rental for civic or public purposes or for a school-age child care program as authorized by Section 59-19-125 of the South Carolina Code of Laws. It also does not apply to facility use agreements issued under Policy KF, where the district allows use of school facilities on a short-term or recurring basis, but retains ultimate control of the facility.

Terms and conditions of property sales or leases will be as negotiated and agreed, consistent with applicable federal, state, and local laws and regulations. The board authorizes the superintendent or designee to negotiate all such terms and conditions and/or to procure or appoint legal and realtor representation as required. All real estate sales contracts and lease instruments will be presented to the board for approval, unless a written resolution is approved in advance by the board authorizing superintendent or designee execution.

Adopted 10/23/2017

Legal References:

S. C. Code, 1976, as amended:

Section 59-19-120-Rules and regulations governing use of school buildings.

Section 59-19-125 - Leasing school property for particular purposes.

Section 59-19-180 Purchase of lands by trustees.

Section 59-19-190 - Purchase of land by trustees; reassignment or disposal of land purchased with state funds.

Section 59-19-250 - Sale or lease of school property by trustees.

York 3/Rock Hill School District

FIELD STUDY REQUEST

Field Trip System Data Entry Completed:

Revised
9/27/2012

NOTE: Please submit one field study request form per field study. Students who participate in field study must have written parent permission. Bus roster and emergency contact numbers must be with teacher in charge of field study. All overnight field study and out of state day field study requests must be approved by the Superintendent prior to the study. Out of Country field study requests require Board of Trustees approval. The signature dates must be in sequential order. First semester overnight requests must be submitted by September 30. Second semester overnight requests must be submitted by January 31. Local field study requests must be submitted to the building principal at least 2 weeks in advance. Requests may not be submitted at other times unless they are for academic, club, or sports competitions.

| | | |
|---|--|--|
| Check all that apply: <input type="checkbox"/> In-State <input checked="" type="checkbox"/> Out-of-State <input type="checkbox"/> Day <input checked="" type="checkbox"/> Overnight <input type="checkbox"/> Competition? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | | |
| Person in Charge of Group Denise S. Ciobanu | Class Requesting Trip: <u>Foreign Language</u> <u>NHS Students</u> <u>Apr 3rd</u> Northwestern High School | Dates of Trip: April 3rd-April 12th 2020 |
| Destination (attach itinerary): Europe: Spain and France | Destination City/State: Barcelona, Nîmes, Nice and St. Paul de Vence | Destination contact phone number: 803-367-2825 |
| Number of Student Attending: <u>20</u> | | Will students be eating lunch in cafeteria? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Teacher Chaperones Attending: <u>Julia Rowsam</u> Adult/Parent Chaperones Attending: (1 chaperone per 10 students): <u>Santiago Jimenez</u> <u>Denise Ciobanu</u> | | Classroom Time Lost: <u>1 day</u> |
| Background Check Completed <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | Will a substitute teacher be required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Background Check Completed <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | If yes, list dates: Full Day <u>April 3rd, 2020</u> |
| Background Check Completed <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | Half Day (a.m.) _____ |
| Background Check Completed <input type="checkbox"/> Yes <input type="checkbox"/> No | | Half Day (p.m.) _____ |
| (Please attach a list of additional names with background check information on separate sheet of paper if needed) | | |
| Topic being studied: Language, Culture and Civilization; Full immersion in the target languages | | Cost per student: <u>\$4,400</u> |
| Objectives of this trip in relation to topic: Get first hand information, practice what we learned, awareness to culture and civilization, meet and interact with native speakers, participate in cultural events. | | Payment Plan Available? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Educational preparations for this trip: Every day lessons | | Funding Source (fundraiser, school activity fund, student): <u>Fundraising & student</u> |
| Follow-up plans and activities: Every day lessons | | Scholarship Available? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <u>plus 3 college credits</u> |
| Transportation Information: <input checked="" type="checkbox"/> No Transportation Needed <input type="checkbox"/> Activity Bus # needed: _____ <input type="checkbox"/> Van/Mini Bus # needed: _____ <input checked="" type="checkbox"/> Charter Bus <u>air</u> | | |
| Driver furnished by Transportation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No, If no, list driver name: _____ | | |
| Pick up time: _____ Return time: _____ Number of Students: _____ Number of Adults: _____ Wheelchair: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | | |
| Plan of Payment – TRANSPORTATION ONLY: (Does not include admission, meals, etc.) <input type="checkbox"/> School District <input type="checkbox"/> School Activity Fund <input checked="" type="checkbox"/> Students <input type="checkbox"/> Other, specify: _____ | | |
| Account Number to Charge: <u>Foreign Language Department Activity Account</u> <u>for fundraising money.</u> | | |
| Building Principal Approval (Required for all requests) <u>Bue Cook</u> | Date: <u>5/14/19</u> <u>8/23/19</u> | Board of Trustees Approval (Required for out-of-country requests) Date _____ |
| Superintendent Approval (Required for all overnight and out of state day requests and in state requests that are more than 50 miles from Rock Hill.) Date _____ | | |
| Copies to: Building Principal's Office, Requesting Staff Member, Planning Dept., Transportation, Building Cafeteria Manager (if needed) | | |



