



SCHOOL BOARD WORK SESSION

LOC. District Office

LEADER: Jim Vining

TEAM: Board of Trustees

START: 4:00 p.m.

SCRIBE: Chris Gammons

DATE: January 9, 2016

FINISH: 8:05 p.m. approximately

ITEM#	AGENDA TOPIC	DISCUSSION LEADER	TIME
1	<i>Data Session</i>	<i>Instructional Staff</i>	<i>4:00 p.m.</i>
	<i>Break for Dinner</i>		<i>5:00-5:30 p.m.</i>
2	<i>Call to Order - Richmond Drive Elementary School</i>	<i>Maddie Parkman</i>	<i>5 minutes</i>
3	FY2015-16 Financial Audit and Procurement Audit Results (Policy DIE)	Terri Smith	15 minutes
4	Section "J" Policies - 5th set - 1st reading (Policy BG/BGD)	Luanne Kokolis	10 minutes
	*JLCC - Communicable/Infectious Diseases		
	*JLCC-E(1) - Head Lice Procedures and Instructions for Parents		
	*JLCD - Assisting Students with Medicines		
	*JLCD-R - Assisting Students with Medicines		
	*JLCD-E(1)-(6) - Assisting Students with Medicines		
	*JLCDB - Use of Epinephrine Auto-Injectors		
	*JLCE - First Aid and Emergency Care		
5	Student Activity Study (Follow-up from Equity Committee)	Terri Smith	60 minutes
	<i>Break</i>		
6	Community Visits (Policies BBA/BBAA, BDD, BG/BGD)	Helena Miller	20 minutes
7	Intra-district Athletic Transfers	Luanne Kokolis	10 minutes
8	Pilot Drug Testing	Luanne Kokolis	15 minutes
9	Transportation Update (Policy EEA)	B.Vaughan/B.Gill	10 minutes
10	SCSBA Legislative Advocacy Update / Elected Officials Forum	Douglas/Miller/Reid	5 minutes
11	Other and Future Business	Jim Vining	5 minutes
12	Executive Session - Student Matter		
13	Action as Required from Executive Session		
14	Adjournment		

**Executive Summary
Board Data Session
January 2017**

End of Course Examination Program (EOCEP) Results

Overall Summary

- When looking at all students, across all content areas tested on the EOCEP, Rock Hill Schools outperform the State with a lower percentage of students receiving a failing grade.
- In Biology and History, Rock Hill Schools has a higher percentage of students receiving A's than the State comparison group.
- Although our subgroup of Students with Disabilities has a relatively high failure rate, we are still performing significantly better than the State subgroup in all content areas.

Algebra

- Rock Hill Schools' students outperformed the State of South Carolina passage rate for all demographic subgroups reported.

Biology

- Rock Hill Schools' students outperformed the State of South Carolina passage rate for all demographic subgroups reported.

English

- With the exception of Hispanic/Latino and Native American/ Alaskan Native subgroups, all other races/ethnicities had a higher percentage of students pass the exam than the State subgroups
- With over half of our Limited English Proficiency students failing the English EOCEP, they are significantly underperforming when compared to the State of South Carolina LEP student group.
- The American Indian subgroup is significantly underperforming the State with 42% failing the exam. This is particularly striking since this subgroup has performed well in other EOCEP testing.
- In English, our top end performance is also lacking with a lower percentage of students scoring A's and B's compared to the State.

History

- When looking at the top end performers, students scoring A's and B's, Rock Hill Schools outperformed the State in for all subgroups reported.
- Rock Hill Schools' LEP and Hispanic Latino subgroups underperformed the State with a higher percentage of students failing the exam.

Graduation Rate

- Rock Hill Schools' 4-year graduation rate is higher than the State of South Carolina
- We project to be on track to meet our interim goals for 4-year graduation rate (2016-17 goal is 86.5%)
- Even in the few areas where our subgroups' graduation rate is lower than the State comparison group, only American Indian students' graduation rate shows a significantly lower percentage. Other differences are very small.

SC PASS Performance Comparison by Lunch Status for Title I and Non-Title I Schools

- Students receiving Free and Reduced Lunch who are enrolled in Title I schools in Rock Hill perform better than their Free and Reduced Lunch peers in Non-Title I schools.
- Full pay students in Title I schools are underperforming their full pay lunch status peers attending Non-Title I schools.
 - These trends mimic those presented in our SC Ready data during our November data session.
- In both Science and Social Studies, across all grade levels, there is a significant achievement gap between students in poverty and those that do not qualify for Free and Reduced Lunch.

SC PASS

Overall

- Across all grade levels, Rock Hill Schools outperformed the State with a lower percentage of students scoring Not Met in SC PASS Social Studies.
- Rock Hill Schools performed similar to the State in SC PASS Science with Sixth and Seventh grade outperforming the State with a lower percentage of students scoring Not Met.
- For most grade levels, in both Science and Social Studies, Rock Hill Schools have a lower percentage of students scoring Exemplary.

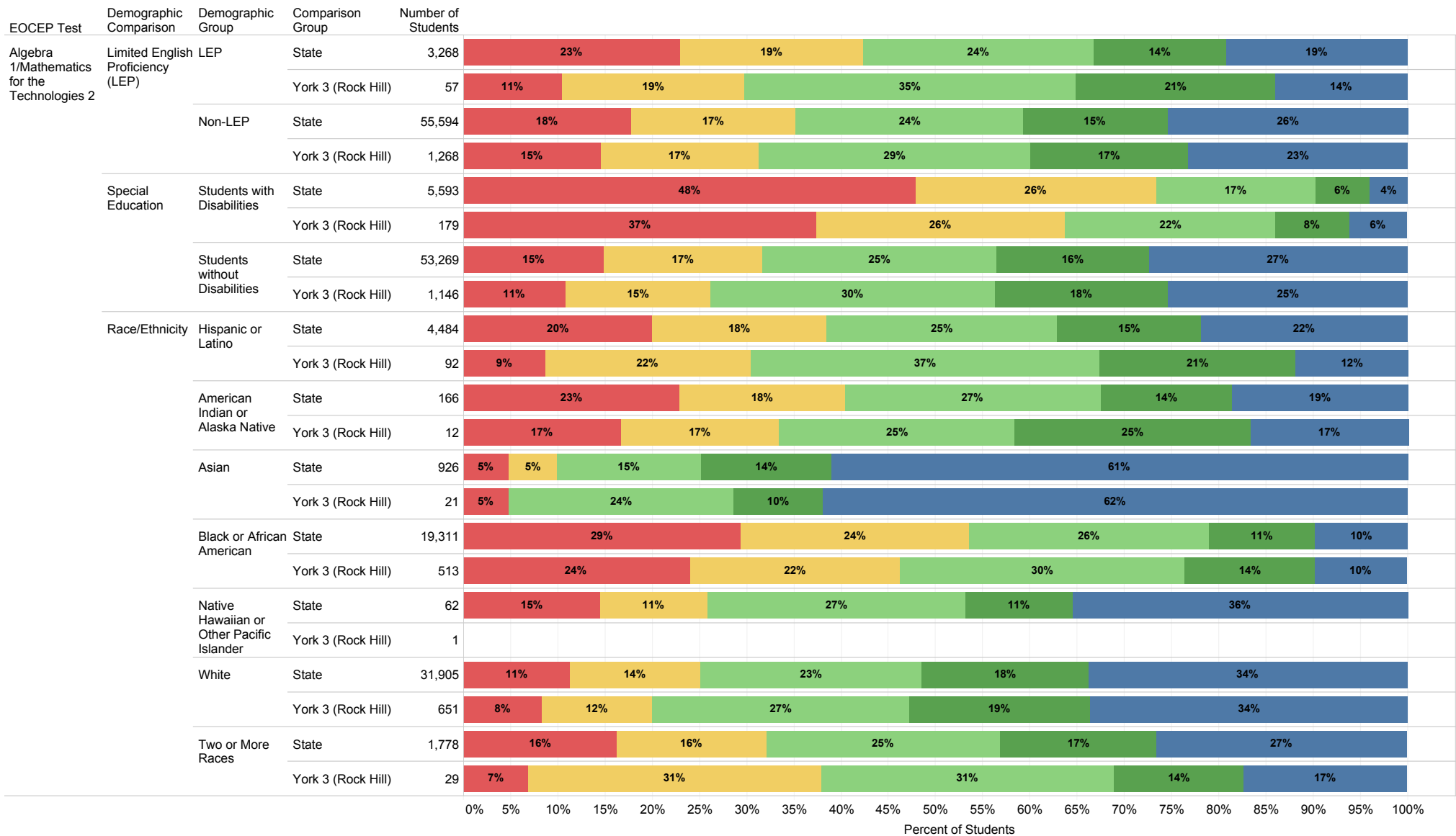
SC PASS Social Studies

- Rock Hill Schools' Students with Disabilities subgroup outperformed the State with a higher percentage of students scoring Met or Exemplary.

SC PASS Science

- In several cohorts (5th, 6th, and 8th grades), multiracial students significantly underperformed the State in percentage of students scoring Not Met.
- Generally speaking, our top end students scoring Exemplary represent a lower percentage of our population than the State.

EOCEP 2015-2016
Algebra 1/Mathematics for the Technologies 2
Rock Hill School District Compared to State of South Carolina by Subgroup
**If the number tested for any subgroup is less than 10, no data will be shown.*

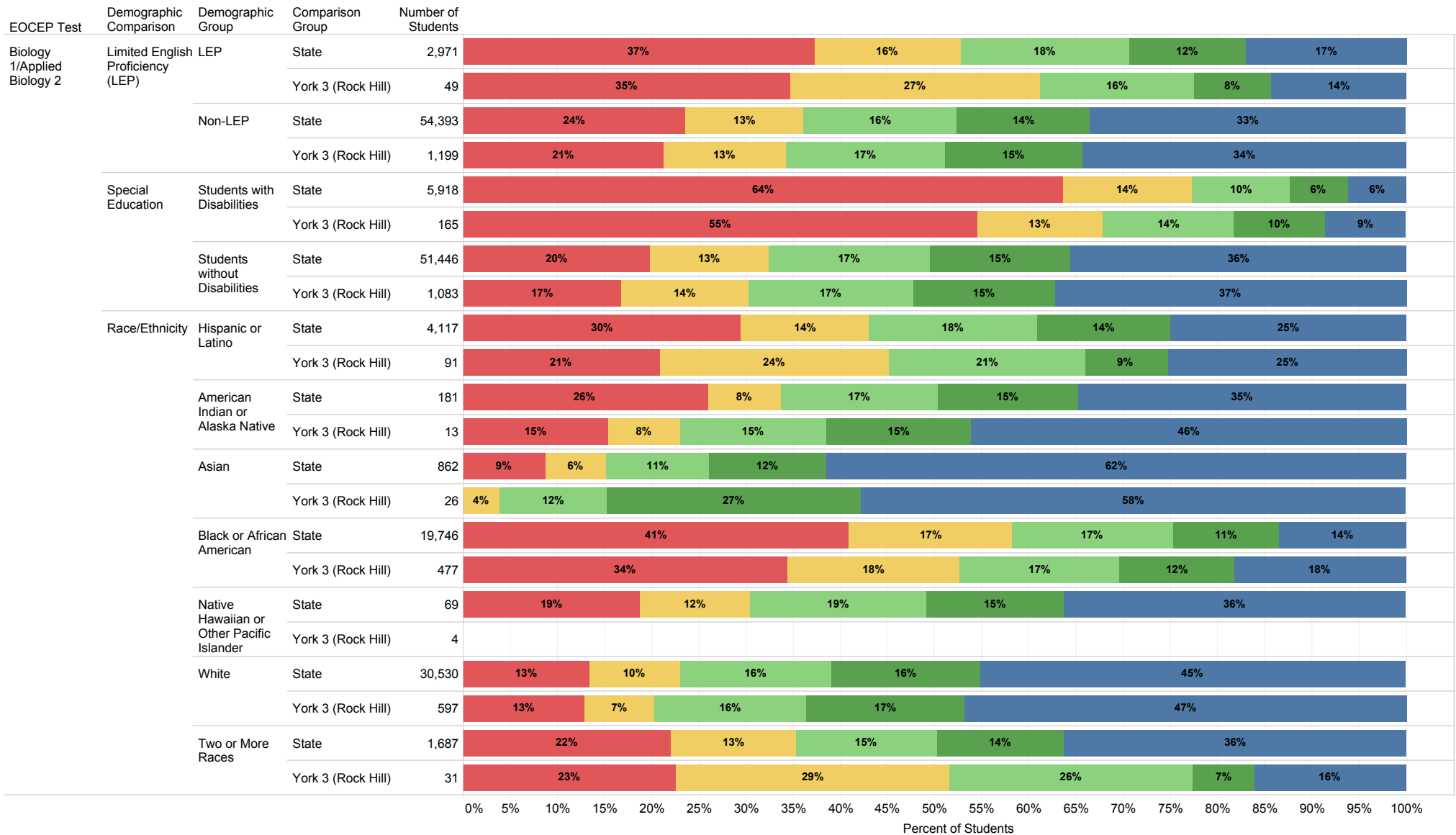


Letter Grade Scored

- Students Scoring A
- Students Scoring B
- Students Scoring C
- Students Scoring D
- Students Scoring F

EOCEP 2015-2016
Biology 1/Applied Biology 2
Rock Hill School District Compared to State of South Carolina by Subgroup

**If the number tested for any subgroup is less than 10, no data will be shown.*

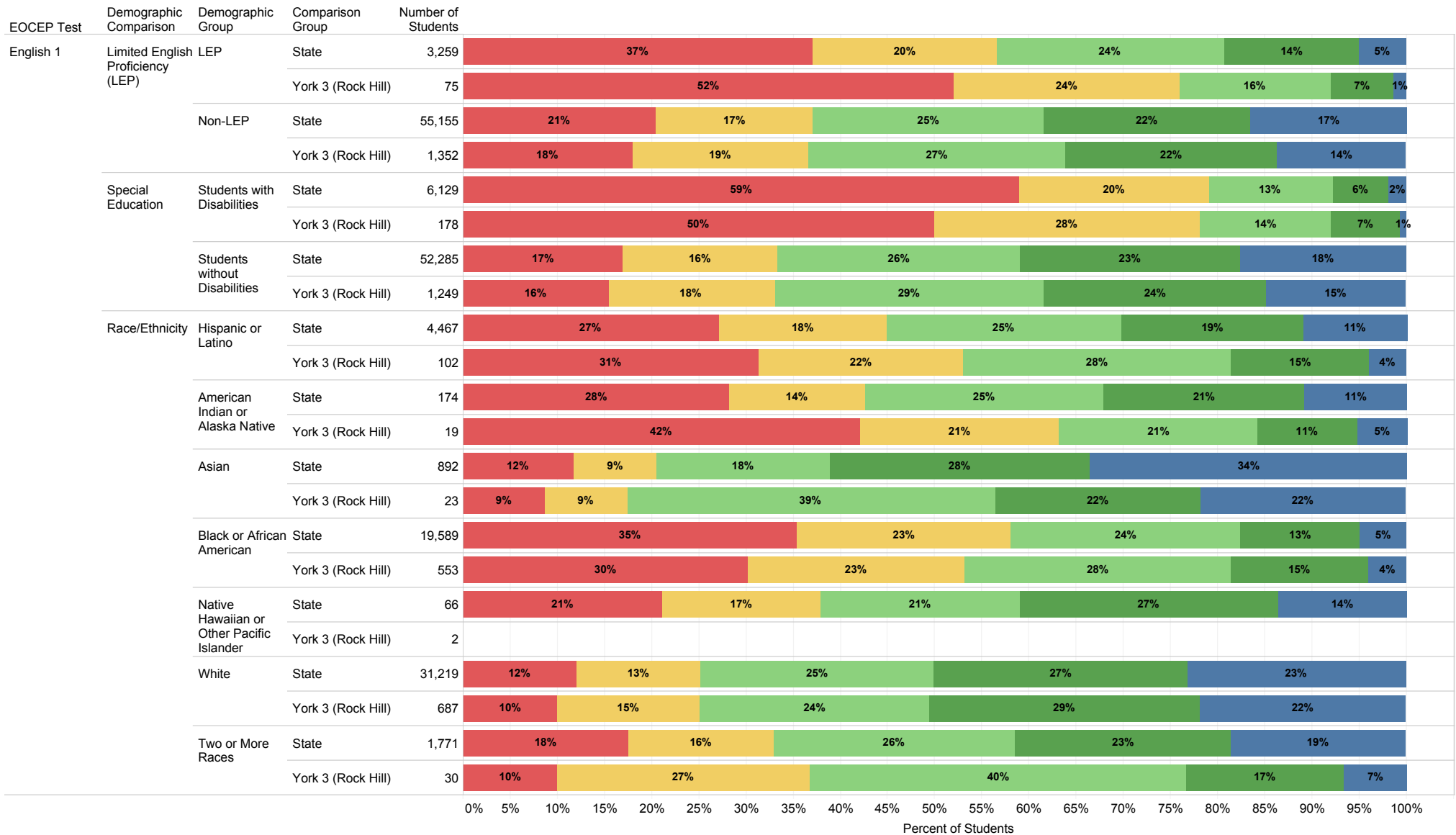


Letter Grade Scored

- Students Scoring A
- Students Scoring B
- Students Scoring C
- Students Scoring D
- Students Scoring F

EOCEP 2015-2016
English 1
Rock Hill School District Compared to State of South Carolina by Subgroup

**If the number tested for any subgroup is less than 10, no data will be shown.*

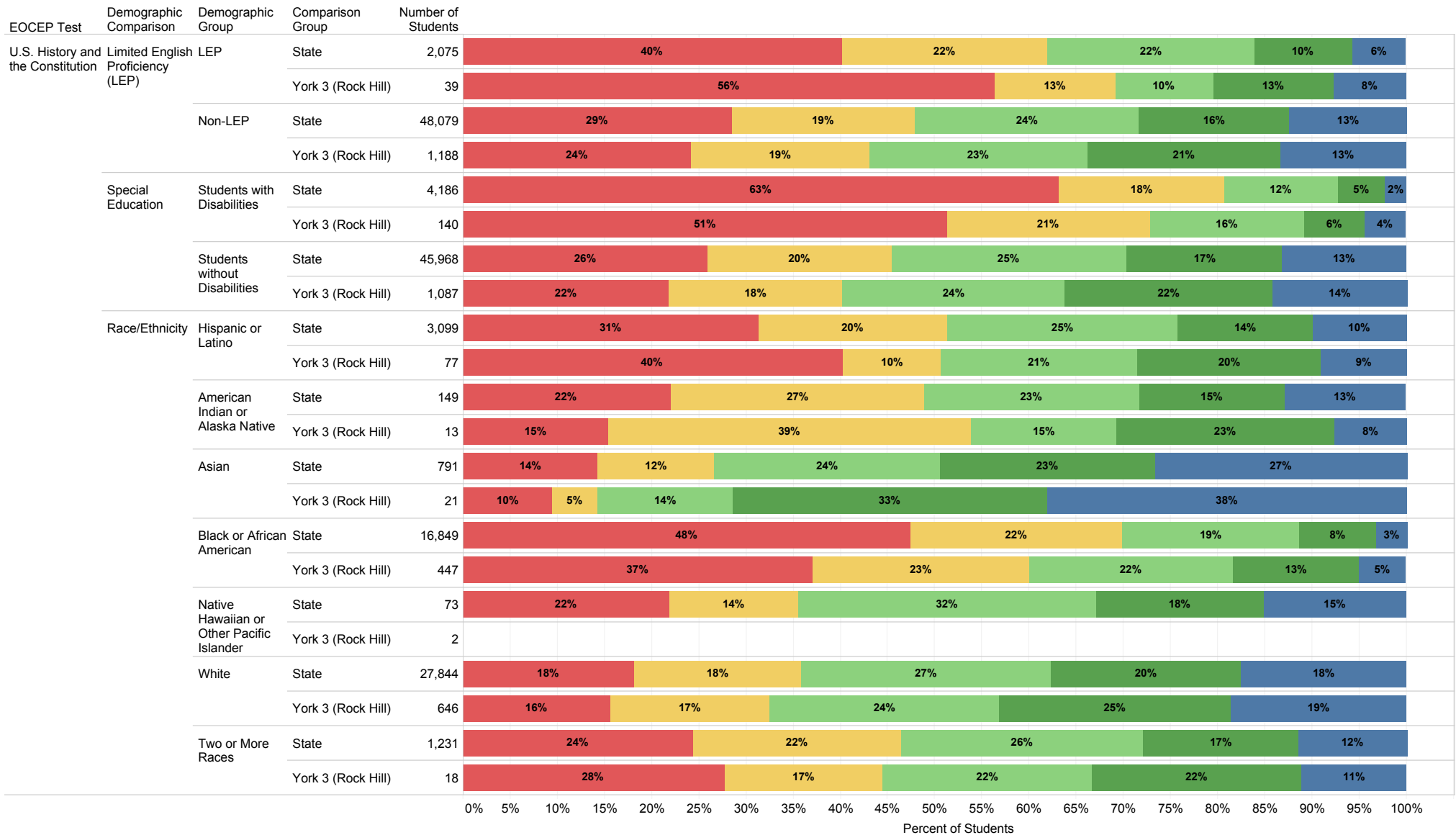


Letter Grade Scored

- Students Scoring A
- Students Scoring B
- Students Scoring C
- Students Scoring D
- Students Scoring F

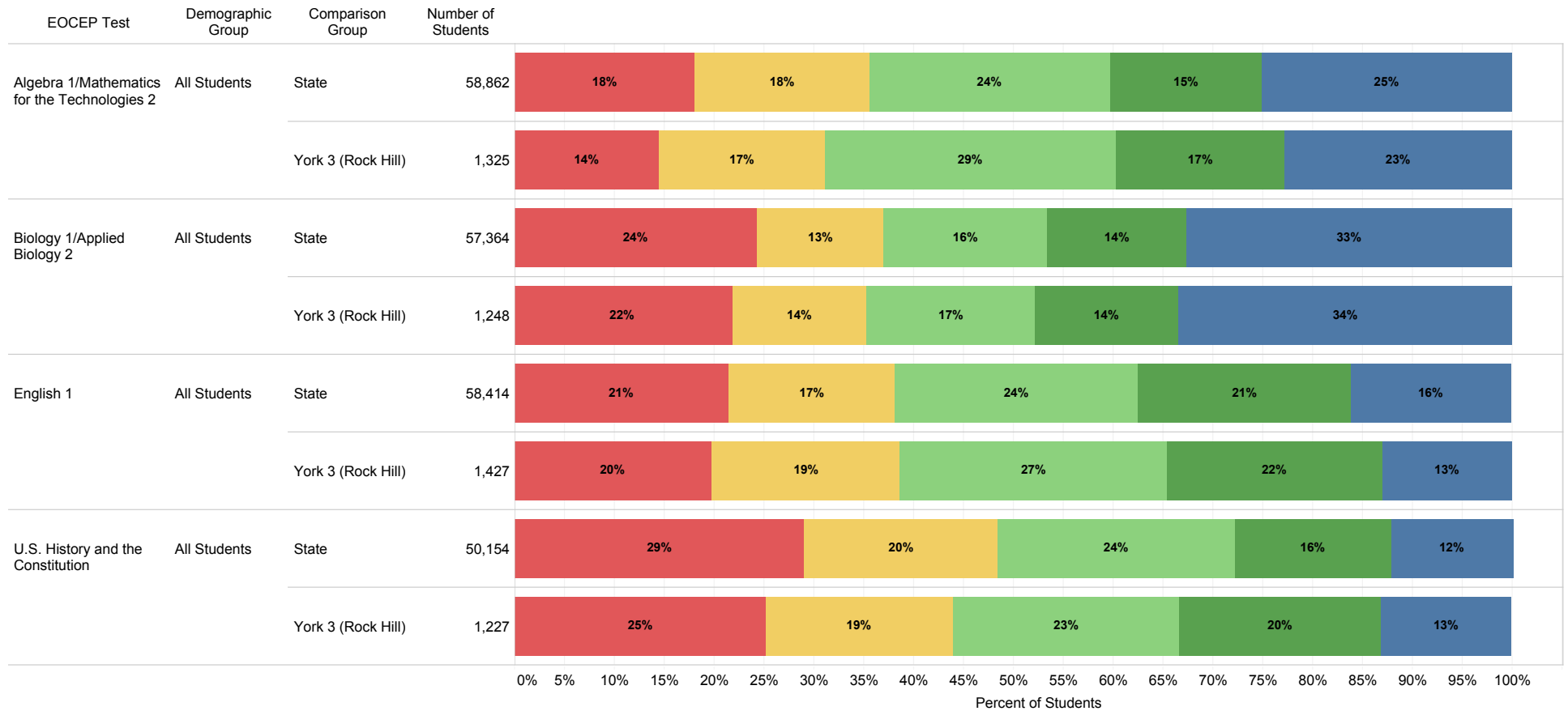
EOCEP 2015-2016
U.S. History and the Constitution
Rock Hill School District Compared to State of South Carolina by Subgroup

**If the number tested for any subgroup is less than 10, no data will be shown.*



Letter Grade Scored
 ■ Students Scoring A
 ■ Students Scoring B
 ■ Students Scoring C
 ■ Students Scoring D
 ■ Students Scoring F

EOCEP 2015-2016
Rock Hill School District Compared to State of South Carolina
All Students



Letter Grade Scored

- Students Scoring A
- Students Scoring B
- Students Scoring C
- Students Scoring D
- Students Scoring F

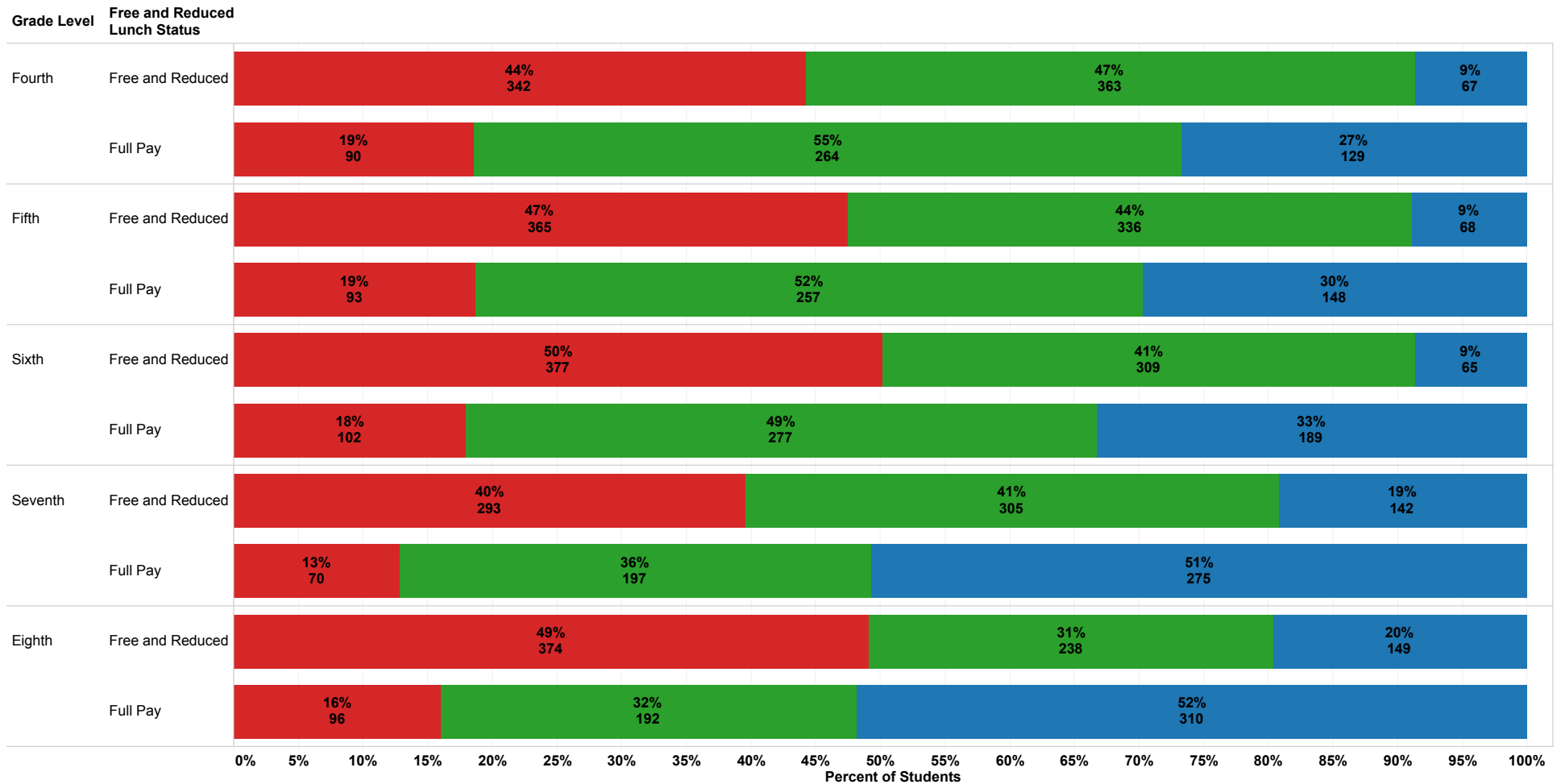
2016 On-time Four Year Graduation Rate
Rock Hill School District Comparison to the State of South Carolina Average

	<u>YORK 3- Rock Hill Schools</u>	<u>State of South Carolina</u>
4- Year Graduation Rate Overall	82.86%	82.60%

Subgroup Comparison

Race/Ethnicity	White	83.67%	84.12%
	Black/African American	81.89%	80.32%
	Hispanic	80.56%	79.94%
	American Indian	71.43%	74.11%
	Asian	100.00%	93.59%
Special Education	Students without Disabilities	87.48%	86.42%
	Students with Disabilities	59.17%	52.06%
Poverty Status	Students not in Poverty	96.52%	96.60%
	Students in Poverty	86.34%	87.65%
Limited English Proficiency (LEP)	Non- LEP	82.99%	82.83%
	LEP	79.07%	76.03%

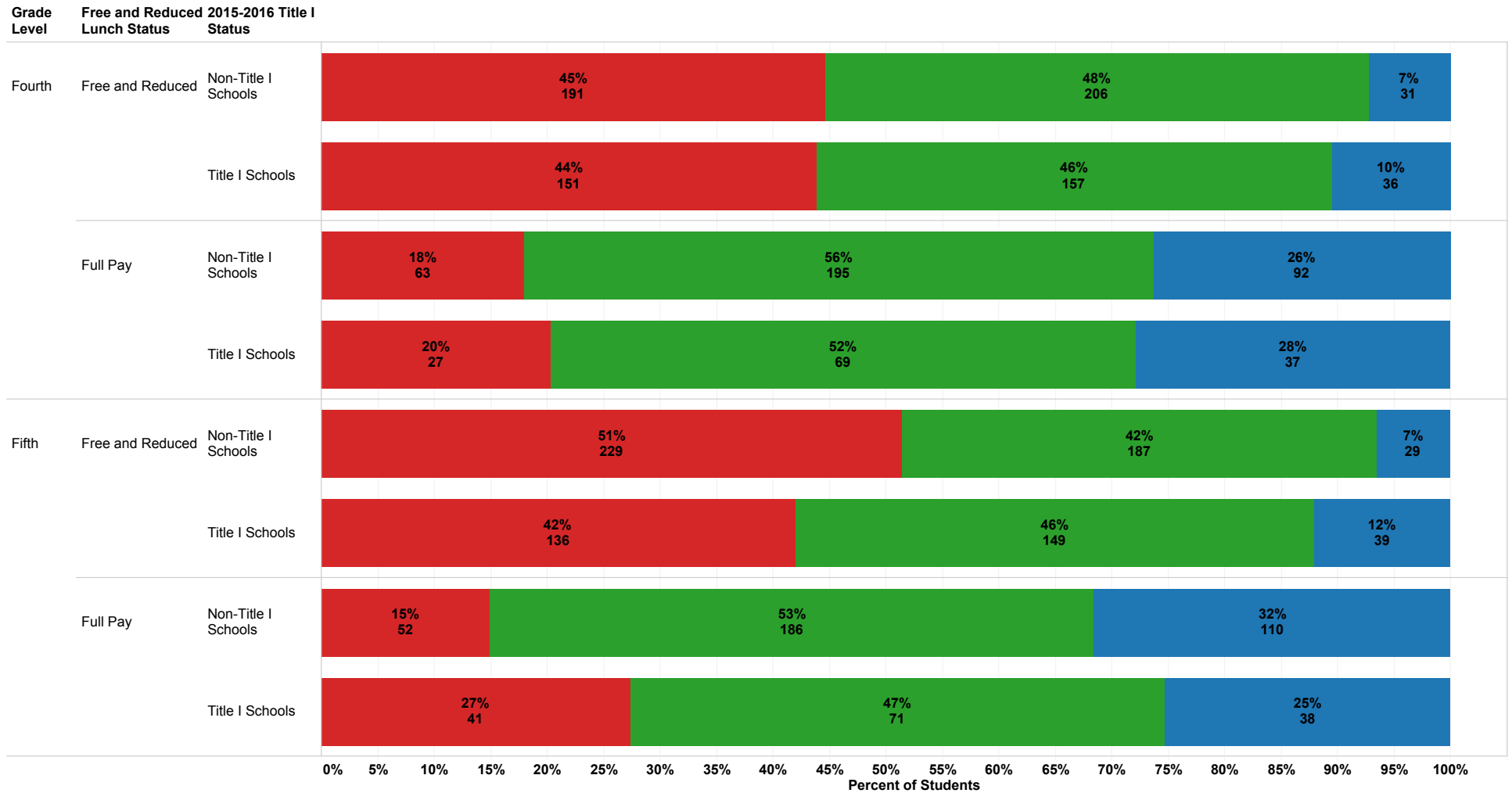
SC PASS Spring 2016
Rock Hill School District Student Performance Comparison by Lunch Status
Science



Science Performance Level

- Exemplary
- Met
- Not Met

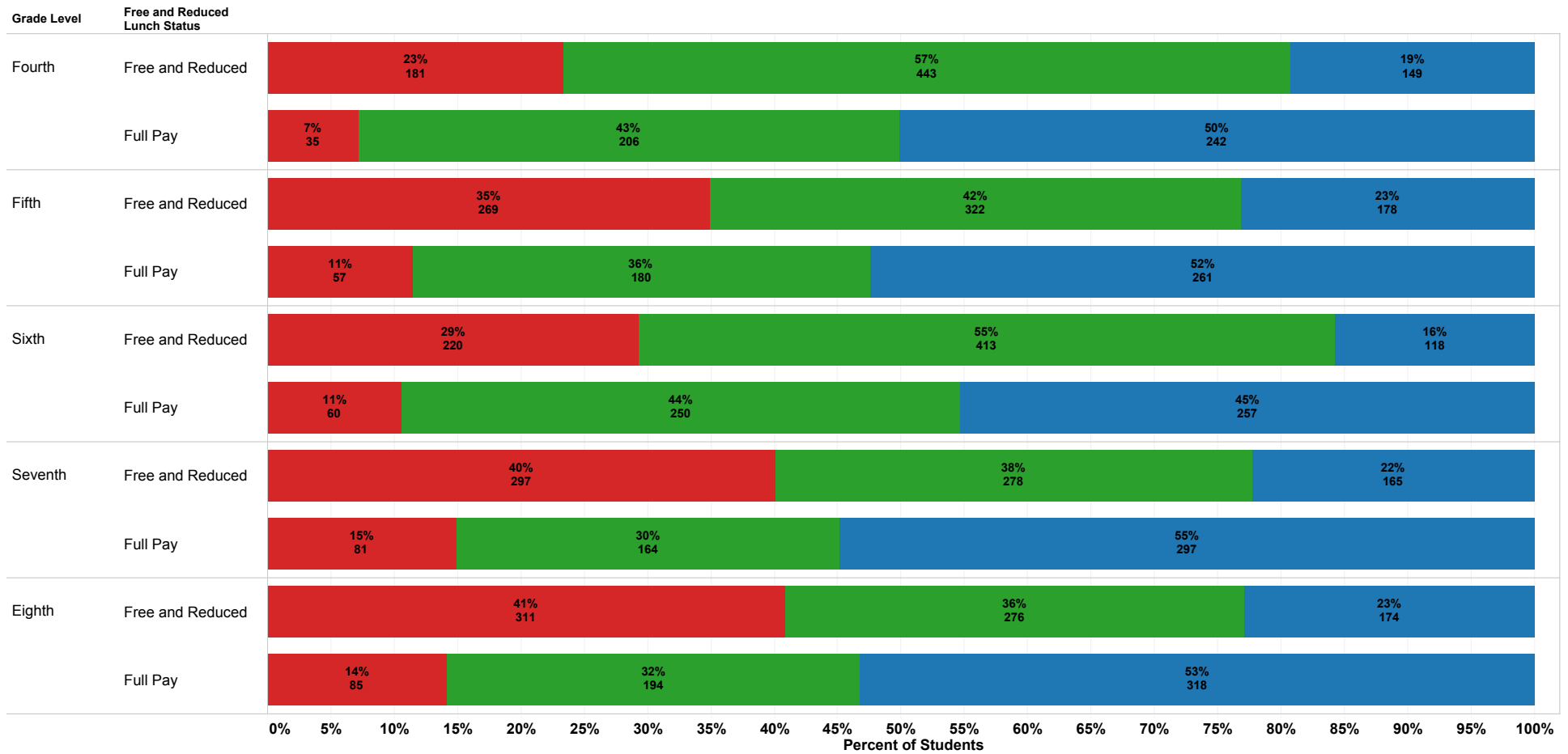
SC PASS Spring 2016
Rock Hill School District Student Performance Comparison by Lunch Status and Title I Status
Science



Science Performance Level

- Exemplary
- Met
- Not Met

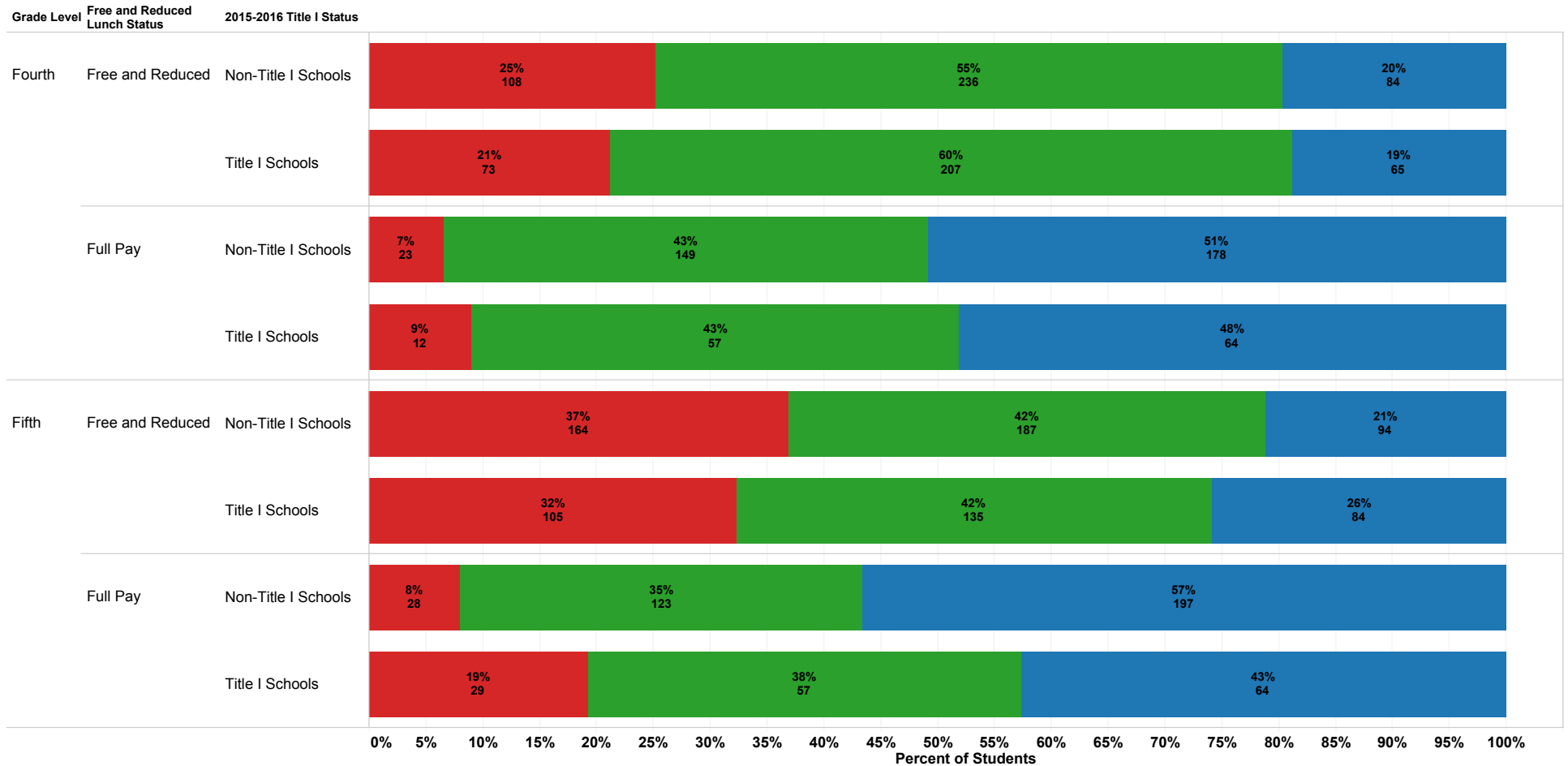
SC PASS Spring 2016
Rock Hill School District Student Performance Comparison by Lunch Status
Social Studies



Social Studies Performance Level

- Exemplary
- Met
- Not Met

SC PASS Spring 2016
Rock Hill School District Student Performance Comparison by Lunch Status and Title I Status
Social Studies

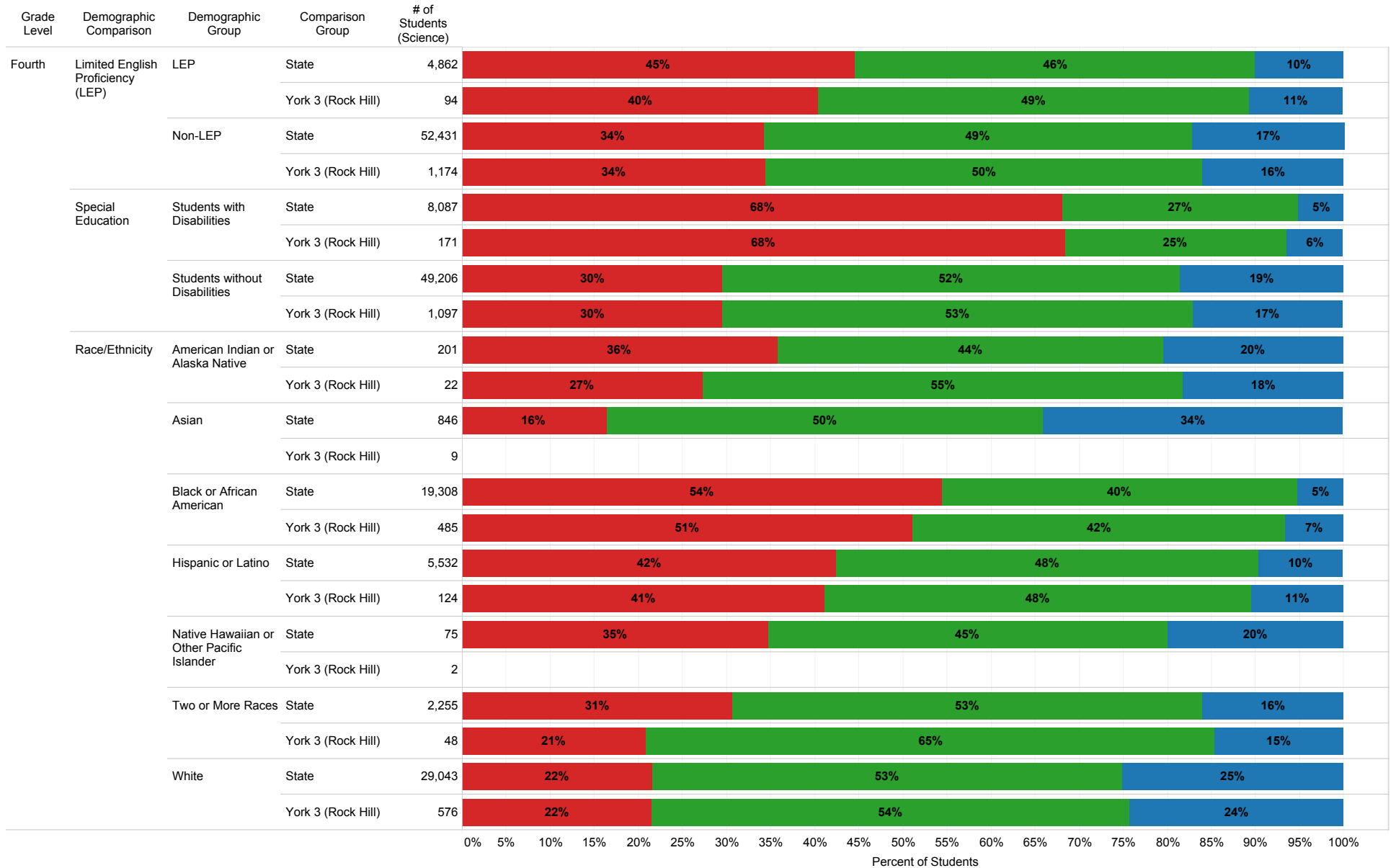


Social Studies Performance Level

- Exemplary
- Met
- Not Met

SC PASS Spring 2016 - Science
Rock Hill School District Compared to State of South Carolina by Subgroup
Grade Level: Fourth

If the number tested for any subgroup is less than 10, no data will be shown.

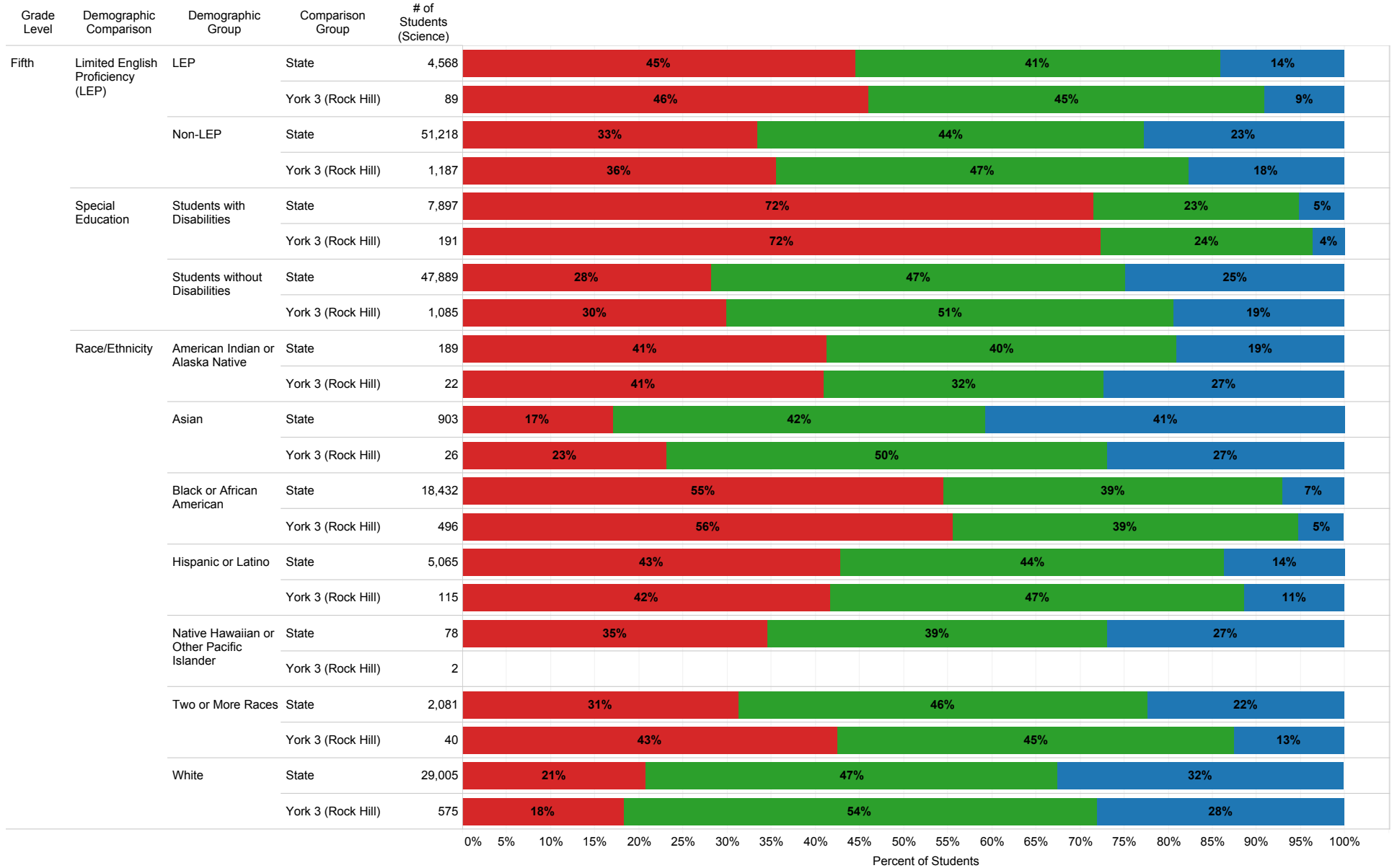


Science Performance Level

- Exemplary
- Met
- Not Met

SC PASS Spring 2016 - Science
Rock Hill School District Compared to State of South Carolina by Subgroup
Grade Level: Fifth

If the number tested for any subgroup is less than 10, no data will be shown.

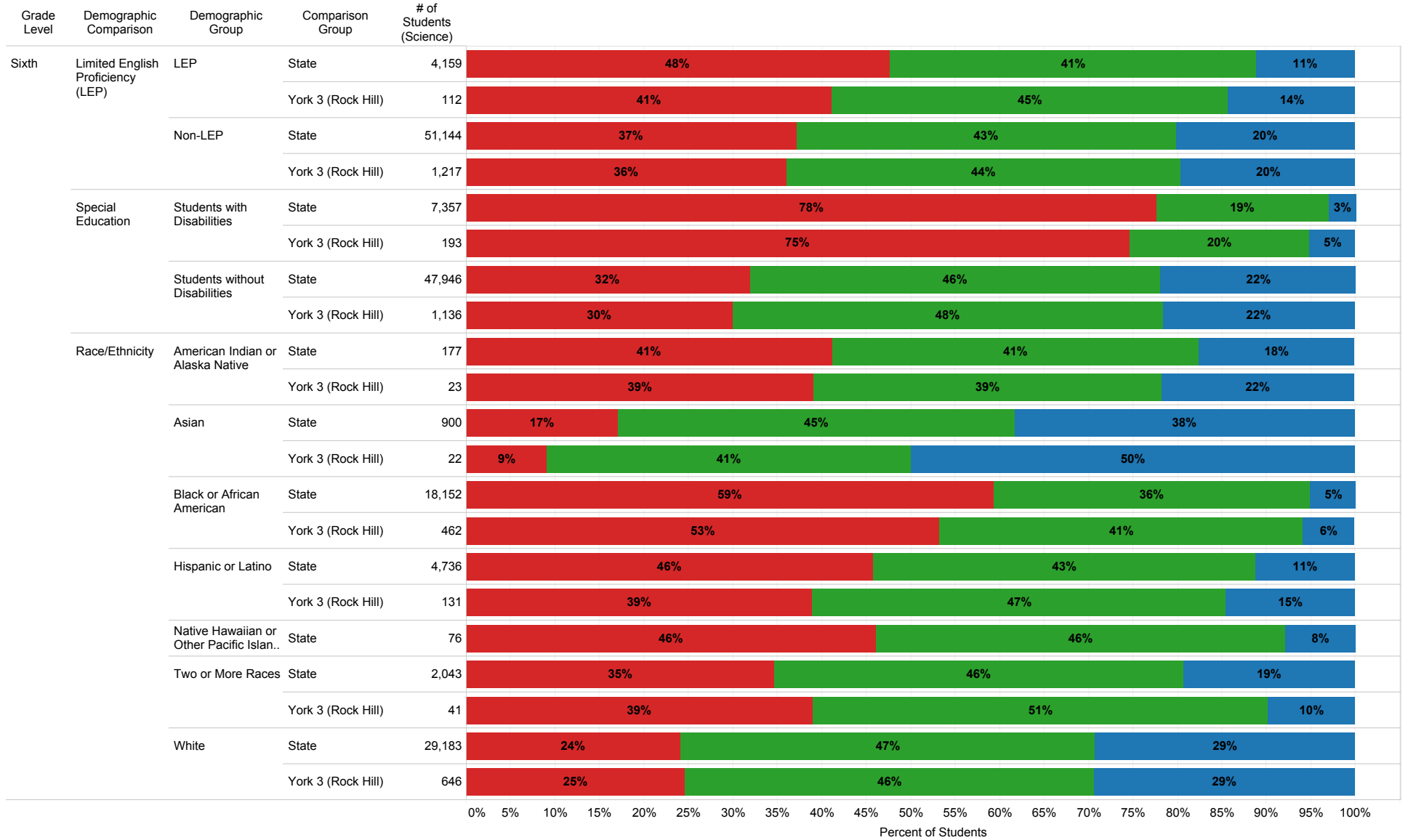


Science Performance Level

- Exemplary
- Met
- Not Met

SC PASS Spring 2016 - Science
Rock Hill School District Compared to State of South Carolina by Subgroup
Grade Level: Sixth

If the number tested for any subgroup is less than 10, no data will be shown.



Science Performance Level

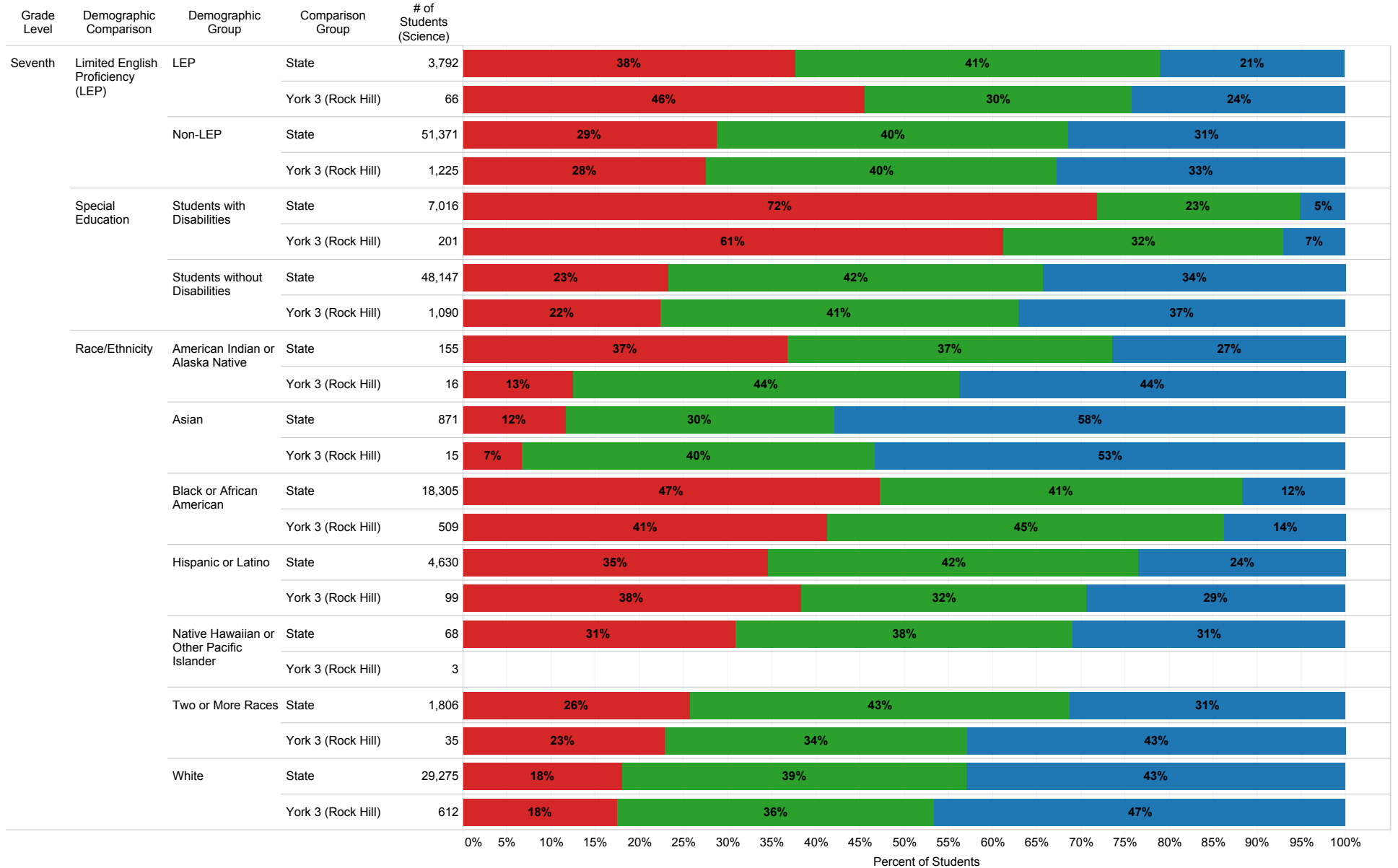
■ Exemplary

■ Met

■ Not Met

SC PASS Spring 2016 - Science
Rock Hill School District Compared to State of South Carolina by Subgroup
Grade Level: Seventh

If the number tested for any subgroup is less than 10, no data will be shown.

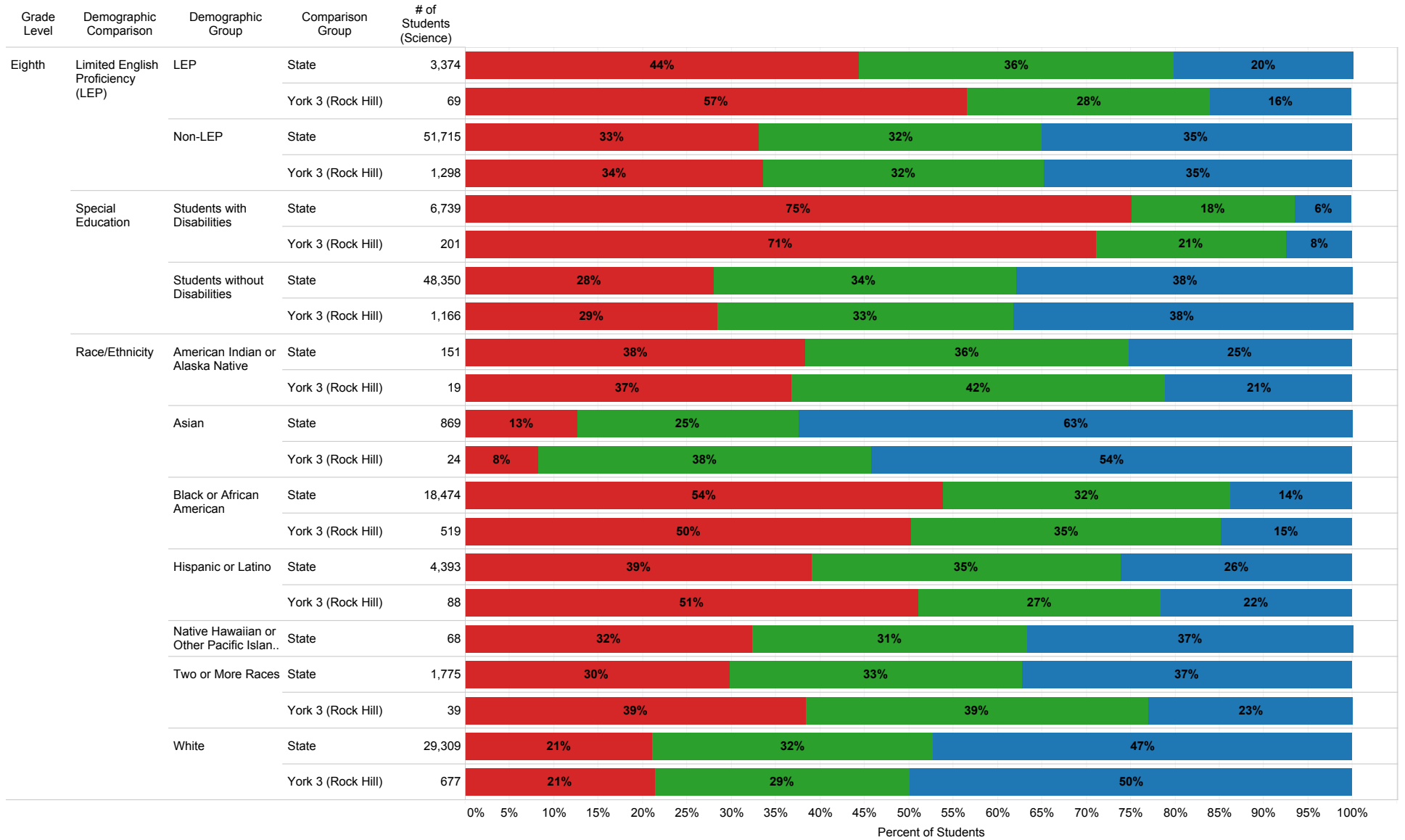


Science Performance Level

- Exemplary
- Met
- Not Met

SC PASS Spring 2016 - Science
Rock Hill School District Compared to State of South Carolina by Subgroup
Grade Level: Eighth

If the number tested for any subgroup is less than 10, no data will be shown.



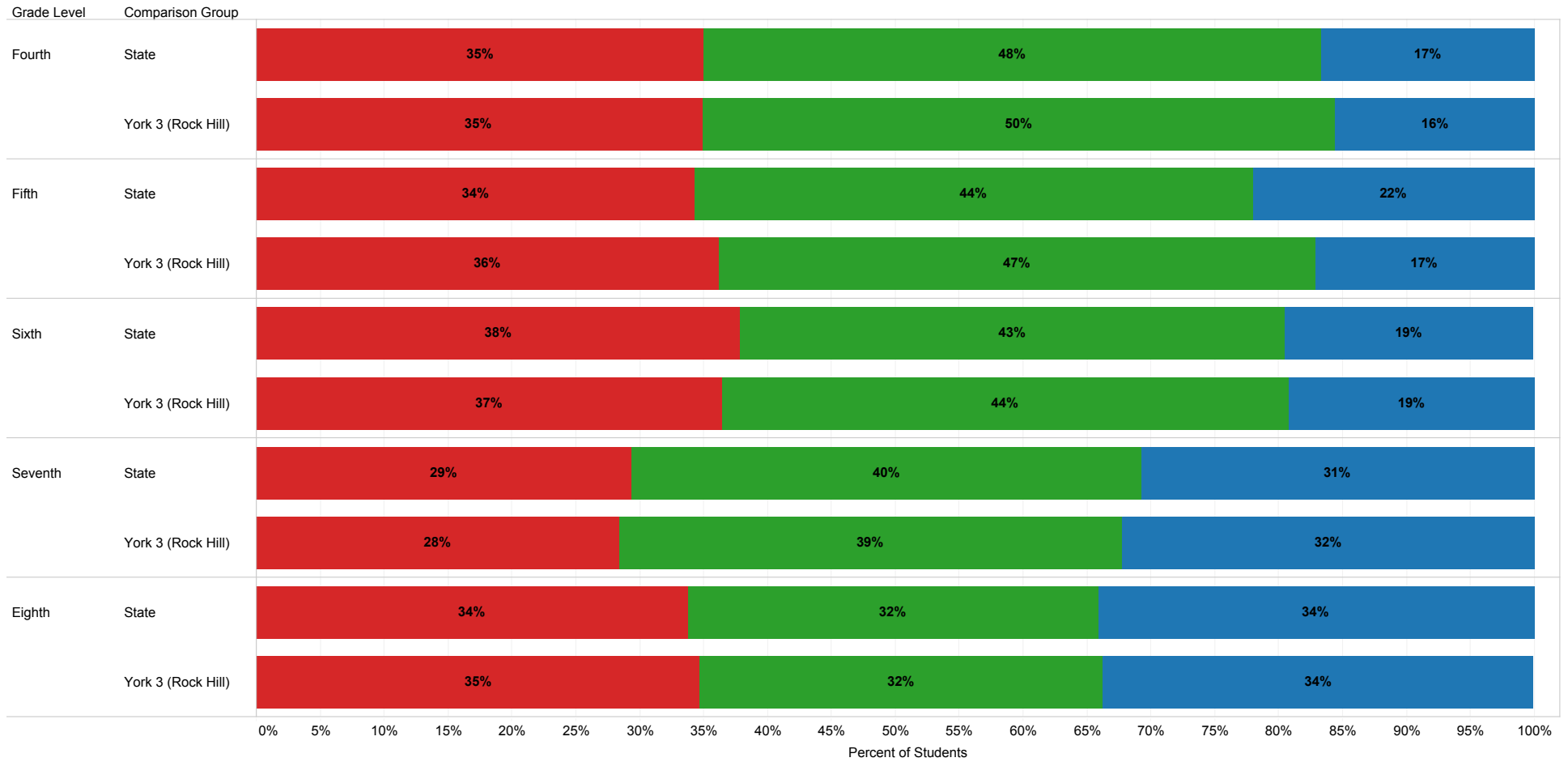
Science Performance Level

Exemplary

Met

Not Met

SC PASS Spring 2016 - Science
Rock Hill School District Compared to State of South Carolina
All Students

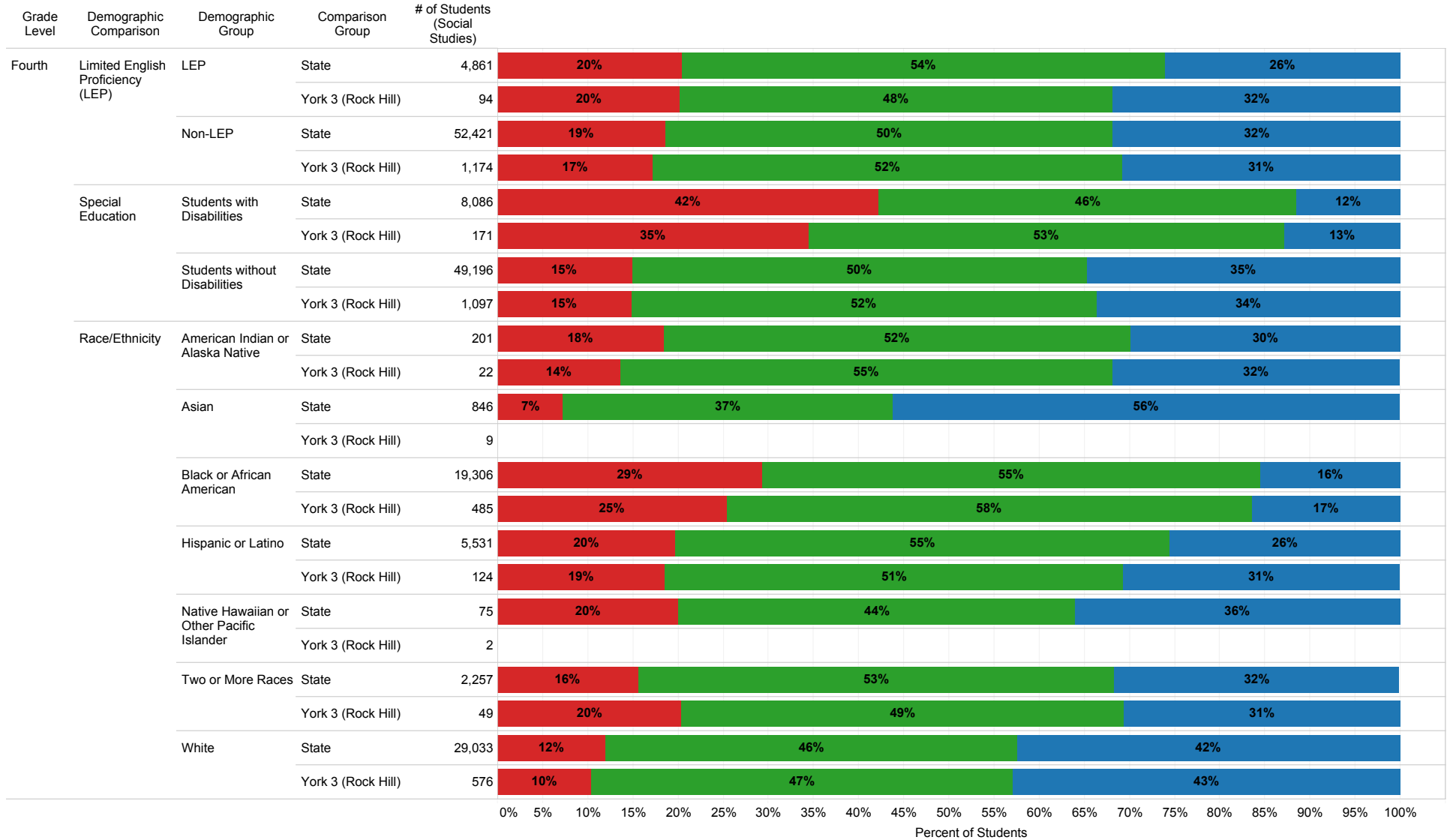


Science Performance Level

- Exemplary
- Met
- Not Met

SC PASS Spring 2016 - Social Studies
Rock Hill School District Compared to State of South Carolina by Subgroup
Grade Level: Fourth

If the number tested for any subgroup is less than 10, no data will be shown.

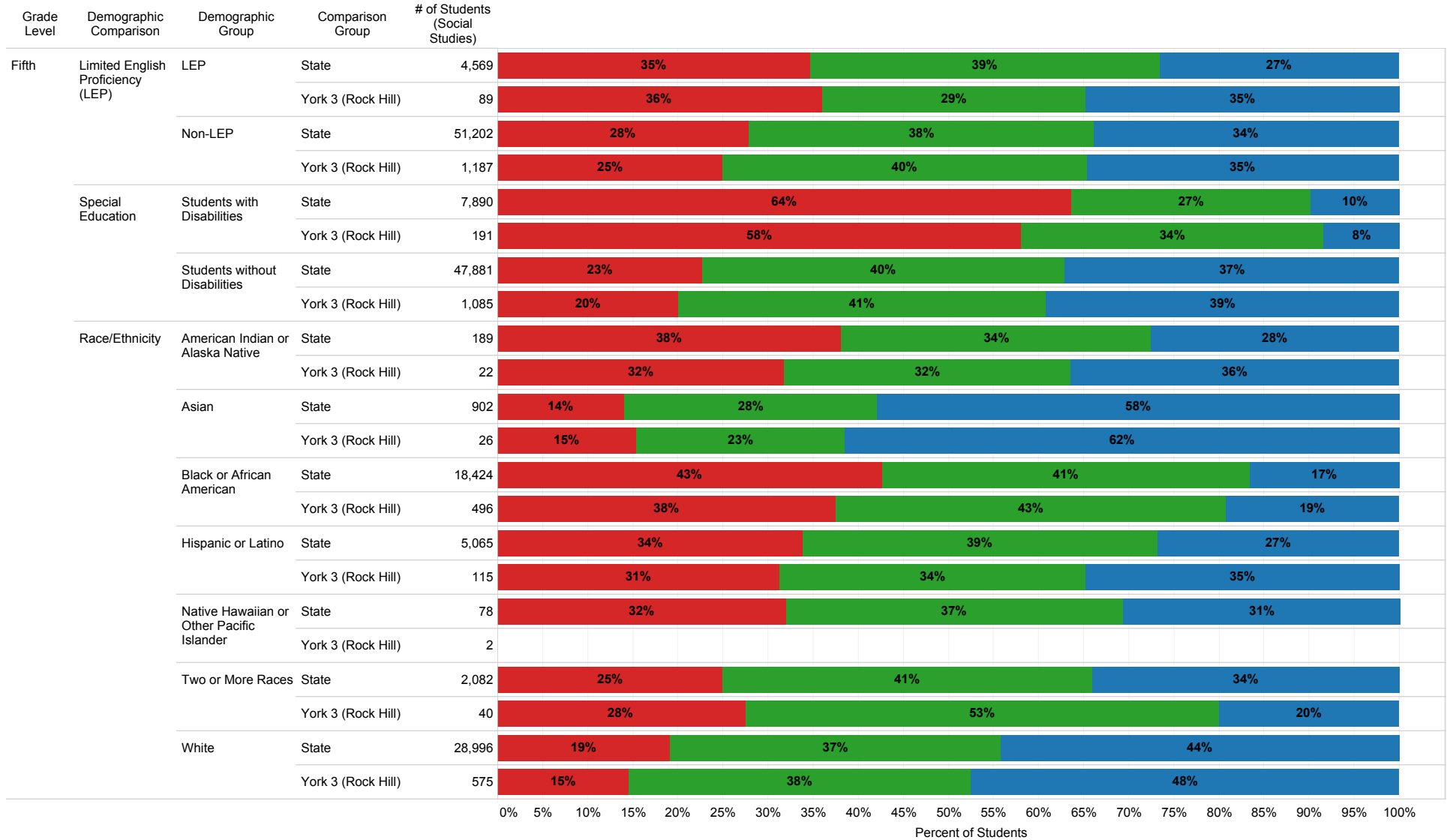


Social Studies Performance Level

- Exemplary
- Met
- Not Met

SC PASS Spring 2016 - Social Studies
Rock Hill School District Compared to State of South Carolina by Subgroup
Grade Level: Fifth

If the number tested for any subgroup is less than 10, no data will be shown.

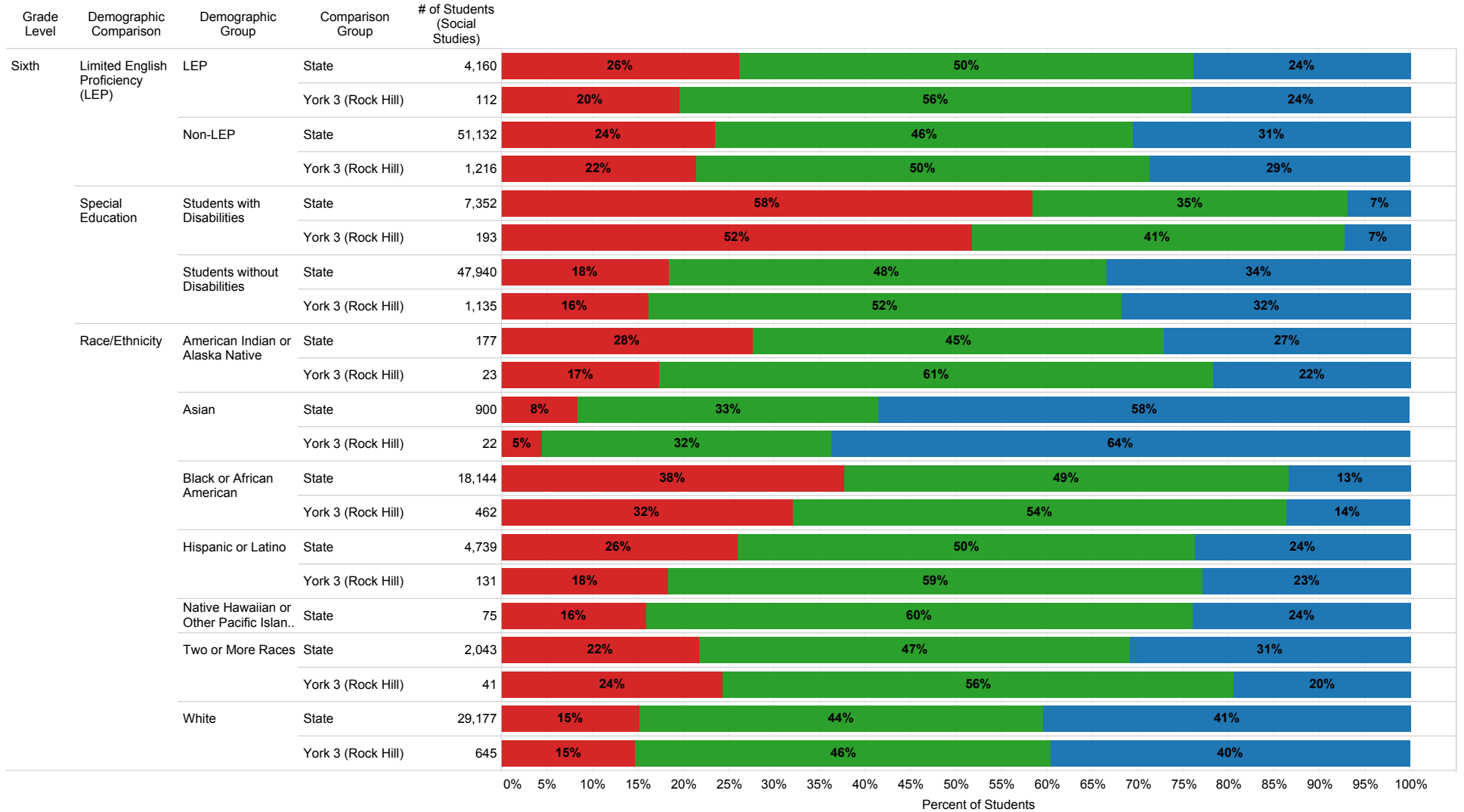


Social Studies Performance Level

- Exemplary
- Met
- Not Met

SC PASS Spring 2016 - Social Studies
Rock Hill School District Compared to State of South Carolina by Subgroup
Grade Level: Sixth

If the number tested for any subgroup is less than 10, no data will be shown.

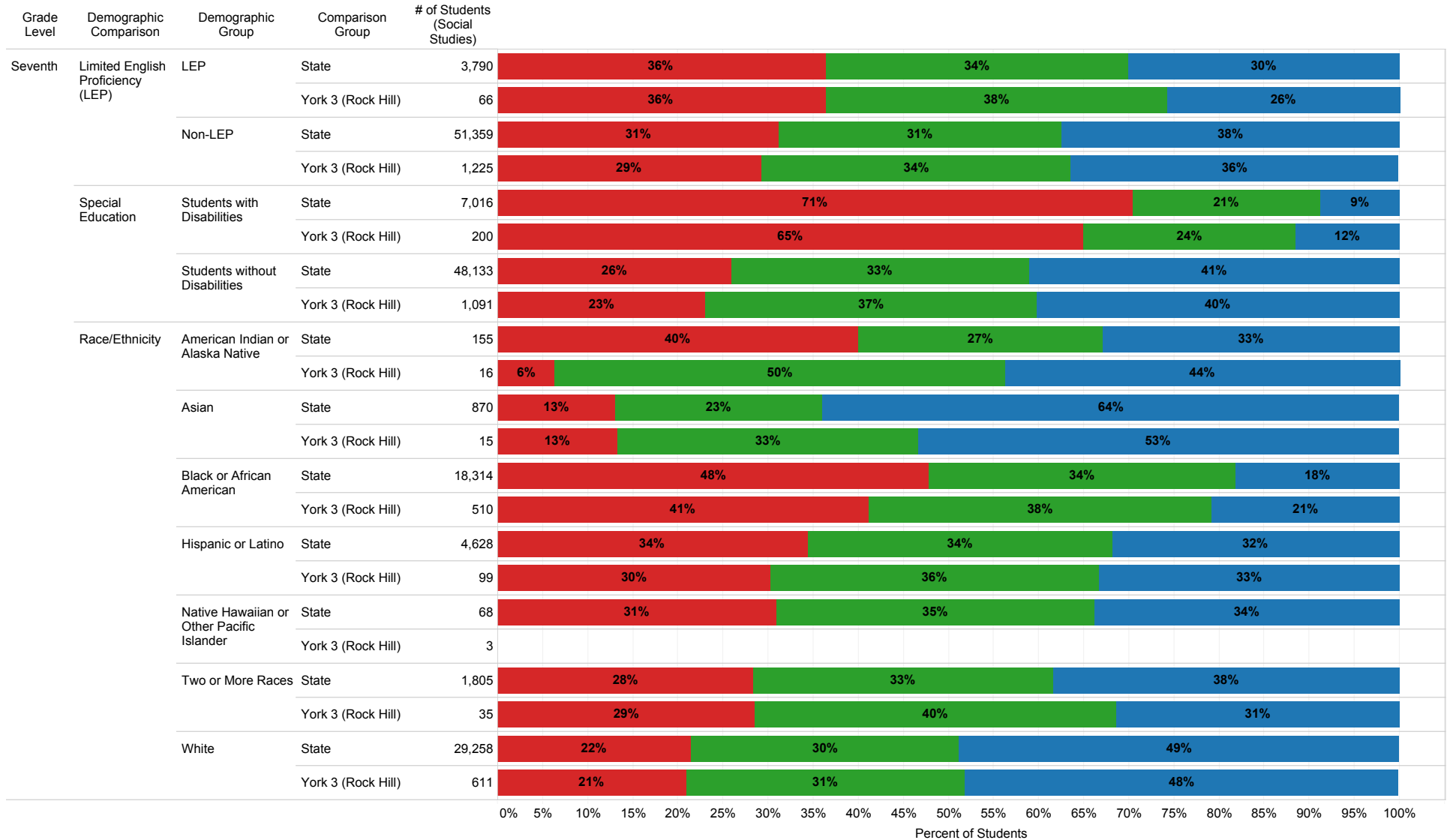


Social Studies Performance Level

- Exemplary
- Met
- Not Met

SC PASS Spring 2016 - Social Studies
Rock Hill School District Compared to State of South Carolina by Subgroup
Grade Level: Seventh

If the number tested for any subgroup is less than 10, no data will be shown.



Social Studies Performance Level

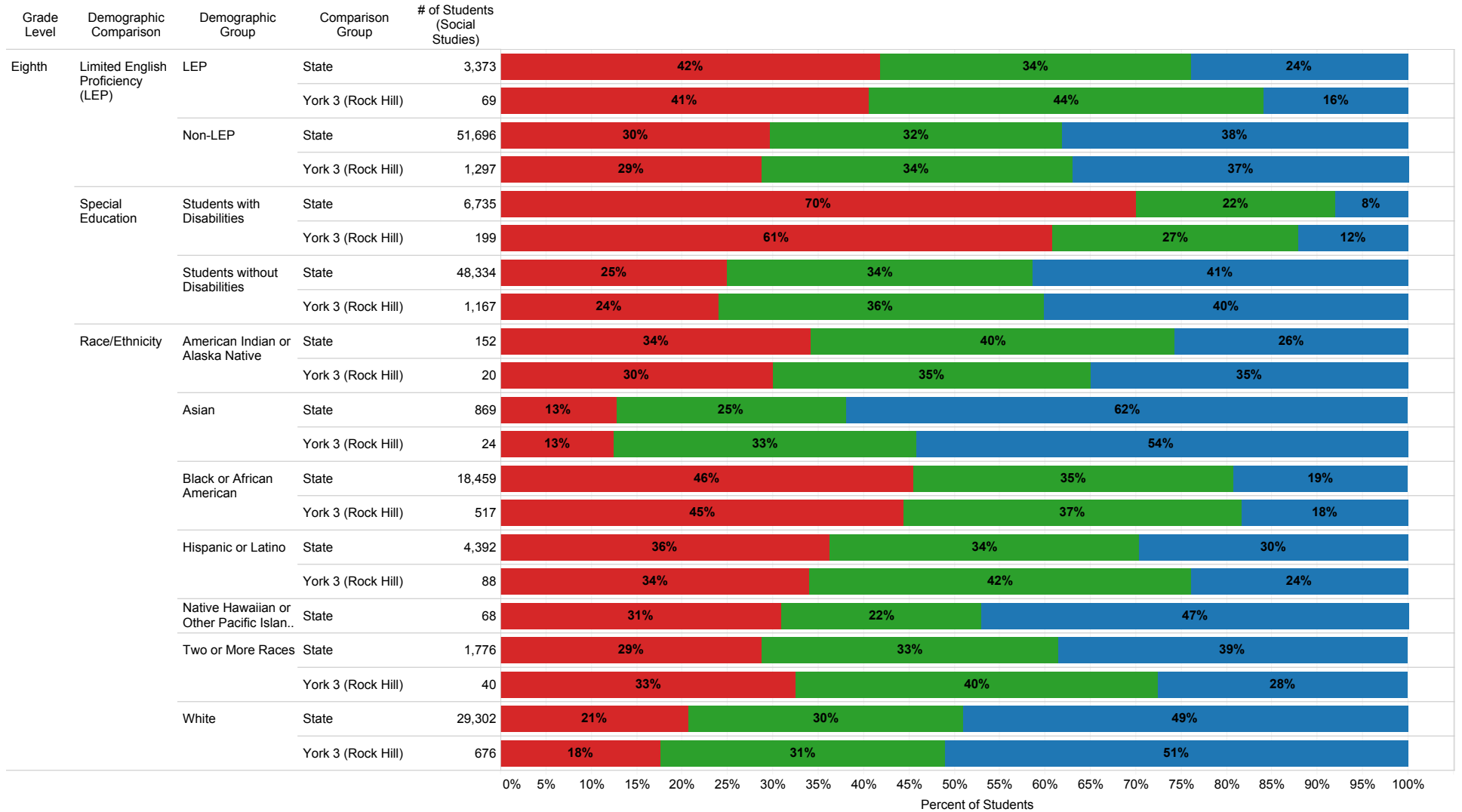
Exemplary

Met

Not Met

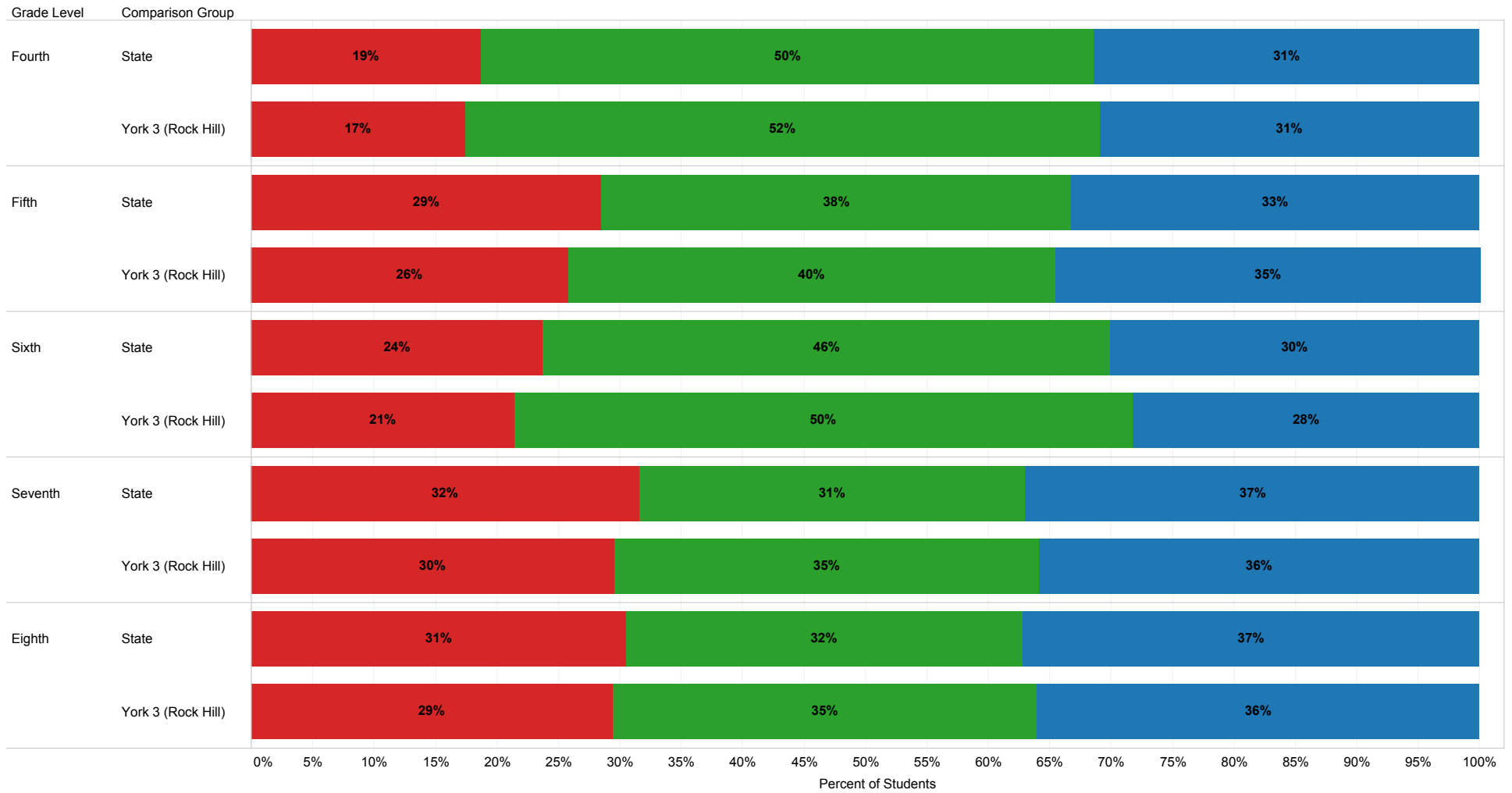
SC PASS Spring 2016 - Social Studies
Rock Hill School District Compared to State of South Carolina by Subgroup
Grade Level: Eighth

If the number tested for any subgroup is less than 10, no data will be shown.



Social Studies Performance Level
■ Exemplary
■ Met
■ Not Met

SC PASS Spring 2016 - Social Studies
Rock Hill School District Compared to State of South Carolina
All Students



Social Studies Performance Level

Exemplary

Met

Not Met

Memorandum

TO: Dr. Kelly Pew
FROM: Mychal Frost
DATE: January 3, 2017
SUBJECT: Call to Order at January 9th School Board Meeting

Maddie Parkman, a 5th grader at Richmond Drive Elementary School, will provide the "Call to Order" at the January 9th school board meeting.

Maddie:

- works with Kindergarten students at Richmond Drive
- is an active member of the school's Girls on the Run club
- is in GT classes
- has performed in several performances with Showtime Theater Productions
- is active in her church youth group

Parents: Mike and Mary Parkman

Siblings: She has a 4-year-old brother, Mitchell.

Principal: Mr. Pat Maness

Memo

TO: Dr. Kelly Pew
FROM: Terri Smith
DATE: January 9, 2017
SUBJECT: FY2015-2016 Audit Presentation

The audit firm Greene, Finney & Horton, LLC. has audited the Rock Hill School District Three's financial statements for the fiscal year ended June 30, 2016.

Greene, Finney & Horton, LLC. also examined the district's procurement operating policies and procedures for the year ended June 30, 2016 to determine compliance with district procurement code.

Mr. David Phillips will present the financial audit and procurement examination results at the work session.

Rock Hill School District Three

Financial Audit Presentation
Year Ended June 30, 2016



Rock Hill School District Three

2016 Financial Audit

• OPINION

- District responsibility:
 - Effective internal controls
 - Financial statements
- GF&H responsibility:
 - Opinion – reasonable assurance that financial statements are materially correct
- Issued unmodified opinion
 - **Best Opinion the District can Receive**



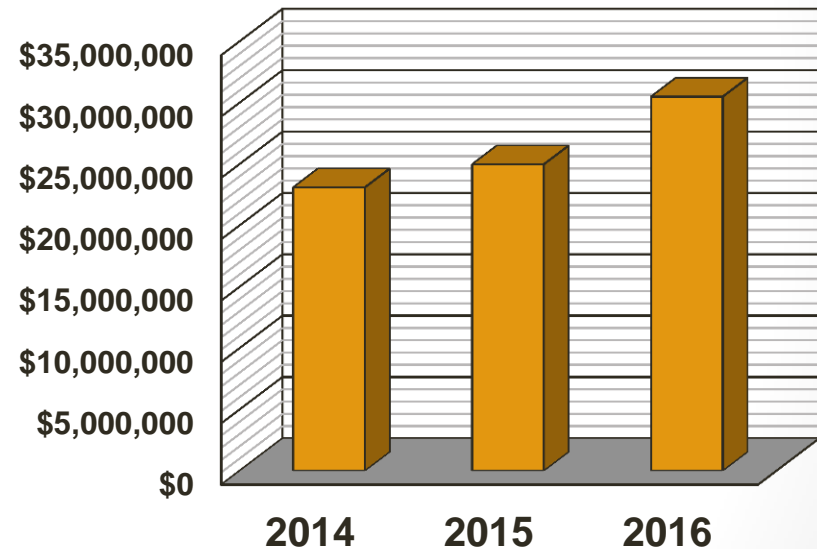
Rock Hill School District Three

2016 Financial Audit

• General Fund

- Total General Fund balance \$30.5 million.
- Total General Fund balance increased \$5.5 million.
- Unassigned fund balance is \$27.6 million, which is 20% of 2016 actual expenditures and 19% of 2017 budgeted expenditures.