Barcelona and Le Midi

REQUEST INFO

Your Adventure, Day by Day

Day 1 : Start Tour

Day 2 : Hola Barcelona

Day 3 : Barcelona landmarks

- Barcelona guided sightseeing tour: Park Güell visit, Gaudí's Sagrada Familia visit, Barri Gotic, Olympic Stadium

Day 4 : Barcelona

- **Add On: Dali Museum in Figueres:** Surrealist art lovers will especially enjoy visiting Figueres, the hometown of the famous Salvador Dali. Explore the Theatre and Museum he built to memorialize his life's work. The museum boasts the largest collection of his work including paintings, sculptures, mechanical devices, 3D collages and even living room furniture! It's certainly a sight to see!

- **Picasso Museum visit:** Take an unparalleled glimpse into the development of Picasso's genius. Bringing together the Spaniard's early and late works, the museum traces the evolution of Picasso's art from his realism-based schoolboy exercises of the 1890s through his Blue Period in 1904, and then jumps into the artist's remarkable late work.

Day 5 : Barcelona - Provence

- **Travel to Provence via Carcassonne:**

- **Carcassonne visit:** Venture to the medieval walled town of Carcassonne, famous for its medieval citadel and imposing watchtowers.

Day 6 : Provence

- **Pont du Gard visit:** A true masterpiece of ancient architecture, the Pont du Gard aqueduct is one of the most beautiful Roman constructions in the region. Discover more about this startling monument as you follow the course of its history through the ages.

- **Nîmes tour director-led sightseeing:** Nîmes amphitheater visit, Maison Carrée visit



LEAP Activity | En Garde!

Which is mightier—the pen or the sword? You decide! Learn basic calligraphy and fencing moves to gain new insight into old-world traditions.

Day 7 : Provence - Nice

- LEAP Painter's Provence:

- Travel to Nice:

- **Nice Tour Director-led sightseeing tour:** Your Tour Director will show you around the narrow pedestrian streets and tiny squares of "Le Vieux Nice" (Old Town), which is sprinkled with old palaces and mansions. Stroll down the Promenade des Anglais, which runs parallel to the water. Backed by Nice's grand hotels, the Promenade was built in the 19th century for the British who flocked here en masse.

Day 8 : Nice

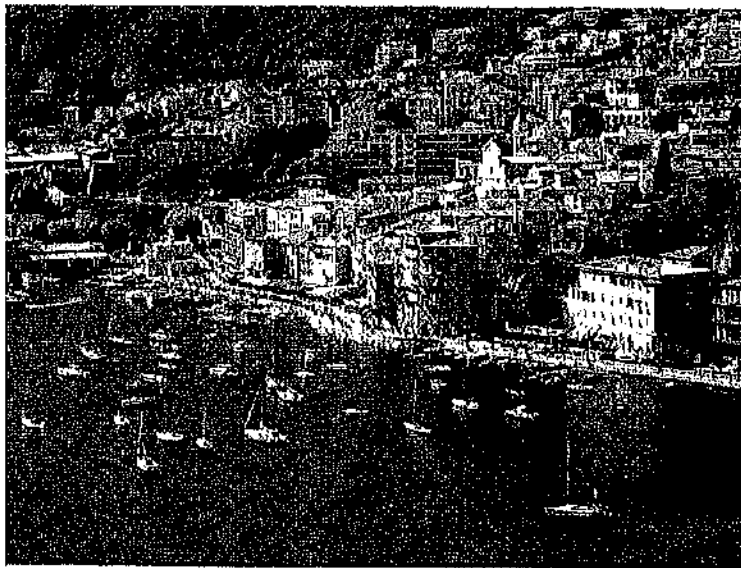
- **St. Paul de Vence city walk:** St. Paul de Vence is a beautifully preserved 16th-century hill-village with ramparts, terracotta roofs and cypresses. But the town's unique appeal is that it teems with the work of famous artists—such as Braque, Leger and Picasso—who lived or stayed here and paid their bills in art.

- LEAP Cuisine Provençal:

- Dinner on your own:

Day 9 : Return Home OR Extend Your Stay

- **Depart from France:** Board flight home or extend your stay with an extra day in Nice.



Extend your stay | Extra day in Nice

Extend your stay to spend an additional day in Nice. Explore the city even further—discovering museums, enjoying local cuisine, finishing last minute shopping, or relaxing on the beautiful Mediterranean beaches.