GENERAL FUND



Total Fund Balance



Rock Hill School District Three

2016 Financial Audit

- Major Reasons To Maintain A Healthy Fund Balance:
 - Cash flow through second half of calendar year; property taxes are cyclical
 - Significant emergencies and unanticipated expenditures
 - Flexibility for discretionary funding needs
 - Potential for better interest rates on debt issues (can save the District money)
 - To cover potential shortfalls from the state (a) due to budget cuts or (b) as a result of the change in legislation (i.e. as when residential property taxes from operations were eliminated and replaced by the state with a one cent sales tax increase (“Act 388”))
 - Important in uncertain economic times



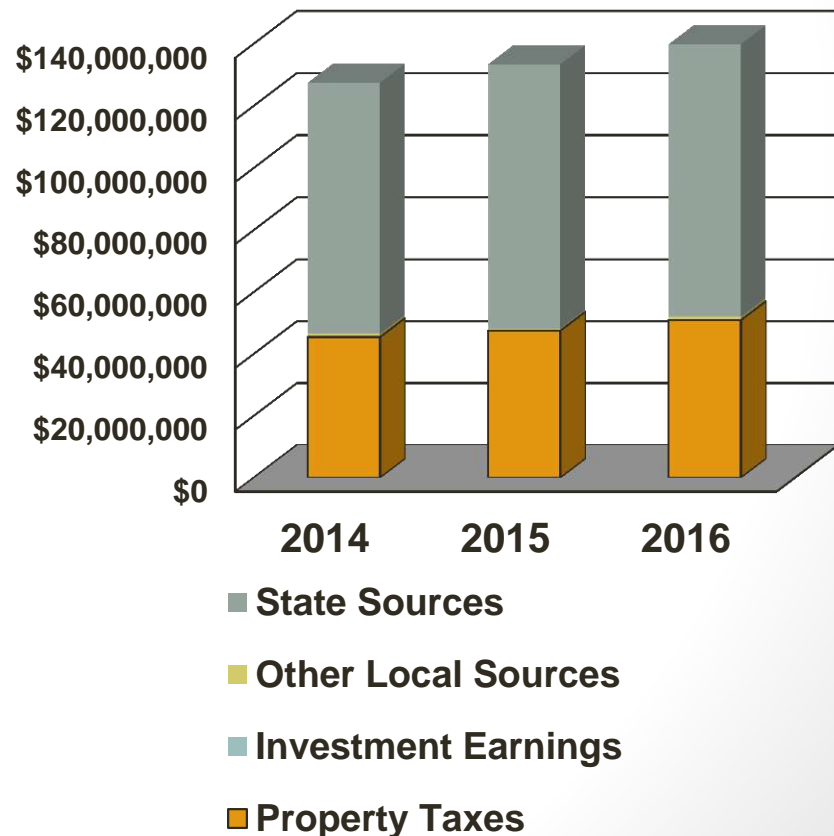
Rock Hill School District Three

2016 Financial Audit

General Fund Revenues:

- \$139.9 million for 2016:
 - \$51.0 million from property taxes
 - \$87.8 million from state
 - \$1.1 million from other sources
- \$6.5 million (5%) increase from 2015
 - Tax revenues increased \$3.4 million (no millage increase)
 - State revenues increased in \$2.6 million
 - All other revenues increased \$0.5 million
- \$4.9 million (4%) over budget
 - Taxes \$4.1 million over budget
 - State sources \$0.6 million over budget
 - All other revenues \$0.2 million over budget

GENERAL FUND REVENUES



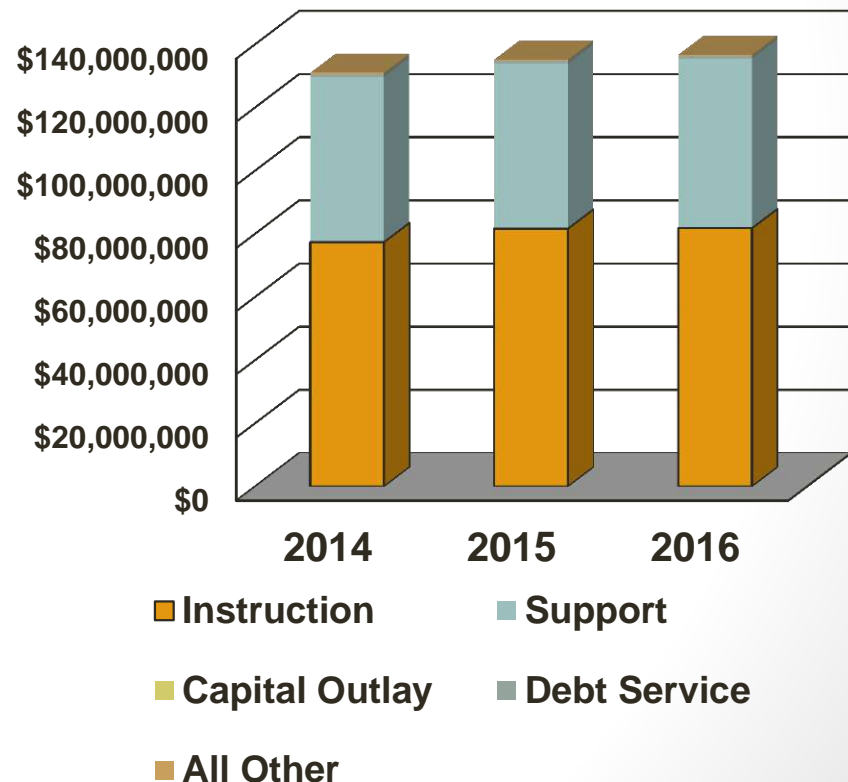
Rock Hill School District Three

2016 Financial Audit

General Fund Expenditures:

- \$136.7 million for 2016:
 - \$81.8 million in instruction
 - \$53.5 million in support services
 - \$0.8 million in debt service
 - \$0.6 million in other
- \$1.5 million (1%) increase from 2015
 - Instruction increased \$0.1 million
 - Support increased \$1.4 million
- \$2.5 million (2%) under budget
 - Instruction \$2.5 million under budget

GENERAL FUND EXPENDITURES



Rock Hill School District Three

2016 Financial Audit

Other Funds

- **Special Revenue (Special Projects) Fund**
 - Federal and state programs and grants (i.e. Title I, IDEA, etc.)
 - Approximately \$15.6 million expended
- **Special Revenue - Education Improvement Act Fund**
 - Funded by the State's EIA Act of 1984
 - Approximately \$6.7 million expended
- The District is constrained by federal and state requirements to use the Special Revenue Fund revenues only as allowed by the applicable grants
- Generally, there is no fund balance for most of the Special Project and EIA programs as any unspent funds must be returned to the State or carried over to the next year



Rock Hill School District Three

2016 Financial Audit

Other Funds

- **Debt Service Fund:**

- \$15.2 million in fund balance to be used for future debt service
- Millage did not change and was 52 mills for 2016

- **Capital Projects Funds:**

- \$26.0 million in fund balance to be used for planned capital projects that are part of the District's capital facility plan
- District issued \$30.0 million General Obligation Bond Anticipation Notes in 2016 to provide funds for approved capital improvements that were approved in the 2015 bond referendum.

- **Food Service Fund**

- Net increase in net position of \$105 thousand compared to an increase of \$108 thousand in the prior year
- Unrestricted net position is \$1.9 million, which is 24% of 2016 actual expenditures (21% in the prior year).



Rock Hill School District Three

2016 Financial Audit

Other Items of Note

- **Net Pension Liability and Deferred Items**
 - Relates to the District's proportionate shares of the net pension liabilities and deferred outflows/inflows of resources related to the District's participation in the South Carolina Retirement System and the SC Police Officers Retirement System ("Plans").
 - No impact to the District's governmental funds.
 - Impacts the District's government-wide financial statements:
 - Total Net Pension Liability ("NPL") of the Plans of \$190.3 million on the District's Statement of Net Position for 2016.
 - Increase in the NPL of \$13.8 million from 2015, due to poor experience and investment returns in these Plans.
 - Contribution rates were increased for FY 2017 for both the employer and employee.



Rock Hill School District Three

2016 Financial Audit

District-Wide (GASB 34)

- Assets/Deferred Outflows - \$356.5 million
 - \$235.5 million in capital assets
 - \$90.5 million in cash and investments
 - \$30.5M in other
- Liabilities/Deferred Inflows - \$357.6 million
 - \$130.3 million in outstanding long-term obligations
 - \$190.3 million in Net Pension Liability
 - \$37.0 million in accounts payable and other

District-Wide (GASB 34)

- Net Position - \$(1.1) million
 - \$114.6 million in Net Investment in Capital Assets
 - \$16.6 million Restricted
 - \$(132.3) million Unrestricted
- Revenues - \$198.9 million
 - 47% is program revenues
 - 53% is general revenues (i.e. taxes, interest, etc.)
- Expenses - \$191.0 million
 - \$9.1 million is non-cash depreciation



Rock Hill School District Three

2016 Financial Audit

Other Items of Note:

- Total capital assets were \$235.5 million at 6/30/16 – decrease of \$3.9 million from 6/30/15:
 - Most of this decrease is due to depreciation expense and net disposals of \$9.4 million exceeding current year additions of \$5.5 million.
 - Construction in Progress as of 6/30/16 was \$3.4 million
 - Construction commitments as of 6/30/16 was \$10.8 million
- Total long-term obligations outstanding at 6/30/16 were \$141.9 million – increase of \$11.6 million from 6/30/15:
 - This is due to the issuance of the \$30.0 million General Obligation Bond Anticipation Notes in September 2015 (for capital improvements per the 2015 bond referendum), partially offset by regularly scheduled principal payments of \$18.4 million.
- Total debt service payments for 2017 on outstanding debt is expected to be \$50.2 million



Rock Hill School District Three

2016 Financial Audit

AUDITING/ACCOUNTING UPDATE:

- Future Significant Changes in Auditing Standards:
 - None
- Future Significant Changes in Accounting Principles:
 - Tax Abatement disclosures (GASB #77) will be required beginning in FY 2017.
 - The Governmental Accounting Standards Board (“GASB”) recently issued two statements (GASB #74/75) on Other Post Employment Benefits (i.e. retiree medical) that will become effective in FY 2018. The District will have an OPEB liability for its participation in the State Health Plan.



Rock Hill School District Three

2016 Financial Audit

Compliance

- Two issues noted:
 - Internal Controls for Pupil Activities
 - Food Service Accruals
- Single Audit was required for 2016
 - Title I – no issues noted.

Management Letter

- Required communications to management and those charged with governance:
 - No issues noted.



Rock Hill School District Three

2016 Financial Audit

Summary

- Unmodified opinion on the Financial Statements from GF&H
- Good financial condition as of June 30, 2016



Rock Hill School District Three

2016 Procurement Examination

- District spends more than \$75M in total expenditures and thus is required to have a procurement examination
- Purpose of the procurement examination is to determine whether the procurement transactions and procedures are in compliance with the District's procurement code
- GF&H performs test as determined by the South Carolina State Fiscal Accountability Authority
- District complied, in all material respects, with its procurement code



**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA
INDEPENDENT ACCOUNTANT'S REPORT
YEAR ENDED JUNE 30, 2016**



Greene Finney & Horton

CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS

INDEPENDENT ACCOUNTANT'S REPORT

The Board of Trustees
Rock Hill School District Three
Rock Hill, South Carolina

We have examined the internal procurement operating policies and procedures of Rock Hill School District Three (the "District") for the year ended June 30, 2016. This examination was directed principally to determine whether the procurement procedures were in compliance with the District's Procurement Code and its ensuing regulations, in all material respects. Management is responsible for the District's compliance with those requirements. Our responsibility is to express an opinion on the District's compliance based on our examination.

Our examination was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants and, accordingly, included examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our examination provides a reasonable basis for our opinion. Our examination does not provide a legal determination on the District's compliance with specified requirements.

Specifically, the scope of our examination included, but was not limited to, a review of the following:

1. We obtained answers to the State Fiscal Accountability Authority's ("SFAA") questionnaire for evaluating internal control efficiency and effectiveness of the District's Procurement Operations and evaluated those answers.
2. We inquired of the District concerning any transactions between Foundations, Eleemosynary or 501(c)3 groups affiliated with the District and any gifts between these entities to determine if the transactions were subject to the District's Procurement Code.
3. We reviewed the Minority Business Enterprise Utilization annual plan ("MBE Plan") to determine if it was submitted to and approved by the Board of Trustees timely, that it contained the components required by the District's Procurement Code, and that periodic progress reports were filed timely. The goal for the year ended June 30, 2016 was 10% of the controllable amount budgeted of approximately \$18,784,000, or approximately \$1,878,000. The actual minority business expenditures for the year ended June 30, 2016 were approximately \$1,147,000, or 6%.
4. We reviewed the District's Purchasing Card Program Policies and Procedures to confirm the establishment of internal controls and cardholder spending limits and ensured that adequate separation of duties exists between cardholder purchases and the review/approval of these purchases prior to payment. We also determined that the District has a training program for new card holders and liaisons, District employees who have been issued more than one card are considered reasonable, the District had no unassigned cards other than those permitted by the District's Purchasing Card Program Policies and Procedures, and no purchases were made from blocked Merchant Category Codes. In addition, we reviewed all procurement card purchases for potential splitting, all procurement card purchases greater than \$2,500 to ensure that proper competition was solicited, and a sample of 39 procurement card purchases to determine if they were being managed in compliance with the District's Procurement Code and Purchasing Card Program Policies and Procedures.
5. We determined that the District did not issue any blanket purchase orders during the year ended June 30, 2016. We inquired about the procedures surrounding blanket purchase orders, who authorizes them, and how they ensure expenditures are charged against the purchase order.

6. We reviewed a block sample of purchase orders from the numerical purchase order file to check for splitting of vendors, favored vendors, and any questionable procurements.
7. We reviewed and determined that the District did not issue any revenue generating contracts during the year ended June 30, 2016.
8. We reviewed 14 of 27 ratifications of unauthorized procurements to determine if they were properly addressed and authorized in accordance with the District's Procurement Code.
9. We reviewed copies of all sole source and emergency procurement Determinations and Findings and related purchased orders or vouchers for the year ended June 30, 2016 to determine that each procurement transaction was adequately explained, appropriate, properly approved, and accurately reported.
10. We inquired of the District regarding any trade-ins that occurred during the year ended June 30, 2016. The District had one trade-in during the year. We reviewed the year's trade-in to determine that the transaction process and reporting was in compliance with the trade-in procurement requirements.
11. We selected and tested a sample of 25 procurement transactions related to Supplies and Services and IT for compliance with the SFAA's standard matrix. The sample of 25 transactions selected for testing included 6 procurements greater than \$50,000, 8 procurements between \$10,000 and \$50,000, 6 procurements between \$2,500 and \$10,000, and 5 procurements less than \$2,500.
12. We selected all disposals and sales of surplus property to determine that they were handled in accordance with the District's Procurement Code.
13. We selected and tested 4 construction procurements and 10 consulting procurements for compliance with the SFAA's Major Construction and A&E and Related Professional Services Matrices, respectively, and the District's Procurement Code. This sample included 5 procurements greater than \$50,000, 3 procurements between \$10,000 and \$50,000, 2 procurements between \$2,500 and \$10,000, and 4 small purchases less than \$2,500.
14. We inquired of the District concerning the use of Indefinite Delivery Contracts ("IDC") and determined that the District did not have any IDC contracts during the year ended June 30, 2016.
15. We inquired of the District concerning the use of any alternative construction delivery methods (other than design bid build). We noted the District did not use any alternative construction delivery methods (other than design bid build) during the year ended June 30, 2016.
16. We noted the District had one satellite location with procurement authority. The samples selected for the above procedures included transactions from this location.

In our opinion, the District complied, in all material respects, with the aforementioned requirements for the year ended June 30, 2016. However, the results of our procedures disclosed instances of immaterial noncompliance with those requirements that are described in Attachment A.

This report is intended solely for the information and use of the Board of Trustees and management of the District, the State Fiscal Accountability Authority, Division of General Services, Materials Management Office, and their designees and is not intended to be and should not be used by anyone other than these specified parties.



Greene, Finney & Horton, LLP
Mauldin, South Carolina
August 12, 2016

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

PROCUREMENT EXAMINATION

AUDIT FINDINGS – ATTACHMENT A

YEAR ENDED JUNE 30, 2016

Rock Hill School District Three (the “District”) has policies and procedures in place to reduce material non-compliance. Although the findings noted below represent immaterial non-compliance, this does not necessarily indicate that fraud risk has been reduced.

Our examination of the procurement system of the District produced the following findings and recommendations with regards to the Rock Hill School District Three’s Procurement Code:

Finding 1: Of the 39 credit card purchases tested, we noted three instances where neither a procurement log or authorization form was used and/or the log was not properly reviewed and signed off on by appropriate personnel.

Recommendation 1: We recommend that the District take the necessary steps to ensure all procurement card transactions are recorded in a District approved procurement log or authorization form.

District Response 1: In addition to communication to principals and bookkeepers concerning the required use of procurement logs when authorizing procurement cards, training is being provided three times a year. Also, training is held with all new credit card holders to discuss the procurement card procedures prior to the cards being issued.

Finding 2: The District did not properly report their trade-in procurements to the Assistant Superintendent on a quarterly basis as required by their procurement code.

Recommendation 2: We recommend that the District take the necessary steps to report any trade-in procurements quarterly throughout the fiscal year.

District Response 2: The District will report all trade-in procurements quarterly.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

TABLE OF CONTENTS

YEAR ENDED JUNE 30, 2016

	<u>Page Number</u>
Table of Contents	i
Administrative Chart	iii
 <u>FINANCIAL SECTION</u> 	
Independent Auditor's Report	1
Management's Discussion and Analysis	3
Basic Financial Statements:	
<i>Government-Wide Financial Statements:</i>	
Statement of Net Position	14
Statement of Activities	15
<i>Fund Financial Statements:</i>	
Balance Sheet - Governmental Funds	16
Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position	18
Statement of Revenues, Expenditures, and Changes in Fund Balances - Governmental Funds	20
Reconciliation of the Governmental Funds Statement of Revenues, Expenditures, and Changes in Fund Balances to the Statement of Activities	22
Statement of Net Position - Proprietary Fund	23
Statement of Revenues, Expenses, and Change in Fund Net Position - Proprietary Fund	24
Statement of Cash Flows - Proprietary Fund	25
Statement of Assets and Liabilities - Fiduciary Fund	26
Notes to the Financial Statements	27
Required Supplementary Information:	
<i><u>Budgetary Comparison Schedule - General Fund</u></i>	
Schedule of Revenues, Expenditures, and Changes in Fund Balances - Budgets and Actual	Schedule A-1 59
<i><u>Pension Plan Schedules:</u></i>	
Schedule of the District's Proportionate Share of the Net Pension Liability - South Carolina Retirement System	60
Schedule of the District's Contributions - South Carolina Retirement System	61
Schedule of the District's Proportionate Share of the Net Pension Liability - Police Officers Retirement System	62
Schedule of the District's Contributions - Police Officers Retirement System	63
Supplementary Information:	
<i>Combining and Individual Fund Financial Schedules:</i>	
General Fund - Schedule of Revenues, Expenditures, and Changes in Fund Balances - Revised Budget and Actual	Schedule A-2 68

(Continued)

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

TABLE OF CONTENTS

YEAR ENDED JUNE 30, 2016

Page Number

FINANCIAL SECTION (CONTINUED)

Supplementary Information (Continued):

Combining and Individual Fund Financial Schedules (Continued):

Special Revenue Funds

Special Projects Fund:

Combining Schedule of Revenues, Expenditures, and Changes in Fund Balances	Schedule B-1	80
Supplemental Listing of LEA Subfund Codes and Titles	Schedule B-2	94
Summary Schedule for Other Designated Restricted State Grants	Schedule B-3	95

Education Improvement Act Fund:

Combining Schedule of Revenues, Expenditures, and Changes in Fund Balance - All Programs	Schedule B-4	96
Summary Schedule by Program	Schedule B-5	101

Other Schedules:

Detailed Schedule of Due to State Department of Education/Federal Government	Schedule B-6	102
--	--------------	-----

Debt Service Fund

Schedule of Revenues, Expenditures, and Changes in Fund Balance	Schedule C-1	105
---	--------------	-----

Capital Projects Fund

Schedule of Revenues, Expenditures, and Changes in Fund Balance	Schedule D-1	109
---	--------------	-----

Proprietary Fund

Enterprise Fund - Food Service Fund:

Schedule of Revenues, Expenses, and Changes in Fund Net Position	Schedule E-1	112
--	--------------	-----

Fiduciary Fund - Agency Fund - Pupil Activity Fund

Schedule of Receipts, Disbursements, and Changes in Due to Student Organizations	Schedule F-1	116
Schedule of Changes in Assets and Liabilities	Schedule F-2	117

Other Schedule

Location Reconciliation Schedule	Schedule G-1	120
----------------------------------	--------------	-----

COMPLIANCE SECTION

Schedule of Expenditures of Federal Awards	124
Notes to the Schedule of Expenditures of Federal Awards	125
Independent Auditor's Report - Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	127
Independent Auditor's Report - Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance	129
Summary Schedule of Prior Audit Findings	131
Schedule of Findings and Questioned Costs	132

**ROCK HILL SCHOOL DISTRICT THREE
ADMINISTRATIVE CHART
AS OF 6/30/16**

Board of Trustees

Rock Hill School District Three (“District”) is governed by a seven member Board of Trustees elected at large by the registered voters in the District at the November general election in even-numbered years. Trustees are elected to serve staggered 4-year terms of office, which commence on December 1 of the year in which they are elected.

<u>Name</u>	<u>Occupation</u>	<u>Number of Years of Service</u>
Mr. Walter Brown, Sr.	Volunteer	15
Mrs. Mildred Douglas	Retired Educator	15
Mr. Terry Hutchinson	Master Automotive Technician	4
Ms. Elizabeth “Ann” Reid	College Instructor	15
Dr. Jane Sharp	Retired Educator	6
Mrs. Helena Miller	Community Volunteer	2
Mr. Jim Vining (Chair)	Management Consultant	17

District Personnel

<u>Name</u>	<u>Position</u>
Dr. Kelly Pew	Superintendent
Mr. Anthony Cox	Associate Superintendent for Administrative Services
Dr. Harriet Jaworowski	Associate Superintendent for Accountability and Instructional Services
Dr. Luanne Kokolis	Associate Superintendent for Planning Program Support Services
Ms. Elaine Bilton	Chief Financial Officer

Financial Section



INDEPENDENT AUDITOR'S REPORT

The Board of Trustees
Rock Hill School District Three
Rock Hill, South Carolina

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, the business-type activities, the discretely presented component unit, each major fund, and the aggregate remaining fund information of Rock Hill School District Three, South Carolina (the "District"), as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of the discretely presented component unit, which statements reflected \$494,691, \$171,570 and \$804,990, respectively, in assets, net position, and revenues. Those statements were audited by another auditor whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for the discretely presented component unit, is based solely on the report of the other auditor. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, based on our audit and the report of the other auditor, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, the discretely presented component unit, each major fund, and the aggregate remaining fund information of Rock Hill School District Three, South Carolina, as of June 30, 2016, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that management's discussion and analysis, the budgetary comparison schedule for the General Fund, and the pension plan schedules, as listed in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary and Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The supplementary information and the schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, as listed in the table of contents, are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The supplementary information and the schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information and the schedule of expenditures of federal awards are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated November 28, 2016 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.



Greene, Finney & Horton, LLP
Mauldin, South Carolina
November 28, 2016

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

MANAGEMENT'S DISCUSSION & ANALYSIS

YEAR ENDED JUNE 30, 2016

INTRODUCTION

This discussion and analysis of Rock Hill School District Three's (the "District") financial performance provides an overview of the District's financial activities for the fiscal year ended June 30, 2016 ("2016") compared to the fiscal year ended June 30, 2015 ("2015"). The intent of this discussion and analysis is to look at the District's financial performance as a whole, with an emphasis on the Primary Government (which excludes the District's discretely presented charter school); readers should also review the financial statements and the notes to the financial statements to enhance their understanding of the District's financial performance.

FINANCIAL HIGHLIGHTS

Key financial highlights for 2016 are as follows:

- The liabilities and deferred inflows of resources of the District exceeded its assets and deferred outflows of resources at the close of the most recent fiscal year yielding a negative net position of approximately (\$1.1) million. Of this amount, approximately (\$132.3) million was a negative unrestricted net position.
- The District's total net position increased by approximately \$7.8 million compared to an approximately \$6.5 million increase in the prior year. This change in net position is primarily due to an increase in revenues.
- As of the close of the current fiscal year, the District's governmental funds reported combined ending fund balances of approximately \$72.5 million, an increase of approximately \$25.1 million from the prior year, which is attributable primarily to increases in revenues and other financing sources.
- At the end of the current fiscal year, total fund balance for the General Fund was approximately \$30.5 million, which is 22% percent of total General Fund expenditures. Approximately \$27.6 million is unassigned.
- The fund balance for the General Fund increased by approximately \$5.5 million, as revenues and other financing sources of approximately \$143.8 million exceeded expenditures and other financing uses of approximately \$138.3 million.
- The District's total capital assets decreased by approximately \$3.9 million (2%) during the current fiscal year, as depreciation expense and net disposals of approximately \$9.4 million exceeded net additions of approximately \$5.5 million.
- The District's total outstanding indebtedness increased by approximately \$12.8 million (10%) during the current fiscal year, due to principal payments of approximately \$17.2 million, partially offset by new borrowings of approximately \$30.0 million.

OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of a series of financial statements and notes to those statements. The financial statements include two kinds of statements, (*the government-wide financial statements and the fund financial statements*) that present different views of the District. The government-wide statements are intended to give the reader both an aggregate view of the District's finances and a longer-term view of those finances. The fund financial statements are intended to provide a more detailed look at specific financial activities.

Government-wide financial statements. These statements provide a broad overview of the District's overall financial status, in a manner similar to a private-sector enterprise. These statements report information about the District as a whole.

The *Statement of Net Position* presents information on all of the District's assets, deferred outflows of resources, liabilities, and deferred inflows of resources, with the difference between these reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the District is improving or deteriorating. To assess the District's overall health, other non-financial factors, such as the District's property tax base and the condition and age of school buildings, as well as other physical assets, should be considered.

The *Statement of Activities* presents information showing how the government's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, for some items, revenues and expenses are reported in this statement that will only result in cash flows in future fiscal periods (e.g., uncollected taxes and earned but unused vacation leave).

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

MANAGEMENT'S DISCUSSION & ANALYSIS

YEAR ENDED JUNE 30, 2016

OVERVIEW OF THE FINANCIAL STATEMENTS (CONTINUED)

Both of the government-wide financial statements distinguish functions of the District that are principally supported by taxes and intergovernmental revenues (governmental activities) from other functions that are intended to recover all or a significant portion of their costs through user fees and charges (business-type activities). The District's activities are divided into two categories in the government-wide statements:

- Governmental activities: Most of the District's basic services are included here, such as regular and special education, transportation, and administration. Local, state, and federal funds finance most of these activities.
- Business-type activities: The District charges fees to help cover the cost of certain services that it provides. Included within this activity is the food service program.

The government-wide financial statements include not only the District itself (known as the primary government), but also its discretely presented component unit, the Children's Attention Home Charter School ("Charter School"). Financial information for the Charter School is reported separately from the financial information presented for the primary government itself; this information is not material to the District as a whole. See Note I.A. for details about how to obtain a copy of the Charter School's complete separately issued financial statements.

Fund Financial Statements. The remaining financial statements are *fund financial statements* that focus on *individual parts* of the District, and not the District as a whole. The fund financial statements report the District's operations in *more detail* than the government-wide statements, and focus on the District's most significant, or "major" funds. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The District, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related requirements. All of the funds of the District can be divided into three categories: governmental funds, proprietary funds, and fiduciary funds.

Governmental Funds

Governmental Funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. Most of the District's basic services are included within the governmental funds. The governmental funds generally focus on two things-how cash and other assets can readily be converted to cash flow in and out, and the balances left at year-end that are available for spending.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. The governmental fund statements provide a more detailed short-term view that helps determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs. However the governmental fund statements do not encompass the additional long-term focus as that of the government-wide financial statements, and as a result additional information at the end of the governmental fund statements, in the form of a reconciliation, explains the relationship (or differences) between the governmental fund statements and the government-wide statements.

The District maintains five individual governmental funds. Information is presented separately in the governmental fund balance sheet and in the governmental funds statement of revenues, expenditures, and changes in fund balances for the General Fund, Special Revenue Fund, Special Revenue - EIA Fund, Debt Service Fund and Capital Projects Fund, all of which are considered to be major funds. The governmental fund financial statements can be found as listed in the table of contents of this report.

Proprietary Fund

The District maintains one type of proprietary fund. Enterprise funds are used to report the same functions presented as business-type activities in the government-wide financial statements. The District uses an enterprise fund to account for its food service operation. Proprietary funds provide the same type of information as the government-wide financial statements, only in more detail; therefore, the proprietary fund financial statements provide more detailed information for the food service activities; this fund is considered a major fund of the District. The proprietary fund financial statements can be found as listed in the table of contents of this report.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

MANAGEMENT'S DISCUSSION & ANALYSIS

YEAR ENDED JUNE 30, 2016

OVERVIEW OF THE FINANCIAL STATEMENTS (CONTINUED)

Fiduciary Funds

Fiduciary funds are used to account for resources held for the benefit of parties outside the government. Fiduciary funds are not reflected in the government-wide financial statement because the resources of those funds are not available to support the District's own programs. The District is the trustee, or fiduciary, for the pupil activity of the schools and accounts for this activity in an agency fund. The fiduciary fund financial statement can be found as listed in the table of contents of this report.

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the financial statements. The notes to the financial statements can be found as listed in the table of contents of this report.

Other Information

The District adopts an annual appropriated budget only for its General Fund. A budgetary comparison schedule has been provided as required supplementary for this fund to demonstrate compliance with the budgets. Required pension plan schedules have been included which provide relevant information regarding the District's participation in the South Carolina Retirement System and the South Carolina Police Officers Retirement System. Required supplementary information can be found as listed in the table of contents.

In addition to the financial statements, notes, and required supplementary information, this report includes certain supplementary information. The combining and individual fund financial schedules and the location reconciliation schedule can be found as listed in the table of contents of this report.

Major Features of the District's Government-Wide and Fund Financial Statements				
	Government-Wide Financial Statements	Fund Financial Statements		
		Governmental Funds	Proprietary Funds	Fiduciary Fund
Scope	Entire District (except fiduciary funds) and the discretely presented component unit.	The activities of the District that are not proprietary or fiduciary.	Activities the District operates similar to private businesses; in the District's case, the food service operations.	Instances in which the District is the agent for someone else's resources - the Pupil Activity Fund.
Required financial statements	<ul style="list-style-type: none"> Statement of net position. Statement of activities. 	<ul style="list-style-type: none"> Balance sheet. Statement of revenues, expenditures, and changes in fund balances. 	<ul style="list-style-type: none"> Statement of net position. Statement of revenues, expenses, and changes in net position. Statement of cash flows. 	<ul style="list-style-type: none"> Statement of fiduciary net assets and liabilities.
Accounting basis and measurement focus	Accrual accounting and economic resources focus.	Modified accrual accounting and current financial resources focus.	Accrual accounting and economic resources focus.	Accrual accounting and economic resources focus.
Type of balance sheet information	All balance sheet elements, both financial and capital, and short-term and long-term.	All balance sheet elements that come due during the year or shortly thereafter. No capital assets or long-term debt are included.	All balance sheet elements, both financial and capital, and short-term and long-term.	All balance sheet elements, both short-term and long-term.
Type of inflow/outflow information	All revenues and expenses during year, regardless of when cash is received or paid.	Revenues for which cash is received during or soon after year end; expenditures when goods or services have been received and payment is due during or soon after year end.	All revenues and expenses during year, regardless of when cash is received or paid.	All revenues and expenses during year, regardless of when cash is received or paid.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

MANAGEMENT'S DISCUSSION & ANALYSIS

YEAR ENDED JUNE 30, 2016

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the District, liabilities and deferred inflows of resources exceeded assets and deferred outflows of resources by approximately (\$1.1) million at the close of the most recent fiscal year.

The table below provides a summary of net position for the District's Primary Government for the current and prior fiscal year:

	Net Position					
	Governmental Activities		Business-Type Activities		Total	
	June 30, 2016	June 30, 2015	June 30, 2016	June 30, 2015	June 30, 2016	June 30, 2015
Assets						
Current and Other Assets	\$ 101,963,791	71,857,092	3,986,215	3,599,596	105,950,006	\$ 75,456,688
Capital Assets, Net	234,796,481	238,611,725	742,966	867,375	235,539,447	239,479,100
Total Assets	336,760,272	310,468,817	4,729,181	4,466,971	341,489,453	314,935,788
Deferred Outflows of Resources						
Deferred Pension Charges	14,841,130	15,084,449	178,550	170,724	15,019,680	15,255,173
Liabilities						
Other Liabilities	22,072,987	17,530,936	-	-	22,072,987	17,530,936
Net Pension Liability	188,006,609	174,510,892	2,267,098	1,975,729	190,273,707	176,486,621
Long Term Liabilities	141,909,469	130,274,231	-	-	141,909,469	130,274,231
Total Liabilities	351,989,065	322,316,059	2,267,098	1,975,729	354,256,163	324,291,788
Deferred Inflows of Resources						
Deferred Pension Credits	3,349,970	14,714,609	40,421	166,568	3,390,391	14,881,177
Net Position						
Net Investment in						
Capital Assets	113,851,199	109,864,338	742,966	867,375	114,594,165	110,731,713
Restricted	16,521,785	17,544,498	-	-	16,521,785	17,544,498
Unrestricted	(134,110,617)	(138,886,238)	1,857,246	1,628,023	(132,253,371)	(137,258,215)
Total Net Position	\$ (3,737,633)	(11,477,402)	2,600,212	2,495,398	(1,137,421)	\$ (8,982,004)

The District's current and other assets at June 30, 2016 increased by approximately \$30.5 million from the prior year, primarily due to unspent bond proceeds on hand at year end. The District's capital assets at June 30, 2016 decreased by approximately \$3.9 million from the prior year due to depreciation expense and net disposals of approximately \$9.4 million, partially offset by additions of approximately \$5.5 million. The District's total liabilities at June 30, 2016 increased by approximately \$30.0 million from the prior year. This increase was primarily due to an increase in accounts payable related to construction activities and technology upgrades, an increase in the net pension liability, and an increase in long-term obligations due to the issuance of the general obligation bond anticipation notes in the current year partially offset by regularly scheduled principle payments. The changes in the net pension liability and deferred outflows/inflows of resources was primarily due to differences between expected and actual liability/investment experience and changes in the percentage of the District's share of the net pension liability in the State retirement plans.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

MANAGEMENT'S DISCUSSION & ANALYSIS

YEAR ENDED JUNE 30, 2016

GOVERNMENT-WIDE FINANCIAL ANALYSIS (CONTINUED)

The District's net position increased by approximately \$7.8 million during the current fiscal year as revenues exceeded expenses. See the discussion following the next table regarding this increase.

The largest portion of the District's net position (approximately \$114.6 million) reflects its investment in capital assets (i.e., land, buildings, furniture and equipment, etc.) less any related outstanding debt obligations used to acquire those assets. The District uses these capital assets to provide services to citizens; consequently, these assets are not available for future spending. Although the District's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt generally must be provided from other sources, since generally the capital assets themselves cannot be used to liquidate these liabilities.

An additional portion of the District's net position (approximately \$16.5 million) represents resources that are subject to external restrictions on how they may be used. These amounts are restricted primarily for debt service or by revenue source. The remaining portion of the District's net position is negative and is approximately (\$132.3) million primarily due to recording the District's proportionate share of the net pension liability related to the State retirement plans.

The table below shows the changes in net position for the District's Primary Government for the current and prior fiscal year:

	Changes in Net Position					
	Governmental Activities		Business-Type Activities		Totals	
	2016	2015	2016	2015	2016	2015
Revenues						
Program Revenues:						
Charges for Services	\$ 2,510,593	2,209,676	1,595,113	1,596,040	4,105,706	\$ 3,805,716
Operating Grants	82,839,843	81,279,476	6,360,118	6,153,807	89,199,961	87,433,283
General Revenues:						
Taxes	69,023,932	67,768,097	-	-	69,023,932	67,768,097
State Revenue in Lieu of Taxes	34,484,145	31,298,297	-	-	34,484,145	31,298,297
Other	2,073,066	922,993	2,173	5,974	2,075,239	928,967
Total Revenues	<u>190,931,579</u>	<u>183,478,539</u>	<u>7,957,404</u>	<u>7,755,821</u>	<u>198,888,983</u>	<u>191,234,360</u>
Program Expenses						
Instruction	103,423,878	103,374,011	-	-	103,423,878	103,374,011
Supporting Services	75,951,957	66,316,182	-	-	75,951,957	66,316,182
Community Services	276,002	267,177	-	-	276,002	267,177
Interest and Other Charges	3,546,519	7,131,817	-	-	3,546,519	7,131,817
Food Service	-	-	7,846,044	7,674,702	7,846,044	7,674,702
Total Program Expenses	<u>183,198,356</u>	<u>177,089,187</u>	<u>7,846,044</u>	<u>7,674,702</u>	<u>191,044,400</u>	<u>184,763,889</u>
Changes in Net Position						
Before Transfers	7,733,223	6,389,352	111,360	81,119	7,844,583	6,470,471
Transfers	<u>6,546</u>	<u>(26,678)</u>	<u>(6,546)</u>	<u>26,678</u>	<u>-</u>	<u>-</u>
Change in Net Position	7,739,769	6,362,674	104,814	107,797	7,844,583	6,470,471
Net Position, Beginning of Year	<u>(11,477,402)</u>	<u>(17,840,076)</u>	<u>2,495,398</u>	<u>2,387,601</u>	<u>(8,982,004)</u>	<u>(15,452,475)</u>
Net Position, End of Year	<u><u>\$ (3,737,633)</u></u>	<u><u>(11,477,402)</u></u>	<u><u>2,600,212</u></u>	<u><u>2,495,398</u></u>	<u><u>(1,137,421)</u></u>	<u><u>\$ (8,982,004)</u></u>

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

MANAGEMENT'S DISCUSSION & ANALYSIS

YEAR ENDED JUNE 30, 2016

GOVERNMENT-WIDE FINANCIAL ANALYSIS (CONTINUED)

Governmental Activities

The District's governmental activities net position increased by approximately \$7.7 million in 2016, compared to approximately \$6.4 million in 2015. This increase was due to an increase in revenues of approximately \$7.5 million. The increase in revenues was largely due to an increase in state revenues, property taxes, and miscellaneous revenue.

Business-Type Activities

The District's business-type activities increased net position in 2016 and 2015 by approximately \$0.1 million. The increase for both years was primarily due to revenues (including USDA reimbursements) exceeding operating expenses.

FUND ANALYSIS

Governmental Funds

The analysis of governmental funds serve the purpose of looking at what resources came into the funds, how they were spent and what is available for future expenditures. Did the government generate enough revenue to pay for current obligations? What is available for spending at the end of the year?

For the year ended June 30, 2016, the District's governmental funds reported a combined fund balance of approximately \$72.5 million, compared to approximately \$47.4 million for the prior year. In particular, unassigned fund balance may serve as a useful measure of a government's net resources available for spending at the end of the fiscal year. At June 30, 2016, the District's unassigned fund balance for all governmental funds was approximately \$27.6 million, which solely represents the General Fund. The remaining fund balance is comprised of approximately \$15.2 million restricted for debt service, approximately \$20.5 million restricted for capital projects, approximately \$0.9 million restricted for special education programs, approximately \$2.8 million in nonspendable fund balance (representing prepaid items and inventories), and approximately \$5.5 million assigned for capital projects.

The General Fund is the chief operating fund of the District. At the end of the current fiscal year, total fund balance of the General Fund was approximately \$30.5 million, of which approximately \$27.6 million was unassigned.

The District's General Fund balance increased approximately \$5.5 million from the prior year, a change of approximately \$3.6 million from the prior year's increase of approximately \$1.9 million. Revenues for the current year were approximately \$139.9 million, increasing by approximately \$6.5 million from the prior year. This increase is due primarily to an increase in state funding and local property taxes. The increase in state funding (approximately \$2.6 million) is due primarily to an increase in the base student cost of approximately \$100 to \$2,197 and an increase in fringe benefits employer contributions funding. The increase in local property taxes (approximately \$3.4 million) is due to an increase in assessed values combined with better collections while maintaining an operating millage rate at 147.4 mills. Expenditures for the current year were approximately \$136.7 million, increasing by approximately \$1.5 million from the prior year, due primarily to a "Step" increase for teachers. The unassigned fund balance of approximately \$27.6 million at June 30, 2016 in the General Fund represents 20% of General Fund expenditures for the year ended June 30, 2016.

The District's Special Revenue Fund and Special Revenue – EIA Fund, are used to account for revenues derived from the State of South Carolina and the Federal Government. Special Revenue funds generally do not have fund balances as revenues should be expended, unearned, or returned to the grantor.

The Debt Service Fund is used to account for the accumulation of funds for debt service. The District's debt millage rate remained at 52.0 mills. The fund balance in the Debt Service Fund increased approximately \$0.2 million in 2016 to approximately \$15.2 million, as revenues of approximately \$24.2 million and transfers from the Capital Projects Fund of \$2.1 million exceeded expenditures of approximately \$21.1 million and transfers out to the Capital Projects Fund of \$5.0 million. The entire fund balance is restricted for the future payment of debt service.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

MANAGEMENT'S DISCUSSION & ANALYSIS

YEAR ENDED JUNE 30, 2016

FUND ANALYSIS (CONTINUED)

Governmental Funds (Continued)

The Capital Projects Fund is utilized to account for the District's major capital project expenditures. The Capital Projects Fund increased by approximately \$19.5 million during 2016 to approximately \$26.0 million at June 30, 2016, as other financing sources and uses of approximately \$35.0 million and revenues of approximately \$0.5 million exceeded expenditures for various technology purchases and construction projects of approximately \$16.1 million.

Proprietary Funds

The District's only Proprietary Fund is the Food Service Fund. This program had an increase in net position for 2016 of approximately \$0.1 million, as previously discussed.

GENERAL FUND BUDGETARY HIGHLIGHTS

The District's General Fund budget is prepared according to South Carolina law and is based on accounting for certain transactions on a basis of cash receipts, disbursements, and encumbrances. The Board of Trustees adopted a balanced budget that reflected total revenue sources and total annual appropriations of \$139.3 million. During the course of FY 2016, there was one amendment to the General Fund budget. The amended expenditure budget increased by approximately \$87,000 to provide additional supplies to students.

At the end of FY 2016, the General Fund had a positive total budget vs. actual variance of \$5.6 million. Local revenue, primarily Ad Valorem Taxes and Revenue in Lieu of Taxes, exceeded budget by \$4.1 million due to an increase in assessed values combined with better than expected collection rates. Also, state revenues exceeded budget by \$602,000 primarily due to an increase in state funding for fringe benefits employer contributions. Expenditures were less than budgeted primarily due to savings of the employer portion of employee benefits. The net change in fund balance (an increase of approximately \$5.5 million) was better than the anticipated usage of fund balance of \$0.1 million.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

At the end of 2016, the District had approximately \$235.5 million invested in capital assets, net of depreciation. The total decrease in the District's investment in capital assets was approximately \$3.9 million or 2%. While there was approximately \$5.5 million in additions to capital assets, depreciation expense was approximately \$9.1 million; there were also net disposals of approximately \$0.3 million.

The table below shows capital asset balances as of June 30, 2016 compared to June 30, 2015:

	Capital Assets, Net					
	Governmental Activities		Business-Type Activities		Totals	
	June 30, 2016	June 30, 2015	June 30, 2016	June 30, 2015	June 30, 2016	June 30, 2015
Land	\$ 10,398,437	10,550,181	-	-	10,398,437	\$ 10,550,181
Construction in Progress	3,366,328	34,176	-	-	3,366,328	34,176
Buildings and Improvements	217,010,700	224,523,142	-	-	217,010,700	224,523,142
Furniture and Equipment	4,021,016	3,504,226	742,966	867,375	4,763,982	4,371,601
Totals	<u>\$234,796,481</u>	<u>238,611,725</u>	<u>742,966</u>	<u>867,375</u>	<u>235,539,447</u>	<u>\$239,479,100</u>

For more information regarding the District's capital assets, see Note III.C in the notes to the Financial Statements.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

MANAGEMENT'S DISCUSSION & ANALYSIS

YEAR ENDED JUNE 30, 2016

CAPITAL ASSET AND DEBT ADMINISTRATION (CONTINUED)

Capital Assets (Continued)

Significant capital asset events during the current fiscal year included the following:

- Construction in progress totaling approximately \$3.7 million
- Purchase of land totaling approximately \$0.2 million
- Purchase of equipment totaling approximately \$1.5 million

The District has outstanding construction commitments of approximately \$10,810,000 at June 30, 2016.

Debt Administration

At year-end, the District had approximately \$135.4 million in indebtedness, consisting of general obligation ("GO") bonds, note payable, and a capital lease, compared to approximately \$122.6 million in the prior year. The outstanding indebtedness of the District increased approximately \$12.8 million (10%) in the current year as shown in the table below. All of the District's bonded debt is backed by the full faith and credit of the District as is typical with general obligation bond indebtedness.

Outstanding Indebtedness

	Governmental Activities	
	June 30, 2016	June 30, 2015
GO Bond - March 14, 2007	\$ 175,000	\$ 515,000
GO Bond - September 23, 2009	15,500,000	15,700,000
GO Bond - October 7, 2010	4,725,000	9,870,000
GO Bond - October 19, 2011	-	5,310,000
GO Bond - September 19, 2012	2,499,000	4,181,000
GO Bond - September 12, 2013	2,912,000	3,498,000
GO Bond - February 19, 2014	15,005,000	16,170,000
GO Bond - October 29, 2014	4,455,000	4,480,000
GOR Bond - March 12, 2015	53,810,000	53,810,000
GOBAN - September 30, 2015	30,000,000	-
Note Payable - Equipment Acquisition and Use Agreement	-	2,095,000
Capital Lease Obligation	6,319,493	6,955,092
Total Outstanding Indebtedness	<u>\$ 135,400,493</u>	<u>\$ 122,584,092</u>

Key highlights related to the District's total indebtedness for 2016 are as follows:

- Principal payments of approximately \$17.2 million were made on the outstanding debt.
- New borrowings of approximately \$30.0 million.

Section 15 of Article X of the South Carolina State Constitution allows Districts to incur a legal debt limit not to exceed 8% of the assessed value of all taxable property in the District, unless approved by a majority vote in a referendum authorized by law. At June 30, 2016, the District's assessed property valuation was approximately \$465.9 million. The District had approximately \$5.6 million in bonded debt subject to the 8% limit of approximately \$37.3 million, resulting in unused legal debt margin of approximately \$31.7 million.

As noted earlier, other long-term obligations consist of bond premiums and accrued compensated absences. More detailed information about the District's debt and other long-term obligations is presented in III.D in the notes to the financial statements.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

MANAGEMENT'S DISCUSSION & ANALYSIS

YEAR ENDED JUNE 30, 2016

ECONOMIC FACTORS

Rock Hill School District Three is located in York County with the entire city of Rock Hill being encompassed by the District. York County is located in the northern Piedmont portion of South Carolina and shares a common border with North Carolina. The County is an integral part of the State, which provides for some annual growth in the tax base. The area in general is growing and Rock Hill School District Three's Average Daily Membership remained steady, increasing by only 1 student. During 2010-2011 a state charter school opened in the district resulting in a large decrease in student population for that year. Because of the addition of grade levels at this school each year, the district enrollment will be closely monitored and is expected to continue a slow growth as the charter school is fully enrolled.

FY 2017 BUDGETS

In June 2016, the Board of Trustees approved a balanced General Fund budget of approximately \$147.2 million for FY 2017. This budget represents a 5.6% increase from the FY 2016 General Fund budget of \$139.3 million. The FY 2017 General Fund budget includes a \$153 increase in the Education Finance Act base student cost of \$2,350 per student, a step increase for certified teachers and other eligible staff, a 2% cost of living increase on the state minimum teacher salary schedule, a 2% cost of living increase for other employees, and a revised bus driver salary schedule. The budget does not include an increase in operating tax millage for the allowable increase in consumer price index plus the county's percentage of population growth as determined by the S.C. Revenue and Fiscal Affairs Office.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide those interested with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need additional financial information, contact Terri Smith, Chief Financial Officer, at Rock Hill School District Three, 660 N. Anderson Road, PO Drawer 10072, Rock Hill, South Carolina, 29731.

Basic Financial Statements

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

STATEMENT OF NET POSITION

JUNE 30, 2016

	PRIMARY GOVERNMENT			COMPONENT UNIT
	Governmental Activities	Business-Type Activities	Totals	Charter School
ASSETS				
Cash and Cash Equivalents	\$ 30,527,058	100	30,527,158	\$ 241,414
Investments	-	-	-	162,288
Cash and Investments Held by County Treasurer	59,930,284	-	59,930,284	-
Property Taxes Receivable, Net	9,516,065	-	9,516,065	-
Accounts Receivable	300,023	-	300,023	6,976
Due from State	164,175	-	164,175	-
Due from Federal	2,662,273	5,915	2,668,188	-
Internal Balances	(3,980,200)	3,980,200	-	-
Inventories and Prepaid Items	2,844,113	-	2,844,113	767
Capital Assets:				
Non-Depreciable	13,764,765	-	13,764,765	-
Depreciable, Net	221,031,716	742,966	221,774,682	83,246
TOTAL ASSETS	336,760,272	4,729,181	341,489,453	494,691
DEFERRED OUTFLOWS OF RESOURCES				
Deferred Pension Charges	14,841,130	178,550	15,019,680	44,813
LIABILITIES				
Accounts Payable and Accrued Expenses	18,379,225	-	18,379,225	40,047
Accrued Interest Payable	1,764,215	-	1,764,215	-
Unearned Revenue	1,929,547	-	1,929,547	21,616
Non-Current Liabilities:				
Net Pension Liability	188,006,609	2,267,098	190,273,707	305,724
Long-Term Obligations - Due Within One Year	45,931,432	-	45,931,432	-
Long-Term Obligations - Due in More than One Year	95,978,037	-	95,978,037	-
TOTAL LIABILITIES	351,989,065	2,267,098	354,256,163	367,387
DEFERRED INFLOWS OF RESOURCES				
Deferred Pension Credits	3,349,970	40,421	3,390,391	547
NET POSITION				
Net Investment in Capital Assets	113,851,199	742,966	114,594,165	83,246
Restricted For:				
Debt Service	15,656,524	-	15,656,524	-
Special Educational Programs	865,261	-	865,261	-
Unrestricted	(134,110,617)	1,857,246	(132,253,371)	88,324
TOTAL NET POSITION	\$ (3,737,633)	2,600,212	(1,137,421)	\$ 171,570

The notes to the financial statements are an integral part of this statement.
See accompanying independent auditor's report.

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

STATEMENT OF ACTIVITIES

YEAR ENDED JUNE 30, 2016

FUNCTIONS/PROGRAMS	PROGRAM REVENUES				NET (EXPENSE) REVENUE AND CHANGE IN NET POSITION			Component Unit Charter School
	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Primary Government			
					Governmental Activities	Business-Type Activities	Total	
PRIMARY GOVERNMENT:								
Governmental Activities:								
Instruction	\$ 103,423,878	2,510,593	58,226,529	-	(42,686,756)	-	\$ (42,686,756)	
Support Services	75,951,957	-	24,514,501	-	(51,437,456)	-	(51,437,456)	
Community Services	276,002	-	98,813	-	(177,189)	-	(177,189)	
Interest and Other Charges	3,546,519	-	-	-	(3,546,519)	-	(3,546,519)	
Total Governmental Activities	183,198,356	2,510,593	82,839,843	-	(97,847,920)	-	(97,847,920)	
Business-Type Activities:								
Food Services	7,846,044	1,595,113	6,360,118	-	-	109,187	109,187	
Total Business-Type Activities	7,846,044	1,595,113	6,360,118	-	-	109,187	109,187	
TOTAL PRIMARY GOVERNMENT	\$ 191,044,400	4,105,706	89,199,961	-	(97,847,920)	109,187	(97,738,733)	
COMPONENT UNIT								
Charter School	\$ 649,449	-	429,395	-				\$ (220,054)
General Revenues:								
Property Taxes Levied for General Purposes					47,492,722	-	47,492,722	-
Property Taxes Levied for Debt Service					21,531,210	-	21,531,210	-
State Revenue in Lieu of Taxes					34,484,145	-	34,484,145	-
Investment Earnings					519,482	-	519,482	-
Miscellaneous-Not Restricted to Specific Programs					1,553,584	-	1,553,584	375,595
Gain on Disposal of Capital Assets					-	2,173	2,173	-
Transfers					6,546	(6,546)	-	-
Total General Revenues and Transfers					105,587,689	(4,373)	105,583,316	375,595
CHANGE IN NET POSITION					7,739,769	104,814	7,844,583	155,541
NET POSITION - Beginning of Year					(11,477,402)	2,495,398	(8,982,004)	16,029
NET POSITION, End of Year					(3,737,633)	2,600,212	\$ (1,137,421)	\$ 171,570

The notes to the financial statements are an integral part of this statement.
See accompanying independent auditor's report.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

BALANCE SHEET

GOVERNMENTAL FUNDS

JUNE 30, 2016

	GENERAL	SPECIAL REVENUE
ASSETS		
Cash and Cash Equivalents	\$ 30,526,958	100
Cash and Investments Held by County Treasurer	11,262,921	-
Receivables, Net:		
Taxes	7,137,164	-
Accounts	12,933	287,090
Due From:		
State	98,342	24,947
Federal	-	2,662,273
Other Funds	9,285,062	-
Prepaid Items	2,482,413	-
Inventories	361,700	-
TOTAL ASSETS	\$ 61,167,493	2,974,410
LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND FUND BALANCES		
LIABILITIES:		
Accounts Payable	\$ 7,587,083	-
Accrued Salaries, Fringe & Benefits	10,738,864	-
Due To:		
Other Funds	5,471,896	1,063,967
Unearned Revenue	-	1,045,182
TOTAL LIABILITIES	23,797,843	2,109,149
DEFERRED INFLOWS OF RESOURCES		
Unavailable Revenue - Property Taxes	6,882,469	-
TOTAL DEFERRED INFLOWS OF RESOURCES	6,882,469	-
FUND BALANCES:		
Fund Balances		
Nonspendable For:		
Prepaid Items	2,482,413	-
Inventories	361,700	-
Restricted For:		
Debt Service	-	-
Capital Projects	-	-
Special Educational Programs	-	865,261
Assigned For:		
Capital Projects	-	-
Unassigned	27,643,068	-
TOTAL FUND BALANCES	30,487,181	865,261
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND FUND BALANCES	\$ 61,167,493	2,974,410

The notes to the financial statements are an integral part of this statement.
See accompanying independent auditor's report.

SPECIAL REVENUE - EIA	DEBT SERVICE	CAPITAL PROJECTS	TOTAL GOVERNMENTAL FUNDS
-	-	-	\$ 30,527,058
-	14,393,621	34,273,742	59,930,284
-	2,378,901	-	9,516,065
-	-	-	300,023
40,886	-	-	164,175
-	-	-	2,662,273
843,479	648,217	-	10,776,758
-	-	-	2,482,413
-	-	-	361,700
884,365	17,420,739	34,273,742	\$ 116,720,749
-	-	53,278	\$ 7,640,361
-	-	-	10,738,864
-	-	8,221,095	14,756,958
884,365	-	-	1,929,547
884,365	-	8,274,373	35,065,730
-	2,242,919	-	9,125,388
-	2,242,919	-	9,125,388
-	-	-	2,482,413
-	-	-	361,700
-	15,177,820	-	15,177,820
-	-	20,468,054	20,468,054
-	-	-	865,261
-	-	5,531,315	5,531,315
-	-	-	27,643,068
-	15,177,820	25,999,369	72,529,631
884,365	17,420,739	34,273,742	\$ 116,720,749

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE STATEMENT OF NET POSITION

JUNE 30, 2016

TOTAL FUND BALANCES - GOVERNMENTAL FUNDS **\$ 72,529,631**

Amounts reported for the governmental activities in the Statement of Net Position are different because:

Outstanding property taxes and other revenues which will be collected in the future, but are not available soon enough to pay for the current period's expenditures, are therefore unavailable in the funds. 9,125,388

Capital Assets used in governmental activities are not financial resources and therefore are not reported as assets in governmental funds. The cost of the assets is \$360,981,829, and the accumulated depreciation is \$126,185,348. 234,796,481

The District's proportionate shares of the net pension liability, deferred outflows of resources, and deferred inflows of resources related to its participation in the State retirement plans are not recorded in the governmental funds but are recorded in the Statement of Net Position. (176,515,449)

Interest is recorded as an expenditure when due and payable in the governmental funds. Interest is recorded in the government-wide statements when it is due. This amount represents the amount of interest due but unpaid at year-end. (1,764,215)

Long-term liabilities, including bond premiums and capital leases, are not due and payable in the current period and therefore are not reported as liabilities in the funds. Long-term liabilities consisted of the following:

Long-Term Debt (including capital leases)	(135,400,493)	
Net Premiums	(6,012,843)	
Compensated Absences	(496,133)	(141,909,469)
	<hr/>	<hr/>

TOTAL NET POSITION - GOVERNMENTAL ACTIVITIES **\$ (3,737,633)**

The notes to the financial statements are an integral part of this statement.
See accompanying independent auditor's report.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES

GOVERNMENTAL FUNDS

YEAR ENDED JUNE 30, 2016

	GENERAL	SPECIAL REVENUE
REVENUES		
Local Sources:		
Taxes	\$ 50,963,646	-
Investment Earnings	240,234	-
Other Local Sources	847,671	4,097,635
State Sources	87,799,094	2,697,435
Federal Sources	-	8,559,681
Intergovernmental Revenue	-	271,785
TOTAL REVENUES	139,850,645	15,626,536
EXPENDITURES		
Current:		
Instruction	81,803,114	9,318,892
Support Services	53,521,350	5,590,029
Community Services	167,651	108,351
Intergovernmental	302,246	205,049
Capital Outlay	68,374	110,773
Debt Service:		
Principal Retirement	635,599	-
Interest and Fiscal Charges	203,453	-
Other Charges	-	-
TOTAL EXPENDITURES	136,701,787	15,333,094
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	3,148,858	293,442
OTHER FINANCING SOURCES (USES)		
Proceeds from the Sale of Capital Assets	40,389	-
Issuance of General Obligation Bonds	-	-
Premium on Issuance of Bonds	-	-
Transfers In	3,893,140	-
Transfers Out	(1,568,154)	(336,982)
CHANGE IN NET POSITION	2,365,375	(336,982)
NET CHANGES IN FUND BALANCES	5,514,233	(43,540)
FUND BALANCES, Beginning of Year	24,972,948	908,801
FUND BALANCES, End of Year	\$ 30,487,181	865,261

The notes to the financial statements are an integral part of this statement.
See accompanying independent auditor's report.

SPECIAL REVENUE - EIA	DEBT SERVICE	CAPITAL PROJECTS	TOTAL GOVERNMENTAL FUNDS
-	22,633,564	-	\$ 73,597,210
-	104,996	174,252	519,482
-	-	322,500	5,267,806
10,072,162	1,426,332	-	101,995,023
-	-	-	8,559,681
-	-	-	271,785
10,072,162	24,164,892	496,752	190,210,987
4,506,532	-	-	95,628,538
2,023,250	-	12,546,438	73,681,067
-	-	-	276,002
185,644	-	-	692,939
-	-	3,308,030	3,487,177
-	16,548,000	-	17,183,599
-	4,529,890	-	4,733,343
-	5,844	206,891	212,735
6,715,426	21,083,734	16,061,359	195,895,400
3,356,736	3,081,158	(15,564,607)	(5,684,413)
-	-	271,240	311,629
-	-	30,000,000	30,000,000
-	-	490,600	490,600
-	2,114,693	6,375,278	12,383,111
(3,356,736)	(5,000,000)	(2,114,693)	(12,376,565)
(3,356,736)	(2,885,307)	35,022,425	30,808,775
-	195,851	19,457,818	25,124,362
-	14,981,969	6,541,551	47,405,269
-	15,177,820	25,999,369	\$ 72,529,631

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

**RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES, AND
CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES**

YEAR ENDED JUNE 30, 2016

TOTAL NET CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS	\$	25,124,362
---	-----------	-------------------

Amounts reported for governmental activities in the Statement of Activities are different because:

Revenues in the Statement of Activities that do not provide current financial resources are not reported as revenues in the funds. They are considered revenues in the Statement of Activities.	720,592
Repayment of debt and capital lease principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the Statement of Net Position.	17,183,599
The issuance of debt provides current financial resources to governmental funds, but issuing debt or entering into capital leases increases long-term liabilities in the Statement of Net Position. This is the proceeds and premiums received in the current year	(30,000,000)
Interest on long-term debt in the Statement of Activities differs from the amount reported in the governmental funds because interest is recognized as an expenditure in the funds when it is due, and thus requires the use of current financial resources. In the Statement of Activities, however, interest expense is recognized as the interest accrues, regardless of when it is due. This is the change in accrued interest for the year.	(280,306)
Bond premiums are recorded in the year they are received in governmental funds, but are amortized over the lives of the bonds in the Statement of Activities. This amount is the amortization of the premiums in the current year.	1,189,265
Some expenses reported in the Statement of Activities do not require the use of current financial resources and therefore are not reported as expenditures in the governmental funds.	(8,102)
Changes in the District's proportionate shares of the net pension liability, deferred outflows of resources, and deferred inflows of resources for its participation in the State retirement plans for the current year are not reported in the governmental funds but are reported in the Statement of Activities.	(2,374,397)
In the Statement of Activities the gain (loss) on the disposal of capital assets is reported, whereas in the governmental funds, proceeds from the disposal of capital assets increase financial resources. Thus, the change in net position differs from the change in fund balance by the net book value of the assets disposed.	(353,843)
Governmental funds report capital asset additions as expenditures. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense of \$8,909,834 was exceeded by capital asset additions of \$5,448,433 during the year.	(3,461,401)

CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES	\$	7,739,769
--	-----------	------------------

The notes to the financial statements are an integral part of this statement.
See accompanying independent auditor's report.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

STATEMENT OF NET POSITION

PROPRIETARY FUND

JUNE 30, 2016

	ENTERPRISE
ASSETS	
Current Assets:	
Cash and Cash Equivalents	\$ 100
Due From:	
Federal Agencies	5,915
Other Funds	3,980,200
Total Current Assets	<u>3,986,215</u>
Non-Current Assets:	
Capital Assets	4,390,803
Less: Accumulated Depreciation	(3,647,837)
Total Non-Current Assets	<u>742,966</u>
TOTAL ASSETS	<u>4,729,181</u>
DEFERRED OUTFLOWS OF RESOURCES	
Deferred Pension Charges	<u>178,550</u>
LIABILITIES	
Noncurrent Liabilities:	
Net Pension Liability	2,267,098
Total Current Liabilities	<u>2,267,098</u>
NET POSITION	<u>2,267,098</u>
DEFERRED INFLOWS OF RESOURCES	
Deferred Pension Credits	<u>40,421</u>
NET POSITION	
Net Investment in Capital Assets	742,966
Unrestricted	1,857,246
TOTAL NET POSITION	<u>\$ 2,600,212</u>

The notes to the financial statements are an integral part of this statement.
See accompanying independent auditor's report.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

STATEMENT OF REVENUES, EXPENSES, AND CHANGE IN FUND NET POSITION

PROPRIETARY FUND

YEAR ENDED JUNE 30, 2016

	<u>ENTERPRISE</u>
OPERATING REVENUES	
Proceeds from Sale of Meals	\$ 1,595,113
OPERATING EXPENSES	
Salaries and Benefits	1,531,945
Purchased Services	5,654,034
Supplies and Materials	497,991
Depreciation	153,874
Other	8,200
TOTAL OPERATING EXPENSES	<u>7,846,044</u>
OPERATING LOSS	<u>(6,250,931)</u>
NON-OPERATING REVENUES (EXPENSES)	
Commodities Received from USDA	575,574
USDA Reimbursements	5,783,972
Other Revenue	572
Gain on Sale of Capital Assets	2,173
TOTAL NON-OPERATING REVENUES (EXPENSES)	<u>6,362,291</u>
INCOME BEFORE TRANSFERS	111,360
Transfer In - From General Fund	192,876
Transfer Out - Food Service Fund Indirect Costs	<u>(199,422)</u>
CHANGE IN NET POSITION	104,814
TOTAL NET POSITION, Beginning of Year,	<u>2,495,398</u>
TOTAL NET POSITION, End of Year	<u>\$ 2,600,212</u>

The notes to the financial statements are an integral part of this statement.
See accompanying independent auditor's report.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

STATEMENT OF CASH FLOWS

PROPRIETARY FUND

YEAR ENDED JUNE 30, 2016

	<u>ENTERPRISE</u>
CASH FLOWS FROM OPERATING ACTIVITIES	
Receipts from Meal Sales	\$ 1,671,096
Receipts from Other Revenues	572
Payments to Employees for Services	(1,374,549)
Payments to Suppliers for Goods and Services	(5,531,176)
NET CASH USED IN OPERATING ACTIVITIES	<u>(5,234,057)</u>
CASH FLOWS FROM NON-CAPITAL FINANCING ACTIVITIES	
USDA Reimbursement	5,878,771
Transfers From (To) Other Funds	(609,738)
NET CASH PROVIDED BY NON-CAPITAL FINANCING ACTIVITIES	<u>5,269,033</u>
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES	
Acquisition of Capital Assets	(37,159)
Proceeds from the Sale of Capital Assets	2,173
NET CASH USED IN CAPITAL AND RELATED FINANCING ACTIVITIES	<u>(34,986)</u>
NET DECREASE IN CASH AND CASH EQUIVALENTS	(10)
CASH AND CASH EQUIVALENTS, Beginning of Year	<u>110</u>
CASH AND CASH EQUIVALENTS, End of Year	<u>\$ 100</u>
Reconciliation of Operating Loss to Net Cash Used in Operating Activities:	
Operating Loss	\$ (6,250,931)
Adjustments to Reconcile Operating Loss to Net Cash Used in Operating Activities	
Depreciation Expense	153,874
Non-Cash USDA Commodities Used	575,574
Other Non-Operating Revenues	8,266
Change In:	
Receivables	75,983
Inventories	45,781
Net Pension Liability	291,369
Deferred Pension Charges	(7,826)
Deferred Pension Credits	(126,147)
Net Cash Used in Operating Activities	<u>\$ (5,234,057)</u>
Non-Cash Transactions:	
Depreciation	\$ 153,874
Commodities Received from the USDA	\$ 575,574

The notes to the financial statements are an integral part of this statement.
See accompanying independent auditor's report.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

STATEMENT OF ASSETS AND LIABILITIES

FIDUCIARY FUND

JUNE 30, 2016

	AGENCY
ASSETS	
Cash and Cash Equivalents	\$ 5,430
Receivables	1,383,972
TOTAL ASSETS	\$ 1,389,402
LIABILITIES	
Due to Student Organizations	\$ 1,389,402
TOTAL LIABILITIES	\$ 1,389,402

The notes to the financial statements are an integral part of this statement.
See accompanying independent auditor's report.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

Rock Hill School District Three, South Carolina (the "District"), established in 1953, is governed by a seven member Board of Trustees ("Board") which has oversight responsibility over public school education in the District. The District provides regular and exceptional education for students from kindergarten through grade twelve. The District receives funding from local, state, and federal government sources and must comply with the related requirements of these funding sources.

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

The financial statements of the District have been prepared in conformity with accounting principles generally accepted in the United States of America ("GAAP"), as applied to governmental units. The Governmental Accounting Standards Board ("GASB") is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant of the District's accounting policies are described below.

As required by GAAP, the financial statements must present the District's financial information with any of its component units. The primary criterion for determining inclusion or exclusion of a legally separate entity (component unit) is financial accountability, which is presumed to exist if the District both appoints a voting majority of the entity's governing body, and either 1) the District is able to impose its will on the entity or, 2) there is a potential for the entity to provide specific financial benefits to, or impose specific financial burdens on the District. If either or both of the foregoing conditions are not met, the entity could still be considered a component unit if it is fiscally dependent on the District and there is a potential that the entity could either provide specific financial benefits to, or to impose specific financial burdens on the District.

In order to be considered fiscally independent, an entity must have the authority to do all of the following: (a) determine its budget without the District having the authority to approve or modify that budget; (b) levy taxes or set rates or charges without approval by the District; and (c) issue bonded debt without approval by the District. An entity has a financial benefit or burden relationship with the District if, for example, any one of the following conditions exists: (a) the District is legally entitled to or can otherwise access the entity's resources, (b) the District is legally obligated or has otherwise assumed the obligation to finance the deficits or, or provide financial support to, the entity, or (c) the District is obligated in some manner for the debt of the entity. Finally, an entity could be a component unit even if it met all the conditions described above if excluding it would cause the District's financial statements to be misleading.

Blended component units, although legally separate entities, are in substance, part of the government's operations and data from these units are combined with data of the primary government in the fund financial statements. Discretely presented component units, on the other hand, are reported in a separate column in the government-wide financial statements to emphasize they are legally separate from the District. Based on the criteria above, the District does not have any blended component units; it has one discretely presented component unit, as described below.

Discretely presented component unit – The Children's Attention Home Charter School ("Charter School") is a public charter school, based on the guidelines of South Carolina Charter Schools Act of 1996. The Charter School exclusively services the District and the Charter School leadership terms remain under the jurisdiction of the District's Board and the District's Superintendent. Complete separately issued financial statements may be obtained from the administrative offices of Children's Attention Home Charter School, Post Office Box 2892, Rock Hill, South Carolina 29732.

B. Measurement Focus, Basis of Accounting and Basis of Presentation

The government-wide financial statements (i.e., the Statement of Net Position and the Statement of Activities) report information on all of the non-fiduciary activities of the District. For the most part, the effect of interfund activity (except for interfund services provided and used between functions) has been removed from these statements. The statements distinguish between those activities of the District that are governmental and those that are considered business-type activities.

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

B. Measurement Focus, Basis of Accounting and Basis of Presentation (Continued)

Governmental activities, which normally are supported by taxes and intergovernmental revenues, are reported separately from *business-type activities*, which rely, to a significant extent, on fees and charges for support. Likewise, the *primary government* (the District) is reported separately from the legally separate *component units* (Charter School) for which the District is financially accountable.

The Statement of Activities demonstrates the degree to which the direct expenses of a given function or segment are offset by program revenues. *Direct expenses* are those that are clearly identifiable with a specific function or segment. *Program revenues* include 1) charges to customers or applicants who purchase, use, or directly benefit from goods, services or privileges provided by a given function or segment and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Taxes and other items not properly included among program revenues are reported instead as *general revenues*. The comparison of direct expenses with program revenues identifies the extent to which each business segment or governmental function is self-financing or draws from the general revenues of the District.

The *government-wide financial statements* (which exclude fiduciary activities) are reported using the *economic resources measurement focus* and the *accrual basis of accounting*, as is the Proprietary Fund and Fiduciary Fund financial statements. Under the accrual basis of accounting, revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Property taxes are recognized as revenues in the year for which they are levied. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

The government-wide statements are prepared using a different measurement focus from the manner in which governmental fund financial statements are prepared (see further detail below). Governmental fund financial statements therefore, include reconciliation with brief explanations to better identify the relationship between the government-wide statements and the statements for governmental funds.

Governmental *fund financial statements* are reported using the *current financial resources measurement focus* and the *modified accrual basis of accounting*. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be *available* when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the government considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due.

Property taxes, federal and state grant programs, and interest associated with the current fiscal period are all considered to be susceptible to accrual and have been recognized as revenues of the current fiscal period. All other revenue items are considered to be measurable and available only when cash has been received by the government.

Fund financial statements report detailed information about the District. The focus of governmental and enterprise fund financial statements is on major funds rather than reporting funds by type. Each major fund is presented in a separate column. The District does not have any non-major funds. Fiduciary Funds are reported by fund type.

The District generally uses restricted amounts to be spent first when both restricted and unrestricted (committed, assigned, and unassigned) fund balance is available unless there are legal documents, contracts, or agreements that prohibit doing such. Additionally, the District generally would first use committed, then assigned, and lastly unassigned amounts of unrestricted fund balance when expenditures are made.

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

B. Measurement Focus, Basis of Accounting and Basis of Presentation (Continued)

The accounts of the government are organized and operated on the basis of funds. A fund is an independent fiscal and accounting entity with a self-balancing set of accounts. Fund accounting segregates funds according to their intended purpose and is used to aid management in demonstrating compliance with finance-related legal and contractual provisions. There are a minimum number of funds maintained to keep the accounts consistent with legal and managerial requirements. The following fund types and major funds are used by the District.

Governmental Fund Types are those through which most governmental functions of the District are financed. The District's expendable financial resources and related assets, deferred outflows of resources, liabilities, and deferred inflows of resources (except for those accounted for in the Proprietary Fund) are accounted for through governmental funds. Governmental funds are accounted for using a current financial resources measurement focus and the modified accrual basis of accounting. The following are the District's major governmental funds:

The **General Fund, a major fund** and a budgeted fund, is the general operating fund of the District and accounts for all revenues and expenditures of the District except those required to be accounted for in another fund. All general tax revenues and other receipts that (a) are not allocated by law or contractual agreement to other funds or (b) that have not been restricted, committed, or assigned to other funds are accounted for in the General Fund. General operating expenditures and the capital improvement costs that are not paid through other funds are paid from the General Fund.

Special Revenue Funds are used to account for and report the proceeds of specific revenue sources (that are expected to continue to comprise a substantial portion of the inflows of the fund) that are restricted or committed to expenditures for specified purposes other than debt service or capital projects. The District has the following major Special Revenue Funds:

- i) **The Special Revenue Fund, a major fund** and an unbudgeted fund, is used to account for and report financial resources provided by federal, state, and local projects and grants that are restricted, committed or assigned for special education programs.
- ii) **The Special Revenue - Education Improvement Act ("EIA") Fund, a major fund** and an unbudgeted fund, is used to account for and report the restricted revenue from the South Carolina Education Improvement Act of 1984 (which is legally required by the state to be accounted for as a specific revenue source) which are restricted for specific programs authorized or mandated by the EIA.

The **Debt Service Fund, a major fund** and an unbudgeted fund, is used to account for the accumulation of financial resources that are restricted, committed, or assigned for the payment of all long-term debt principal, interest and related costs for the District.

The **Capital Projects Fund, a major fund** and an unbudgeted fund, is used to account for and report financial resources that are restricted, committed, or assigned for expenditures of capital outlay related to site acquisitions, construction, equipment, and renovation of all major capital facilities except for those financed in the Enterprise Fund.

Proprietary Fund Types are accounted for based on the flow of economic resources measurement focus and use of the accrual basis of accounting. Under this method, revenues are recorded when earned and expenses are recorded at the time liabilities are incurred.

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

B. Measurement Focus, Basis of Accounting and Basis of Presentation (Continued)

Proprietary funds distinguish operating revenues and expenses from non-operating items. Operating revenues and expenses generally result from providing services and producing and delivering goods in connection with a proprietary fund's principal ongoing operations. The principal operating revenues of the Enterprise Fund are charges to students and teachers for breakfast, lunch and special sales. Operating expenses for the Enterprise Fund include the cost of sales, administrative expenses, and depreciation of capital assets. All revenues and expenses not meeting this definition are reported as non-operating revenues and expenses.

Proprietary Fund types include the following fund:

The **Enterprise Fund, a major fund** and an unbudgeted fund, is used to account for those operations (a) where the intent of the governing body is that costs (expenses, including depreciation) of providing goods or services to the general public on a continuing basis be financed or covered primarily through user charges of (b) or where the District has decided that periodic determination of revenues earned, expenses incurred, and/or net income is appropriate for capital maintenance, public policy, management control, accountability or other purposes. The Food Service Fund is the District's only Enterprise Fund and is used to account for the United States Department of Agriculture's ("USDA") approved school breakfast and lunch programs.

Fiduciary Fund Types are used to account for expendable assets held by the District in a trustee capacity or as an agent for individuals, private organizations, other governmental units and/or other funds and include Agency Funds. Fiduciary Fund Types include the following:

Agency Fund, an unbudgeted fund, accounts for the receipt and disbursement of monies to and from student activity organizations. These funds have no equity (assets are equal to liabilities) and do not include revenues and expenditures for general operation of the District. This accounting reflects the agency relationship of the District with the student activity organizations.

Change in Accounting Principle

The District implemented GASB Statement No. 72 "*Fair Value Measurement and Application*" ("GASB #72" or "Statement") for the year ended June 30, 2016. The primary objective of this Statement was to address accounting and financial reporting issues related to fair value measurements. This Statement provides guidance for determining fair value measurement for financial reporting purposes. This Statement also provides guidance for applying fair value to certain investments and disclosures related to all fair value measurements.

The adoption of this Statement had no impact on the District's financial statements but did result in expanded note disclosures. See Note I.C.12 and Note III.A for more information regarding the District's fair value disclosures.

C. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Equity

1. Cash, Cash Equivalents, and Investments

Cash and Cash Equivalents

The District considers all highly liquid investments (including restricted assets) with original maturities of three months or less when purchased and investments in the South Carolina Pooled Investment Fund ("Pool") to be cash equivalents. Securities with an initial maturity of more than three months (from when initially purchased) that are not purchased from the pool are reported as investments.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

C. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Equity (Continued)

1. Cash, Cash Equivalents, and Investments (Continued)

Investments

The District's investment policy is designed to operate within existing statutes (which are identical for all funds, fund types and component units within the State of South Carolina) that authorize the District to invest in the following:

- (a) Obligations of the United States and its agencies, the principal and interest of which is fully guaranteed by the United States.
- (b) Obligations issued by the Federal Financing Bank, Federal Farm Credit Bank, the Bank of Cooperatives, the Federal Intermediate Credit Bank, the Federal Land Banks, the Federal Home Loan Banks, the Federal Home Loan Mortgage Corporation, the Federal National Mortgage Association, the Government National Mortgage Association, the Federal Housing Administration, and the Farmers Home Administration, if, at the time of investment, the obligor has a long-term, unenhanced, unsecured debt rating in one of the top two ratings categories, without regard to a refinement or gradation of rating category by numerical modifier or otherwise, issued by at least two nationally recognized credit rating organizations.
- (c) (i) General obligations of the State of South Carolina or any of its political units; or (ii) revenue obligations of the State of South Carolina or its political units, if at the time of investment, the obligor has a long-term, unenhanced, unsecured debt rating in one of the top two ratings categories, without regard to a refinement or gradation of rating category by numerical modifier or otherwise, issued by at least two nationally recognized credit rating organizations.
- (d) Savings and Loan Associations to the extent that the same are insured by an agency of the Federal Savings and Loan Insurance Corporation.
- (e) Certificates of deposit where the certificates are collaterally secured by securities of the type described in (a) and b) above held by a third party as escrow agent or custodian, of a market value not less than the amount of the certificates of deposit so secured, including interest; provided, however, such collateral shall not be required to the extent the same are insured by an agency of the federal government.
- (f) Repurchase agreements when collateralized by securities as set forth in this section.
- (g) No load open-end or closed-end management type investment companies or investment trusts registered under the Investment Company Act of 1940, as amended, where the investment is made by a bank or trust company or savings and loan association or other financial institution when acting as trustee or agent for a bond or other debt issue of that local government unit, political subdivision, or county treasurer if the particular portfolio of the investment company or investment trust in which the investment is made (i) is limited to obligations described in items (a), (b), (c), and (f) of this subsection, and (ii) has among its objectives the attempt to maintain a constant net position value of one dollar a share and to that end, value its assets by the amortized cost method.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

C. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Equity (Continued)

1. Cash, Cash Equivalents, and Investments (Continued)

Investments (Continued)

The District's cash investment objectives are preservation of capital, liquidity and yield. The District reports its cash and investments at fair value which is normally determined by quoted market prices.

The District currently or in the past year has used the following investments:

- Cash and Investments held by the York County Treasurer which are property taxes collected and other funds received by the District's fiscal agent that have not been remitted to the District. The County Treasurer invests these funds in investments authorized by state statute as outlined above. All interest and other earnings gained are added back to the fund and are paid out by the County Treasurer to the respective governments on a periodic basis.
- South Carolina Local Government Investment Pool ("LGIP" or "Pool") investments are invested with the South Carolina State Treasurer's Office, which established the South Carolina Pool pursuant to Section 6-6-10 of the South Carolina Code. The Pool is an investment trust fund, in which public monies in excess of current needs, which are under the custody of any city treasurer or any governing body of a political subdivision of the State, may be deposited. In accordance with GASB Statement No. 31 "Accounting and Financial Reporting for Certain Investments and for External Investment Pools", investments are carried at fair value determined annually based upon quoted market prices for identical or similar investments. The total fair value of the Pool is apportioned to the entities with funds invested on an equal basis for each share owned, which are acquired at a cost of \$1.00. Funds may be deposited by Pool participants at any time and may be withdrawn upon 24 hours' notice. Financial statements for the Pool may be obtained by writing the Office of State Treasurer, Local Government Investment Pool, P.O. Box 11778, Columbia, SC 29211-1960.

2. Receivables and Payables

Transactions between funds that are representative of reimbursement arrangements outstanding at the end of the fiscal year are referred to as "due to/from other funds." These amounts are eliminated in the governmental and business-type activities columns of the Statement of Net Position, except for the net residual amounts due between governmental and business-type activities, which are presented as "internal balances". All accounts and property taxes receivable are shown net of an allowance for uncollectible amounts.

3. Prepaid Items and Inventories

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items using the consumption method. A current asset for the prepaid amount is recorded at the time of the purchase and an expenditure/expense is reported in the period in which the services are consumed.

Under the system for accounting for inventories, materials and supplies are carried in an inventory account at cost, using the first-in, first-out method of accounting, and are subsequently charged to expenditures/expenses when consumed. Inventories in the Food Service Fund consist of purchased goods, supplies and USDA commodities received, but not used as of June 30, 2016, which are stated at fair market values assigned by the USDA.

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

C. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Equity (Continued)

4. Capital Assets

General capital assets are those assets not specifically related to activities reported in the Proprietary Fund. These assets generally result from expenditures in the governmental funds. These assets are reported in the governmental activities column of the government-wide Statement of Net Position, but are not reported in the fund financial statements.

Capital assets utilized by the Proprietary Fund are reported both in the business-type activities column of the government-wide Statement of Net Position and in the respective fund financial statements.

All capital assets are capitalized at cost (or estimated historical cost) and updated for additions and retirements during the year. Donated capital assets are recorded at estimated acquisition value (as estimated by the District) at the date of donation. The cost and accumulated depreciation of assets sold or retired are removed from the accounts, and gains or losses, if any, are reflected in revenue or expenditures/expenses for the year. The District maintains a capitalization threshold of \$100,000 for assets with lives of 15 years or more and \$5,000 for all other capital assets. Improvements that meet this criteria are capitalized. The District does not own any significant infrastructure. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are expensed.

Interest costs related to Proprietary Fund construction is capitalized as part of the capitalized value of the asset constructed, if material. Interest costs of tax-exempt borrowings are capitalized net of related investment earnings on the proceeds.

All reported capital assets except land and construction in progress are depreciated. Construction projects begin being depreciated once they are completed and placed in service, at which time the complete costs of the project are transferred to the appropriate capital asset category. Improvements are depreciated over the remaining useful lives of the related capital assets. Depreciation is computed using the straight-line method over the following useful lives:

Asset Category	Governmental Activities	Business-Type Activities
Buildings and Improvements	50 years	20 years
Furniture and Equipment	3 – 7 years	3 – 12 years

5. Compensated Absences

The District reports compensated absences in accordance with GASB Statement No. 16 “Accounting for Compensated Absences.” The entire compensated absence liability and expense is reported on the government-wide financial statements. Governmental funds will only recognize compensated absences liability if they have matured, for example, as a result of employee resignations or retirements. The District’s policy is to pay any salary-related payments, including accumulated vacation leave, upon termination up to 10 days. However, employees may accumulate vacation leave up to 20 days to be taken as time off. No liability is recorded for non-vesting accumulating rights to receive sick pay benefits.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

C. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Equity (Continued)

6. Accrued Liabilities and Long-Term Obligations

All payables, accrued liabilities and long-term obligations are reported in the government-wide financial statements, and all payables, accrued liabilities and long-term obligations payable from proprietary funds are reported on the Proprietary Fund financial statements.

In general, payables and accrued liabilities that will be paid from governmental funds are reported on the governmental fund financial statements regardless of whether they will be liquidated with current resources. However, claims and judgments, non-current portion of capital leases, compensated absences, contractually required pension contributions and special termination benefits that will be paid from governmental funds are reported as a liability in the fund financial statements only to the extent that they will be paid with current, expendable, available financial resources. In general, payments made within sixty days after year-end are considered to have been made with current available financial resources. Bonds and other long-term obligations that will be paid from governmental funds are not recognized as a liability in the fund financial statements until due.

In the enterprise fund and government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities on the Statement of Net Position. Bond premiums and discounts (if any) are amortized over the life of the bonds using the straight-line method, which approximates the effective interest method, if material. Bonds payable are reported net of the applicable bond premiums or discount. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as expenses.

In the governmental fund financial statements, governmental funds recognize bond premiums, discounts, and bond issuance costs during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs are reported as expenditures.

7. Deferred Outflows/Inflows of Resources

In addition to assets, the statement of Net Position and the Balance Sheet will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until then. The District currently has one type of deferred outflows of resources. The District reports deferred pension charges in its government-wide statement of net position in connection with its net pension liability for its participation in the South Carolina Retirement System and the South Carolina Police Officers Retirement System. These deferred pension charges are either (a) recognized in the subsequent period as a reduction of the net pension liability (which includes pension contributions made after the measurement date) or (b) amortized in a systematic and rational method as pension expense in future periods in accordance with GAAP.

In addition to liabilities, the Statement of Net Position and the Balance Sheet will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time. The District currently has two types of deferred inflows of resources: (1) The District reports unavailable revenue – property taxes only in the governmental funds Balance Sheet; it is deferred and recognized as an inflow of resources (property tax revenues) in the period the amounts become available. (2) The District also reports deferred pension credits in its Statements of Net Position in connection with its participation in the South Carolina Retirement System and South Carolina Police Officers Retirement System. These deferred pension credits are amortized in a systematic and rational method and recognized as a reduction of pension expense in future periods in accordance with GAAP.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

C. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Equity (Continued)

8. Fund Balance

In accordance with GAAP, the District classifies governmental fund balances as follows:

Nonspendable – includes amounts that inherently cannot be spent either because it is not in spendable form (i.e., prepaids, inventories, etc.) or because of legal or contractual requirements (i.e., principal on an endowment, etc.).

Restricted – includes amounts that are constrained by specific purposes which are externally imposed by (a) other governments through laws and regulations, (b) grantors or contributions through agreements, (c) creditors through debt covenants or other contracts, or (d) imposed by law through constitutional provisions or enabling legislation.

Committed – includes amounts that are constrained for specific purposes that are internally imposed by the government through formal action made by the highest level of decision making authority (the Board) before the end of the reporting period. Those committed amounts cannot be used for any other purpose unless the government removes or changes the specified use by taking the same type of action it employed to previously commit those amounts. Committed amounts for the District consist of amounts approved by a majority vote of the Board (a) in the annual budget or (b) in subsequent requests made throughout the year.

Assigned – includes amounts that are intended to be used for specific purposes that are neither considered restricted or committed and that such assignments are made before the report issuance date. At this time, the Board has not formally granted the right to make assignments of fund balance for the District to anyone other than itself. The Capital Projects Fund assignment of fund balance of approximately \$5,531,000 represents unspent amounts that were transferred from the General Fund to the Capital Projects Fund for future capital projects.

Unassigned – includes amounts that do not qualify to be accounted for and reported in any of the other fund balance categories. This classification represents the amount of fund balance that has not been assigned to other funds and that has not been restricted, committed, or assigned to specific purposes within the General Fund. The General Fund should be the only fund that reports a positive unassigned fund balance amount. In other governmental funds, if expenditures incurred for specific purposes exceeded the amounts of restricted, committed, or assigned to those purposes, it may be necessary to report a negative unassigned fund balance.

The District generally uses restricted amounts to be spent first when both restricted and unrestricted (committed, assigned, and unassigned) fund balance is available unless there are legal documents, contracts, or agreements that prohibit doing such. Additionally, the District generally would first use committed, then assigned, and lastly unassigned amounts of unrestricted fund balance when expenditures are made.

9. Net Position

Net position represents the difference between assets, deferred outflows of resources, liabilities, and deferred inflows of resources in the Statement of Net Position. Net position is classified as net investment in capital assets; restricted; and unrestricted. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets. Outstanding debt which has not been spent is included in the same net position component as the unspent proceeds. Net position is reported as restricted when there are limitations imposed on their use either through enabling legislation or through external restrictions imposed by creditors, grantors, contributors, or laws or regulations of other governments.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

C. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Equity (Continued)

10. Pensions

In government-wide financial statements, pensions are required to be recognized and disclosed using the accrual basis of accounting (see Note IV.A. and the required supplementary information immediately following the notes to the financial statements), regardless of the amount recognized as pension expenditures on the modified accrual basis of accounting. The District recognizes a net pension liability for each qualified pension plan in which it participates, which represents the excess of the total pension liability over the fiduciary net position of the qualified pension plan, or the District's proportionate share thereof in the case of a cost-sharing multiple-employer plan, measured as of the District's fiscal year-end. Changes in the net pension liability during the period are recorded as pension expense, or as deferred outflows or inflows of resources depending on the nature of the change, in the period incurred. Those changes in net pension liability that are recorded as deferred outflows or inflows of resources that arise from changes in actuarial assumptions or other inputs and differences between expected or actual experience are amortized over the weighted average remaining service life of all participants in the respective qualified pension plan and recorded as a component of pension expense beginning with the period in which they are incurred. Projected earnings on qualified pension plan investments are recognized as a component of pension expense. Differences between projected and actual investment earnings are reported as deferred outflows or inflows of resources and amortized as a component of pension expense on a closed basis over a five-year period beginning with the period in which the difference occurred.

11. Other Postemployment Benefits

Other Postemployment Benefits ("OPEB") cost for retiree healthcare and similar, non-pension retiree benefits, is required to be measured and disclosed using the accrual basis of accounting (see Note IV.B), regardless of the amount recognized as OPEB expense on the modified accrual basis of accounting. Annual OPEB cost is equal to the annual required contributions to the OPEB Plan, calculated in accordance with GAAP.

12. Fair Value

The fair value measurement and disclosure framework provides for a three-tier fair value hierarchy that gives highest priority to quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy are described below:

- Level 1 – Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the District can access at the measurement date.
- Level 2 – Inputs to the valuation methodology, other than quoted prices included in Level 1, that are observable for an asset or liability either directly or indirectly and include:
 - Quoted prices for similar assets and liabilities in active markets.
 - Quoted prices for identical or similar assets or liabilities in inactive markets.
 - Inputs other than quoted market prices that are observable for the asset or liability.
 - Inputs that are derived principally from or corroborated by observable market data by correlation or other means.
- Level 3 – Inputs to the valuation methodology that are unobservable for an asset or liability and include:
 - Fair value is often based on developed models in which there are few, if any, observable inputs.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used maximize the use of observable inputs and minimize the use of unobservable inputs.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

C. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Equity (Continued)

12. Fair Value (Continued)

The valuation methodologies described above may produce a fair value calculation that may not be indicative of future net realizable values or reflective of future fair values. The District believes that the valuation methods used are appropriate and consistent with GAAP. The use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date. There have been no significant changes from the prior year in the methodologies used to measure fair value.

13. Encumbrances

Encumbrance accounting, under which purchase orders, contracts, and other commitments for expenditures are recorded to reflect the use of the applicable spending appropriations, is used by the General Fund during the year to control expenditures. Encumbrances do not constitute expenditures or liabilities. For budget purposes encumbrances and unused expenditure appropriations lapse at year end.

14. Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions. Those estimates and assumptions affect the reported amount of assets, deferred outflows of resources, liabilities, and deferred inflows of resources and disclosure of these balances as of the date of the financial statements. In addition, they affect the reported amounts of revenues and expenditures/expenses during the reporting period. Actual results could differ from those estimates and assumptions.

15. Comparative Data

Comparative data (i.e. presentation of prior year totals by fund type) has not been presented in each of the statements since their inclusion would make the statements unduly complex and difficult to read.

II. STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITY

A. Budgetary Accounting

State statutes require a budget for operations to be approved before expenditures are incurred. The Board will usually approve the operating budget in June for the fiscal year beginning July 1. A budget is adopted by July of each fiscal year for the General Fund, on the same modified accrual basis used to reflect actual revenues and expenditures in the fund financial statements. The Board does not adopt a budget for the Special Revenue Funds. Special Revenue Funds budgets are controlled in conformance with the specific requirements of those funds (i.e. federal and state grant funds available are based on award amounts and the State EIA funds are based on state appropriation). In addition, no budgets are prepared for the Debt Service and Capital Projects funds.

A budget and actual comparison is presented in the accompanying fund financial statements for the General Fund. The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts adopted in the original appropriation. The amounts reported as the final budgeted amounts in the budgetary schedules reflect the amounts in the final amended budget approved during the year ended June 30, 2016. This budget is prepared by function and object as dictated by the State-adopted Program Oriented Budgeting and Accounting System and for management control purposes. The District's policies allow funds to be transferred between functions with administrative approval. The total budget cannot be increased beyond that level approved by the Board originally and in supplementary action. The legal level of control is at the fund level.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

II. STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITY (CONTINUED)

A. Budgetary Accounting (Continued)

The following procedures are followed in establishing the budgetary data reflected in the financial statements:

- a. In the winter, the District sets its budget calendar for the preparation of the budget for the next succeeding fiscal year.
- b. The Finance Department develops each school's allocation based on a membership projection. Each principal uses this allocation to develop the individual school budgets.
- c. The District's Administrative Cabinet, consisting of the Superintendent, Association Superintendents, and Executive Directors, reviews the requests and presents a proposed budget to the Board.
- d. After review and preliminary approval by the Board, the proposed budget is presented at a public hearing. Following the public hearing, the Board adopts the budget.

The budget amounts in the required supplementary information are as amended and approved by the Board. Only one supplemental appropriation was necessary during the year ended June 30, 2016. All appropriations lapse at the end of the fiscal year.

III. DETAILED NOTES ON ALL FUNDS

A. Deposits and Investments

Deposits

Custodial Credit Risk for Deposits: Custodial credit risk for deposits is the risk that, in the event of a bank failure, the District's deposits might not be recovered. The District does not have a deposit policy for custodial credit risk but follows the investment policy statutes of the State of South Carolina. As of June 30, 2016, none of the District's bank balances (including fiduciary funds) of approximately \$1,128,000 (which had a negative book balance of approximately \$968,000 due to outstanding checks) were exposed to custodial credit risk.

Investments

As of June 30, 2016, the District had the following investments:

Investment Type	Fair Value Level (1)	Credit Rating	Fair Value	Weighted Average Maturity
				Less than One Year
State Local Government Investment Pool	N/A	Unrated	\$ 31,500,174	\$ 31,500,174
Cash and Investments Held by County Treasurer *	N/A	Unrated	59,930,285	59,930,285
Total			<u>\$ 91,430,459</u>	<u>\$ 91,430,459</u>

* The County Treasurer invests the monies it holds in trust for governmental entities in separate accounts with the Pool. For weighted average maturity ("WAM") purposes, we have included the WAM of the Pool.

(1) See Note I.C.12 for details of the District's fair value hierarchy.

N/A - Not Applicable

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

III. DETAILED NOTES ON ALL FUNDS (CONTINUED)

A. Deposits and Investments (Continued)

Interest Rate Risk: The District does not have a formal policy limiting investment maturities that would help manage its exposure to fair value losses from increasing interest rates.

Custodial Credit Risk for Investments: Custodial credit risk for investments is the risk that, in the event of a bank failure, the government will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. The District does not have an investment policy for custodial credit risk but follows the investment policy statutes of the State of South Carolina. As of June 30, 2016, none of the District's investments were exposed to custodial credit risk.

Concentration of Credit Risk for Investments: The District places no limit on the amount the District may invest in any one issuer. Investments issued by or explicitly guaranteed by the U.S. Government and investments in mutual funds, external investment pools and other pooled investments are exempt from concentration of credit risk disclosures.

Credit Risk for Investments: Credit risk for investments is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The District does not have an investment policy for credit risk but follows the investment policy statutes of the State of South Carolina.

B. Property Taxes Receivable, Other Receivables, and Unavailable/Unearned Revenues

York County, South Carolina (the "County") is responsible for levying and collecting sufficient property taxes to meet funding obligations for the District. This obligation is established each year by the Board and does not necessarily represent actual taxes levied or collected. The property taxes are considered both measurable and available for purposes of recognizing revenue and a receivable from the County at the time they are collected by the County.

Real Property taxes are levied on October 1 on the assessed valuations of property listed as of the preceding December 31 for all real and business personal property located in the District, and are due and payable at that time. All unpaid taxes levied October 1 become delinquent January 15 of the following year, and property taxes attach as an enforceable lien if not paid by March 16 of the following year. Penalties are added to taxes depending on the date paid as follows:

January 16-February 1	3% of tax
February 2-March 15	10% of tax
After March 15	15 % of tax plus collection costs

Motor vehicle taxes are levied on the first day of the month in which the motor vehicle license expires and are due by the end of the month.