GET OUT OF THE CLASSROOM AND EXPLORE YOUR WORLD

[REQUEST INFO](#)

[BROWSE PROGRAMS](#)

Memo

TO: Dr. Bill Cook, Superintendent
FROM: Anthony Cox, P.E.
DATE: September 4, 2019
SUBJECT: Elementary School Security Officers
CC: Michael Johnson / Jill Watts / Missy Brakefield / LaWana Robinson-Lee / Terri Smith

We have awarded Contract 19-2001, School Security Officer Services, to Universal Protection Service, LLC, dba "Allied Universal Security Services", in the annual amount of \$754,487.20, for School Security Officers ("SSO's") for our Elementary Schools and Centers.

A trained, uniformed and armed officer will be provided at each elementary school location. One officer will serve as SSO Supervisor. This position will also provide SSO services to our T3 and ParentSmart at Sylvia Circle Family Learning Center.

The district will provide each officer with a suitable office space at the school and with a district radio. Other equipment is provided by the company. The hiring process has begun and we are already working with the company for a fast-track implementation to match up the right officer with his or her best school to serve.



One Team...One Mission...One Rock Hill

386 E. Black Street
P.O. Drawer 10072
Rock Hill, SC 29731

T: (803) 981-1000
F: (803) 981-1094
www.rock-hill.k12.sc.us

Memo

TO: Dr. Bill Cook, Superintendent
FROM: Dr. John Jones
DATE: September 5, 2019
SUBJECT: ESE PRESENTATION

As requested, Dr. Nancy Turner, Director of Exceptional Student Education (ESE), will provide a brief update on programming and mental health services support during the Board of Trustees meeting on Tuesday, September 9, 2019. This presentation will focus upon our current enrollment and classes at the beginning of the school year, program efficacy reporting, and current implementation status of our Rock Hill Schools' mental health counselors.

Please let me know if you have any questions.



ESE & Mental Health Update

September 8, 2019

One Team. One Mission. One Rock Hill.

District SPED Program Totals

| Pre-School | Total |
|------------|-------|
| Resource | 12 |
| Central | 65 |
| K-Prep | 15 |

| Middle School | Total |
|---------------------------------|-------|
| Resource | 487 |
| Unique Pathways 1 | 51 |
| Unique Pathways 2 | 16 |
| Unique Pathways 3 | 8 |
| Learning Connections (Behavior) | 23 |
| Learning Connections (Social) | 14 |

| Elementary School | Total |
|-------------------|-------|
| Resource | 665 |
| Unique Pathways 1 | 94 |
| Unique Pathways 2 | 31 |
| Unique Pathways 3 | 20 |
| Building Bridges | 30 |

| High School | Total |
|-------------------------------|-------|
| Resource | 636 |
| Unique Pathways 2 | 39 |
| Unique Pathways 3 | 16 |
| Learning Connections (Social) | 21 |

One Team. One Mission. One Rock Hill.

ESE DATA PROFILE – 2015-2016

YORK 3

South Carolina Department of Education

Office of Special Education Services
MFS Data Profiles

Performance Factor Outcomes

2015-2016 School Year Data

| | | | | | |
|------|--------|---------------|--------|--------------------|--------|
| PF1: | 59.17% | State Target: | 44.30% | State Performance: | 52.10% |
| PF2: | 8.80% | State Target: | 19.31% | State Performance: | 9.40% |
| PF3: | 10.45% | State Target: | 24.68% | State Performance: | 12.10% |
| PF4: | 61.70% | State Target: | 57.00% | State Performance: | 43.60% |
| PF5: | 37.14% | State Target: | 48.88% | State Performance: | 60.70% |
| PF6: | 16.10% | State Target: | 9.00% | State Performance: | 15.90% |
| PF7: | 53.75% | State Target: | 60.00% | State Performance: | 48.90% |

Performance Factor Summary

Definitions

| | |
|------------------------------|--|
| Performance Factor 1: | Graduation Rate |
| Performance Factor 2: | ELA Assessment Performance (Grades 3-8) |
| Performance Factor 3: | Math Assessment Performance (Grades 3-8) |
| Performance Factor 4: | School Age Least Restrictive Environment (Ages 6-21) |
| Performance Factor 5: | Preschool Placement Settings (Ages 3-5) |
| Performance Factor 6: | Suspension Rate for Students with Disabilities |
| Performance Factor 7: | Career Preparation Assessment Performance (ACT WorkKeys) |

One Team. One Mission. One Rock Hill.