South Carolina Code Section 12-37-251(A) provides a property tax exemption for property classified pursuant to Section 12-43-220(C) (homestead exemption) from property taxes levied for other than bonded indebtedness and payments pursuant to lease purchase agreements for capital construction. The exemption applies against millage imposed for school operations and the amount of fair market value of the homestead that is exempt from such millage must be set by the Department of Revenue and Taxation based on the amount available in the State Property Tax Relief Fund.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

III. DETAILED NOTES ON ALL FUNDS (CONTINUED)

B. Property Taxes Receivable, Other Receivables, and Unavailable/Unearned Revenues (Continued)

For the year ended June 30, 2016, millage for property taxes was set at 147.4 mills (no change from the prior year) to cover the District's general operations. The millage to cover the District's scheduled debt service requirements was set at 52.0 mills (no change from the prior year). In addition, the District receives a prorated share, based on pupil attendance, of the County-wide 29 mill levy for school operations that is divided between the four school districts within the County, and an additional County-wide special 1 mill levy for school operation for the school district having the lowest assessed valuation in the County, which is York School District One.

Receivables for property taxes are reported net of the allowance for uncollectible accounts. Taxes receivable of approximately \$7,137,000 in the General Fund and approximately \$2,379,000 in the Debt Service Fund are reported net of an allowance for uncollectible amounts of approximately \$443,000 and \$150,000, respectively. Allowances for uncollectible amounts were not necessary for the other receivable accounts.

Governmental funds report deferred revenues in connection with receivables for revenues that are not considered to be available to liquidate liabilities of the current period (unavailable revenues). Governmental funds also defer revenue recognition in connection with resources that have been received, but not yet earned (unearned revenues). At June 30, 2016, unavailable revenue related to property taxes reported in the governmental funds totaled approximately \$6,882,000 and \$2,243,000 in the General Fund and Debt Service Fund, respectively. Unearned revenues in the special revenue funds totaled approximately \$1,930,000 at June 30, 2016.

Intergovernmental receivables at June 30, 2016 consisted of intergovernmental grants and reimbursements. All intergovernmental receivables are considered collectible in full due to the stable condition of State programs and the current year guarantee of federal funds.

A summary of the principal items of intergovernmental receivables at June 30, 2016 were as follows:

Due from Federal Government:	
Food Service	\$ 5,915
Special Revenue Fund	2,662,273
Total Due from Federal Government	<u>2,668,188</u>
Due from State Agencies:	
General Fund	98,342
Special Revenue Fund	24,947
Special Revenue - Education Improvement Act Fund	40,886
Total Due from State Agencies	<u>164,175</u>
Total Intergovernmental Receivables	<u>\$ 2,832,363</u>

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

III. DETAILED NOTES ON ALL FUNDS (CONTINUED)

C. Capital Assets

Capital asset activity for the District for the year ended June 30, 2016, was as follows:

	Beginning Balance	Increases	Decreases	Transfers	Ending Balance
Governmental Activities:					
Capital Assets, Not Being Depreciated:					
Land	\$ 10,550,181	181,090	(332,834)	-	\$ 10,398,437
Construction in Progress	34,176	3,744,329	-	(412,177)	3,366,328
Total Capital Assets, Not Being Depreciated	<u>10,584,357</u>	<u>3,925,419</u>	<u>(332,834)</u>	<u>(412,177)</u>	<u>13,764,765</u>
Capital Assets, Being Depreciated:					
Buildings and Improvements	333,553,712	-	-	412,177	333,965,889
Furniture and Equipment	14,749,192	1,523,014	(3,021,031)	-	13,251,175
Total Capital Assets Being Depreciated	<u>348,302,904</u>	<u>1,523,014</u>	<u>(3,021,031)</u>	<u>412,177</u>	<u>347,217,064</u>
Less: Accumulated Depreciation For:					
Buildings and Improvements	109,030,570	7,924,619	-	-	116,955,189
Furniture and Equipment	11,244,966	985,215	(3,000,022)	-	9,230,159
Total Accumulated Depreciation	<u>120,275,536</u>	<u>8,909,834</u>	<u>(3,000,022)</u>	<u>-</u>	<u>126,185,348</u>
Total Capital Assets, Being Depreciated, Net	<u>228,027,368</u>	<u>(7,386,820)</u>	<u>(21,009)</u>	<u>412,177</u>	<u>221,031,716</u>
Total Governmental Activities Capital Assets, Net	<u>\$238,611,725</u>	<u>(3,461,401)</u>	<u>(353,843)</u>	<u>-</u>	<u>\$234,796,481</u>
Business-Type Activities:					
Capital Assets, Being Depreciated:					
Equipment	\$ 4,771,734	37,159	(418,090)	-	\$ 4,390,803
Less: Accumulated Depreciation	3,904,359	153,874	(410,396)	-	3,647,837
Total Business-Type Activities Capital Assets, Net	<u>\$ 867,375</u>	<u>(116,715)</u>	<u>(7,694)</u>	<u>-</u>	<u>\$ 742,966</u>

Capital asset additions and depreciation expense were charged to functions/programs of the District as follows:

	Capital Asset Additions	Depreciation Expense
Instruction	\$ -	\$ 5,472,741
Support Services	5,448,433	3,437,093
Total Charged to Governmental Activities	<u>\$ 5,448,433</u>	<u>\$ 8,909,834</u>

The District has outstanding commitments related to construction activities totaling approximately \$10,810,000 at June 30, 2016.

The cost of equipment recorded under the capital lease and related accumulated amortization was approximately \$15,916,000 and \$6,599,000, respectively, at June 30, 2016. Amortization of assets recorded under capital lease obligations has been included with depreciation expense.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

III. DETAILED NOTES ON ALL FUNDS (CONTINUED)

D. Long-Term Obligations

A summary of changes in long-term obligations for the year ended June 30, 2016 is as follows:

Governmental Activities	Beginning Balance	Additions	Reductions	Ending Balance	Due Within One Year
General Obligations Bonds/BAN:					
Series 2007	\$ 515,000	-	340,000	175,000	\$ 175,000
Series 2009A *	15,700,000	-	200,000	15,500,000	950,000
Series 2010B *	9,870,000	-	5,145,000	4,725,000	4,725,000
Series 2011B *	5,310,000	-	5,310,000	-	-
Series 2012	4,181,000	-	1,682,000	2,499,000	2,499,000
Series 2013A	3,498,000	-	586,000	2,912,000	2,912,000
Series 2014A *	16,170,000	-	1,165,000	15,005,000	1,535,000
Series 2014B	4,480,000	-	25,000	4,455,000	1,955,000
Series 2015A GOB Refunding	53,810,000	-	-	53,810,000	-
Series 2015	-	30,000,000	-	30,000,000	30,000,000
Total General Obligation Bonds/BAN	<u>113,534,000</u>	<u>30,000,000</u>	<u>14,453,000</u>	<u>129,081,000</u>	<u>44,751,000</u>
Note Payable:					
Equipment Acquisition and Use Agreement	2,095,000	-	2,095,000	-	-
Capital Lease Obligation	<u>6,955,092</u>	<u>-</u>	<u>635,599</u>	<u>6,319,493</u>	<u>684,299</u>
Sub-total	122,584,092	30,000,000	17,183,599	135,400,493	45,435,299
Unamortized Bond Premiums	<u>7,202,108</u>	<u>-</u>	<u>1,189,265</u>	<u>6,012,843</u>	<u>-</u>
Total Debt	129,786,200	30,000,000	18,372,864	141,413,336	45,435,299
Compensated Absences	488,031	540,880	532,778	496,133	496,133
Total Governmental Activities	<u>\$ 130,274,231</u>	<u>30,540,880</u>	<u>18,905,642</u>	<u>141,909,469</u>	<u>\$ 45,931,432</u>

Compensated absences are paid from the fund where the employee's salary is paid. General obligation and note payable debt is paid from the Debt Service Fund. Capital lease obligations are paid from the General Fund.

General obligation bonds consist of the following at June 30, 2016:

Date/Description of Issue	Interest Rate	Payment Dates	Maturity	Original Issue Amount	Outstanding Balance
March 14, 2007 - Series 2007A	3.25 - 5.00%	Mar./Sept.	2032	\$ 63,000,000	\$ 175,000
September 23, 2009 - Series 2009A	2.00 - 5.00%	Mar./Sept.	2029	19,000,000	15,500,000
October 7, 2010 - Series 2010B	5.00%	Mar./Sept.	2017	23,180,000	4,725,000
September 19, 2012 - Series 2012	4.00 - 5.00%	Mar./Sept.	2017	6,000,000	2,499,000
September 12, 2013 - Series 2013A	1.16%	Mar./Sept.	2017	5,000,000	2,912,000
February 19, 2014 - Series 2014A	2.00 - 5.00%	Mar./Sept.	2025	16,170,000	15,005,000
October 29, 2014 - Series 2014B	5.00%	Mar./Sept.	2018	5,000,000	4,455,000
March 12, 2015 - Series 2015A	3.00 - 5.00%	Mar./Sept.	2032	53,810,000	53,810,000
September 30, 2015 - Series 2015	2.00%	Mar./Sept.	2016	30,000,000	30,000,000
Total General Obligation Bonds				<u>\$ 221,160,000</u>	<u>\$ 129,081,000</u>

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

III. DETAILED NOTES ON ALL FUNDS (CONTINUED)

D. Long-Term Obligations (Continued)

On September 29, 2006, the District entered into an agreement to finance the purchase of certain energy management equipment, accounting for this arrangement as a capital lease. The agreement requires principal payments currently totaling approximately \$6,319,493 over the remaining term of the lease at an interest rate of 3.98%. The lease term ends on October 27, 2023.

On August 9, 2013, the District entered into an Equipment Acquisition and Use Agreement in the amount of \$3,100,000 with a financial institution. Principal and interest (at 0.9383%) are due on an annual basis on December 1. The District paid \$955,000 in principal on December 1, 2013; the District will pay \$50,000 in principal on December 1, 2014, with a final principal payment of \$2,095,000 on December 1, 2015. The District used the proceeds for technology upgrades. The Agreement is secured by the technology equipment acquired.

In March 2015, the District issued \$53,810,000 in Series 2015A General Obligation Refunding Bonds, receiving a premium of approximately \$5,691,000, and incurring bond issuance costs of approximately \$209,000. The new bonds provided resources of approximately \$59,292,000 to advance refund \$54,900,000 of the outstanding Series 2007A General Obligation Bonds. As a result, this amount of the Series 2007A General obligation Bonds are considered to be defeased until redemption in March 2017. Accordingly, the liability for the refunded bonds was removed from the governmental activities column of the Statement of Net Position. The reacquisition price was exceeded by the net carrying amount of the old debt by approximately \$3,452,000. The premium received is being amortized over the life of the new debt. The loss on refunding was recognized immediately in prior years in the Statement of Activities due to its immaterial amount.

In September 2015, the District issued \$30,000,000 in Series 2015 General Obligation Bond Anticipation Notes ("BAN") for capital improvements. Principal and interest (at 2.00%) are due in September 2016. This short-term obligation was not recorded as a fund liability as it was expected and was ultimately refinanced in August 2016 (see Note IV.F for more details).

The following table represents debt service requirements on all outstanding indebtedness through maturity for the District's governmental activities as of June 30, 2016:

Year Ended June 30,	Principal	Interest	Total
2017	\$ 45,435,299	4,781,809	\$ 50,217,108
2018	7,640,542	3,542,175	11,182,717
2019	6,319,443	3,176,684	9,496,127
2020	6,240,402	2,905,707	9,146,109
2021	6,540,334	2,654,085	9,194,419
2022-2026	32,829,473	8,985,153	41,814,626
2027-2031	25,430,000	3,218,650	28,648,650
2032	4,965,000	148,950	5,113,950
Totals	<u>\$ 135,400,493</u>	<u>29,413,213</u>	<u>\$ 164,813,706</u>

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

III. DETAILED NOTES ON ALL FUNDS (CONTINUED)

D. Long-Term Obligations (Continued)

In accordance with the provisions of Section 148(f) of the Internal Revenue Code of 1986, as amended, bonds must satisfy certain arbitrage rebate requirements. Positive arbitrage is the excess of (1) the amount earned on investments purchased with bond proceeds over (2) the amount that such investments would have earned had such investments been invested at a rate equal to the yield on the bond issue. In order to comply with the arbitrage rebate requirements, positive arbitrage must be paid to the U.S. Treasury at the end of each five year anniversary date of the bond issue. As of June 30, 2016, there were no amounts outstanding for arbitrage rebates.

Bonded indebtedness existing on November 30, 1982, and bonded indebtedness authorized by a majority vote of the qualified electors of the District voting in a referendum will not be considered in the computation of the 8% limitation. The District had approximately \$5,586,000 in outstanding bonded indebtedness that was subject to the 8% debt limit of approximately \$37,272,000 at June 30, 2016; the remaining debt margin available to the District was approximately \$31,686,000 as of June 30, 2016.

Article X, Section 15 of the Constitution of the State of South Carolina, as amended, empowers each school district of the State to incur general obligation debt in such manner and upon such terms and conditions as the General Assembly shall prescribe by law. After November 30, 1982, each school district may incur general obligation debt, without an election and upon such terms and conditions as the General Assembly may prescribe, in an amount not exceeding 8% of the assessed value of all taxable property of such school district.

E. Short-Term Obligations

The following is a summary of the changes in the District's short-term obligations for the year ended June 30, 2016:

Governmental Activities:	Beginning Balance	Additions	Reductions	Ending Balance
Series 2015 GOB	\$ -	5,000,000	5,000,000	\$ -
Tax Anticipation Note	-	4,941,960	4,941,960	-
Total Governmental Activities	<u>\$ -</u>	<u>9,941,960</u>	<u>9,941,960</u>	<u>\$ -</u>

The District issued a short-term General Obligation Bond, Series 2015B in August 2015 for approximately \$5,000,000 with an interest rate of 1.00%. The Bond was issued to fund capital needs. The Bond plus interest of approximately \$26,000 was repaid in March 2016.

The District issued a short-term Tax Anticipation Note ("Note") in September 2014 for approximately \$4,942,000 with an effective interest rate of 0.20%. This Note was issued to fund on-going operations in the first half of fiscal 2015 until property tax revenues were collected. This Note plus interest of approximately \$28,000 was repaid in March 2016.

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

III. DETAILED NOTES ON ALL FUNDS (CONTINUED)

F. Interfund Receivables/Payables

All cash activities are recorded in the General Fund, and as a result, receivable and payables exist at year end that are either due to or due from the General Fund in the other funds. Various differences include Special Revenue payments not received from the State Department of Education until after the fiscal year ended, fringe amounts paid by the General Fund for the Food Service Fund, taxes receivable for Debt Service Fund, and building project costs.

Interfund receivables and payables at June 30, 2016, all of which are expected to be repaid within one year, are summarized as follows:

	Receivables	Payables
<u>Governmental Funds:</u>		
General Fund	\$ 9,285,062	\$ 5,471,896
Special Revenue Fund	-	1,063,967
Special Revenue - EIA Fund	843,479	-
Debt Service Fund	648,217	-
Capital Projects Fund	-	8,221,095
<u>Proprietary Fund:</u>		
Enterprise - Food Service	3,980,200	-
Totals	<u>\$ 14,756,958</u>	<u>\$ 14,756,958</u>

G. Transfers In/Out

During the course of normal operations, the District has transactions between funds to provide services, construct assets, service debt, etc. These transactions are generally reflected as transfers. Funds are transferred into the General Fund from other funds to cover Education Improvement Act raises for teachers, indirect costs for federal programs and the required Medicaid match. Funds are transferred from the General Fund into the Special Revenue Funds for future innovative board designated projects and staff development. Funds are transferred from the General Fund to the Capital Projects Fund and Debt Service Fund for capital needs for each school. Funds are transferred from the General Fund to the Food Service Fund for reimbursement of fringe-related costs.

Transfers between funds for the year ended June 30, 2016, consisted of the following:

	Transfers In	Transfers Out
<u>Governmental Funds:</u>		
General Fund	\$ 3,893,140	\$ 1,568,154
Special Projects Fund	-	336,982
Special Revenue - EIA Fund	-	3,356,736
Debt Service Fund	2,114,693	5,000,000
Capital Projects Fund	6,375,278	2,114,693
<u>Proprietary Fund:</u>		
Enterprise - Food Service	192,876	199,422
Totals	<u>\$ 12,575,987</u>	<u>\$ 12,575,987</u>

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

IV. OTHER INFORMATION

A. Retirement Plans

The District participates in the State of South Carolina's retirement plan, which is administered by the South Carolina Public Employee Benefit Authority ("PEBA"), which was created on July 1, 2012 and administers the various retirement systems and retirement programs managed by its Retirement Division. PEBA has an 11-member Board of Directors ("PEBA Board"), appointed by the Governor and General Assembly leadership, which serves as co-trustee and co-fiduciary of the systems and the trust funds. By law, the Budget and Control Board (State Fiscal Accountability Authority effective July 1, 2015), which consists of five elected officials, also reviews certain PEBA Board decisions regarding the funding of the South Carolina Retirement Systems ("Systems") and serves as a co-trustee of the Systems in conducting that review.

The PEBA issues a Comprehensive Annual Financial Report ("CAFR") containing financial statements and required supplementary information for the System's Pension Trust Funds. The CAFR is publicly available through the Retirement Benefits' link on the PEBA's website at www.peba.sc.gov, or a copy may be obtained by submitting a request to PEBA, PO Box 11960, Columbia, SC 29211-1960. The PEBA is considered a division of the primary government of the State of South Carolina and therefore, retirement trust fund financial information is also included in the comprehensive annual financial report of the state.

Plan Description

The South Carolina Retirement System ("SCRS"), a cost-sharing multiple-employer defined benefit pension plan, was established effective July 1, 1945, pursuant to the provisions of Section 9-1-20 of the South Carolina Code of Laws for the purpose of providing retirement allowances and other benefits for employees of the state, its public school districts, and political subdivisions.

The State Optional Retirement Program ("ORP") is a defined contribution plan that is offered as an alternative to certain newly hired state, public school, and higher education employees. State ORP participants direct the investment of their funds into a plan administered by one of four investment providers.

The South Carolina Police Officers Retirement System ("PORS"), a cost-sharing multiple-employer defined benefit pension plan, was established effective July 1, 1962, pursuant to the provisions of Section 9-11-20 of the South Carolina Code of Laws for the purpose of providing retirement allowances and other benefits for police officers and firemen of the state and its political subdivisions.

Plan Membership

Membership requirements are prescribed in Title 9 of the South Carolina Code of Laws. A brief summary of the requirements under each system is presented below.

- SCRS - Generally, all employees of covered employers are required to participate in and contribute to the system as a condition of employment. This plan covers general employees and teachers and individuals newly elected to the South Carolina General Assembly beginning with the November 2012 general election. An employee member of the system with an effective date of membership prior to July 1, 2012, is a Class Two member. An employee member of the system with an effective date of membership on or after July 1, 2012, is a Class Three member.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

IV. OTHER INFORMATION (CONTINUED)

A. Retirement Plans (Continued)

Plan Membership (Continued)

- State ORP - As an alternative to membership in SCRS, newly hired state, public school, and higher education employees and individuals newly elected to the S.C. General Assembly beginning with the November 2012 general election have the option to participate in the State Optional Retirement Program (State ORP), which is a defined contribution plan. State ORP participants direct the investment of their funds into a plan administered by one of four investment providers. PEBA assumes no liability for State ORP benefits. Rather, the benefits are the liability of the investment providers. For this reason, State ORP programs are not considered part of the retirement systems for financial statement purposes. Employee and Employer contributions to the State ORP are at the same rates as SCRS. A direct remittance is required from the employers to the member's account with investment providers for the employee contribution (8.16%) and a portion of the employer contribution (5%). A direct remittance is also required to SCRS for the remaining portion of the employer contribution (5.91%) and an incidental death benefit contribution (0.15%), if applicable, which is retained by SCRS.
- PORS - To be eligible for PORS membership, an employee must be required by the terms of his employment, by election or appointment, to preserve public order, protect life and property, and detect crimes in the state; to prevent and control property destruction by fire; or to serve as a peace officer employed by the Department of Corrections, the Department of Juvenile Justice, or the Department of Mental Health. Probate judges and coroners may elect membership in PORS. Magistrates are required to participate in PORS for service as a magistrate. PORS members, other than magistrates and probate judges, must also earn at least \$2,000 per year and devote at least 1,600 hours per year to this work, unless exempted by statute. An employee member of the system with an effective date of membership prior to July 1, 2012, is a Class Two member. An employee member of the system with an effective date of membership on or after July 1, 2012, is a Class Three member.

Plan Benefits

Benefit terms are prescribed in Title 9 of the South Carolina Code of Laws. PEBA does not have the authority to establish or amend benefit terms without a legislative change in the code of laws. Key elements of the benefit calculation include the benefit multiplier, years of service, and average final compensation. A brief summary of benefit terms for each system is presented below.

- SCRS - A Class Two member who has separated from service with at least five or more years of earned service is eligible for a monthly pension at age 65 or with 28 years credited service regardless of age. A member may elect early retirement with reduced pension benefits payable at age 55 with 25 years of service credit. A Class Three member who has separated from service with at least eight or more years of earned service is eligible for a monthly pension upon satisfying the Rule of 90 requirement that the total of the member's age and the member's creditable service equals at least 90 years. Both Class Two and Class Three members are eligible to receive a reduced deferred annuity at age 60 if they satisfy the five- or eight-year earned service requirement, respectively. An incidental death benefit is also available to beneficiaries of active and retired members of employers who participate in the death benefit program.

The annual retirement allowance of eligible retirees or their surviving annuitants is increased by the lesser of one percent or five hundred dollars every July 1. Only those annuitants in receipt of a benefit on July 1 of the preceding year are eligible to receive the increase. Members who retire under the early retirement provisions at age 55 with 25 years of service are not eligible for the benefit adjustment until the second July 1 after reaching age 60 or the second July 1 after the date they would have had 28 years of service credit had they not retired.

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

IV. OTHER INFORMATION (CONTINUED)

A. Retirement Plans (Continued)

Plan Benefits (Continued)

- **PORS** - A Class Two member who has separated from service with at least five or more years of earned service is eligible for a monthly pension at age 55 or with 25 years of service regardless of age. A Class Three member who has separated from service with at least eight or more years of earned service is eligible for a monthly pension at age 55 or with 27 years of service regardless of age. Both Class Two and Class Three members are eligible to receive a deferred annuity at age 55 with five or eight years of earned service, respectively. An incidental death benefit is also available to beneficiaries of active and retired members of employers who participate in the death benefit program. Accidental death benefits are also provided upon the death of an active member working for a covered employer whose death was a natural and proximate result of an injury incurred while in the performance of duty.

The retirement allowance of eligible retirees or their surviving annuitants is increased by the lesser of one percent or five hundred dollars every July 1. Only those annuitants in receipt of a benefit on July 1 of the preceding year are eligible to receive the increase.

Plan Contributions

Contributions are prescribed in Title 9 of the South Carolina Code of Laws. Upon recommendation by the actuary in the annual actuarial valuation, the PEBA Board may adopt and present to the Budget and Control Board for approval an increase in the SCRS and PORS ("Plans") employer and employee contribution rates, but any such increase may not result in a differential between the employee and total employer contribution rate that exceeds 2.9 percent of earnable compensation for the SCRS and 5 percent for the PORS. An increase in the contribution rates adopted by the PEBA Board may not provide for an increase of more than one-half of one percent in any one year. If the scheduled employee and employer contributions provided in statute or the rates last adopted by the PEBA Board are insufficient to maintain a thirty year amortization schedule of the unfunded liabilities of the plans, the PEBA Board shall increase the contribution rates in equal percentage amounts for the employer and employee as necessary to maintain the thirty-year amortization period; and, this increase is not limited to one-half of one percent per year.

As noted earlier, both employees and the District are required to contribute to the Plans at rates established and as amended by the PEBA. The District's contributions are actuarially determined but are communicated to and paid by the District as a percentage of the employees' annual eligible compensation. Required employer and employee contribution rates for the past three years are as follows:

	SCRS and State ORP Rates			PORS Rates		
	2014	2015	2016	2014	2015	2016
Employer Rate: [^]						
Retirement *	10.45%	10.75%	10.91%	12.44%	13.01%	13.34%
Incidental Death Benefit	0.15%	0.15%	0.15%	0.20%	0.20%	0.20%
Accidental Death Contributions	0.00%	0.00%	0.00%	0.20%	0.20%	0.20%
	<u>10.60%</u>	<u>10.90%</u>	<u>11.06%</u>	<u>12.84%</u>	<u>13.41%</u>	<u>13.74%</u>
Employee Rate	<u>7.50%</u>	<u>8.00%</u>	<u>8.16%</u>	<u>7.84%</u>	<u>8.41%</u>	<u>8.74%</u>

[^] Calculated on earnable compensation as defined in Title 9 of the South Carolina Code of Laws.

* Of the rate for the State ORP Plan, 5% of earnable compensation must be remitted by the employer directly to the ORP vendor to be allocated to the member's account with the remainder of the employer contribution remitted to the SCRS.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

IV. OTHER INFORMATION (CONTINUED)

A. Retirement Plans (Continued)

Plan Contributions (Continued)

The required contributions and percentages of amounts contributed by the District to the Plans for the past three years were as follows:

Year Ended June 30,	SCRS Contributions		State ORP Contributions		PORS Contributions	
	Required	% Contributed	Required	% Contributed	Required	% Contributed
2016	\$ 9,673,274	100%	\$ 651,705	100%	\$ 9,034	100%
2015	9,629,243	100%	616,327	100%	8,822	100%
2014	\$ 9,324,802	100%	\$ 535,939	100%	\$ 5,273	100%

Eligible payrolls of the District covered under the Plans for the past three years were as follows:

Year Ended June 30,	SCRS Payroll	State ORP Payroll	PORS Payroll	Total Payroll
2016	\$ 87,461,787	10,754,202	65,753	\$ 98,281,742
2015	88,341,683	10,446,227	65,785	98,853,695
2014	\$ 87,969,832	9,570,339	41,065	\$ 97,581,236

Actuarial Assumptions and Methods

Actuarial valuations involve estimates of the reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and future salary increases. Actuarial assumptions and methods used during the annual valuation process are subject to periodic revision, typically with an experience study, as actual results over an extended period of time are compared with past expectations and new estimates are made about the future. South Carolina state statute requires that an actuarial experience study be completed at least once in each five-year period. The last experience study was performed on data through June 30, 2010, and the next experience study, performed on data through June 30, 2015, is currently underway.

The June 30, 2015 total pension liability, net pension liability, and sensitivity information were determined by the PEBA's consulting actuary, Gabriel, Roeder, Smith and Company ("GRS") and are based on the July 1, 2014 actuarial valuations as adopted by the PEBA Board and Budget and Control Board which utilized membership data as of July 1, 2014. The total pension liability was rolled-forward from the valuation date to the plan's fiscal year ended June 30, 2015 using generally accepted actuarial principles. Information included in the following schedules is based on the certification provided by GRS.

The following table provides a summary of the actuarial assumptions and methods used in the July 1, 2014, valuations for the SCRS and PORS.

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

IV. OTHER INFORMATION (CONTINUED)

A. Retirement Plans (Continued)

Actuarial Assumptions and Methods (Continued)

	SCRS	PORS
Actuarial Cost Method	Entry Age Normal	Entry Age Normal
Actuarial Assumptions:		
Investment Rate of Return*	7.50%	7.50%
Projected Salary Increases*	3.5% to 12.5% (varies by service)	4.0% to 10.0% (varies by service)
Benefit Adjustments	Lesser of 1% or \$500 annually	Lesser of 1% or \$500 annually

* Includes inflation at 2.75%.

The post-retiree mortality assumption is dependent upon the member's job category and gender. This assumption includes base rates which are automatically adjusted for future improvement in mortality using published Scale AA projected from the year 2000. Assumptions used in the July 1, 2014 valuations for the SCRS and PORS are as follows:

Former Job Class	Males	Females
Educators	RP-2000 Males (with White Collar adjustment) multiplied by 110%	RP-2000 Females (with White Collar adjustment) multiplied by 95%
General Employees and Members of the General Assembly	RP-2000 Males multiplied by 100%	RP-2000 Females multiplied by 90%
Public Safety and Firefighters	RP-2000 Males (with Blue Collar adjustment) multiplied by 115%	RP-2000 Females (with Blue Collar adjustment) multiplied by 115%

Long-term Expected Rate of Return

The long-term expected rate of return on pension plan investments, as used in the July 1, 2014 actuarial valuations, was based upon the 30 year capital market outlook at the end of the fourth quarter 2013, as developed by the Retirement Systems Investment Commission ("RSIC") in collaboration with its investment consultant, Aon Hewitt. The long-term expected rate of returns represent assumptions developed using an arithmetic building block approach, reflecting observable inflation and interest rate information available in the fixed income markets as well as Consensus Economic forecasts. Long-term assumptions for other asset classes are based on historical results, current market characteristics and professional judgment.

The expected returns, along with the expected inflation rate, form the basis for the target asset allocation adopted by the RSIC for fiscal year 2015. The long-term expected rate of return is produced by weighting the expected future real rates of return by the target allocation percentage and by adding expected inflation and is summarized in the table below. For actuarial purposes, the 7.5 percent assumed annual investment rate of return set in statute and used in the calculation of the total pension liability includes a 4.75 percent real rate of return and a 2.75 percent inflation component.

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

IV. OTHER INFORMATION (CONTINUED)

A. Retirement Plans (Continued)

Long-term Expected Rate of Return (Continued)

Asset Class	Target Allocation	Expected Arithmetic Real Rate of Return	Long Term Expected Portfolio Real Rate of Return
Short Term	5.0%		
Cash	2.0%	1.90%	0.04%
Short Duration	3.0%	2.00%	0.06%
Domestic Fixed Income	13.0%		
Core Fixed Income	7.0%	2.70%	0.19%
Mixed Credit	6.0%	3.80%	0.23%
Global Fixed Income	9.0%		
Global Fixed Income	3.0%	2.80%	0.08%
Emerging Markets Debt	6.0%	5.10%	0.31%
Global Public Equity	31.0%	7.10%	2.20%
Global Tactical Asset Allocation	10.0%	4.90%	0.49%
Alternatives	32.0%		
Hedge Funds (Low Beta)	8.0%	4.30%	0.34%
Private Debt	7.0%	9.90%	0.69%
Private Equity	9.0%	9.90%	0.89%
Real Estate (Broad Market)	5.0%	6.00%	0.30%
Commodities	3.0%	5.90%	0.18%
Total Expected Real Return	100.0%		6.00%
Inflation for Actuarial Purposes			2.75%
Total Expected Nominal Return			8.75%

Pension Liabilities, Pension Expense, and Deferred Outflows/Inflows of Resources Related to Pensions

The net pension liability ("NPL") is calculated separately for each system and represents that particular system's total pension liability determined in accordance with GASB No. 67 less that System's fiduciary net position. NPL totals, as of June 30, 2015 measurement date, for the SCRS and PORS are presented in the following table:

System	Total Pension Liability	Plan Fiduciary Net Position	Employers' Net Pension Liability (Asset)	Plan Fiduciary Net Position as a Percentage of the Total Pension Liability
SCRS	\$ 44,097,310,230	25,131,828,101	\$ 18,965,482,129	57.0%
PORS	\$ 6,151,321,222	3,971,824,838	\$ 2,179,496,384	64.6%

The total pension liability is calculated by the Systems' actuary, and each plan's fiduciary net position is reported in the Systems' financial statements. The net pension liability is disclosed in accordance with the requirements of GASB No. 67 in the Systems' notes to the financial statements and required supplementary information. Liability calculations performed by the Systems' actuary for the purpose of satisfying the requirements of GASB Nos. 67 and 68 are not applicable for other purposes, such as determining the plans' funding requirements.

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

IV. OTHER INFORMATION (CONTINUED)

A. Retirement Plans (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows/Inflows of Resources Related to Pensions (Continued)

At June 30, 2016, the District reported liabilities of approximately \$190,158,000 and \$116,000 for its proportionate share of the net pension liabilities for the SCRS and PORS, respectively. The net pension liabilities were measured as of June 30, 2015, and the total pension liabilities for the Plans used to calculate the net pension liabilities were determined based on the most recent actuarial valuation report of July 1, 2014 that was projected forward to the measurement date. The District's proportion of the net pension liabilities were based on a projection of the District's long-term share of contributions to the Plans relative to the projected contributions of all participating South Carolina state and local governmental employers, actuarially determined. At the June 30, 2015 measurement date, the District's SCRS proportion was 1.002653 percent, which was a decrease of 0.022055 from its proportion measured as of June 30, 2014. At the June 30, 2015 measurement date, the District's PORS proportion was 0.00531 percent, which was an increase of 0.00187 from its proportion measured as of June 30, 2014.

For the year ended June 30, 2016, the District recognized pension expense of approximately \$12,849,000 and \$18,000 for the SCRS and PORS, respectively. At June 30, 2016, the District reported deferred outflows of resources (deferred pension charges) and deferred inflows of resources (deferred pension credits) related to pensions from the following sources:

Description	Deferred Outflows of Resources	Deferred Inflows of Resources
SCRS		
Differences Between Expected and Actual Experience	\$ 3,378,458	\$ 340,063
Net Difference Between Projected and Actual Earnings on Pension Plan Investments	1,272,822	-
Changes in Proportion and Differences Between the District's Contributions and Proportionate Share of Contributions	-	3,050,328
District's Contributions Subsequent to the Measurement Date	10,324,978	-
Total SCRS	<u>14,976,258</u>	<u>3,390,391</u>
PORS		
Differences Between Expected and Actual Experience	2,294	-
Net Difference Between Projected and Actual Earnings on Pension Plan Investments	1,266	-
Changes in Proportion and Differences Between the District's Contributions and Proportionate Share of Contributions	30,828	-
District's Contributions Subsequent to the Measurement Date	9,034	-
Total PORS	<u>43,422</u>	<u>-</u>
Total SCRS and PORS	<u>\$ 15,019,680</u>	<u>\$ 3,390,391</u>

Approximately \$10,325,000 and \$9,000 that was reported as deferred outflows of resources related to the District's contributions subsequent to the measurement date to the SCRS and PORS, respectively, will be recognized as a reduction of the net pension liability in the year ended June 30, 2017. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to the SCRS and PORS will be recognized as an increase (decrease) in pension expense as follows:

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

IV. OTHER INFORMATION (CONTINUED)

A. Retirement Plans (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows/Inflows of Resources Related to Pensions (Continued)

Year Ended June 30,	SCRS	PORS	Total
2017	\$ (149,967)	8,481	\$ (141,486)
2018	(149,967)	8,481	(141,486)
2019	(1,310,414)	8,380	(1,302,034)
2020	2,871,237	9,046	2,880,283
Total	<u>\$ 1,260,889</u>	<u>34,388</u>	<u>\$ 1,295,277</u>

Discount Rate

The discount rate used to measure the total pension liability was 7.5 percent. The projection of cash flows used to determine the discount rate assumed that the funding policy specified in the South Carolina State Code of Laws will remain unchanged in future years. Based on those assumptions, each System's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

The following table presents the sensitivity of the District's proportionate share of the net pension liability of the Plans as of June 30, 2015 to changes in the discount rate, calculated using the discount rate of 7.5 percent, as well as what it would be if it were calculated using a discount rate that is 1% point lower (6.5 percent) or 1% point higher (8.5 percent) than the current rate:

System	1% Decrease (6.5%)	Current Discount Rate (7.5%)	1% Increase (8.5%)
District's proportionate share of the net pension liability of the SCRS	\$ 239,734,871	190,157,976	\$ 148,606,234
District's proportionate share of the net pension liability of the PORS	157,653	115,731	78,255
Total Net Pension Liability	<u>\$ 239,892,524</u>	<u>190,273,707</u>	<u>\$ 148,684,489</u>

Plans Fiduciary Net Position

Detailed information regarding the fiduciary net position of the Plans administered by the PEBA is available in the separately issued CAFR containing financial statements and required supplementary information for the SCRS and PORS. The CAFR is publicly available through the Retirement Benefits' link on the PEBA's website at www.peba.sc.gov, or a copy may be obtained by submitting a request to PEBA, PO Box 11960, Columbia, SC 29211-1960.

Payable to Plans

The District reported a payable of approximately \$1,903,000 to the PEBA as of June 30, 2016, representing required employer and employee contributions for the month of June 2016 for the SCRS and PORS. This amount is included in Accounts Payable on the financial statements and was paid in July 2016.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

IV. OTHER INFORMATION (CONTINUED)

B. Other Postemployment Benefits

In accordance with the South Carolina Code of Laws and the annual Appropriations Act, the State of South Carolina ("State") provides health, dental, and long-term disability benefits ("OPEB Plan") to retired State and school district employees and their covered dependents. The OPEB plans have been determined to be cost-sharing multiple-employer defined benefit plans and are administered by the Employee Insurance Program ("EIP"), a part of the State of South Carolina.

Generally, retirees are eligible for the health and dental benefits if they have established 10 years of retirement service credit. For new hires on or after May 2, 2008, retirees are eligible for benefits if they have established 25 years of service for 100% employer funding and 15 – 24 years of service for 50% employer funding. Benefits become effective when the former employee retirees under a state retirement system (i.e. SCRS, PORS, etc.). Basic long-term disability ("BLTD") benefits are provided to active state, school district and participating local government employees approved for disability. Complete financial statements for the OPEB plans may be obtained by writing to the PEBA Retirement Benefits and Insurance Benefits, 202 Arbor Lake Drive, Suite 360, Columbia, SC 29223.

The Code of Laws of the State, as amended, requires these post-employment healthcare and long-term disability benefits be funded through annual appropriation by the General Assembly for active employees to the EIP and participating retirees to the SBCB except for the portion funded through the pension surcharge (retiree surcharge) who are not funded by State General Fund appropriations. Employers participating in the healthcare plan are mandated by State statute to contribute at a rate assessed each year by the Office of the State Budget. The EIP sets the employer contribution rate based on a pay-as-you-go basis. The District has no liability beyond the payment of monthly contributions.

The required employer contribution surcharge percentages were 5.33%, 5.00%, and 4.92% for the years ended June 30, 2016, 2015, and 2014, respectively. The actual required employer contribution surcharge amounts were approximately \$5,238,000, \$4,943,000, and \$4,801,000 for the years ended June 30, 2016, 2015, and 2014, respectively. The actual contribution rates and amounts were 100% of the required employer contribution surcharge percentages and amounts for the OPEB Plan for all years presented.

C. Deferred Compensation/Salary Deferral Plan

The District employees may participate in the 457 and/or 401(k) defined contribution deferred compensation plans available to state and local governmental employees through the state public employee retirement system. These programs are administered by a state approved nongovernmental third party. Contributions by employees under these plans totaled approximately \$484,000 for the year ended June 30, 2016.

D. Risk Management

The District is exposed to various risks of loss related to torts, theft of damage to, and destruction of assets, errors or omissions, injuries to employees, and natural disasters for which the District carries commercial insurance. During the year ended June 30, 2015, the District obtained general liability, workers' compensation, and property insurance through the South Carolina Boards Insurance Trust (the "Trust") which represents South Carolina school districts joined together in a public entity risk pool. The District pays an annual premium to the Trust for its general liability, workers' compensation and property insurance. The agreement for formation of the Trust provides that the Trust will be self-sustaining through member premiums and will reinsure through commercial companies for claims in excess of \$100,000 for each insured event.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

IV. OTHER INFORMATION (CONTINUED)

D. Risk Management (Continued)

The District obtains its employee health and life insurance through the South Carolina State Budget and Control Board, Office of Insurance services, which represents all State agencies in South Carolina, joined together in a public entity risk pool. The District pays monthly premiums based on participating employees.

The District continues to carry commercial insurance for all other risks of loss. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years. Insurance coverage has remained stable since the prior fiscal year.

E. Operating Lease

The District entered into a non-cancellable operating lease for office equipment in August 2013. The lease requires a minimum monthly payment of approximately \$18,000 for a term of 60 months expiring in September 2018. This new lease replaces the existing lease that the District had in place during 2013 which was under similar terms. Lease payments for the year ended June 30, 2016 were approximately \$213,000. The new lease expires in September 2018, and the remaining commitments under this agreement are approximately \$463,000.

F. Contingencies

Amounts received for receivable from grantor agencies are subject to audit and adjustment by grantor agencies, principally the federal government. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures which may be disallowed by the grantor cannot be determined at this time although the District expects such amounts, if any, to be immaterial.

The District is a defendant in lawsuits arising in the normal course of business. It is the opinion of the District's management, after conferring with legal counsel, that the liability, if any, which might arise from these lawsuits would not have a material adverse effect on the District's financial position.

G. Subsequent Events

In August 2016, the District issued its Series 2016 General Obligation Bond Anticipation Notes in the amount of \$50,000,000 to provide funds for capital improvements and to repay the Series 2015 General Obligation Bond Anticipation Note. The District received a premium of approximately \$1,104,000 and incurred issuance costs of approximately \$180,000. The interest rate on these bonds is 3.0%, with a final maturity in September 2017.

In September 2016, the District issued its Series 2016A General Obligation Bonds in the amount of \$7,000,000 for capital improvements. The District received a premium of \$22,000 and incurred issuance costs of \$45,000. The interest rate on these bonds is 1.5% with a final maturity in March 2017.

In September 2016, the District issued its Series 2016B General Obligation Bonds in the amount of \$5,000,000 for capital improvements. The District received a premium of \$29,000 and incurred issuance costs of \$27,000. The interest rate on these bonds is 2.0%, with a final maturity in March 2017.

In September 2016, the District issued its Series 2016C General Obligation Advanced Refunding Bonds in the amount of \$11,665,000 to refund a portion of the 2009A Bonds. The District received a premium of approximately \$1,876,000 and incurred issuance costs of approximately \$132,000. The interest rate on these bonds ranges from 2.0% - 5.0%, with a final maturity in March 2029.

In October 2016, the District sold the District Office building and surrounding land for approximately \$2,700,000. The District also signed a lease agreement with the purchaser allowing the District to lease the building at no cost until August 2017.

Required Supplementary Information

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

REQUIRED SUPPLEMENTARY INFORMATION - BUDGETARY COMPARISON SCHEDULE - GENERAL FUND

SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
BUDGETS AND ACTUAL

YEAR ENDED JUNE 30, 2016

	BUDGETED AMOUNTS		ACTUAL (BUDGETARY BASIS)	VARIANCE WITH FINAL BUDGET- POSITIVE (NEGATIVE)
	ORIGINAL	FINAL		
REVENUES				
Local Sources:				
Taxes	\$ 46,850,000	46,850,000	50,963,646	\$ 4,113,646
Investment Earnings	80,000	80,000	240,234	160,234
Other Local Sources	832,595	832,595	847,671	15,076
State Sources	87,196,670	87,196,670	87,799,094	602,424
TOTAL REVENUES	134,959,265	134,959,265	139,850,645	4,891,380
EXPENDITURES				
Current:				
Instruction	84,176,524	84,263,109	81,803,114	2,459,995
Support Services	53,499,565	53,499,565	53,521,350	(21,785)
Community Services	169,986	169,986	167,651	2,335
Intergovernmental	405,000	405,000	302,246	102,754
Capital Outlay	48,925	48,925	68,374	(19,449)
Debt Service:				
Principal Retirement	584,814	584,814	635,599	(50,785)
Interest and Fiscal Charges	215,186	215,186	203,453	11,733
TOTAL EXPENDITURES	139,100,000	139,186,585	136,701,787	2,484,798
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	(4,140,735)	(4,227,320)	3,148,858	7,376,178
OTHER FINANCING SOURCES (USES)				
Proceeds from the Sale of Capital Assets	50,000	50,000	40,389	(9,611)
Transfers In	4,290,735	4,290,735	3,893,140	(397,595)
Transfers Out	(200,000)	(200,000)	(1,568,154)	(1,368,154)
TOTAL OTHER FINANCING SOURCES (USES)	4,140,735	4,140,735	2,365,375	(1,775,360)
NET CHANGES IN FUND BALANCES	-	(86,585)	5,514,233	5,600,818
FUND BALANCES, Beginning of Year	24,972,948	24,972,948	24,972,948	-
FUND BALANCES, End of Year	\$ 24,972,948	24,886,363	30,487,181	\$ 5,600,818

Note: This schedule has been presented on the modified accrual basis of accounting, which is consistent with accounting principles generally accepted in the United States of America.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

REQUIRED SUPPLEMENTARY INFORMATION

**SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
SOUTH CAROLINA RETIREMENT SYSTEM**

LAST THREE FISCAL YEARS

	Year Ended June 30,		
	2016	2015	2014
District's Proportion of the Net Pension Liability (Asset)	1.002653%	1.024708%	1.024708%
District's Proportionate Share of the Net Pension Liability (Asset)	\$ 190,157,976	176,420,746	\$ 183,796,061
District's Covered-Employee Payroll	\$ 87,461,787	88,341,683	\$ 86,661,687
District's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered-Employee Payroll	217.42%	199.70%	212.08%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	56.99%	59.92%	56.39%

Notes to Schedule:

The amounts presented for each fiscal year were determined as of June 30th of the preceding year.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

REQUIRED SUPPLEMENTARY INFORMATION

**SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS
SOUTH CAROLINA RETIREMENT SYSTEM**

LAST THREE FISCAL YEARS

	Year Ended June 30,		
	2016	2015	2014
Contractually Required Contribution	\$ 10,324,978	10,245,571	\$ 9,860,741
Contributions in Relation to the Contractually Required Contribution	10,324,978	10,245,571	9,860,741
Contribution Deficiency (Excess)	<u>\$ -</u>	<u>-</u>	<u>\$ -</u>
District Covered-Employee Payroll	\$ 87,461,787	88,341,683	\$ 87,969,832
Contributions as a Percentage of Covered-Employee Payroll:	11.81%	11.60%	11.21%

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

REQUIRED SUPPLEMENTARY INFORMATION

**SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
POLICE OFFICERS RETIREMENT SYSTEM**

LAST THREE FISCAL YEARS

	Year Ended June 30,		
	2016	2015	2014
District's Proportion of the Net Pension Liability (Asset)	0.00531%	0.00344%	0.00344%
District's Proportionate Share of the Net Pension Liability (Asset)	\$ 115,731	65,875	\$ 71,331
District's Covered-Employee Payroll	\$ 65,785	41,065	\$ 24,781
District's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered-Employee Payroll	175.92%	160.42%	287.85%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	64.57%	67.55%	62.98%

Notes to Schedule:

The amounts presented for each fiscal year were determined as of June 30th of the preceding year.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

REQUIRED SUPPLEMENTARY INFORMATION

**SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS
POLICE OFFICERS RETIREMENT SYSTEM**

LAST THREE FISCAL YEARS

	Year Ended June 30,		
	2016	2015	2014
Contractually Required Contribution	\$ 9,034	8,822	\$ 5,273
Contributions in Relation to the Contractually Required Contribution	9,034	8,822	5,273
Contribution Deficiency (Excess)	<u>\$ -</u>	<u>-</u>	<u>\$ -</u>
District Covered-Employee Payroll	\$ 65,753	65,785	\$ 41,065
Contributions as a Percentage of Covered-Employee Payroll:	13.74%	13.41%	12.84%

Supplementary Information

Combining and Individual Fund Financial Schedules

GENERAL FUND

To account for all financial resources except those required to be accounted for in another fund. All property taxes, intra-governmental revenues, and miscellaneous revenues are recorded in this fund except amounts which are specifically collected to service debt or for which the District collects other funds in a fiduciary capacity. Operational expenditures for general education, support services, and other departments for the District are paid through the General Fund.

The following Budgetary Comparison Schedule for the General Fund has been prepared in the format mandated by the South Carolina Department of Education. The account numbers shown on the schedule are also mandated by the South Carolina Department of Education.

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

GENERAL FUND

SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
REVISED BUDGET AND ACTUAL

YEAR ENDED JUNE 30, 2016

	REVISED BUDGET	ACTUAL	VARIANCE
REVENUES			
1000 Revenues from Local Sources:			
1100 Taxes:			
1110 Ad Valorem Taxes-Including Delinquent (Independent)	\$ 35,000,000	38,373,115	\$ 3,373,115
1140 Penalties & Interest on Taxes (Independent)	1,600,000	420,520	(1,179,480)
1200 Revenue from Local Governmental Units Other than LEAs:			
1210 Ad Valorem Taxes-Including Delinquent (Dependent)	8,000,000	8,112,515	112,515
1240 Penalties & Interest on Taxes (Dependent)	200,000	10,076	(189,924)
1280 Revenue in Lieu of Taxes (Independent and Dependent)	2,050,000	4,047,420	1,997,420
1300 Tuition:			
1310 From Patrons for Regular Day School	10,000	2,820	(7,180)
1320 From Other LEAs for Regular Day School	-	6,644	6,644
1500 Earnings on Investments:			
1510 Interest on Investments	80,000	240,234	160,234
1900 Other Revenue from Local Sources:			
1910 Rentals	400,000	312,914	(87,086)
1920 Contributions & Donations Private Sources	65,000	25,000	(40,000)
1950 Refund of Prior Year's Expenditures	-	5,807	5,807
1990 Miscellaneous Local Revenue:			
1993 Receipt of Insurance Proceeds	-	26,145	26,145
1999 Revenue from Other Local Sources	357,595	468,341	110,746
Total Revenue from Local Sources	<u>47,762,595</u>	<u>52,051,551</u>	<u>4,288,956</u>
3000 Revenue from State Sources:			
3100 Restricted State Funding:			
3130 Special Programs:			
3131 Handicapped Transportation	5,070	7,243	2,173
3160 School Bus Driver's Salary (Includes Hazardous Condition Transportation)	600,000	632,128	32,128
3162 Transportation Workers' Compensation	22,000	52,638	30,638
3180 Fringe Benefits Employer Contributions (No Carryover Provision)	15,953,000	17,127,406	1,174,406
3181 Retiree Insurance (No Carryover Provision)	3,800,000	3,434,850	(365,150)
3300 Education Finance Act:			
3310 Full-Time Programs:			
3311 Kindergarten	2,126,300	1,995,404	(130,896)
3312 Primary	6,013,600	6,055,428	41,828
3313 Elementary	9,417,800	9,197,908	(219,892)
3314 High School	3,583,000	3,752,951	169,951
3315 Trainable Mentally Handicapped	112,000	150,279	38,279
3316 Speech Handicapped (Part-Time Program)	1,873,000	2,062,326	189,326
3317 Homebound	\$ 38,600	46,747	\$ 8,147

(Continued)

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

GENERAL FUND

**SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
REVISED BUDGET AND ACTUAL**

YEAR ENDED JUNE 30, 2016

	REVISED BUDGET	ACTUAL	VARIANCE
3320 Part-Time Programs:			
3321 Emotionally Handicapped	\$ 156,000	173,162	\$ 17,162
3322 Educable Mentally Handicapped	77,000	90,254	13,254
3323 Learning Disabilities	4,157,000	3,961,577	(195,423)
3324 Hearing Handicapped	173,000	161,313	(11,687)
3325 Visually Handicapped	143,300	110,063	(33,237)
3326 Orthopedically Handicapped	62,000	58,247	(3,753)
3327 Vocational	4,760,000	4,533,212	(226,788)
3330 Other EFA Programs:			
3331 Autism	744,000	810,323	66,323
3332 High Achieving Students	657,000	690,489	33,489
3334 Limited English Proficiency	274,000	289,822	15,822
3350 Residential Treatment Facilities (RTF)			
3351 Academic Assistance	771,000	733,429	(37,571)
3352 Pupils in Poverty	3,877,000	3,907,950	30,950
3800 State Revenue in Lieu of Taxes:			
3810 Reimbursement for Local Residential Property Tax Relief (Tier 1)	6,000,000	5,991,204	(8,796)
3820 Homestead Exemption (Tier 2)	1,700,000	1,710,186	10,186
3825 Reimbursement for Property Tax Relief (Tier 3)	18,400,000	18,221,855	(178,145)
3830 Merchant's Inventory Tax	221,000	221,539	539
3840 Manufacturers Depreciation Reimbursement	1,400,000	1,511,763	111,763
3890 Other State Property Tax Revenues (Includes Motor Carrier Vehicle Tax)	80,000	107,398	27,398
Total Revenue from State Sources	87,196,670	87,799,094	602,424
TOTAL REVENUE ALL SOURCES	134,959,265	139,850,645	4,891,380
EXPENDITURES			
100 Instruction:			
110 General Instruction:			
111 Kindergarten Programs:			
100 Salaries	4,420,451	4,440,632	(20,181)
200 Employee Benefits	2,034,496	1,859,404	175,092
300 Purchased Services	101,488	109,110	(7,622)
400 Supplies and Materials	63,571	58,181	5,390
112 Primary Programs:			
100 Salaries	10,903,368	11,016,385	(113,017)
200 Employee Benefits	4,361,500	4,097,577	263,923
300 Purchased Services	212,024	229,028	(17,004)
400 Supplies and Materials	251,747	229,656	22,091
113 Elementary Programs:			
100 Salaries	19,273,692	19,273,065	627
200 Employee Benefits	7,658,695	6,961,812	696,883
300 Purchased Services	337,515	361,837	(24,322)
400 Supplies and Materials	372,195	363,825	8,370
600 Other Objects	\$ 2,254	2,254	\$ -

(Continued)

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

GENERAL FUND

SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
REVISED BUDGET AND ACTUAL

YEAR ENDED JUNE 30, 2016

	REVISED BUDGET	ACTUAL	VARIANCE
114 High School Programs:			
100 Salaries	\$ 12,552,731	12,489,934	\$ 62,797
200 Employee Benefits	4,991,187	4,687,044	304,143
300 Purchased Services	229,776	243,200	(13,424)
400 Supplies and Materials	370,141	334,974	35,167
600 Other Objects	697	697	-
115 Career and Technology Education Program:			
100 Salaries	2,061,771	2,060,261	1,510
200 Employee Benefits	799,856	745,540	54,316
300 Purchased Services - Other Than Tuition	29,872	30,977	(1,105)
400 Supplies and Materials	118,629	105,546	13,083
500 Capital Outlay	5,500	-	5,500
600 Other Objects	1,545	295	1,250
120 Exceptional Programs:			
121 Educable Mentally-Handicapped:			
100 Salaries	816,343	777,439	38,904
200 Employee Benefits	407,270	320,644	86,626
300 Purchased Services	11,233	12,881	(1,648)
400 Supplies and Materials	1,898	1,838	60
122 Trainable Mentally Handicapped:			
100 Salaries	318,760	352,013	(33,253)
200 Employee Benefits	173,901	140,115	33,786
300 Purchased Services	15,648	16,998	(1,350)
400 Supplies and Materials	2,225	2,049	176
123 Orthopedically Handicapped:			
100 Salaries	44,116	39,902	4,214
200 Employee Benefits	19,653	23,824	(4,171)
300 Purchased Services	4,339	6,250	(1,911)
124 Visually Handicapped:			
100 Salaries	104,775	104,775	-
200 Employee Benefits	46,316	41,246	5,070
300 Purchased Services	400	322	78
125 Hearing Handicapped:			
100 Salaries	364,711	298,046	66,665
200 Employee Benefits	169,024	93,055	75,969
300 Purchased Services	796	1,032	(236)
126 Speech Handicapped:			
100 Salaries	813,292	765,233	48,059
200 Employee Benefits	302,141	268,499	33,642
400 Supplies and Materials	3,972	3,946	26
127 Learning Disabilities:			
100 Salaries	3,861,656	3,683,131	178,525
200 Employee Benefits	1,558,180	1,330,915	227,265
300 Purchased Services	42,884	45,343	(2,459)
400 Supplies and Materials	\$ 39,921	43,952	\$ (4,031)

(Continued)

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

GENERAL FUND

SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
REVISED BUDGET AND ACTUAL

YEAR ENDED JUNE 30, 2016

	REVISED BUDGET	ACTUAL	VARIANCE
128 Emotionally Handicapped:			
100 Salaries	\$ 306,186	303,885	\$ 2,301
200 Employee Benefits	127,422	115,248	12,174
300 Purchased Services	12,105	14,626	(2,521)
400 Supplies and Materials	584	583	1
130 Pre-School Programs:			
133 Pre-School Handicapped-Self-Contained (5-Yr. Olds)			
100 Salaries	431,489	429,463	2,026
200 Employee Benefits	188,085	166,703	21,382
300 Purchased Services	5,145	5,319	(174)
400 Supplies and Materials	1,700	1,753	(53)
137 Pre-School Handicapped-Self-Contained (3 & 4-Yr. Olds)			
100 Salaries	240,938	235,548	5,390
200 Employee Benefits	123,064	111,842	11,222
300 Purchased Services	6,524	7,559	(1,035)
139 Early Childhood Programs:			
100 Salaries	228,114	227,994	120
200 Employee Benefits	104,543	82,503	22,040
300 Purchased Services	7,659	8,837	(1,178)
140 Special Programs:			
141 Gifted and Talented - Academic:			
100 Salaries	463,620	463,243	377
200 Employee Benefits	184,390	157,884	26,506
400 Supplies and Materials	9,239	8,737	502
143 Advanced Placement:			
400 Supplies and Materials	90,749	58,914	31,835
145 Homebound:			
100 Salaries	300,000	186,572	113,428
200 Employee Benefits	79,408	44,172	35,236
300 Purchased Services	8,400	68,799	(60,399)
148 Gifted and Talented - Artistic:			
100 Salaries	99	99	-
200 Employee Benefits	8	7	1
300 Purchased Services	64,825	64,929	(104)
400 Supplies and Materials	7,295	4,619	2,676
600 Other Objects	94	93	1
149 Other Special Programs:			
100 Salaries	106,084	105,801	283
200 Employee Benefits	43,676	34,780	8,896
300 Purchased Services	554	644	(90)
160 Other Exceptional Programs:			
161 Autism:			
100 Salaries	349,566	343,323	6,243
200 Employee Benefits	160,385	126,064	34,321
300 Purchased Services	6,783	8,252	(1,469)
400 Supplies and Materials	\$ 500	550	\$ (50)

(Continued)

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

GENERAL FUND

SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
REVISED BUDGET AND ACTUAL

YEAR ENDED JUNE 30, 2016

	REVISED BUDGET	ACTUAL	VARIANCE
170 Summer School Programs:			
172 Elementary Summer School:			
100 Salaries	\$ -	6,488	\$ (6,488)
200 Employee Benefits	-	1,405	(1,405)
173 High School Summer School:			
100 Salaries	-	10,424	(10,424)
200 Employee Benefits	-	2,486	(2,486)
180 Adult/Continuing Educational Programs:			
181 Adult Basic Education Programs:			
100 Salaries	79,856	79,856	-
200 Employee Benefits	31,191	31,017	174
300 Purchased Services	810	300	510
400 Supplies and Materials	5,634	4,565	1,069
600 Other Objects	525	476	49
187 Adult Education - Remedial:			
100 Salaries	10,078	10,078	-
200 Employee Benefits	3,687	3,685	2
188 Parenting/Family Literacy:			
100 Salaries	123,101	114,894	8,207
200 Employee Benefits	55,738	52,912	2,826
300 Purchased Services	11,660	13,801	(2,141)
400 Supplies and Materials	8,941	6,700	2,241
Total Instruction	<u>84,268,609</u>	<u>81,803,114</u>	<u>2,465,495</u>
200 Support Services:			
210 Pupil Services:			
211 Attendance and Social Work Services:			
100 Salaries	753,075	750,406	2,669
140 Terminal Leave	-	1,338	(1,338)
200 Employee Benefits	341,468	310,369	31,099
300 Purchased Services	8,413	7,186	1,227
400 Supplies and Materials	6,992	4,626	2,366
600 Other Objects	387	-	387
212 Guidance Services:			
100 Salaries	2,509,732	2,512,671	(2,939)
200 Employee Benefits	981,426	938,125	43,301
300 Purchased Services	4,870	4,889	(19)
400 Supplies and Materials	34,228	30,268	3,960
600 Other Objects	1,910	1,660	250
213 Health Services:			
100 Salaries	913,540	1,240,558	(327,018)
200 Employee Benefits	379,294	424,560	(45,266)
300 Purchased Services	96,969	281,608	(184,639)
400 Supplies and Materials	31,274	30,983	291
600 Other Objects	\$ 2,775	2,502	\$ 273

(Continued)

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

GENERAL FUND

SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
REVISED BUDGET AND ACTUAL

YEAR ENDED JUNE 30, 2016

	REVISED BUDGET	ACTUAL	VARIANCE
214 Psychological Services:			
100 Salaries	\$ 849,880	850,992	\$ (1,112)
200 Employee Benefits	318,328	300,843	17,485
300 Purchased Services	25,273	27,891	(2,618)
400 Supplies and Materials	3,464	3,367	97
216 Vocational Placement Services:			
100 Salaries	12,850	8,100	4,750
200 Employee Benefits	3,216	2,019	1,197
300 Purchased Services	19,697	18,401	1,296
400 Supplies and Materials	4,068	5,628	(1,560)
600 Other Objects	321	321	-
220 Instructional Staff Services:			
221 Improvement of Instruction-Curriculum Development:			
100 Salaries	1,267,046	1,290,715	(23,669)
200 Employee Benefits	424,957	412,839	12,118
300 Purchased Services	335,700	264,964	70,736
400 Supplies and Materials	81,361	101,188	(19,827)
500 Capital Outlay	199	-	199
600 Other Objects	82,041	82,325	(284)
222 Library and Media Services:			
100 Salaries	1,509,795	1,508,795	1,000
200 Employee Benefits	587,289	545,528	41,761
300 Purchased Services	13,291	13,820	(529)
400 Supplies and Materials	151,176	149,043	2,133
600 Other Objects	50	50	-
223 Supervision of Special Programs:			
100 Salaries	438,961	489,818	(50,857)
140 Terminal Leave	-	1,380	(1,380)
200 Employee Benefits	170,103	172,926	(2,823)
300 Purchased Services	11,619	11,480	139
400 Supplies and Materials	20,352	15,061	5,291
600 Other Objects	750	706	44
224 Improvement of Instruction-Inservice and Staff Training:			
100 Salaries	274,514	264,503	10,011
200 Employee Benefits	105,740	92,690	13,050
300 Purchased Services	167,825	138,282	29,543
400 Supplies and Materials	500	472	28
600 Other Objects	586	275	311
230 General Administrative Services:			
231 Board of Education:			
100 Salaries	50,400	50,400	-
200 Employee Benefits	53,915	26,565	27,350
300 Purchased Services	105,188	138,699	(33,511)
318 Audit Services	40,008	48,074	(8,066)
400 Supplies and Materials	1,900	367	1,533
600 Other Objects	\$ 51,700	50,205	\$ 1,495

(Continued)

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

GENERAL FUND

SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
REVISED BUDGET AND ACTUAL

YEAR ENDED JUNE 30, 2016

	REVISED BUDGET	ACTUAL	VARIANCE
232 Office of Superintendent:			
100 Salaries	\$ 288,522	287,839	\$ 683
200 Employee Benefits	97,902	72,568	25,334
300 Purchased Services	48,367	45,653	2,714
400 Supplies and Materials	7,792	1,950	5,842
600 Other Objects	53,450	61,573	(8,123)
233 School Administration:			
100 Salaries	7,455,654	7,368,521	87,133
140 Terminal Leave	-	16,217	(16,217)
200 Employee Benefits	2,883,213	2,677,841	205,372
300 Purchased Services	265,898	238,704	27,194
400 Supplies and Materials	340,580	313,356	27,224
500 Capital Outlay	448	-	448
600 Other Objects	20,840	19,115	1,725
250 Finance and Operations Services:			
251 Student Transportation (Federal/District Mandated):			
100 Salaries	-	64,125	(64,125)
200 Employee Benefits	-	12,553	(12,553)
300 Purchased Services	-	17,760	(17,760)
252 Fiscal Services:			
100 Salaries	520,541	521,717	(1,176)
180 Head of Organizational Unit Salaries	106,338	106,338	-
200 Employee Benefits	238,424	226,199	12,225
300 Purchased Services	77,300	89,681	(12,381)
400 Supplies and Materials	29,000	23,911	5,089
600 Other Objects	2,200	1,924	276
254 Operation and Maintenance of Plant:			
100 Salaries	4,128,602	4,106,083	22,519
140 Terminal Leave	-	4,026	(4,026)
200 Employee Benefits	1,857,852	1,686,757	171,095
300 Purchased Services	4,546,750	4,964,065	(417,315)
400 Supplies and Materials	5,169,250	5,062,970	106,280
500 Capital Outlay	-	21,078	(21,078)
600 Other Objects	6,000	2,068	3,932
255 Student Transportation (State Mandated):			
100 Salaries	2,730,049	2,435,387	294,662
140 Terminal Leave	-	3,267	(3,267)
200 Employee Benefits	1,034,123	1,012,558	21,565
300 Purchased Services	60,513	60,372	141
400 Supplies and Materials	29,150	29,238	(88)
500 Capital Outlay	460	-	460
600 Other Objects	\$ 177	4,723	\$ (4,546)

(Continued)

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

GENERAL FUND

SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
REVISED BUDGET AND ACTUAL

YEAR ENDED JUNE 30, 2016

	REVISED BUDGET	ACTUAL	VARIANCE
257 Internal Services:			
100 Salaries	\$ 415,527	401,546	\$ 13,981
200 Employee Benefits	157,977	141,889	16,088
300 Purchased Services	479,344	297,002	182,342
400 Supplies and Materials	8,918	7,546	1,372
600 Other Objects	685	2,147	(1,462)
258 Security:			
100 Salaries	116,114	112,028	4,086
200 Employee Benefits	44,300	33,750	10,550
300 Purchased Services	200,286	272,969	(72,683)
400 Supplies and Materials	10,384	12,482	(2,098)
600 Other Objects	1,330	1,330	-
260 Central Support Services:			
262 Planning, Research, Development and Evaluation:			
100 Salaries	203,296	120,848	82,448
180 Head of Organizational Unit Salaries	122,925	122,925	-
200 Employee Benefits	109,977	79,185	30,792
300 Purchased Services	71,829	49,052	22,777
400 Supplies and Materials	47,442	52,393	(4,951)
500 Capital Outlay	6,000	-	6,000
600 Other Objects	1,000	47	953
263 Information Services:			
100 Salaries	23,500	30,859	(7,359)
140 Terminal Leave	-	598	(598)
180 Head of Organizational Unit Salaries	78,407	78,407	-
200 Employee Benefits	36,275	33,922	2,353
300 Purchased Services	8,171	8,105	66
400 Supplies and Materials	4,438	4,635	(197)
500 Capital Outlay	100	-	100
600 Other Objects	9,314	9,221	93
264 Staff Services:			
100 Salaries	235,661	233,875	1,786
180 Head of Organizational Unit Salaries	95,285	95,285	-
200 Employee Benefits	119,872	118,364	1,508
300 Purchased Services	88,969	120,188	(31,219)
400 Supplies and Materials	21,085	21,296	(211)
600 Other Objects	742	730	12
266 Technology and Data Processing Services:			
100 Salaries	1,222,210	1,280,367	(58,157)
140 Terminal Leave	-	4,090	(4,090)
200 Employee Benefits	503,707	493,642	10,065
300 Purchased Services	1,255,517	1,337,489	(81,972)
400 Supplies and Materials	253,394	339,132	(85,738)
500 Capital Outlay	36,666	36,666	-
600 Other Objects	\$ 176	176	\$ -

(Continued)

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

GENERAL FUND

**SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
REVISED BUDGET AND ACTUAL**

YEAR ENDED JUNE 30, 2016

	REVISED BUDGET	ACTUAL	VARIANCE
270 Support Services Pupil Activity:			
271 Pupil Services Activities:			
100 Salaries (Optional)	\$ 1,493,940	1,480,924	\$ 13,016
140 Terminal Leave	-	1,473	(1,473)
200 Employee Benefits (Optional)	413,522	377,439	36,083
300 Purchased Services (Optional)	40,203	108,815	(68,612)
400 Supplies and Materials (Optional)	180,612	344,094	(163,482)
500 Capital Outlay (Optional)	-	10,629	(10,629)
600 Other Objects (Optional)	174,079	121,546	52,533
Total Support Services	<u>53,542,990</u>	<u>53,589,724</u>	<u>(46,734)</u>
300 Community Services:			
390 Other Community Services:			
100 Salaries	94,858	84,140	10,718
140 Terminal Leave	-	598	(598)
200 Employee Benefits	30,362	26,299	4,063
300 Purchased Services	20,634	28,217	(7,583)
400 Supplies and Materials	17,342	19,440	(2,098)
600 Other Objects	6,790	8,957	(2,167)
Total Community Services	<u>169,986</u>	<u>167,651</u>	<u>2,335</u>
400 Other Charges:			
410 Intergovernmental Expenditures:			
411 Payments to the SDE			
720 Transits	-	8,713	(8,713)
412 Payments to Other Governmental Units			
720 Transits	105,000	70,062	34,938
416 Payments to Public Charter Schools			
720 Transits	300,000	223,471	76,529
Total Intergovernmental Expenditures	<u>405,000</u>	<u>302,246</u>	<u>102,754</u>
500 Debt Service:			
610 Redemption of Principal	584,814	635,599	(50,785)
620 Interest	215,186	203,453	11,733
Total Debt Service	<u>800,000</u>	<u>839,052</u>	<u>(39,052)</u>
TOTAL EXPENDITURES	<u>\$ 139,186,585</u>	<u>136,701,787</u>	<u>\$ 2,484,798</u>

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

GENERAL FUND

**SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
REVISED BUDGET AND ACTUAL**

YEAR ENDED JUNE 30, 2016

	REVISED BUDGET	ACTUAL	VARIANCE
OTHER FINANCING SOURCES (USES)			
5300 Proceeds from the Sale of Capital Assets	\$ 50,000	40,389	\$ (9,611)
Interfund Transfers, From (To) Other Funds:			
5230 Transfer from Special Revenue EIA Fund	3,440,735	3,356,736	(83,999)
5280 Transfer from Other Funds Indirect Costs	850,000	536,404	(313,596)
424-710 Transfer to Capital Projects Fund	-	(1,375,278)	(1,375,278)
425-710 Transfer to Food Service Fund	(200,000)	(192,876)	7,124
426-710 Transfer to Pupil Activity Fund	-	-	-
TOTAL OTHER FINANCING SOURCES (USES)	<u>4,140,735</u>	<u>2,365,375</u>	<u>(1,775,360)</u>
EXCESS/DEFICIENCY OF REVENUES OVER EXPENDITURES	(86,585)	5,514,233	5,600,818
FUND BALANCES, Beginning of Year	<u>24,972,948</u>	<u>24,972,948</u>	<u>-</u>
FUND BALANCES, End of Year	<u>\$ 24,886,363</u>	<u>30,487,181</u>	<u>\$ 5,600,818</u>

SPECIAL REVENUE FUNDS

To account for the operations of federal, state, or local projects which are required to be accounted for in separate funds.

Special Revenue Fund (excluding Education Improvement Act) – These funds are used to account for all federal, state, and local projects except for those subject to Education Improvement Act requirements.

Education Improvement Act (“EIA”) – These funds are used to account for the District’s expenditures as a result of receiving funds subject to the guidelines set by the State of South Carolina.

The following schedules for the Special Revenue Fund and the Special Revenue – EIA Fund have been prepared in the format mandated by the South Carolina Department of Education. The account numbers shown on the schedules are also mandated by the South Carolina Department of Education.

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

SPECIAL REVENUE FUND

COMBINING SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES

YEAR ENDED JUNE 30, 2016

	Title I (BA Projects) (201)	IDEA (CA Projects) (203)
REVENUES		
1000 Revenue from Local Sources:		
1900 Other Revenue from Local Sources:		
1920 Contributions and Donations Private Sources	\$ -	-
1930 Special Needs Transportation	-	-
1999 Revenue from Other Local Sources	-	-
Total Revenue from Local Sources	-	-
2000 Intergovernmental Revenue:		
2300 Payments from Non-Profit Entities (for First Steps)	-	-
Total Intergovernmental Revenue	-	-
3000 Revenue from State Sources:		
3100 Restricted State Funding:		
3118 EEDA Career Specialist	-	-
3120 General Education:		
3127 Student Health and Fitness - PE Teachers	-	-
3130 Special Programs:		
3135 Reading Coaches	-	-
3155 DSS SNAP & E&T Program	-	-
3177 Summer Reading Camp	-	-
3190 Miscellaneous Restricted State Grants:		
3193 Education License Plates	-	-
3199 Other Restricted State Grants	-	-
3600 Education Lottery Act Revenue:		
3607 6-8 Enhancement (Carryover Provision)	-	-
3620 Digital Instructional Materials	-	-
3630 K-12 Technology Initiative	-	-
Total Revenue from State Sources	-	-
4000 Revenue from Federal Sources:		
4200 Occupational Education:		
4210 Perkins Aid, Title I - Career and Technical Education - Basic Grants to States	-	-
4300 Elementary and Secondary Education Act of 1965 (ESEA):		
4310 Title I, Basic State Grant Programs (Carryover Provision)	3,554,857	-
4325 Mathematics and Science Partnerships Program,		
Title II (Carryover Provision)	-	-
4341 Language Instruction for Limited English Proficient		
and Immigrant Students, Title III (Carryover Provision)	-	-
4351 Improving Teacher Quality	-	-
4400 Adult Education:		
4410 Basic Adult Education	-	-
4430 State Literacy Resource	\$ -	-

Preschool Handicapped (CG Projects) (205)	CATE (VA Projects) (207)	Adult Education (EA Projects)	Other Designated Restricted State Grants (900s)	Other Special Revenue Programs (200s/800s)	Totals
-	-	18,196	-	59,981	\$ 78,177
-	-	-	-	784,746	784,746
-	-	-	-	3,234,712	3,234,712
-	-	18,196	-	4,079,439	4,097,635
-	-	-	-	271,785	271,785
-	-	-	-	271,785	271,785
-	-	-	767,755	-	767,755
-	-	-	237,400	-	237,400
-	-	-	958,274	-	958,274
-	-	-	9,782	-	9,782
-	-	-	98,373	-	98,373
-	-	-	2,560	-	2,560
-	-	-	-	28,214	28,214
-	-	-	44,278	-	44,278
-	-	-	31,613	-	31,613
-	-	-	519,186	-	519,186
-	-	-	2,669,221	28,214	2,697,435
-	216,054	-	-	-	216,054
-	-	-	-	215,585	3,770,442
-	-	-	-	49,588	49,588
-	-	-	-	71,418	71,418
-	-	-	-	461,211	461,211
-	-	134,656	-	-	134,656
-	-	7,187	-	-	\$ 7,187

(Continued)

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

SPECIAL REVENUE FUND

COMBINING SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES

YEAR ENDED JUNE 30, 2016

	Title I (BA Projects) (201)	IDEA (CA Projects) (203)
4500 Programs for Children with Disabilities:		
4510 Individuals with Disabilities Education Act (IDEA) (Carryover Provision)	\$ -	3,418,267
4520 Preschool Grants (IDEA) (Carryover Provision)	-	-
4900 Other Federal Sources:		
4940 SC School Climate Initiative (Safe and Supportive Schools)	-	-
4999 Revenue from Other Federal Sources	-	-
Total Revenue from Federal Sources	<u>3,554,857</u>	<u>3,418,267</u>
TOTAL REVENUE ALL SOURCES	<u>3,554,857</u>	<u>3,418,267</u>
EXPENDITURES		
100 Instruction:		
110 General Instruction:		
111 Kindergarten Program:		
100 Salaries	-	-
200 Employee Benefits	-	-
300 Purchased Services	-	-
400 Supplies and Materials	-	-
112 Primary Programs:		
100 Salaries	792,243	-
200 Employee Benefits	327,382	-
300 Purchased Services	43,931	-
400 Supplies and Materials	84,689	-
113 Elementary Programs:		
100 Salaries	100,226	-
200 Employee Benefits	46,015	-
300 Purchased Services	1,095	-
400 Supplies and Materials	23,606	-
114 High School Programs:		
100 Salaries	-	-
200 Employee Benefits	-	-
300 Purchased Services	-	-
400 Supplies and Materials	-	-
500 Capital Outlay	-	-
115 Career and Technology Education Program:		
100 Salaries	-	-
200 Employee Benefits	-	-
300 Purchased Services - Other Than Tuition	-	-
400 Supplies and Materials	-	-
120 Exceptional Programs:		
121 Educable Mentally Handicapped:		
100 Salaries	-	4,640
200 Employee Benefits	-	1,502
300 Purchased Services	\$ -	3,218

Preschool Handicapped (CG Projects) (205)	CATE (VA Projects) (207)	Adult Education (EA Projects)	Other Designated Restricted State Grants (900s)	Other Special Revenue Programs (200s/800s)	Totals
-	-	-	-	56,433	\$ 3,474,700
115,955	-	-	-	-	115,955
-	-	-	-	9,460	9,460
-	-	-	-	249,010	249,010
115,955	216,054	141,843	-	1,112,705	8,559,681
115,955	216,054	160,039	2,669,221	5,492,143	15,626,536
-	-	-	-	98,153	98,153
-	-	-	-	43,720	43,720
-	-	-	-	180	180
-	-	-	-	2,596	2,596
-	-	-	166,117	1,553,209	2,511,569
-	-	-	57,591	364,254	749,227
-	-	-	-	132,153	176,084
-	-	-	-	53,604	138,293
-	-	-	9,578	205,210	315,014
-	-	-	4,114	73,419	123,548
-	-	-	-	7,060	8,155
-	-	-	45,250	62,213	131,069
-	-	-	-	188,823	188,823
-	-	-	-	7,040	7,040
-	-	-	-	3,435	3,435
-	-	-	-	15,042	15,042
-	-	-	-	5,259	5,259
-	-	-	-	411	411
-	-	-	-	95	95
-	1,100	-	-	-	1,100
-	5,688	-	-	415	6,103
-	-	-	-	50,362	55,002
-	-	-	-	13,460	14,962
-	-	-	-	99	\$ 3,317

(Continued)

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

SPECIAL REVENUE FUND

COMBINING SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES

YEAR ENDED JUNE 30, 2016

	Title I (BA Projects) (201)	IDEA (CA Projects) (203)
122 Trainable Mentally Handicapped:		
100 Salaries	\$ -	636,436
200 Employee Benefits	-	287,627
300 Purchased Services	-	-
400 Supplies and Materials	-	-
123 Orthopedically Handicapped:		
100 Salaries	-	43,325
200 Employee Benefits	-	18,511
300 Purchased Services	-	-
400 Supplies and Materials	-	-
124 Visually Handicapped:		
100 Salaries	-	56,791
200 Employee Benefits	-	18,501
300 Purchased Services	-	1,843
125 Hearing Handicapped:		
100 Salaries	-	80,522
200 Employee Benefits	-	46,630
300 Purchased Services	-	-
400 Supplies and Materials	-	-
126 Speech Handicapped:		
100 Salaries	-	197,293
200 Employee Benefits	-	69,881
300 Purchased Services	-	3,235
400 Supplies and Materials	-	-
600 Other Objects	-	-
127 Learning Disabilities:		
100 Salaries	-	694,752
200 Employee Benefits	-	269,620
300 Purchased Services	-	2,994
400 Supplies and Materials	-	-
128 Emotionally Handicapped:		
100 Salaries	-	139,500
200 Employee Benefits	-	66,410
400 Supplies and Materials	-	-
130 Pre-School Programs:		
137 Pre-School Handicapped Self-Contained (3 & 4-Yr. Olds):		
100 Salaries	-	19,959
200 Employee Benefits	-	9,300
300 Purchased Services	-	1,293
400 Supplies and Materials	-	-
139 Early Childhood Programs:		
100 Salaries	371,570	-
200 Employee Benefits	141,411	-
300 Purchased Services	-	-
400 Supplies and Materials	\$ 11,422	-

Preschool Handicapped (CG Projects) (205)	CATE (VA Projects) (207)	Adult Education (EA Projects)	Other Designated Restricted State Grants (900s)	Other Special Revenue Programs (200s/800s)	Totals
-	-	-	-	19,045	\$ 655,481
-	-	-	-	4,410	292,037
-	-	-	-	653	653
-	-	-	-	15,899	15,899
-	-	-	-	-	43,325
-	-	-	-	-	18,511
-	-	-	-	95,547	95,547
-	-	-	-	2,052	2,052
-	-	-	-	-	56,791
-	-	-	-	-	18,501
-	-	-	-	-	1,843
-	-	-	-	-	80,522
-	-	-	-	-	46,630
-	-	-	-	25,130	25,130
-	-	-	-	637	637
-	-	-	-	4,981	202,274
-	-	-	-	1,243	71,124
-	-	-	-	208,821	212,056
-	-	-	-	2,899	2,899
-	-	-	-	3,375	3,375
-	-	-	-	-	694,752
-	-	-	-	-	269,620
-	-	-	-	-	2,994
-	-	-	-	17,485	17,485
-	-	-	-	-	139,500
-	-	-	-	-	66,410
-	-	-	-	1,221	1,221
74,983	-	-	-	7,269	102,211
35,873	-	-	-	1,742	46,915
-	-	-	-	-	1,293
-	-	-	-	2,412	2,412
-	-	-	-	55,651	427,221
-	-	-	-	26,524	167,935
-	-	-	-	1,946	1,946
-	-	-	-	1,750	\$ 13,172

(Continued)

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

SPECIAL REVENUE FUND

COMBINING SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES

YEAR ENDED JUNE 30, 2016

	Title I (BA Projects) (201)	IDEA (CA Projects) (203)
140 Special Programs:		
145 Homebound:		
300 Purchased Services	\$ -	-
149 Other Special Programs:		
100 Salaries	-	21,750
200 Employee Benefits	-	8,830
160 Other Exceptional Programs:		
161 Autism:		
100 Salaries	-	39,120
200 Employee Benefits	-	14,428
300 Purchased Services	-	1,734
170 Summer School Programs:		
171 Primary Summer School:		
100 Salaries	-	-
200 Employee Benefits	-	-
300 Purchased Services	-	-
400 Supplies and Materials	-	-
172 Elementary Summer School:		
100 Salaries	-	-
200 Employee Benefits	-	-
400 Supplies and Materials	-	-
173 High School Summer School:		
100 Salaries	-	-
200 Employee Benefits	-	-
175 Instructional Programs Beyond Regular School Day:		
100 Salaries	34,764	-
200 Employee Benefits	4,950	-
180 Adult/Continuing Educational Programs:		
181 Adult Basic Education Programs:		
100 Salaries	-	-
200 Employee Benefits	-	-
400 Supplies and Materials	-	-
182 Adult Secondary Education Programs:		
100 Salaries	-	-
200 Employee Benefits	-	-
400 Supplies and Materials	-	-
183 Adult English Literacy (ESL):		
100 Salaries	-	-
200 Employee Benefits	-	-
300 Purchased Services	-	-
400 Supplies and Materials	\$ -	-

Preschool Handicapped (CG Projects) (205)	CATE (VA Projects) (207)	Adult Education (EA Projects)	Other Designated Restricted State Grants (900s)	Other Special Revenue Programs (200s/800s)	Totals
-	-	-	-	69,144	\$ 69,144
-	-	-	-	-	21,750
-	-	-	-	-	8,830
-	-	-	-	-	39,120
-	-	-	-	-	14,428
-	-	-	-	-	1,734
-	-	-	37,727	6,086	43,813
-	-	-	9,337	1,134	10,471
-	-	-	17,602	4,056	21,658
-	-	-	33,706	-	33,706
-	-	-	-	9,705	9,705
-	-	-	-	2,262	2,262
-	-	-	1,588	-	1,588
-	-	-	-	30,882	30,882
-	-	-	-	7,551	7,551
-	-	-	-	52,397	87,161
-	-	-	-	11,215	16,165
-	-	56,187	-	-	56,187
-	-	12,383	-	-	12,383
-	-	10,219	-	-	10,219
-	-	31,997	6,719	-	38,716
-	-	7,915	2,467	-	10,382
-	-	7,247	-	5,099	12,346
-	-	17,403	-	-	17,403
-	-	1,484	-	-	1,484
-	-	73	-	-	73
-	-	4,963	-	-	\$ 4,963

(Continued)

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

SPECIAL REVENUE FUND

COMBINING SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES

YEAR ENDED JUNE 30, 2016

	Title I (BA Projects) (201)	IDEA (CA Projects) (203)
188 Parenting/Family Literacy:		
100 Salaries	\$ 125,908	-
200 Employee Benefits	69,882	-
300 Purchased Services	1,120	-
400 Supplies and Materials	23,747	-
Total Instruction	<u>2,203,961</u>	<u>2,759,645</u>
200 Support Services:		
210 Pupil Services:		
211 Attendance and Social Work Services:		
400 Supplies and Materials	-	-
212 Guidance Services:		
100 Salaries	-	-
200 Employee Benefits	-	-
400 Supplies and Materials	-	-
213 Health Services:		
100 Salaries	-	181,238
200 Employee Benefits	-	62,840
300 Purchased Services	-	4,437
400 Supplies and Materials	-	-
214 Psychological Services:		
100 Salaries	-	102,698
200 Employee Benefits	-	27,241
300 Purchased Services	-	3,999
215 Exceptional Program Services:		
100 Salaries	-	-
200 Employee Benefits	-	-
300 Purchased Services	-	-
216 Vocational Placement Services:		
100 Salaries	-	-
200 Employee Benefits	-	-
300 Purchased Services	-	-
400 Supplies and Materials	-	-
220 Instructional Staff Services:		
221 Improvement of Instruction - Curriculum Development:		
100 Salaries	-	-
200 Employee Benefits	-	-
300 Purchased Services	-	-
400 Supplies and Materials	-	-
222 Library and Media:		
300 Purchased Services	-	-
400 Supplies and Materials	\$ -	-

Preschool Handicapped (CG Projects) (205)	CATE (VA Projects) (207)	Adult Education (EA Projects)	Other Designated Restricted State Grants (900s)	Other Special Revenue Programs (200s/800s)	Totals
-	-	-	-	83,376	\$ 209,284
-	-	-	-	37,066	106,948
-	-	-	-	-	1,120
-	-	-	-	357	24,104
<u>110,856</u>	<u>6,788</u>	<u>149,871</u>	<u>391,796</u>	<u>3,701,234</u>	<u>9,324,151</u>
-	-	-	-	3,250	3,250
-	118,373	-	566,643	-	685,016
-	42,192	-	201,112	-	243,304
-	501	-	-	2,285	2,786
-	2,603	-	-	-	183,841
-	222	-	-	-	63,062
-	-	-	-	-	4,437
-	-	-	-	610	610
-	-	-	-	51,489	154,187
-	-	-	-	17,571	44,812
-	-	-	-	-	3,999
-	-	-	-	63,376	63,376
-	-	-	-	20,162	20,162
-	-	-	-	1,721	1,721
-	-	-	-	39,540	39,540
-	-	-	-	11,862	11,862
-	-	-	-	2,955	2,955
-	-	-	-	1,125	1,125
-	-	-	-	115,308	115,308
-	-	-	-	47,493	47,493
-	-	-	-	730	730
-	-	-	422	-	422
-	-	-	-	1,005	1,005
-	-	-	-	2,108	\$ 2,108

(Continued)

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

SPECIAL REVENUE FUND

COMBINING SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES

YEAR ENDED JUNE 30, 2016

	Title I (BA Projects) (201)	IDEA (CA Projects) (203)
223 Supervision of Special Programs:		
100 Salaries	\$ 102,833	94,449
200 Employee Benefits	39,143	23,677
300 Purchased Services	128,502	1,718
400 Supplies and Materials	16,514	6,000
600 Other Objects	-	-
224 Improvement of Instruction - Inservice and Staff Training:		
100 Salaries	658,812	-
200 Employee Benefits	215,273	-
300 Purchased Services	25,748	-
400 Supplies and Materials	7,739	-
230 General Administration Services:		
233 School Administration:		
100 Salaries	-	-
200 Employee Benefits	-	-
300 Purchased Services	-	-
400 Supplies and Materials	-	-
250 Finance and Operations Services:		
251 Student Transportation (Federal/District Mandated):		
100 Salaries	-	-
200 Employee Benefits	-	-
300 Purchased Services	-	-
600 Other Objects	-	-
252 Fiscal Services:		
100 Salaries	-	-
200 Employee Benefits	-	-
253 Facilities Acquisition and Construction:		
300 Purchased Services	-	-
400 Supplies and Materials	-	-
255 Student Transportation (State Mandated):		
300 Purchased Services	-	-
258 Security:		
300 Purchased Services	-	-
400 Supplies and Materials	-	-
260 Central Support Services:		
266 Technology and Data Processing Services:		
300 Purchased Services	-	-
400 Supplies and Materials	-	-
500 Capital Outlay	\$ -	-

Preschool Handicapped (CG Projects) (205)	CATE (VA Projects) (207)	Adult Education (EA Projects)	Other Designated Restricted State Grants (900s)	Other Special Revenue Programs (200s/800s)	Totals
-	-	-	-	168,538	\$ 365,820
-	9,902	-	-	60,131	132,853
-	-	5,000	365	49,853	185,438
-	-	-	230	16,966	39,710
-	-	-	-	2,463	2,463
-	-	-	681,219	35,241	1,375,272
-	-	-	277,054	8,430	500,757
-	9,864	-	-	102,496	138,108
-	-	-	-	11,224	18,963
-	-	-	-	315	315
-	-	-	-	78	78
-	-	-	-	13,239	13,239
-	-	-	-	2,645	2,645
-	-	-	-	54,389	54,389
-	-	-	-	9,135	9,135
-	-	-	-	35,568	35,568
-	-	-	-	10,567	10,567
-	-	-	-	20,332	20,332
-	-	-	-	8,352	8,352
-	-	-	-	1,600	1,600
-	-	-	-	419,844	419,844
-	-	-	-	7,157	7,157
-	-	-	-	27,984	27,984
-	-	-	-	9,622	9,622
-	-	-	20,700	24,947	45,647
-	-	-	424,166	-	424,166
-	-	-	105,514	-	\$ 105,514

(Continued)

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

SPECIAL REVENUE FUND

COMBINING SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES

YEAR ENDED JUNE 30, 2016

	Title I (BA Projects) (201)	IDEA (CA Projects) (203)
270 Support Services - Pupil Activity:		
271 Pupil Services Activities:		
100 Salaries (Optional)	\$ -	-
200 Employee Benefits (Optional)	-	-
300 Purchased Services (Optional)	-	-
600 Other Objects (Optional)	-	-
Total Support Services	<u>1,194,564</u>	<u>508,297</u>
300 Community Services:		
360 Welfare Services:		
400 Supplies and Materials	-	-
370 Non-Public School Services:		
100 Salaries	-	-
200 Employee Benefits	-	-
300 Purchased Services	-	-
400 Supplies and Materials	-	-
390 Other Community Services:		
100 Salaries	-	-
200 Employee Benefits	-	-
600 Other Objects	-	-
Total Community Services	<u>-</u>	<u>-</u>
410 Intergovernmental Expenditures:		
411 Payments to SDE		
720 Transits	-	-
Total Intergovernmental Expenditures	<u>-</u>	<u>-</u>
TOTAL EXPENDITURES	<u>3,398,525</u>	<u>3,267,942</u>
OTHER FINANCING SOURCES (USES)		
Interfund Transfers, From (To) Other Funds:		
431-791 Special Revenue Fund Indirect Costs (Use Only for Transfer of Indirect Costs to General Fund)	(156,332)	(150,325)
TOTAL OTHER FINANCING SOURCES (USES)	<u>(156,332)</u>	<u>(150,325)</u>
EXCESS/DEFICIENCY OF REVENUES OVER EXPENDITURES	-	-
FUND BALANCES, Beginning of Year	<u>-</u>	<u>-</u>
FUND BALANCES, End of Year	<u><u>\$ -</u></u>	<u><u>-</u></u>

Preschool Handicapped (CG Projects) (205)	CATE (VA Projects) (207)	Adult Education (EA Projects)	Other Designated Restricted State Grants (900s)	Other Special Revenue Programs (200s/800s)	Totals
-	137	-	-	4,105	\$ 4,242
-	10	-	-	691	701
-	-	-	-	2,000	2,000
-	15,961	-	-	19,990	35,951
-	199,765	5,000	2,277,425	1,510,492	5,695,543
-	-	-	-	59,499	59,499
-	-	-	-	7,683	7,683
-	-	-	-	655	655
-	-	-	-	1,000	1,000
-	-	-	-	2,722	2,722
-	-	-	-	4,203	4,203
-	-	-	-	610	610
-	-	-	-	31,979	31,979
-	-	-	-	108,351	108,351
-	-	-	-	205,049	205,049
-	-	-	-	205,049	205,049
110,856	206,553	154,871	2,669,221	5,525,126	15,333,094
(5,099)	(9,501)	(5,168)	-	(10,557)	(336,982)
(5,099)	(9,501)	(5,168)	-	(10,557)	(336,982)
-	-	-	-	(43,540)	(43,540)
-	-	-	-	908,801	908,801
-	-	-	-	865,261	\$ 865,261

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

SPECIAL REVENUE FUND

SUPPLEMENTAL LISTING OF LEA SUBFUND CODES AND TITLES

YEAR ENDED JUNE 30, 2016

OTHER DESIGNATED RESTRICTED STATE GRANTS

919	Education License Plates
926	Summer Reading Camps
928	EEDA Career Specialists
935	Reading Coaches
937	Student Health and Fitness - PE Teachers
955	DSS SNAP & E&T Program
963	K-12 Technology Initiative
965	Digital Instructional Materials
967	6-8 Enhancement (Carryover Provision)

OTHER SPECIAL REVENUE PROGRAMS

221	Title I (Neglected and Delinquent)
225	Math & Science Partnership
237	Title I Focus Schools
240	SC School Climate Initiative
264	Language Instruction for Limited English Proficient and Immigrant Students, Title III
267	Improving Teacher Quality (Carryover Provision)
280	Medicaid
291	Attendance Make-Up
292	Adult Education Local
295	ROTC
298	ATC House Project
801	After School Program
802	Sylvia Circle Tuition
822	Extended School Year
826	Summer School High School
827	JSCG Grant
832	Professional Development
833	Arts in Education - Northside
854	Info Ave. - Tech Knowledge Park
858	Toolbox for Education
861	Great Outdoors
862	York County First Steps
864	Community Services - Transportation
866	Misc State Restricted
869	Back the Pack
870	First Steps Parent Smart Grant
873	Sisters of Mercy of N.C. Foundation
879	Special Needs Transportation
880	Profoundly Mentally Disabled
881	NIST
882	E-Rate
883	Level Data Reimbursement
890	Winthrop Program
891	Testing - PSAT
894	Title VII
897	Credit Recovery
899	Local School Projects

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

SPECIAL REVENUE FUND

SUMMARY SCHEDULE FOR OTHER DESIGNATED RESTRICTED STATE GRANTS

YEAR ENDED JUNE 30, 2016

Subfund	Revenue	Programs	Revenues	Expenditures	Special Revenue		Special Revenue Fund Unearned
					Interfund Transfers In (Out)	Other Fund Transfers In (Out)	
919	3193	Education License Plates	\$ 2,560	2,560	-	-	\$ -
926	3177	Summer Reading Camp	98,373	98,373	-	-	-
928	3118	EEDA Career Specialists	767,755	767,755	-	-	11,591
935	3135	Reading Coaches	958,274	958,274	-	-	284,136
937	3127	Student Health and Fitness - PE Teachers	237,400	237,400	-	-	22,184
955	3155	DSS SNAP & E&T Program	9,782	9,782	-	-	7,989
963	3630	K-12 Technology Initiative	519,186	519,186	-	-	424,010
965	3620	Digital Instructional Materials	31,613	31,613	-	-	-
967	3607	6-8 Enhancement (Carryover Provision)	44,278	44,278	-	-	-
Totals			\$ 2,669,221	2,669,221	-	-	\$ 749,910