ESE DATA PROFILE – 2016-2017

Table 1: Compliance Scoring

| CF | Description | Score |
|----|---|-----------|
| 1 | Data Submissions | 3 |
| 2 | Finance Submissions | 3 |
| 3 | Post-Secondary Planning and Services (Indicator 13) | 2 |
| 4 | Timely Corrections of Non-Compliance | 3 |
| 5 | IDEA Timelines (Indicators 11 and 12) | 3 |
| | Compliance Factors Score | 14 |

Table 3: Performance Data

| PF | Description | Target | State 15-16 | LEA 15-16* | LEA 16-17 | Score |
|----|----------------------------------|--------|-------------|------------|-----------|-----------|
| 1 | Graduation Rate | 44.3% | 52.1% | 59.2% | 62.3% | 3 |
| 2 | ELA | 19.3% | 9.4% | 11.4% | 11.8% | 2 |
| 3 | Math | 24.7% | 12.1% | 13.3% | 11.7% | 0 |
| 4 | School Age LRE | 57.0% | 43.6% | 61.7% | 61.4% | 3 |
| 5 | Early Childhood | 48.9% | 60.7% | 37.1% | 40.0% | 1 |
| 6 | SWD Suspensions | 9.0% | 15.9% | 16.1% | 16.2% | 0 |
| 7 | Career Readiness | 60.0% | 48.9% | 53.8% | 49.7% | 2 |
| | Performance Factors Score | | | | | 11 |

*District 15-16 data may differ slightly from data reported in MFS Profiles due to the use of uncensored data in the current calculations.

Table 2: Performance Scoring Key

| Score | Description |
|-------|---|
| 3 | Meets or exceeds current state target |
| 2 | Meets or exceeds prior year's state performance |
| 1 | Does not meet prior year's state performance but improved since last year |
| 0 | Does not meet prior year's state performance and did not improve |

One Team. One Mission. One Rock Hill.

York 3 (4603)

South Carolina Department of Education
Office of Special Education Services
LEA Determination Data Profile

Table 1: Compliance Scoring

| CF | Description | Score |
|----|---|-------|
| 1 | Data Submissions | 3 |
| 2 | Finance Submissions | 3 |
| 3 | Post-Secondary Planning and Services (Indicator 13) | 2 |
| 4 | Timely Corrections of Non-Compliance | 2 |
| 5 | IDEA Timelines (Indicators 11 and 12) | 3 |

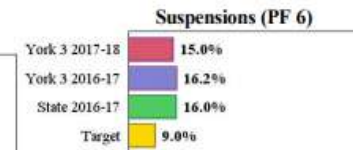
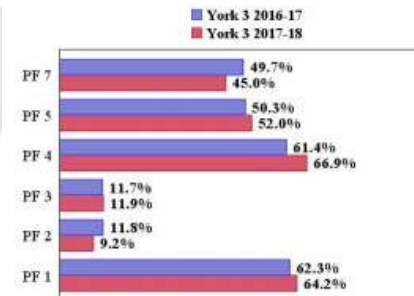
Table 2: Performance Scoring Key

| Score | Description |
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| 3 | Meets or exceeds current state target |
| 2 | Meets or exceeds prior year's state performance |
| 1 | Does not meet prior year's state performance but improved since last year |
| 0 | Does not meet prior year's state performance and did not improve |

Table 3: Performance Data

| PF | Description | Target* | State 16-17 | LEA 16-17 | LEA 17-18 | Score |
|---------------------------|------------------|---------|-------------|-----------|-----------|-------|
| 1 | Graduation Rate | 48.3% | 55.0% | 62.3% | 64.2% | 3 |
| 2 | ELA | 30.0% | 9.4% | 11.8% | 9.2% | 0 |
| 3 | Math | 31.3% | 12.4% | 11.7% | 11.9% | 1 |
| 4 | School Age LRE | 58.0% | 61.6% | 61.4% | 66.9% | 3 |
| 5 | Early Childhood | 48.9% | 56.3% | 50.3% | 52.0% | 3 |
| 6 | SWD Suspensions | 9.0% | 16.0% | 16.2% | 15.0% | 2 |
| 7 | Career Readiness | 60.0% | 43.5% | 49.7% | 45.0% | 2 |
| Performance Factors Score | | | | | | 14 |

*Represents Target for 2017-2018



| | |
|-------------------|------------------|
| Compliance Score | 13 |
| Performance Score | 14 |
| Total Score | 27 |
| Determination | Needs Assistance |

Mental Health Update

- All 5 Rock Hill Schools Mental Health Service Providers: on board
- Referral Process for requesting Mental Health services has been initiated. RHS providers will receive all referrals and work closely with Catawba providers
- 3 Grants have been submitted with university partners:
 - School Climate Transformation Grant (5 years-partnership with Univ. of Maryland)
 - Social Emotional Learning (3 years –partnership with Univ. of Maryland)
 - Mental Health and Social-Emotional Learning (3 years – USC-resubmitted)

Other and Future Business

Helena Miller

Executive Session

- **Personnel Matter**
 - *Personnel Appeal*
- **Contractual Matters**
 - *Intergovernmental Agreement*
 - *Naming Facilities*