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

EDUCATION IMPROVEMENT ACT

**COMBINING SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -
ALL PROGRAMS**

YEAR ENDED JUNE 30, 2016

	ACTUAL
REVENUES	
3000 Revenue from State Sources:	
3500 Education Improvement Act:	
3502 ADEPT	\$ 15,776
3504 Level Data Reimbursement	3,000
3505 Technology Support	10,000
3509 Arts in Education	17,088
3511 Professional Development	120,806
3512 Technology Professional Development	69,532
3518 Formative Assessment	80,000
3525 Career and Technology Education Equipment	187,364
3526 Refurbishment of K-8 Science Kits	20,739
3532 National Board Salary Supplement (No Carryover Provision)	1,578,166
3533 Teacher of the Year Awards	1,077
3538 Student at Risk of School Failure	1,813,750
3540 Early Childhood Program (4K Programs Serving Four-Year-Old Children)	812,070
3550 Teacher Salary Increase (No Carryover Provision)	2,918,955
3555 Teacher Salary Fringe (No Carryover Provision)	437,781
3556 Adult Education	442,198
3557 Summer Reading Program	57,860
3558 Reading	96,899
3571 Technical Assistance - State Priority Schools (No Carryover Provision)	185,644
3577 Teacher Supplies (No Carryover Provision)	299,744
3578 High Schools That Work / Making Middle Grades Work	38,481
3581 Student Health and Fitness - Nurses	501,974
3592 Work-Based Learning	62,556
3594 EEDA Supplemental Programs	38,653
3595 EEDA - Supplies and Materials	44,506
3597 Aid to Districts	217,543
Total Revenue from State Sources	<u>10,072,162</u>
TOTAL REVENUE ALL SOURCES	<u>10,072,162</u>
EXPENDITURES	
100 Instruction:	
110 General Instruction:	
111 Kindergarten Programs:	
100 Salaries	66,569
200 Employee Benefits	15,952
112 Primary Programs:	
100 Salaries	509,156
200 Employee Benefits	166,367
300 Purchased Services	56,448
400 Supplies and Materials	\$ 302,807
	(Continued)

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

EDUCATION IMPROVEMENT ACT

**COMBINING SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -
ALL PROGRAMS**

YEAR ENDED JUNE 30, 2016

	ACTUAL
113 Elementary Programs:	
100 Salaries	\$ 568,715
200 Employee Benefits	156,234
300 Purchased Services	61,530
400 Supplies and Materials	57,770
600 Other Objects	130
114 High School Programs:	
100 Salaries	555,506
200 Employee Benefits	164,603
300 Purchased Services	266,503
400 Supplies and Materials	9
115 Career and Technology Education Program:	
100 Salaries	74,961
200 Employee Benefits	17,803
400 Supplies and Materials	189,164
120 Exceptional Programs:	
121 Educable Mentally Handicapped:	
100 Salaries	25,371
200 Employee Benefits	7,243
125 Hearing Handicapped:	
100 Salaries	7,302
200 Employee Benefits	1,759
126 Speech Handicapped:	
100 Salaries	52,497
200 Employee Benefits	17,546
127 Learning Disabilities:	
100 Salaries	88,514
200 Employee Benefits	21,028
130 Pre-School Programs:	
139 Early Childhood Programs:	
100 Salaries	500,517
200 Employee Benefits	200,124
300 Purchased Services	18,630
400 Supplies and Materials	59,922
140 Special Programs:	
141 Gifted and Talented - Academic:	
100 Salaries	18,000
200 Employee Benefits	4,266
170 Summer School Programs:	
171 Primary Summer School:	
100 Salaries	46,197
200 Employee Benefits	\$ 11,663

(Continued)

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

EDUCATION IMPROVEMENT ACT

COMBINING SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -
ALL PROGRAMS

YEAR ENDED JUNE 30, 2016

	<u>ACTUAL</u>
175 Instructional Programs Beyond Regular School Day:	
100 Salaries	\$ 23,121
200 Employee Benefits	5,540
180 Adult/Continuing Educational Programs:	
181 Adult Basic Education Programs:	
100 Salaries	23,480
200 Employee Benefits	5,839
400 Supplies and Materials	981
182 Adult Secondary Education Programs:	
100 Salaries	15,110
200 Employee Benefits	3,764
400 Supplies and Materials	301
188 Parenting/Family Literacy:	
100 Salaries	84,919
200 Employee Benefits	32,671
Total Instruction	<u>4,506,532</u>
200 Support Services:	
210 Pupil Services:	
211 Attendance and Social Work Services:	
100 Salaries	82,243
200 Employee Benefits	32,400
212 Guidance Services:	
100 Salaries	187,785
200 Employee Benefits	64,014
300 Purchased Services	18,375
400 Supplies and Materials	26,471
213 Health Services:	
100 Salaries	360,251
200 Employee Benefits	141,723
300 Purchased Services	15,000
220 Instructional Staff Services:	
221 Improvement of Instruction-Curriculum Development:	
100 Salaries	274,999
200 Employee Benefits	97,926
400 Supplies and Materials	4,986
600 Other Objects	176
222 Library and Media:	
100 Salaries	15,000
200 Employee Benefits	\$ 3,581

(Continued)

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

EDUCATION IMPROVEMENT ACT

**COMBINING SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -
ALL PROGRAMS**

YEAR ENDED JUNE 30, 2016

	ACTUAL
223 Supervision of Special Programs:	
100 Salaries	\$ 306,186
200 Employee Benefits	85,551
300 Purchased Services	6,473
400 Supplies and Materials	270
224 Improvement of Instruction-Curriculum Development:	
100 Salaries	39,946
200 Employee Benefits	9,815
300 Purchased Services	210,507
400 Supplies and Materials	4,490
230 General Administration Services:	
233 School Administration:	
300 Purchased Services	688
250 Finance and Operations Services:	
251 Student Transportation (Federal/District Mandated):	
100 Salaries	8,210
200 Employee Benefits	766
300 Purchased Services	4,288
600 Other Objects	272
260 Central Support Services:	
266 Technology and Data Processing Services:	
300 Purchased Services	13,000
270 Support Services - Pupil Activity:	
271 Pupil Services Activities:	
300 Purchased Services (Optional)	6,000
600 Other Objects (Optional)	1,858
Total Support Services	<u>2,023,250</u>
410 Intergovernmental Expenditures:	
416 Payments to Public Charter Schools	
720 Transits	185,644
Total Intergovernmental Expenditures	<u>185,644</u>
TOTAL EXPENDITURES	<u>6,715,426</u>
OTHER FINANCING SOURCES (USES)	
Interfund Transfers, From (To) Other Funds:	
420-710 Transfer to General Fund (Exclude Indirect Costs)	(3,356,736)
TOTAL OTHER FINANCING SOURCES (USES)	<u>\$ (3,356,736)</u>

(Continued)

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA****EDUCATION IMPROVEMENT ACT****COMBINING SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -
ALL PROGRAMS****YEAR ENDED JUNE 30, 2016**

	<u>ACTUAL</u>
EXCESS/DEFICIENCY OF REVENUES OVER EXPENDITURES	\$ -
FUND BALANCE, Beginning of Year	<u>-</u>
FUND BALANCE, End of Year	<u>\$ -</u>

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

EDUCATION IMPROVEMENT ACT

SUMMARY SCHEDULE BY PROGRAM

YEAR ENDED JUNE 30, 2016

Program	Revenues	Expenditures	EIA Interfund Transfers In/(Out)	Other Fund Transfers In/(Out)	EIA Fund Unearned Revenue
3500 Education Improvement Act:					
3502 ADEPT	\$ 15,776	15,776	-	-	\$ -
3504 Level Data Reimbursement	3,000	3,000	-	-	-
3505 Technology Support	10,000	10,000	-	-	-
3509 Arts in Education	17,088	17,088	-	-	-
3511 Professional Development	120,806	120,806	-	-	24,801
3512 Technology Professional Development	69,532	69,532	-	-	24,628
3518 Formative Assessment	80,000	80,000	-	-	5,156
3525 Career and Technology Education Equipment	187,364	187,364	-	-	20,196
3526 Refurbishment of K-8 Science Kits	20,739	20,739	-	-	40,225
3532 National Board Salary Supplement (No Carryover Provision)	1,578,166	1,578,166	-	-	-
3533 Teacher of the Year Awards (No Carryover Provision)	1,077	1,077	-	-	-
3535 Reading Coaches	-	-	-	-	8,000
3538 Student at Risk of School Failure	1,813,750	1,813,750	-	-	359,058
3540 Early Childhood Programs (4K Programs Serving Four-Year Old Children)	812,070	812,070	-	-	198,788
3550 Teacher Salary Increase (No Carryover Provision)	2,918,955	-	-	(2,918,955)	-
3555 Teacher Salary Fringe (No Carryover Provision)	437,781	-	-	(437,781)	-
3556 Adult Education	442,198	442,198	-	-	55,886
3557 Summer Reading Camp	57,860	57,860	-	-	85,730
3558 Reading	96,899	96,899	-	-	20,897
3571 Technical Assistance - State Priority Schools (No Carryover Provision)	185,644	185,644	-	-	-
3577 Teacher Supplies (No Carryover Provision)	299,744	299,744	-	-	-
3578 High Schools That Work / Making Middle Grades Work	38,481	38,481	-	-	36,641
3581 Student Health and Fitness - Nurses	501,974	501,974	-	-	-
3592 Work-Based Learning	62,556	62,556	-	-	-
3594 EEDA Supplemental Programs	38,653	38,653	-	-	-
3595 EEDA Career Awareness	44,506	44,506	-	-	4,359
3597 Aid to Districts	217,543	217,543	-	-	-
Totals	\$ 10,072,162	6,715,426	-	(3,356,736)	\$ 884,365

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA****DETAILED SCHEDULE OF DUE TO STATE DEPARTMENT OF EDUCATION/FEDERAL GOVERNMENT****YEAR ENDED JUNE 30, 2016**

Program	Project/ Grant Number	Revenue & Subfund Code	Description	Amount Due to State Dept. of Education or Federal Government	Status of Amount Due to Grantors
None					

DEBT SERVICE FUND

To accumulate monies for payment of interest and principal on long-term General Obligations Bonds.

The following schedule has been prepared in the format mandated by the South Carolina State Department of Education. The account numbers shown on the schedule are also mandated by the South Carolina Department of Education.

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

Schedule C-1

DEBT SERVICE FUND

SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE

YEAR ENDED JUNE 30, 2016

	ACTUAL
REVENUES	
1000 Revenue from Local Sources:	
1100 Taxes:	
1110 Ad Valorem Taxes-Including Delinquent (Fiscally Independent LEA)	\$ 21,290,483
1140 Penalties & Interest on Taxes (Independent)	96,632
1200 Revenue from Local Governmental Units Other than LEAs:	
1280 Revenue in Lieu of Taxes (Dependent and Independent)	1,246,449
1500 Earnings on Investments:	
1510 Interest on Investments	104,996
Total Revenue from Local Sources	<u>22,738,560</u>
3000 Revenue from State Sources:	
3800 State Revenue in Lieu of Taxes:	
3820 Homestead Exemption	793,228
3830 Merchant's Inventory Tax	107,676
3840 Manufacturers Depreciation Reimbursement	485,354
3890 Other State Property Tax Revenues (Includes Motor Carrier Vehicle Tax)	40,074
Total Revenue from State Sources	<u>1,426,332</u>
TOTAL REVENUE ALL SOURCES	<u>24,164,892</u>
EXPENDITURES	
500 Debt Service:	
610 Redemption of Principal	16,548,000
620 Interest	4,529,890
690 Other Objects (Includes Fees for Servicing Bonds)	5,844
Total Debt Service	<u>21,083,734</u>
TOTAL EXPENDITURES	<u>21,083,734</u>
OTHER FINANCING SOURCES (USES)	
Interfund Transfers, From (To) Other Funds:	
5250 Transfer from Capital Projects Fund	2,114,693
424-710 Transfer to Capital Projects Fund	(5,000,000)
TOTAL OTHER FINANCING SOURCES (USES)	<u>(2,885,307)</u>
EXCESS/DEFICIENCY OF REVENUES OVER EXPENDITURES	195,851
FUND BALANCE, Beginning of Year	<u>14,981,969</u>
FUND BALANCE, End of Year	<u>\$ 15,177,820</u>

CAPITAL PROJECTS FUND

To account for financial resources to be used for the acquisition and construction of major capital facilities.

The following individual fund schedule has been prepared in the format mandated by the South Carolina State Department of Education. The account numbers shown on the schedule are also mandated by the South Carolina Department of Education.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

CAPITAL PROJECTS FUND

SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE

YEAR ENDED JUNE 30, 2016

	ACTUAL
REVENUES	
1000 Revenue from Local Sources:	
1500 Earnings on Investments:	
1510 Interest on Investments	\$ 174,252
1900 Other Revenue from Local Sources:	
1993 Receipt of Insurance Proceeds	57,500
1994 Receipt of Legal Settlements	265,000
Total Revenue from Local Sources	<u>496,752</u>
TOTAL REVENUE ALL SOURCES	<u>496,752</u>
EXPENDITURES	
250 Finance and Operations:	
253 Facilities Acquisition & Construction:	
100 Salaries	50,134
200 Employee Benefits	14,929
300 Purchased Services	2,804,675
400 Supplies and Materials	9,676,701
500 Capital Outlay:	
510 Land	181,090
520 Construction Services	1,675,985
530 Improvements Other Than Buildings	307,506
540 Equipment	431,848
545 Technology, Equipment and Software	214,825
550 Vehicles	496,775
Total Support Services	<u>15,854,468</u>
500 Debt Service:	
690 Other Objects	206,891
Total Debt Service	<u>206,891</u>
TOTAL EXPENDITURES	<u>16,061,359</u>
OTHER FINANCING SOURCES (USES)	
5110 Premium on Bonds Sold	490,600
5120 Issuance of General Obligation Bonds	30,000,000
5300 Sale of Capital Assets	271,240
Interfund Transfers, From (To) Other Funds:	
5210 Transfer from General Fund (Exclude Indirect Costs)	1,375,278
5240 Transfer from Debt Service Fund	5,000,000
423-710 Transfer to Debt Service Fund	(2,114,693)
TOTAL OTHER FINANCING SOURCES (USES)	<u>35,022,425</u>
EXCESS/DEFICIENCY OF REVENUES OVER EXPENDITURES	19,457,818
FUND BALANCE, Beginning of Year	<u>6,541,551</u>
FUND BALANCE, End of Year	<u>\$ 25,999,369</u>

PROPRIETARY FUND

To account for the activities of food services. All activities necessary to provide such services are accounted for in these funds.

The following individual fund schedule has been prepared in the format mandated by the South Carolina State Department of Education. The account numbers shown on the schedule are also mandated by the South Carolina Department of Education.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

ENTERPRISE FUND - FOOD SERVICE FUND

SCHEDULE OF REVENUES, EXPENSES, AND CHANGES IN FUND NET POSITION

YEAR ENDED JUNE 30, 2016

	ACTUAL
REVENUES	
1000 Revenues from Local Sources:	
1600 Food Service:	
1610 Lunch Sales to Pupils	\$ 962,667
1620 Breakfast Sales to Pupils	106,040
1630 Special Sales to Pupils	456,551
1640 Lunch Sales to Adults	56,676
1650 Breakfast Sales to Adults	4,137
1660 Special Sales to Adults	9,042
Total Revenue from Local Sources	<u>1,595,113</u>
3000 Revenue from State Sources:	
3100 Restricted State Funding:	
3140 School Lunch:	
3142 Program Aid	572
Total Revenue from State Sources	<u>572</u>
4000 Revenue from Federal Sources:	
4800 USDA Reimbursement:	
4810 School Lunch and After School Snacks Program	4,405,533
4830 School Breakfast Program	1,378,439
4900 Other Federal Sources:	
4991 USDA Commodities (Food Distribution Program) (Carryover Provision)	575,574
Total Revenue from Federal Sources	<u>6,359,546</u>
TOTAL REVENUE ALL SOURCES	<u>7,955,231</u>
EXPENSES	
256 Food Service:	
100 Salaries	964,937
200 Employee Benefits	567,008
300 Purchased Services (Exclude Gas, Oil, Electricity and Other Heating Fuels)	5,654,034
400 Supplies and Materials (Include Gas, Oil, Electricity and Other Heating Fuels)	497,991
500 Capital Outlay	153,874
600 Other Objects	8,200
Total Food Services Expenses	<u>7,846,044</u>
TOTAL EXPENSES	<u>\$ 7,846,044</u>

(Continued)

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

ENTERPRISE FUND - FOOD SERVICE FUND

SCHEDULE OF REVENUES, EXPENSES, AND CHANGES IN FUND NET POSITION

YEAR ENDED JUNE 30, 2016

	<u>ACTUAL</u>
OTHER FINANCING SOURCES (USES)	
5300 Sale of Capital Assets	\$ 2,173
Interfund Transfers, From (To) Other Funds:	
5210 Transfer from General Fund (Excludes Indirect Costs)	192,876
432-791 Food Service Fund Indirect Costs	(199,422)
TOTAL OTHER FINANCING SOURCES (USES)	<u>(4,373)</u>
EXCESS/DEFICIENCY OF REVENUES OVER EXPENDITURES	104,814
FUND NET POSITION, Beginning of Year,	<u>2,495,398</u>
FUND NET POSITION, End of Year	<u>\$ 2,600,212</u>

FIDUCIARY FUND

Agency Fund – to account for the collection and payment of pupil activity receipts and disbursements from and on the behalf of the School District’s students.

The following individual fund schedules have been prepared in the format mandated by the South Carolina State Department of Education. The account numbers shown on the schedule are also mandated by the South Carolina Department of Education.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

AGENCY FUND - PUPIL ACTIVITY FUND

**SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN
DUE TO STUDENT ORGANIZATIONS**

YEAR ENDED JUNE 30, 2016

	ACTUAL
RECEIPTS	
1000 Receipts from Local Sources:	
1700 Pupil Activities:	
1710 Admissions	\$ 535,033
1730 Pupil Organization Membership Dues and Fees	156,435
1740 Student Fees	199,187
1790 Other	2,495,355
1900 Other Revenue from Local Sources	
1920 Contributions & Donations Private Sources	(462)
Total Receipts from Local Sources	<u>3,385,548</u>
TOTAL RECEIPTS ALL SOURCES	<u>3,385,548</u>
DISBURSEMENTS	
190 Instructional Pupil Activity:	
400 Supplies and Materials (Optional)	34,123
Total Instruction	<u>34,123</u>
270 Support Services Pupil Activity:	
271 Pupil Service Activities:	
100 Salaries (Optional)	241,516
200 Employee Benefits (Optional)	47,331
300 Purchased Services (Optional)	380,646
400 Supplies and Materials (Optional)	1,824,904
500 Capital Outlay (Optional)	28,028
660 Pupil Activity	678,670
Total Pupil Activity Expenditures	<u>3,201,095</u>
TOTAL DISBURSEMENTS	<u>3,235,218</u>
OTHER FINANCING SOURCES (USES)	
Interfund Transfers, From (To) Other Funds:	
5210 Transfer from General Fund (Excludes Indirect Costs)	77,777
TOTAL OTHER FINANCING SOURCES (USES)	<u>77,777</u>
EXCESS/DEFICIENCY OF RECEIPTS OVER DISBURSEMENTS	228,107
DUE TO STUDENT ORGANIZATIONS, Beginning of Year	<u>1,161,295</u>
DUE TO STUDENT ORGANIZATIONS, End of Year	<u>\$ 1,389,402</u>

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

AGENCY FUND - PUPIL ACTIVITY FUND

SCHEDULE OF CHANGES IN ASSETS AND LIABILITIES

YEAR ENDED JUNE 30, 2016

	Balance at June 30, 2015	Additions	Deductions	Balance at June 30, 2016
ASSETS				
Cash and Cash Equivalents	\$ 11,058	-	(5,628)	\$ 5,430
Receivables	1,150,237	-	233,735	1,383,972
TOTAL ASSETS	\$ 1,161,295	-	228,107	\$ 1,389,402
LIABILITIES				
Due to Student Organizations	\$ 1,161,295	-	228,107	\$ 1,389,402
TOTAL LIABILITIES	\$ 1,161,295	-	228,107	\$ 1,389,402

Location Reconciliation

As Requested by the South Carolina
Department of Education

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

LOCATION RECONCILIATION SCHEDULE

YEAR ENDED JUNE 30, 2016

LOCATION ID	LOCATION DESCRIPTION	EDUCATION LEVEL	COST TYPE	TOTAL EXPENDITURES
00	District Office	Non-Schools	Central	\$ 28,178,859
02	Bellevue Elementary	Elementary Schools	School	3,693,179
04	Castle Heights Middle	Middle Schools	School	5,831,139
05	Central Child Dev. Center	Other Schools	School	1,840,086
06	Ebenezer Elementary	Elementary Schools	School	2,867,398
07	Dutchman Creek Middle	Middle Schools	School	5,995,457
08	Ebinport Elementary	Elementary Schools	School	4,581,509
10	Edgewood Elementary	Elementary Schools	School	13,840
14	Finley Road Elementary	Elementary Schools	School	3,416,046
16	Independence Elementary	Elementary Schools	School	3,503,882
18	India Hook Elementary	Elementary Schools	School	3,678,934
20	Leslie Elementary	Elementary Schools	School	2,724,874
22	Mt. Gallant Elementary	Elementary Schools	School	3,190,421
23	Mt. Holly Elementary	Elementary Schools	School	3,538,130
24	Northside Elementary	Elementary Schools	School	4,297,503
26	Northwestern High	High Schools	School	11,690,233
28	Oakdale Elementary	Elementary Schools	School	3,116,206
29	Old Pointe Elementary	Elementary Schools	School	3,553,449
30	Rawlinson Road Middle	Middle Schools	School	5,579,430
31	Renaissance Academy	Other Schools	School	270,236
32	Richmond Drive Elementary	Elementary Schools	School	4,502,251
33	T-3	Other Schools	School	284,697
34	ParentSmart	Other Schools	School	650,257
36	Applied Technology Center	Other Schools	School	3,259,957
38	Rock Hill High	High Schools	School	13,299,966
40	Rosewood Elementary	Elementary Schools	School	3,942,299
41	South Pointe High	High Schools	School	9,605,079
42	Sullivan Middle	Middle Schools	School	6,415,302
44	Sunset Park Elementary	Elementary Schools	School	3,154,869
46	The Children's School	Other Schools	School	2,499,528
48	York Road Elementary	Elementary Schools	School	3,318,447
49	Phoenix Academy	Other School	School	1,379,433
50	Saluda Trail Middle	Middle Schools	School	6,077,641
60	Office of Superintendent	Non-Schools	Central	480,504
65	Health Services	Non-Schools	Central	36,261
66	Facilities Services	Non-Schools	Central	6,493,903
68	Food Service	Non-Schools	Central	5,688,084
70	Transportation	Non-Schools	Central	3,656,611
72	Purchasing	Non-Schools	Central	204,952
76	Adult Education	Other Schools	School	734,548
78	Personnel	Non-Schools	Central	812,044
80	Finance	Non-Schools	Central	1,342,383
81	Administrative Services	Non-Schools	Central	646,348
82	Information Services	Non-Schools	Central	\$ 165,746

(Continued)

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

LOCATION RECONCILIATION SCHEDULE

YEAR ENDED JUNE 30, 2016

LOCATION ID	LOCATION DESCRIPTION	EDUCATION LEVEL	COST TYPE	TOTAL EXPENDITURES
83	Student Services	Non-Schools	Central	\$ 233,178
84	Planning	Non-Schools	Central	12,610,123
85	Community Partnerships	Non-Schools	Central	167,648
86	Exceptional Student Education	Non-Schools	Central	5,833,995
88	District 3 Stadium South	Non-Schools	Central	13,848
89	Stadium	Non-Schools	Central	141,173
90	Board of Trustees	Non-Schools	Central	1,492,026
92	Rock Hill School District	Non-Schools	Central	737,298
95	Flexible Learning Center	Other Schools	School	964,639
219	Rebound	Other Schools	School	572,614
660	Instruction/Accountability	Non-Schools	Central	3,998,199
TOTAL EXPENDITURES / EXPENSES / DISBURSEMENTS FOR ALL FUNDS				\$ 206,976,662

The above expenditures/expenses are reconciled to the District's financial statements as follows:

General Fund	\$ 136,701,787
Special Revenue Fund	15,333,094
Special Revenue - EIA Fund	6,715,426
Debt Service Fund	21,083,734
Capital Projects Fund	16,061,359
Food Service - Enterprise Fund	7,846,044
Pupil Activity Fund	3,235,218
TOTAL EXPENDITURES / EXPENSES / DISBURSEMENTS FOR ALL FUNDS	\$ 206,976,662

Compliance Section

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

YEAR ENDED JUNE 30, 2016

LEA Subfund Code	Federal Grantor/ Pass-Through Grantor/ Program Title	Federal CFDA Number	Pass Through Grantor's Number	Federal Expenditures
US Department of Agriculture				
Pass-through State Department of Education:				
600	National School Breakfast Program	10.553	N/A	\$ 1,378,439
600	National School Lunch Program - Cash Assistance	10.555	N/A	4,405,533
600	National School Lunch Program - Non-Cash Assistance	10.555	N/A	575,574
Total 10.553 & 10.555 Cluster				<u>6,359,546</u>
Total Passed Through State Department of Education				<u>6,359,546</u>
Total US Department of Agriculture				<u>6,359,546</u>
US Department of Education				
Pass-through State Department of Education:				
201	Title I	84.010	Title I - 15	698,550
201	Title I	84.010	Title I - 16	2,856,307
221	Title I - Neglected and Delinquent	84.010	Title I N&D - 15	34,497
221	Title I - Neglected and Delinquent	84.010	Title I N&D - 16	118,134
237	Title I - School Improvement	84.010A	Title I - Focus - 15	62,954
Total 84.010 & 84.010A				<u>3,770,442</u>
Individuals with Disabilities Education Act:				
203	IDEA	84.027A	IDEA - 15	445,035
203	IDEA	84.027A	IDEA - 16	2,973,232
205	IDEA - Preschool Handicapped	84.173	IDEA Pre-School Grants - 16	115,955
822	Extended School Year	84.027	Extended School Year - 16	56,433
Total 84.027A, 84.173, & 84.027 Cluster				<u>3,590,655</u>
207	Occupational Education	84.048A	Perkins Aid, Title I - 16	216,054
225	Title II - Mathematics & Science	84.366B	Title II - 16	49,588
240	SC School Climate Initiative (SCSCI)	84.184Y	SCSCI - 16	9,460
243	Adult Education	84.002	Adult Education - 16	141,843
264	Title III - English Language Acquisition	84.365A	Language Instruction Title III - 15	4,806
264	Title III - English Language Acquisition	84.365A	Language Instruction Title III - 16	66,612
267	Title II - Improving Teacher Quality	84.367A	Title II - 15	16,218
267	Title II - Improving Teacher Quality	84.367A	Title II - 16	444,993
881	NIST	11.609	NIST - 15	3,497
894	Title VII	84.060A	Title VII - 16	18,110
Total Passed Through State Department of Education				<u>8,332,278</u>
Total US Department of Education				<u>8,332,278</u>
US Department of Defense				
Direct Programs:				
295	JROTC	12.000	N/A	166,325
Total US Department of Defense				<u>166,325</u>
US Department of Labor				
Direct Programs:				
827	Jobs for America's Graduates	17.278	N/A	61,078
Total US Department of Labor				<u>61,078</u>
TOTAL FEDERAL ASSISTANCE EXPENDED				<u><u>\$ 14,919,227</u></u>

Note: The District did not have any expenditures to subrecipients.

See accompanying notes to the schedule of expenditures of federal awards.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

YEAR ENDED JUNE 30, 2016

A – General

The accompanying Schedule of Expenditures of Federal Awards (the “Schedule”) presents the activity of all federal award programs of Rock Hill School District Three, Rock Hill, South Carolina (the “District”) for the year ended June 30, 2016. All federal awards received directly from the federal agencies, as well as those passed through other government agencies, are included on the Schedule.

B – Basis of Accounting

The accompanying Schedule is presented using the modified accrual basis of accounting, which is described in the notes to the District’s financial statements.

C – Relationship to Financial Statements

Federal award expenditures are reported in the District’s financial statements as expenditures in the Special Revenue Funds and non-operating expenses in the Enterprise Fund.

D – Relationship to Federal Financial Reports

Amounts reported in the accompanying Schedule agree with the amounts reported in the related federal financial reports except for timing differences relating to expenditures made subsequent to the filing of the federal financial reports.

E – Indirect Cost Rate

The District has elected not to use the 10-percent de minimis cost rate allowed under the Uniform Guidance.



**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

INDEPENDENT AUDITOR'S REPORT

The Board of Trustees
Rock Hill School District Three
Rock Hill, South Carolina

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of the governmental activities, the business-type activities, the discretely presented component unit, each major fund, and the aggregate remaining fund information of Rock Hill School District Three, South Carolina (the "District") as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated November 28, 2016. Our report includes a reference to another auditor who audited the financial statements of the discretely presented component unit, as described in our report on the District's financial statements. This report does not include the results of the other auditor's testing of internal control over financial reporting or compliance and other matters that are reported on separately by that auditor.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. We did identify certain deficiencies in internal control, described in the accompanying schedule of findings and questioned costs as items 2016-001 and 2016-002 that we consider to be significant deficiencies.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

The District's Responses to the Findings

The District's responses to the findings identified in our audit are described in the accompanying schedule of findings and questioned costs. The District's responses were not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on them.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Greene, Finney & Horton, LLP
Mauldin, South Carolina
November 28, 2016



**REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT
ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

INDEPENDENT AUDITOR'S REPORT

The Board of Trustees
Rock Hill School District Three
Rock Hill, South Carolina

Report on Compliance for Each Major Federal Program

We have audited Rock Hill School District Three, South Carolina's (the "District") compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the year ended June 30, 2016. The District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the District's compliance.

Opinion on Each Major Federal Program

In our opinion, the District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2016.

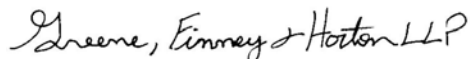
Report on Internal Control Over Compliance

Management of the District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Greene, Finney & Horton, LLP
Mauldin, South Carolina
November 28, 2016

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

YEAR ENDED JUNE 30, 2016

2015-001: INTERNAL CONTROLS FOR PUPIL ACTIVITIES

Condition:	Overall, the District appears to have designed appropriate policies and procedures over Pupil Activities at the schools. However, during our visits to five schools during the 2015 audit, we noted several areas in which the schools are not always following the District's policies and procedures, specifically in the areas of cash receipts, procurement cards, and purchase orders.
Criteria:	An effective system of internal controls should be operating as planned to provide reasonable assurance that transactions are being recorded timely and accurately and to prevent fraud or misuse of District assets. This includes not only the design of policies and procedures but also their implementation.
Context, Cause and Effect:	Not following the District's policy regarding pupil activities.
Status:	The District is continuing to monitor their pupil activities.
Response:	The District has increased its training and monitoring activities related to its pupil activities at the schools over the past few years to achieve better compliance with the District's policies and procedures.

ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

YEAR ENDED JUNE 30, 2016

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

Material weakness(es) identified?	<u> </u> Yes	<u> X </u> No
Significant deficiency(s) identified that are not considered to be material weaknesses?	<u> X </u> Yes	<u> </u> None Reported
Noncompliance material to financial statements noted?	<u> </u> Yes	<u> X </u> No

Federal Awards

Internal control over major programs:

Material weakness(es) identified?	<u> </u> Yes	<u> X </u> No
Significant deficiency(s) identified that are not considered to be material weaknesses?	<u> </u> Yes	<u> X </u> None Reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with the Uniform Guidance?	<u> </u> Yes	<u> X </u> No
--	-----------------------	-----------------

Identification of major programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.010	Title I

Dollar threshold used to distinguish between type A and type B programs:	<u> </u> \$ <u>750,000</u>
--	-------------------------------------

Auditee qualified as low-risk auditee?	<u> X </u> Yes	<u> </u> No
--	------------------	----------------------

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

YEAR ENDED JUNE 30, 2016

Section II – Current Year Financial Statement Findings

2016-001: INTERNAL CONTROLS FOR PUPIL ACTIVITIES

Finding in Prior Year: Yes

Condition: Overall, the District appears to have designed appropriate policies and procedures over Pupil Activities at the schools. However, during visits that were made during the year, it was noted in several areas in which the schools are not always following the District's policies and procedures, specifically in the areas of cash receipts, procurement cards, and purchase orders.

Criteria: An effective system of internal controls should be operating as planned to provide reasonable assurance that transactions are being recorded timely and accurately and to prevent fraud or misuse of District assets. This includes not only the design of policies and procedures but also their implementation.

Context, Cause and Effect: Not following board policy regarding pupil activities.

Recommendation: We recommend that the District provide additional training to the bookkeepers and others at the schools so that the District's policies and procedures will be followed. We also recommend that the District consider implementing additional monitoring and reviewing procedures at the schools by having a member of the District's Finance Department or internal audit function visit the schools and audit the Pupil Activity accounts on a regular basis.

Response: The District administration concurs with the recommendation. The Finance department is in the process of revising its procedures manual which will assist bookkeepers and other school personnel in complying with District's policies and procedures regarding pupil activities. The Finance department will be conducting an in-depth bookkeeper training workshop to review the new procedures manual. The bookkeeper training workshop will be conducted annually with on-going training with bookkeepers as needed. The pupil activity audit findings have been shared with principals and bookkeepers. The District will continue to contract with an independent consultant to perform internal auditing services of its pupil activities accounts.

2016-002: FOOD SERVICE ACCRUALS

Finding in Prior Year: No

Condition: The District while reviewing, its accounts receivable balance for the Food Service Fund inadvertently doubled the accounts receivable balance when it should have been written off.

Criteria: An effective system of internal controls should be operating as planned to provide reasonable assurance that transactions are being recorded timely and accurately.

Context, Cause and Effect: The District inadvertently doubled an entry and subsequent monitoring did not detect the error.

Recommendation: We recommend that the District take the necessary steps to ensure that all transactions are properly recorded and that adequate monitoring takes place to ensure that year end balances are materially correct.

Response: The District administration concurs with the recommendation. The Chief Financial Officer will continue to provide necessary resources and training to finance staff to ensure all transactions are recorded accurately and timely. The District will continue to monitor year end balances to ensure balances are materially correct.

**ROCK HILL SCHOOL DISTRICT THREE
ROCK HILL, SOUTH CAROLINA**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

YEAR ENDED JUNE 30, 2016

Section III – Current Year Findings and Questioned Costs - Major Federal Awards Programs Audit

No matters to report.



Planning Department
803-981-1045

Memo

TO: Dr. Kelly Pew
FROM: Luanne Kokolis
CC: Board Members
DATE: January 3, 2017
SUBJECT: "J" Policies – Student Policies

Attached is the fifth set of "J" policies that have been prepared for 1st read. The policies have been reviewed by SCSBA attorney Tiffany Richardson and a committee of district administrators, principals, and assistant principals.

Memo

TO: Dr. Kelly Pew
FROM: Luanne Kokolis
CC: Board Members
DATE: January 4, 2017
SUBJECT: Student Policies

Tiffany Richardson, SCASA attorney worked with a team to review the "J" Student Policies. Kathy Mahoney was consulted as needed. Our work began October 20, 2014 and concluded in August of 2015.

Keith Wilks, Student Services
Joel Whitesides, Technology
Debra Broyles, Power School - Technology
Sadie Kirell, Clinical Lead Nurse
Heather Rollings, Technology Specialist
Derek McQuiston, Technology Specialist (Currently School of Inquiry)

Secondary

Al Leonard, South Pointe
Steven Knight, Rock Hill High
Jennise Knight, Sullivan Middle School
Anthony Lancaster and/or Tom Sparks, Northwestern
Jean Dickson, Rawlinson Road Middle School
Richard Ball, Castle Heights (Left district to serve as an administrator in York School District 2015-16)
Chris Curtis, Dutchman Creek (Currently at ATC)
April Ulmer, Saluda Trail Middle School

Elementary

John Kirell, Belleview (Currently at Castle Heights Middle School)
Stephanie DiStasio, Rosewood
Chris Beard, Mt. Holly (Currently at Ebenezer)
Cassidy Valerino, Northside
Denise Khaalid, Oakdale

Section J, part 5
STUDENTS

JLCC	Communicable/Infectious Diseases	Current policy with the addition of the first paragraph
JLCC -- E(1)	Head Lice Procedures and Instructions for Parents	Form added as new exhibit
JLCD	Assisting Students with Medicines	Current policy
JLCD-R	Assisting Students with Medicines	Current policy
JLCD-E(1)-(6)	Assisting Students with Medicines	Forms added to policy as new exhibits
JLCDB	Use of Epinephrine Auto-Injectors	Current policy
JLCE	First Aid and Emergency Care	Model

Legal references updated on all policies; sexual orientation added to all policies with the discrimination clause.

Policies Eliminated: JLCG recoded as JLCEF

COMMUNICABLE/INFECTIOUS DISEASES

Code **JLCC** Issued **DRAFT/17**

Purpose: To establish the basic structure for dealing with students who have communicable or infectious diseases.

The district will prevent the spread of disease by limiting the attendance of students with contagious or infectious diseases at school or school activities. The district will refer to DHEC's School and Childcare Exclusion List each January for an updated posting of contagious and infectious diseases.

HIV infection

Evidence shows that the risk of transmitting human immunodeficiency virus (HIV) is extremely low in school settings when appropriate guidelines are followed. The presence of a person living with HIV infection or diagnosed with acquired immunodeficiency syndrome (AIDS) poses no significant risk to others in school, daycare or school athletic settings.

School attendance

A student with HIV infection has the same right to attend school and receive services as any other student and will be subject to the same rules and policies. HIV infection will not factor into decisions concerning class assignments, privileges or participation in any school-sponsored activity.

School authorities will determine the educational placement of a student known to be infected with HIV on a case-by-case basis by following established policies and procedures for students with chronic health problems or students with disabilities. Decision makers must consult with the student's physician and parent/legal guardian, respect the student and family's privacy rights and reassess the placement if there is a change in the student's need for accommodations or services.

School staff members will always strive to maintain a respectful school climate and not allow physical or verbal harassment of any individual or group by another individual or group. This includes taunts directed against a person living with HIV infection, a person perceived as having HIV infection or a person associated with someone with HIV infection.

Student athletics

The privilege of participating in physical education classes, athletic programs, competitive sports and recess is not conditional on a person's HIV status. School authorities will make reasonable accommodations to allow students living with HIV infection to participate in school-sponsored physical activities.

All employees must consistently adhere to infection control guidelines in locker rooms and all play and athletic settings. Rulebooks will reflect these guidelines. First aid kits that include personal protective equipment for preventing exposure to bloodborne pathogens must be on hand at every athletic event.

Physical education teachers and athletic program staff members should complete an approved first aid and injury prevention course or training that includes implementation of infection control guidelines. Student orientation about safety on the playing field will include guidelines

PAGE 2 - JLCC - COMMUNICABLE/INFECTIOUS DISEASES

for avoiding HIV infection.

Related services

Students will have access to voluntary, confidential and age and developmentally-appropriate counseling about matters related to HIV infection. School administrators will maintain confidential linkage and referral mechanisms to facilitate voluntary student access to appropriate HIV counseling and testing programs and to other HIV-related services as needed. Public information about resources in the community will be kept available for voluntary student use.

Privacy

State regulations require that the superintendent, school nurse or other health professional who receives notice of a minor's HIV infection must keep the information strictly confidential. Violation of the confidentiality requirements is a violation of state law.

Students or staff members are not required to disclose HIV infection status to anyone in the education system. HIV antibody testing is not required for any purpose.

Every employee has a duty to treat as highly confidential any knowledge or speculation concerning the HIV status of a student or other staff member. Violation of medical privacy is cause for disciplinary action, criminal prosecution and/or personal liability for a civil suit.

No information regarding a person's HIV status will be divulged to any individual or organization without a court order or the informed, written, signed and dated consent of the person with the HIV infection (or the parent/legal guardian of a legal minor). The written consent must specify the name of the recipient of the information and the reason for disclosure.

All health records, notes and other documents that reference a person's HIV status will be kept under lock and key. Access to these confidential records is limited to those individuals named in written permission from the person (or parent/legal guardian) and to emergency medical personnel. Information regarding HIV status will not be added to a student's permanent educational record.

Head lice (pediculosis)

If a teacher suspects a child of having head lice, he/she will notify the school nurse or principal's designee. If the student has an active infestation, school personnel will notify the parent/legal guardian by telephone or in writing with recommendations for treatment procedures.

The school will inform parents/legal guardians, teachers, school nurses and administrators of the following.

- recommendations for treatment procedures
- documentation required for readmission to school

Readmission to school

The district prohibits a student who is sent home with head lice from returning to school until he/she meets the following conditions.

- The student shows evidence of treatment as determined by the school.
- The student passes a physical screening by the school nurse or principal's designee that shows the absence of head lice. **If live bugs and/or viable nits are found, the student will be sent home immediately for additional treatment.**

PAGE 3 - JLCC - COMMUNICABLE/INFECTIOUS DISEASES

At no time will a student be allowed to return to school without proof of treatment and a screening.

Cf. EBBA, GBGA, IHAM, JRA

Adopted 3/24/86; 5/28/90, 11/28/11, ^

Legal references:

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

1. Section 44-29-135(f) - Confidentiality of sexually transmitted disease records.
2. Section 44-29-195 - Requirements for returning to school after head lice; department to provide treatment vouchers.
3. Section 44-29-200 - Attendance of teachers or pupils with contagious or infectious disease may be prohibited.
4. Section 59-10-220 - Adoption and notification of Centers for Disease Control and Prevention (CDC) recommendations on universal precautions for bloodborne disease exposure.

B. Federal Regulations:

1. U. S. Occupational Safety and Health Administration, CFR 1910.134 - Respiratory protection.
2. U. S. Occupational Safety and Health Administration, CFR 1910.1030 - Bloodborne pathogens.

C. South Carolina Department of Health and Environmental Control Regulations:

1. R61-20 - Communicable diseases.
2. R61-21 - Sexually transmitted diseases.

PROPOSED

COMMUNICABLE/INFECTIOUS DISEASES

Code JLCC 11/11

Purpose: To establish the basic structure for dealing with students who have communicable or infectious diseases.

HIV infection

Evidence shows that the risk of transmitting human immunodeficiency virus (HIV) is extremely low in school settings when appropriate guidelines are followed. The presence of a person living with HIV infection or diagnosed with acquired immunodeficiency syndrome (AIDS) poses no significant risk to others in school, daycare or school athletic settings.

School attendance

A student with HIV infection has the same right to attend school and receive services as any other student and will be subject to the same rules and policies. HIV infection will not factor into decisions concerning class assignments, privileges or participation in any school-sponsored activity.

School authorities will determine the educational placement of a student known to be infected with HIV on a case-by-case basis by following established policies and procedures for students with chronic health problems or students with disabilities. Decision makers must consult with the student's physician and parent/legal guardian, respect the student and family's privacy rights; and reassess the placement if there is a change in the student's need for accommodations or services.

School staff members will always strive to maintain a respectful school climate and not allow physical or verbal harassment of any individual or group by another individual or group. This includes taunts directed against a person living with HIV infection, a person perceived as having HIV infection or a person associated with someone with HIV infection.

Student athletics

The privilege of participating in physical education classes, athletic programs, competitive sports and recess is not conditional on a person's HIV status. School authorities will make reasonable accommodations to allow students living with HIV infection to participate in school-sponsored physical activities.

All employees must consistently adhere to infection control guidelines in locker rooms and all play and athletic settings. Rulebooks will reflect these guidelines. First aid kits that include personal protective equipment for preventing exposure to bloodborne pathogens must be on hand at every athletic event.

Physical education teachers and athletic program staff members should complete an approved first aid and injury prevention course or training that includes implementation of infection control guidelines. Student orientation about safety on the playing field will include guidelines for avoiding HIV infection.

Related services

Students will have access to voluntary, confidential, and age and developmentally appropriate counseling about matters related to HIV infection. School administrators will maintain

PAGE 2 - JLCC - COMMUNICABLE/INFECTIOUS DISEASES

confidential linkage and referral mechanisms to facilitate voluntary student access to appropriate HIV counseling and testing programs and to other HIV-related services as needed. Public information about resources in the community will be kept available for voluntary student use.

Privacy

State regulations require that the superintendent, school nurse or other health professional who receives notice of a minor's human immunodeficiency virus (HIV) infection must keep the information strictly confidential. Violation of the confidentiality requirements is a violation of state law.

Students or staff members are not required to disclose HIV infection status to anyone in the education system. HIV antibody testing is not required for any purpose.

Every employee has a duty to treat as highly confidential any knowledge or speculation concerning the HIV status of a student or other staff member. Violation of medical privacy is cause for disciplinary action, criminal prosecution and/or personal liability for a civil suit.

No information regarding a person's HIV status will be divulged to any individual or organization without a court order or the informed, written, signed and dated consent of the person with the HIV infection (or the parent/legal guardian of a legal minor). The written consent must specify the name of the recipient of the information and the reason for disclosure.

All health records, notes and other documents that reference a person's HIV status will be kept under lock and key. Access to these confidential records is limited to those individuals named in written permission from the person (or parent/legal guardian) and to emergency medical personnel. Information regarding HIV status will not be added to a student's permanent educational record.

Head lice (Pediculosis)

If a teacher suspects a child of having head lice, he/she will notify the school nurse or principal's designee. If the student has an active infestation, school personnel will notify the parent/legal guardian by telephone or in writing with recommendations for treatment procedures.

The school will inform parents/legal guardians, teachers, school nurses and administrators of the following.

- recommendations for treatment procedures
- documentation required for readmission to school

Readmission to school

The district prohibits a student who is sent home with head lice from returning to school until he/she meets the following conditions.

- The student shows evidence of treatment as determined by the school.
- The student passes a physical screening by the school nurse or principal's designee that shows the absence of head lice.

At no time will a student be allowed to return to school without proof of treatment and a screening.

Cf. EBBA, GBGA, IHAM, JRA

PAGE 3 - JLCC - COMMUNICABLE/INFECTIOUS DISEASES

Adopted 3/24/86; 5/28/90, 11/28/11

Legal references:

- A. South Carolina Code, 1976, as amended:
 - 1. Section 44-29-200 - Attendance of teachers or pupils with contagious or infectious disease may be prohibited.
 - 2. Section 44-29-195 - Requirements for returning to school after having head lice; department to provide treatment vouchers.
 - 3. Section 44-29-135(f) - Confidentiality of sexually transmitted disease records.
 - 4. Section 59-10-220 - Adoption and notification of Centers for Disease Control and Prevention (CDC) recommendations on universal precautions for bloodborne disease exposure.
- B. Federal regulations:
 - 1. U. S. Occupational Safety and Health Administration, CFR 1910.134 - Respiratory protection.
 - 2. U. S. Occupational Safety and Health Administration, CFR 1910.1030 - Bloodborne pathogens.
- C. South Carolina Department of Health and Environmental Control Regulations:
 - 1. R-61-20 - Communicable diseases.
 - 2. R-61-21 - Sexually transmitted diseases.

COMMUNICABLE/INFECTIOUS DISEASES

Code **JLCC** Issued **MODEL**

Purpose: To establish the basic structure for dealing with students who have communicable or infectious diseases.

HIV infection

Evidence shows that the risk of transmitting human immunodeficiency virus (HIV) is extremely low in school settings when appropriate guidelines are followed. The presence of a person living with HIV infection or diagnosed with acquired immunodeficiency syndrome (AIDS) poses no significant risk to others in school, daycare or school athletic settings.

School attendance

A student with HIV infection has the same right to attend school and receive services as any other student and will be subject to the same rules and policies. HIV infection will not factor into decisions concerning class assignments, privileges or participation in any school-sponsored activity.

School authorities will determine the educational placement of a student known to be infected with HIV on a case-by-case basis by following established policies and procedures for students with chronic health problems or students with disabilities. Decision makers must consult with the student's physician and parent/legal guardian; respect the student and family's privacy rights; and reassess the placement if there is a change in the student's need for accommodations or services.

School staff members will always strive to maintain a respectful school climate and not allow physical or verbal harassment of any individual or group by another individual or group. This includes taunts directed against a person living with HIV infection, a person perceived as having HIV infection or a person associated with someone with HIV infection.

Student athletics

The privilege of participating in physical education classes, athletic programs, competitive sports and recess is not conditional on a person's HIV status. School authorities will make reasonable accommodations to allow students living with HIV infection to participate in school-sponsored physical activities.

All employees must consistently adhere to infection control guidelines in locker rooms and all play and athletic settings. Handbooks will reflect these guidelines. First aid kits that include personal protective equipment for preventing exposure to bloodborne pathogens must be on hand at every athletic event.

Physical education teachers and athletic program staff members should complete an approved first aid and injury prevention course or training that includes implementation of infection control guidelines. Student orientation about safety on the playing field will include guidelines for avoiding HIV infection.

Related services

Students will have access to voluntary, confidential, and age and developmentally appropriate counseling about matters related to HIV infection. School administrators will maintain

PAGE 2 - JLCC - COMMUNICABLE/INFECTIOUS DISEASES

confidential linkage and referral mechanisms to facilitate voluntary student access to appropriate HIV counseling and testing programs and to other HIV-related services as needed. Public information about resources in the community will be kept available for voluntary student use.

Privacy

State regulations require that the superintendent, school nurse or other health professional who receives notice of a minor's human immunodeficiency virus (HIV) infection must keep the information strictly confidential. Violation of the confidentiality requirements is a violation of state law.

Students or staff members are not required to disclose HIV infection status to anyone in the education system. HIV antibody testing is not required for any purpose.

Every employee has a duty to treat as highly confidential any knowledge or speculation concerning the HIV status of a student or other staff member. Violation of medical privacy is cause for disciplinary action, criminal prosecution and/or personal liability for a civil suit.

No information regarding a person's HIV status will be divulged to any individual or organization without a court order or the informed, written, signed and dated consent of the person with the HIV infection (or the parent/legal guardian of a legal minor). The written consent must specify the name of the recipient of the information and the reason for disclosure.

All health records, notes and other documents that reference a person's HIV status will be kept under lock and key. Access to these confidential records is limited to those individuals named in written permission from the person (or parent/legal guardian) and to emergency medical personnel. Information regarding HIV status will not be added to a student's permanent educational record.

Head lice (Pediculosis)

If a teacher suspects a child of having head lice, he/she will notify the school nurse or principal's designee. If the student has an active infestation, school personnel will notify the parent/legal guardian by telephone or in writing with recommendations for treatment procedures.

The school will inform parents/legal guardians, teachers, school nurses and administrators of the following:

- recommendations for treatment procedures
- documentation required for readmission to school

Readmission to school

The district prohibits a student who is sent home with head lice from returning to school until he/she meets the following conditions.

- The student shows evidence of treatment as determined by the school.
- The student passes a physical screening by the school nurse or principal's designee that shows the absence of head lice.

At no time will a student be allowed to return to school without proof of treatment and a screening.

Cf. EBBA, GBGA, IHAM, JRA

PAGE 3 - JLCC - COMMUNICABLE/INFECTIOUS DISEASES

Adopted ^

Legal references:

- A. South Carolina Code, 1976, as amended:
 - 1. Section 44-29-135(f) - Confidentiality of sexually transmitted disease records.
 - 2. Section 44-29-195 - Requirements for returning to school after having head lice; department to provide treatment vouchers.
 - 3. Section 44-29-200 - Attendance of teachers or pupils with contagious or infectious disease may be prohibited.
 - 4. Section 59-10-220 - Adoption and notification of Centers for Disease Control and Prevention (CDC) recommendations on universal precautions for bloodborne disease exposure.
- B. Federal regulations:
 - 1. U. S. Occupational Safety and Health Administration, CFR 1910.134 - Respiratory protection.
 - 2. U. S. Occupational Safety and Health Administration, CFR 1910.1030 - Bloodborne pathogens.
- C. South Carolina Department of Health and Environmental Control Regulations:
 - 1. R-61-20 - Communicable diseases.
 - 2. R-61-21 - Sexually transmitted diseases.

INSTRUCTIONS FOR PARENTS/LEGAL GUARDIANS

Dear Parent/Legal guardian:

I have found that your child, _____ has head lice. This is a condition that requires thorough treatment.

How you get it: Lice outbreaks are common among school children and even the cleanest child can become infested. Head lice usually are transmitted through close personal contact with another infested individual, either through sharing personal items which have contact with the head, such as combs, brushes, hats and coats or through contact of these items at the homes of friends, church, school, daycare or in other public places. Head lice cannot jump or fly. Uncleanliness is not a factor in transmitting lice.

What to look for: The most common symptom of lice infestation is itching. If you notice your child scratching his/her head often, you should check for lice, especially behind the ears and at the back of the neck. You should also conduct frequent checks of your child's hair and scalp.

Head lice are tiny insects which are sometimes difficult to find. They may be hard to locate because they move quickly and avoid light. More likely you will find nits, the louse eggs, which are small, white to yellowish-brown and oval in appearance. Head lice attach each nit to a hair shaft close to the scalp with a waterproof, cement-like substance. Thus, nits cannot be washed or brushed out like dandruff or dirt. Carefully examine the entire scalp to find any nits. To tell nits from dandruff, try to move them from the hair shaft. If they move easily, they probably are not nits.

Treatment

- **The most effective means of eliminating head lice is by physically removing all nits (eggs) from the hair shaft.**
- All household members should be examined for signs of infestation.
- All persons with head lice and/or nits will require a second treatment in seven days to ensure all the nits are killed. After the second treatment, the remaining nits need to be removed from the hair. Combs are available but the only sure way to remove nits is to pull them out with your fingers one by one.
- Wash all personal clothing and linens of your child in hot water. Soak combs and brushes in a disinfectant or hot water. Boiling is not necessary.
- Articles that are not washed such as stuffed animals can be sealed in a plastic bag for ten days.
- Vacuum carpet and upholstered furniture, rugs, car seats and floors as lice can live away from the human body up to 48 hours.
- Upon re-entering school, your child will be re-examined to ensure that treatment has occurred.

School board policy states: If student is suspected of having head lice, student will be checked by the school nurse or principal designee. If lice are found, the parent/legal guardian will be called. Upon return to school, the student must have evidence of treatment. The student will be checked by the school nurse or principal designee; if no live lice or viable nits are found the student may

attend class. If live bugs and/or viable nits are found, the student will be sent home immediately for additional treatment.

If you have any questions, please call the school nurse at *(insert information)*.

HEAD LICE TREATMENT CHECKLIST

1. _____ Examine all household members for nits or lice.
2. _____ Comb and pick **all** nits out of hair under a bright light or in good sunlight. Use a lice comb and a magnifying glass or reading glasses if needed.
3. _____ **Consult your physician before using any product on a child under one year of age.** Treat hair with a product that kills lice according to package instructions. Examine all household members daily for 2 weeks for lice or nits. Retreat in seven to 10 days if package states to do so. Follow directions exactly. Do not use outdated products. Use enough products to saturate hair. **Do not** use products more frequently or add to other hair care products. Used too frequently, these products may cause future health problems and become less effective on lice.
4. _____ Wash all hair ties, bands and scrunchies in hot water and dry on hot cycle.
5. _____ Wash all recently used clothes, bed linens, throw pillows and towels in hot water and dry on hot cycle.
6. _____ Vacuum all fabric toys, stuffed animals, headphones, and helmets thoroughly.
7. _____ Soak all combs and brushes in very hot water for 20 minutes.
8. _____ Vacuum all carpeting, upholstered furniture, mattresses and car seat thoroughly and throw vacuum bag away.
9. _____ Inform other households where children have stayed about head lice so that they may be examined and treated if necessary.
10. _____ Inform your child's school and childcare provider that your child has had head lice and has been treated.

HEAD LICE TREATMENT PLAN

Treating hair

- Wash your child's hair with a shampoo that does **not** contain conditioners.
- Apply a lice-killing shampoo to your child's head. Use enough shampoo to soak the hair and cover the scalp.
- Towel off excess water.
- Leave the lice-killing shampoo on for the specified time, e.g., NIX for 10 minutes, RID for 10 minutes or Lindane for four minutes. Lice killing shampoos are effective for live lice only. Once the child has been treated with lice shampoo and live lice are no longer present, the nits (eggs) can be more easily removed with a treatment of Dawn dish detergent which should be lathered and kept on the hair for 10 minutes, rinsed thoroughly and combed with the special nit comb.
- Rinse your child's head with warm water until the water runs clear.
- Comb your child's hair with the nit comb provided in the shampoo kit in order to remove nits from the hair shaft. Part your child's hair into sections and comb through one-inch sections using the nit comb to remove all the nits.
- Recheck your child's entire head for nits and repeat the combing process, if necessary, until all nits are removed.

Cleansing personal items

- Machine-wash in **warm or hot** water all clothes worn by your child in the past 48 hours, including all hats, scarves and coats. Also wash in warm or hot water all towels and bed linens used by your child in the past 48 hours.
- Dry the above referenced items on the **hot** cycle of a dryer for a minimum of 20 minutes.
- Wash all combs, brushes, headbands, barrettes, etc., used by your child in the past 48 hours in hot soapy water for five to 10 minutes.
- Vacuum rooms used by your child and others who have been treated for lice.
- Stuffed animals and similar non-washable items need to be sealed in plastic bags for a minimum of one week.

Checking all family members

Check the heads of all other family members and treat infected members as indicated above.

ASSISTING STUDENTS WITH MEDICATIONS

Code **JLCD** Issued **DRAFT/17**

Purpose: To establish the basic structure for assisting students with medications

The district recognizes the occasional need for students to take medication at school during the school day, en route to and from school on a district vehicle or at a school sponsored activity, before, during or after school. Thus, in accordance with this policy and administrative rule, eligible students may either self-monitor or self-administer medication as prescribed in their individual healthcare plan (IHP) as set forth below or a registered nurse (RN) or a licensed practical nurse (LPN) may administer medication to students. In the event that an RN or LPN is not available, an unlicensed school employee trained by the full-time RN at the school or RN supervising the full-time LPN at the school may assist students with their medications consistent with this policy and administrative rule.

If a school employs a licensed practical nurse (LPN), a registered nurse (RN) must be available on call (by phone, email or fax).

The school district retains the discretion to reject requests for assisting students with medication.

Individual Health Care Plan (IHP)

The district will provide certain students with special health care needs an individual health care plan. This plan will meet the needs of the student for health monitoring and care during the school day or at school-sponsored events.

In accordance with this plan, the district authorizes the student to self-monitor and self-administer medication as prescribed by the student's health care provider unless there is sufficient evidence that unsupervised self-monitoring or self-medication would seriously jeopardize the safety of the student or others.

The district will grant permission to self-monitor and self-administer medication on a year-by-year basis, based on appropriate written authorization from the parent/legal guardian and the student's health care provider who prescribed the medication.

Authorization for a student to possess on his/her person and administer medication extends to the following settings.

- the classroom and in any area of the school or school grounds
- school-sponsored activities
- in transit to or from school or school-sponsored activities
- during before school or after school activities on school operated property

The district will notify the parent/legal guardian at the beginning of each school year of all available services and rights under this policy pursuant to law.

The parent/legal guardian will sign a statement acknowledging that the district will incur no liability as a result of any injury arising from taking or using medications or self-monitoring devices by the pupil and that the parent/legal guardian will indemnify and hold harmless the district and its employees and agents against any claims arising out of the self-monitoring or self-administration of medication by the pupil.

PAGE 2 - JLCD - ASSISTING STUDENTS WITH MEDICATIONS

Adopted 5/28/90; Revised 2/25/91, 7/04, 7/24/06, 02/24/14, ^

Legal references:

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

1. Section 15-78-60 - Immunity from liability for districts and employees.
2. **Section 44-53-360 - Prescriptions.**
3. Section 40-33-70 - Amends law relating to on-site supervision of a nurse.
4. Sections 59-63-80 and 90 - Policy for individual healthcare plan for certain students.

PROPOSED

ASSISTING STUDENTS WITH MEDICINES

Code **JLCD** Issued **2/14**

Purpose: To establish the basic structure for assisting students with medications

The district recognizes the occasional need for students to take medication at school during the school day, en route to and from school on a district vehicle or at a school sponsored activity, before, during or after school. Thus, in accordance with this policy and administrative rule, eligible students may either self-monitor or self-administer medication as prescribed in their individual healthcare plan (IHP) as set forth below or a registered nurse (RN) or a licensed practical nurse (LPN) may administer medication to students. In the event that an RN or LPN is not available, an unlicensed school employee trained by the full time RN at the school or RN supervising the full time LPN at the school may assist students with their medications consistent with this policy and administrative rule.

If a school employs a licensed practical nurse (LPN), a registered nurse (RN) must be available on call (by phone, email or fax).

The school district retains the discretion to reject requests for assisting students with medication.

Individual Health Care Plan (IHP)

The district will provide certain students with special health care needs an individual health care plan. This plan will meet the needs of the student for health monitoring and care during the school day or at school-sponsored events.

In accordance with this plan, the district authorizes the student to self-monitor and self-administer medication as prescribed by the student's health care provider unless there is sufficient evidence that unsupervised self-monitoring or self-medication would seriously jeopardize the safety of the student or others.

The district will grant permission to self-monitor and self-administer medication on a year by year basis based on appropriate written authorization from the parent/legal guardian and the student's health care provider who prescribed the medication.

Authorization for a student to possess on his/her person and administer medication extends to the following settings.

- the classroom and in any area of the school or school grounds
- school-sponsored activities
- in transit to or from school or school-sponsored activities
- during before school or after school activities on school operated property

PAGE 2 – JLCD – ASSISTING STUDENTS WITH MEDICINES

The district will notify the parent/legal guardian at the beginning of each school year of all available services and rights under this policy pursuant to law.

The parent/legal guardian will sign a statement acknowledging that the district will incur no liability as a result of any injury arising from taking or using medications or self-monitoring devices by the pupil and that the parent/legal guardian will indemnify and hold harmless the district and its employees and agents against any claims arising out of the self-monitoring or self-administration of medication by the pupil.

Adopted 5/28/90; Revised 2/25/91, 7/04, 7/24/06, 02/24/14

Legal references:

- A. S.C. Code of Laws, 1976, as amended:
 - 1. Section 40-33-70 - Amends law relating to on-site supervision of a nurse.
 - 2. Sections 59-63-80 and 90 – Policy for individual health care plan for certain students.
 - 3. Section 15-78-60 – Immunity from liability for districts and employees.

ASSISTING STUDENTS WITH MEDICATIONS

Code **JLCD** Issued **MODEL**

Purpose: To establish the basic structure for assisting students with medications.

School personnel will not dispense medications (including aspirin) except as provided below and in administrative procedures developed by the superintendent.

The principal or his/her designee may assist students with oral medications during school hours at the written request of the healthcare provider and parent/legal guardian. A witness will be present when the student is being assisted with medication.

Students who bring medication to school to take during the school day must have written parental permission to take the medication. All medication must be properly labeled and in its original container.

Students must keep all medication brought to school in the school office. The principal will keep the medication in a locked case.

Students will not share any prescription or over the counter medication with another student. Each year, the district will notify students in writing of this prohibition and that violations may result in disciplinary action including, but not limited to, suspension or expulsion.

If a school employs a licensed practical nurse (LPN), a registered nurse (RN) must be available on call (by phone, fax, pager).

Individual Healthcare Plan (IHP)

The district will provide certain students with special healthcare needs an individual healthcare plan. This plan will meet the needs of the student for health monitoring and care during the school day or at school-sponsored events.

In accordance with this plan, the district authorizes the student to self-monitor and self-administer medication as prescribed by the student's healthcare provider unless there is sufficient evidence that unsupervised self-monitoring or self-medication would seriously jeopardize the safety of the student or others.

The district will grant permission to self-monitor and self-administer medication on a year by year basis based on appropriate written authorization from the parent/legal guardian and the student's healthcare provider who prescribed the medication.

The parent/legal guardian will sign a statement acknowledging that the district will incur no liability as a result of any injury arising from taking or using medications or self-monitoring devices by the student and that the parent/legal guardian will indemnify and hold harmless the district and its employees and agents against any claims arising out of the self-monitoring or self-administration of medication by the student.

At the beginning of the school year, the district will send a notice developed by the state department of education to all parents/legal guardians that notifies them of available services and rights pursuant to Section 504 of the Rehabilitation Act of 1973, the IDEA and medical homebound regulations.

PAGE 2 - JLCD - ASSISTING STUDENTS WITH MEDICATIONS

Adopted ^

Legal references:

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

1. Section 15-78-60 - Immunity from liability for districts and employees.
2. Section 44-53-360 - Prescriptions.
3. Section 40-33-70 - Amends law relating to on-site supervision of a nurse.
4. Sections 59-63-80 and 90 - Policy for individual healthcare plan for certain students.

MODEL

ASSISTING STUDENTS WITH MEDICATIONS

Code **JLCD-R** Issued **DRAFT/17**

The needs of children who require medication during school hours to maintain and support their presence in school will be met in a safe and prudent manner. Students who need to take medication at school during the school day, en route to and from school on a district vehicle or at a school-sponsored activity before, during or after school may do the following.

- self-monitor and self-administer their own medication, in accordance with their Individual Healthcare Plan (IHP)
- have the medication administered by a registered nurse (RN) or a licensed practical nurse (LPN)

In the event that an RN or LPN is not available, an unlicensed school employee trained by an RN, may assist students with their medications as set forth below.

Individual Health Care Plan (IHP)

The district will provide certain students having special healthcare needs an individual healthcare plan (IHP).

Students with special healthcare needs include the following.

- students with chronic health conditions requiring treatments, procedures and/or monitoring that must be performed by school personnel and that meet any of the following conditions
 - are complicated and/or lengthy
 - require several contacts with the nurse or unlicensed authorized provider (UAP) during the day
 - are needed to prevent death or disability on an emergent basis
 - are needed for students who have medically fragile health conditions
- ~~students who have been granted permission to self-medicate and/or self-monitor are also considered to have special healthcare needs and will require an IHP written by the RN. The IHP will provide guidance for meeting a student's needs for health monitoring and care during the school day and at school-sponsored functions.~~

~~The IHP will provide guidance for meeting a student's needs for health monitoring and care during the school day and at school-sponsored functions.~~

The student's IHP will contain components as required by the state department of education and will be developed with input from and approval of the following individuals.

- student's healthcare provider
- parent/legal guardian
- student, if appropriate
- school nurse or other designated school staff member

Student self-monitoring and self-administration of medication through an individual healthcare plan

By way of an eligible student's IHP, the district authorizes the student to self-monitor and self-administer medication as prescribed by a student's healthcare provider in collaboration with the

PAGE 2 - JLCD-R - ASSISTING STUDENTS WITH MEDICATIONS

school RN and parent(s)/legal guardian, unless there is sufficient evidence that unsupervised self-monitoring or self-medication would seriously jeopardize the safety of the student or others.

A monitoring device is an implement prescribed by a healthcare provider for monitoring a chronic health condition.

Medication must be prescribed by a healthcare provider and contained in the original packaging with the appropriate pharmacy label or in a secure package containing a note from the prescribing physician or pharmacist that appropriately identifies the medicine. All medication authorized to be carried by the student must be maintained in a container appropriately labeled, pursuant to state law and district policy and procedures, by the pharmacist who filled the prescription.

The district will grant permission to self-monitor and self-administer medication under the following conditions.

- Permission will be granted on a year-to-year basis provided requirements herein are met.
- Permission is effective only for the school year in which it is granted and will be reviewed each school year to establish whether the student continues to meet the requirements according to state law and district procedures and policies, and will be renewed if the requirements herein are met.

The district suggests that RNs who develop IHPs consider the following in determining whether unsupervised monitoring or administering of medication would seriously jeopardize the safety of the student or others.

- recommendations of the student's healthcare practitioner
- student's maturity level
- student's competency
- the school environment
- the type of medication or equipment involved, e.g., risk of addiction/overdose/abuse particularly in the case of controlled substances, effects of medication if taken by others, disposal procedures for bio hazardous waste
- the outcome for the student if not allowed to self-monitor or self-administer medication
- other factors on an individual basis

Students may be authorized to self-monitor and self-administer medication as prescribed by the student's healthcare provider with written authorization from the parent/legal guardian ~~for the student to self-monitor or self-administer medication~~, as well as a written statement from the student's healthcare provider verifying that the student has a medical condition and has been instructed and demonstrates competency in self-monitoring or self-medication or both.

Required authorizations from the student's parent/legal guardians and healthcare practitioner must be kept on file in the office of the school administrator or school nurse.

Receipt of the above will authorize a student to possess and administer medication while in the classroom or on school grounds, at a school-sponsored activity, in transit to and from school or school-sponsored activities or during before or after-school activities on school-operated property.

The district and its employees and agents, pursuant to state statute, are not liable for an injury arising from the student's self-administering medications and self-monitoring or use of self-monitoring devices and the parent/legal guardian will indemnify and hold harmless the district and its employees and agents against any claims arising out of the self-monitoring or self-administration of medication by the student.

PAGE 3 - JLCD-R - ASSISTING STUDENTS WITH MEDICATIONS

The district may revoke a student's permission to self-monitor or self-administer if the student endangers him/herself or others through misuse of the monitoring device or medication.

Administering medication to students by the school nurse

Medications will be administered by the school nurse. In the absence of the school nurse, the principal or his/her designee is authorized to give medication as outlined below. The designee must be a school secretary, teacher, guidance counselor or LPN. The principal or his/her designee will keep a record of all instances when the student is assisted with medication. Only a school nurse may administer injections; ~~except~~ however, a student may be authorized to self-administer injections if determined appropriate consistent with district policy, this administrative rule and state law.

Prior to administering any medication, which includes prescription, herbal, homeopathic and non-prescription medications, all of the following conditions must be met:

- The parent/legal guardian must submit a completed "Permission for Medication" form [JLCD-E(3)] to the school nurse.
- A current signed physician's statement [JLCD-E(2)] will be required for all prescription medications, herbal and homeopathic medication. (See attached ~~Permission for Prescription Medication~~)

Nonprescription medication also requires a parent/legal guardian signature (See attached ~~Permission for non-prescription medication~~) [see JLCD-E(6)].

Such requests must be updated annually or as required by the length of the prescription. Requests must include the following information:

- child's full name and date of birth
- physician's name and telephone number
- name of medication
- time(s) to be administered
- dosage
- purpose of medication
- possible side effects
- termination date for administering medication
- ~~medical~~ diagnosis

The RN responsible for the school must review and approve each request before medication may be administered.

Prescription medication may only be taken according to the instructions signed by the physician and parent/legal guardian. Over-the-counter medications may only be taken in accordance with the instructions on the container.

All medication must be properly labeled and in its original container and brought to the nurse's office immediately upon the student's arrival at school by a parent/ ~~or~~ legal guardian, unless the student keeps the medication in his/her possession pursuant to an IHP, as set forth above. Any medication found in a student's possession during the school day (other than a student who has permission to possess the medication pursuant to an IHP) will be confiscated by school personnel and the school principal will take necessary action in accordance with board policy.

PAGE 4 - JLCD-R - ASSISTING STUDENTS WITH MEDICATIONS

At the high school level, over-the-counter medications may be brought to school and maintained by the student at the discretion of the principal in accordance with the school site regulation concerning medications.

In order for a student at the elementary and middle school level to be given over-the-counter/non-prescription medications at school, the student's parent/legal guardian must complete the district Permission for Non-Prescription Medication form [JLCD-E(6)]. All over-the-counter medications are required to be administered by the school nurse in elementary and middle school. In cases of frequent request for administering over-the-counter medications, the school may request authorization from the student's healthcare provider.

The parent/legal guardian of the student must assume responsibility for informing the RN of any change in the student's health or change in medication.

Additional guidelines for administering medications include the following.

- Neither the district nor its personnel will be held liable in the event of adverse reactions when the medication has been given in the prescribed manner.
- **The student's parent/legal guardian** will reclaim any unused medications within one week of the termination of treatment or within one week of the last day of school. The school will destroy any unused medications after this time.
- The school district retains the discretion to reject requests for assisting students with medication.
- The RN or LPN will be responsible for the safekeeping of the medication to be administered. Medication will be kept in a locked cabinet or drawer which is accessible only by the RN, LPN, principal or principal's designee.
- The RN or LPN will communicate with parents/legal guardians and/or physicians about any problems with administering medications to students at school.
- Controlled substances as defined by [Sections 44-53-190, -210, -230, -250 and -270](#) of the South Carolina Code of Laws should be counted upon receipt and weekly thereafter to assure doses have been administered according to the prescription on the school days attended. Discrepancies in the number of units of medication should be documented to the student's medication record and reported to the school nurse and school principal, who should investigate and take appropriate corrective action. Local law enforcement authorities and the DHEC Bureau of Drug Control should be notified if drug diversion is suspected.

Emergency medications (life-threatening situations only)

Medication will be routinely administered to students by the RN or LPN; however, in the event of an emergency, an unlicensed school employee trained by the RN may administer medication to students who have a history of serious allergic reaction or a health condition which may require specific medication(s) for certain life-threatening circumstances and who have written authorization and individually prescribed medication.

Field studies/Overnight field studies

PAGE 5 - JLCD-R - ASSISTING STUDENTS WITH MEDICATIONS

Parents/Legal guardians of students who will require special medical attention must notify the principal prior to a scheduled field study trip. The principal will consult with the RN to determine how to accommodate the needs of the student on the trip. Guidelines for the administration of medications on field study trips will be the same as specified in this **AR administrative rule** unless administered by the parent/legal guardian. Mini first aid kits will be provided by the RN for such trips, as appropriate.

Unlicensed school employees designated and trained by the RN may assist students with their medications when the RN or LPN is unavailable, provided they are trained as set forth below.

The RN assigned to a school or the RN supervising the clinical practice of the LPN assigned to the school in collaboration with the LPN may select, train, determine the competency of and evaluate unlicensed school employees for assisting students with medications in situations where the RN or LPN on staff at the school is absent or not available. This training will be provided through the Safe Schools program, in addition to site specific training by the RN. "Assisting with medication" does not include injectable medications such as insulin or initial doses of routinely scheduled medication due to the risks for anaphylaxis and/or other serious reactions.

The RN must provide the initial training and competency determination of unlicensed school personnel. The RN may delegate training updates that do not include procedural changes and periodic re-evaluation of an unlicensed school employee's competency to an LPN if the RN has determined and documented that the LPN is competent to perform the tasks. The RN will develop a checklist for the LPN to use during training updates and the re-evaluation process.

Training updates that include procedural changes will be treated as an initial training and therefore must be first provided by the RN.

Following training by the RN assigned to the school or the RN supervising the clinical practice of the LPN assigned to the school, unlicensed school employees trained by an RN may assist students with regularly scheduled medications during school, en route to and from school on district vehicles or at school-sponsored functions before, during or after school if the RN or LPN is not available. A licensed healthcare prescriber or an RN must be available via a telecommunication device to answer questions that the unlicensed school employee trained by an RN may have when assisting students with medications in the absence of the RN or LPN.

Issued 5/28/90; Revised 2/25/91, 12/01/03, 7/24/06, 8/26/08, 2/24/14, ^

ASSISTING STUDENTS WITH MEDICINES

Code **JLCD-R** Issued **2/14**

The needs of children who require medication during school hours to maintain and support their presence in school will be met in a safe and prudent manner. Students who need to take medication at school during the school day, en route to and from school on a district vehicle or at a school-sponsored activity before, during or after school may do the following.

- self-monitor and self-administer their own medication, in accordance with their Individual Healthcare Plan (IHP)
- have the medication administered by a registered nurse (RN) or a licensed practical nurse (LPN)

In the event that an RN or LPN is not available, an unlicensed school employee trained by an RN, may assist students with their medications as set forth below.

Individual Health Care Plan (IHP)

The district will provide certain students having special healthcare needs an individual healthcare plan (IHP).

Students with special healthcare needs include the following:

- Students with chronic health conditions requiring treatments, procedures and/or monitoring that must be performed by school personnel and that meet any of the following conditions.
- are complicated and/or lengthy
- require several contacts with the nurse or unlicensed authorized provider (UAP) during the day
- are needed to prevent death or disability on an emergent basis
- are needed for students who have medically fragile health conditions
- Students who have been granted permission to self-medicate and/or self-monitor. ~~are also considered to have special healthcare needs and will require an IHP written by the RN. The IHP will provide guidance for meeting a student's needs for health monitoring and care during the school day or at school-sponsored functions.~~
- The student's IHP will contain components as required by the state department of education and will be developed with input from and approval of the following individuals:
- Student's healthcare provider

Rock Hill School District Three of York County

Page 2– JLCD-R – ASSISTING STUDENTS WITH MEDICINES

- Parent/legal guardian
- Student, if appropriate
- School nurse or other designated school staff member

Student self-monitoring and self-administration of medication through an individual healthcare plan

By way of an eligible student's IHP, the district authorizes the student to self-monitor and self-administer medication as prescribed by a student's healthcare provider in collaboration with the school RN and parent(s), unless there is sufficient evidence that unsupervised self-monitoring or self-medication would seriously jeopardize the safety of the student or others.

- A monitoring device is an implement prescribed by a healthcare provider for monitoring a chronic health condition.
- Medication must be prescribed by a healthcare provider and contained in the original packaging with the appropriate pharmacy label or in a secure package containing a note from the prescribing physician or pharmacist that appropriately identifies the medicine. All medication authorized to be carried by the student must be maintained in a container appropriately labeled, pursuant to state law and district policy and procedures, by the pharmacist who filled the prescription.

The district will grant permission to self-monitor and self-administer medication under the following conditions:

- Permission will be granted on a year-to-year basis provided requirements herein are met.
- Permission is effective only for the school year in which it is granted and will be reviewed each school year to establish whether the student continues to meet the requirements according to state law and district procedures and policies and will be renewed if the requirements herein are met.

The district suggests the RN's who develop IHP's consider the following in determining whether unsupervised monitoring or administering of medication would seriously jeopardize the safety of the student or others:

- Recommendations of the student's healthcare practitioner
- Student's maturity level
- Student's competency
- the school environment
- the type of medication or equipment involved, e.g., risk of addiction/overdose/abuse particularly in the case of controlled substances, effects of medication if taken by others, disposal procedures for bio hazardous waste
- the outcome for the student if not allowed to self-monitor or self-administer medication
- other factors on an individual basis

Students may be authorized to self-monitor and self-administer medication as prescribed by the student's health care provider with written authorization from the parent/legal guardian ~~for the student to self-monitor or self-administer medication~~ as well as a written statement from the student's health care provider verifying that the student has a medical condition and has been instructed and demonstrates competency in self-monitoring or self-medication or both.

Required authorizations from the student's parent/legal guardians and healthcare practitioner must be kept on file in the office of the school administrator or school nurse.

Receipt of the above will authorize a student to possess and administer medication while in the classroom or on school grounds, at a school-sponsored activity, in transit to and from school or school-sponsored activities, or during before or after-school activities on school-operated property.

The district, its employees and agents, pursuant to state statute, are not liable for an injury arising from the student's self-administering medications and self-monitoring or use of self-monitoring devices and that the parent/legal guardian will indemnify and hold harmless the district and its employees and agents against any claims arising out of the self-monitoring or self-administration of medication by the student.

The district may revoke a student's permission to self-monitor or self-administer if the student endangers him/herself or others through misuse of the monitoring device or medication.

Administering medication to students by the school nurse

Medications will be administered by the school nurse. In the absence of the school nurse, the principal or his/her designee is authorized to give medication as outlined below. The designee must be a school secretary, teacher, guidance counselor or LPN. The principal or his/her designee will keep a record of all instances when the student is assisted with medication. Only a school nurse may administer injections, except a student may be authorized to self-administer injections if determined appropriate consistent with this policy, AR and state law.

Prior to administering any medication, which includes prescription, herbal, homeopathic and non-prescription medications, all of the following conditions must be met.

- The parent must submit Permission for Medication form to the school nurse.
- A current signed physician's statement will be required for all prescription medications, herbal and homeopathic medication. (~~See attached Permission for Prescription Medication~~)
- Nonprescription medication requires a parent/guardian signature. (~~See attached Permission for non-prescription medication~~)

Such requests must be updated annually or as required by the length of the prescription. Requests must include the following information.

- child's full name and date of birth

- physician's name and telephone number
- name of medication
- time(s) to be administered
- dosage
- purpose of medication
- possible side effects
- termination date for administering medication medical
- **Medical** diagnosis

The RN responsible for the school must review and approve each request before medication may be administered.

Prescription medication may only be taken according to the instructions signed by the physician and parent/legal guardian. Over-the-counter medications may only be taken in accordance with the instructions on the container.

All medication must be properly labeled and in its original container and brought to the nurse's office immediately upon the student's arrival at school by the parent or guardian, unless the student keeps the medication in his/her possession pursuant to an IIRP, as set forth above. Any medication found in a student's possession during the school day (other than a student who has permission to possess the medication pursuant to an IIRP) will be confiscated by school personnel and the school principal will take necessary action in accordance with board policy.

At the high school level over the counter medications may be brought to school and maintained by the student at the discretion of the principal in accordance with the school site regulation concerning medications.

In order for a student at the elementary and middle school level to be given over the counter non-prescription medications at school, the student's parent/guardian must complete the district Permission for Non-Prescription Medication form. All over the counter medications are required to be administered by the school nurse in elementary and middle school. In cases of frequent request for administering over the counter medications, the school may request authorization from the student's health care provider.

The parent/legal guardian of the student must assume responsibility for informing the RN of any change in the student's health or change in medication.

Additional guidelines for administering medications include the following.

- Neither the district nor its personnel will be held liable in the event of adverse reactions when the medication has been given in the prescribed manner.

- The parent will reclaim any unused medications within one week of the termination of treatment or within one week of the last day of school. The school will destroy any unused medications after this time.
- The school district retains the discretion to reject requests for assisting students with medication.
- The RN or LPN will be responsible for the safekeeping of the medication to be administered. Medication will be kept in a locked cabinet or drawer which is accessible only by the RN, LPN, Principal or his/her designee.
- The RN or LPN will communicate with parents/legal guardians and/or physicians about any problems with administering medications to students at school.
- Controlled substances as defined by Sections 44-53-190, -210, -230, -250 and -270 of the South Carolina Code of Laws should be counted upon receipt and weekly thereafter to assure doses have been administered according to the prescription on the school days attended. Discrepancies in the number of units of medication should be documented to the student's medication record and reported to the school nurse and school principal, who should investigate and take appropriate corrective action. Local law enforcement authorities and the DHEC Bureau of Drug Control should be notified if drug diversion is suspected.

Emergency Medications (Life Threatening situations only)

Medication will be routinely administered to students by the RN or LPN; however, in the event of an emergency, an unlicensed school employee trained by the RN may administer medication to students who have a history of serious allergic reaction or a health condition which may require specific medication(s) for certain life threatening circumstances and who have written authorization and individually prescribed medication.

Field studies/overnight field studies

Parents/Legal guardians of students who will require special medical attention must notify the principal prior to a scheduled field study trip. The principal will consult with the RN to determine how to accommodate the needs of the student on the trip. Guidelines for the administration of medications on field study trips will be the same as specified in this **Administrative rule** unless administered by the parent/legal guardian. Mini first aid kits will be provided by the RN for such trips, as appropriate.

Unlicensed school employees designated and trained by the RN may assist students with their medications when the RN or LPN is unavailable, provided they are trained as set forth below.

The RN assigned to a school or the RN supervising the clinical practice of the LPN assigned to the school in collaboration with the LPN may select, train, determine the competency of and evaluate unlicensed school employees for assisting students with medications in situations where the RN or LPN on staff at the school is absent or not available. This training will be provided through the Safe Schools program, in addition to site specific training by the RN. "Assisting with medication" does not include injectable medications such as insulin or initial doses of routinely scheduled medication due to the risks for anaphylaxis and/or other serious reactions.

The RN must provide the initial training and competency determination of unlicensed school personnel. The RN may delegate training updates that do not include procedural changes and periodic re-evaluation of an unlicensed school employee's competency to an LPN if the RN has determined and documented that the LPN is competent to perform the tasks. The RN will develop a checklist for the LPN to use during training updates and the re-evaluation process. Training updates that include procedural changes will be treated as an initial training and therefore, must be first provided by the RN.

Following training by the RN assigned to the school or the RN supervising the clinical practice of the LPN assigned to the school, unlicensed school employees trained by an RN may assist students with regularly scheduled medications during school, en route to and from school on district vehicles or at school-sponsored functions before, during or after school, if the RN or LPN is not available. A licensed healthcare prescriber or an RN must be available via a telecommunication device to answer questions that the unlicensed school employee trained by an RN may have when assisting students with medications in the absence of the RN or LPN.

Issued 5/28/90; Revised 2/25/91, 12/01/03, 7/24/08, 8/26/08, 2/24/14

CURRENT

ASSISTING STUDENTS WITH MEDICATIONS

Code **JLCD-R** Issued **MODEL**

Students are not allowed to bring medications to school except as directed below.

Before the principal or his/her designee will assist a student with medication, the student must submit a dated request to the school office signed by his/her parent/legal guardian to include the following information.

- child's name
- physician's name
- name of the medication
- time to be administered
- dosage
- possible side effects
- reason for medication or medical condition

The student must bring a request slip for each new or different medication.

One permission slip per year will suffice for prescription medications which will be given on a long-term basis or those medications which must be administered in case of an emergency; for example, adrenalin for bee stings. All changes in dosage during the year will require a new permission form.

The principal or his/her designee is authorized to give oral medication as outlined above. The designee must be a school secretary, teacher, guidance counselor or nurse. The principal or his/her designee will keep a record of all instances when the student is assisted with medication.

The parent/legal guardian will reclaim any unused medications within one week of the termination of treatment or on the last day of school. The school will destroy any unused medications after this time.

Neither the school district nor its personnel will be responsible for the occurrence of any adverse drug reaction when the medication has been given in the manner prescribed.

The school district retains the discretion to reject requests for assisting students with medication.

Individual Healthcare Plan (IHP)

Students may be authorized to self-monitor and self-administer medication as prescribed by the student's healthcare provider with written authorization from the parent/legal guardian for the student to self-monitor or self-administer medication as well as a written statement from the student's healthcare provider verifying that the student has a medical condition and has been instructed and demonstrates competency in self-monitoring or self-administration of medication, or both.

Receipt of the above will authorize a student to possess and administer medication while in the classroom or on school grounds, at a school-sponsored activity, in transit to and from school or school-sponsored activities or during before or after-school activities on school-operated property.

PAGE 2 - JLCD-R - ASSISTING STUDENTS WITH MEDICATIONS

The student's IHP will contain components as required by the state department of education and will be developed with input from and approval of the following individuals.

- student's healthcare practitioner who prescribed the medication
- parent/legal guardian
- student, if appropriate
- school nurse or other designated school staff member

The district may revoke a student's permission to self-monitor or self-administer medication if the student endangers himself/herself or others through misuse of the monitoring device or medication.

Issued ^

MODEL

**INDEMNIFICATION/HOLD HARMLESS AGREEMENT
FOR SELF-ADMINISTRATION OF MEDICATION**

Student name: _____

The parent/legal guardian agrees to indemnify, defend and hold the school board, school district, its employees and/or its agents harmless from any and all claims, actions, costs, expenses, damages and liabilities, including attorney's fees, arising out of, connected with or resulting from the self-monitoring or self-administration of medication by the student. The parent/legal guardian agrees that the school board, school district, its employees and/or its agents will incur no liability as a result of any injury arising out of or connected with the self-monitoring or self-administration of medication by the student. Specifically, the parent/legal guardian agrees that they will not institute either on their own behalf or on behalf of the student, any claim or action against the school board, school district, its employees and/or its agents arising out of or connected with the self-monitoring or self-administration of medication by the student.

This agreement will take effect on the date listed below and will stay in effect for as long as the student is provided permission to self-monitor or self-administer medication. This agreement must be signed and in full effect prior to the granting of permission to self-monitor or self-administer medication.

Parent/Legal guardian's name (please print)

Parent/Legal guardian's signature

Principal's signature

Date of agreement

SELF-MEDICATING AND/OR SELF-MONITORING HEALTHCARE PRACTITIONER AUTHORIZATION

When completing this form, draw an "X" through any sections that do not apply. (Example: If the student will not be self-monitoring, draw an "X" through the self-monitoring section.)

This form must be completed by the health care practitioner who prescribed the student's medication or monitoring device. Note that students will not be permitted to self-administer medications that are classified as controlled substances. Medications must be kept by the student in the container labeled by the pharmacist who filled the prescription. Sample medications must be kept in a container that identifies the student and the medication; the container must have a note attached from the health care provider outlining the directions for proper use. An approved individual health care plan is required for students who will self-medicate and/or self-monitor.

Student's name _____

Date of birth _____

Name of school _____

Grade _____

Homeroom teacher _____

Allergies: _____

Diagnosis/Description of special healthcare need: _____

List the medication(s) related to the student's medical diagnosis that may be self-administered. **Attach specific instructions for how the medication(s) should be used during the school day.**

List monitoring devices related to the student's medical diagnosis that the student may use during the school day. **Attach specific instructions for how the monitoring device(s) should be used during the school day.**

Initial all that apply. All must be initialed in order for the student to be allowed to self-medicate at school.

Initial all that apply. All must be initialed in order for the student to be allowed to self-monitor at school.

The student named above

The student named above

(a) has been instructed regarding the appropriate use of the medication(s) noted above (i.e., indications, actions, side effects, when to take the medication, when not to take the medication, when to seek assistance). _____

(a) has been instructed regarding the appropriate use of the monitoring device(s) noted above (i.e., indications, interpreting results, safety precautions, simple trouble shooting, when to seek assistance). _____

(b) has demonstrated competency for safely self-administering the medication(s) noted above. _____

(b) has demonstrated competency for safely using the monitoring device(s) noted above. _____

I agree that the student named above should be allowed to possess and self-administer the medication(s) noted above while in the classroom and in any area of the school or school grounds, at any school-sponsored activity, in transit to and from school or school-sponsored activities and during before-school or after-school activities on school-operated property.

I agree that the student named above should be allowed to possess and self-monitor with the device(s) noted above while in the classroom and in any area of the school or school grounds, at any school-sponsored activity, in transit to and from school or school-sponsored activities and during before-school or after-school activities on school-operated property.

Prescribing healthcare provider's signature: _____

Date: _____

Provider's printed name: _____

Office phone number: _____

SELF-MEDICATING AND/OR SELF-MONITORING PARENT/LEGAL GUARDIAN AUTHORIZATION

When completing this form, draw an "X" through any sections that do not apply. (Example: If the student will not be self-monitoring, draw an "X" through the self-monitoring section.) A new application for self-medicating and/or self-monitoring must be completed each school year. Permission from the student's healthcare provider is required for self-administration of medications and/or self-monitoring. An approved individual health care plan is also required. Students are not permitted to self-administer medications that are controlled substances.

Student's name _____

Date of birth _____

Name of school _____

Grade _____

Homeroom teacher _____

List the medication(s) that may be self-administered.	List monitoring device(s) that your child may use during the school day.
<p>Please read and initial each statement below if you agree. All are required in order for your child to self-administer medications at school.</p>	<p>Please read and initial each statement below if you agree. All are required in order for your child to self-monitor at school.</p>
<p>I authorize my child to possess and self-administer the medication(s) noted above as prescribed while in the classroom and in any area of the school or school grounds, at any school-sponsored activity, in transit to and from school or school-sponsored activities and during before-school or after-school activities on school-operated property. _____</p>	<p>I authorize my child to possess and self-monitor with the device(s) noted above while in the classroom and in any area of the school or school grounds, at any school-sponsored activity, in transit to and from school or school-sponsored activities and during before-school or after-school activities on school-operated property. _____</p>
<p>My child has been instructed about the proper use of the medication(s) noted above. _____</p>	<p>My child has been instructed about the proper use of the monitoring device(s) noted above. _____</p>
<p>My child has shown me that he or she can safely self-administer the medication(s) noted above. _____</p>	<p>My child has shown me that he or she can safely use the monitoring device(s) noted above. _____</p>
<p>My child and I will be responsible for the proper use and safe-keeping of the medication. _____</p>	<p>My child and I will be responsible for the proper use and safe-keeping of the monitoring device(s). _____</p>
<p>I will not hold the school district or any of its employees or agents liable if an injury occurs related to my child self-medicating. I will be responsible for any costs related to any claims that occur related to my child self-medicating. _____</p>	<p>I will not hold the school district or any of its employees or agents liable if an injury occurs related to my child self-monitoring. I will be responsible for any costs related to any claims that occur related to my child self-monitoring. _____</p>
<p>I understand that my child will lose the privilege to self-medicate if he/she endangers him/herself or another student by misusing the medication(s). _____</p>	<p>I understand that my child will lose the privilege to self-monitor if he/she endangers him/herself or another student by misusing the monitoring device(s). _____</p>
<p>I understand that my child may only self-administer the medication(s) noted above. All other medications must be given to my child by a school employee. _____</p>	<p>I understand that my child may only self-monitor with the device(s) noted above. All other devices must be used with the assistance of a school employee. _____</p>
<p>I understand that my child must keep his or her medications in the container provided by the pharmacist or my child's health care practitioner. The container must have my child's name, the name and dosage of the medication, and the directions for proper use on it.</p>	

Parent/Legal guardian signature _____

Date _____

SELF-MEDICATING AND/OR SELF-MONITORING STUDENT AUTHORIZATION

When completing this form, draw an "X" through any sections that do not apply. (Example: If you will not be self-monitoring, draw an "X" through the self-monitoring section.)

Student's name

Date of birth

Name of school

Grade

Homeroom teacher

List the medication(s) that you will be self-administering.	List the monitoring device(s) that you will be using.
<p>Please read and initial each statement below if you agree. All are required in order to self-administer medications at school.</p>	<p>Please read and initial each statement below if you agree. All are required in order to self-monitor at school.</p>
<p>I know when I should and when I should not take the medication(s) noted above. _____</p>	<p>I know when I should and when I should not use the monitoring device(s) noted above. _____</p>
<p>I know the signs and symptoms that may mean that I should not take the medication(s). _____</p>	<p>I know the signs that may mean that the monitoring device(s) is/are not working properly. _____</p>
<p>I know how much of the medication(s) noted above I should take. _____</p>	<p>I know how often to use the monitoring device(s). _____</p>
<p>I know how to take the medication(s) noted above. _____</p>	<p>I will keep the monitoring device(s) and any supplies needed for using the monitoring device(s) with me in a safe place. _____</p>
<p>I will take the medication(s) the way that my health care provider has instructed. _____</p>	<p>I will not allow other students to touch or hold my monitoring device(s) nor any of the supplies needed for using the monitoring device. _____</p>
<p>I will keep the medication in the package provided by the pharmacy or my health care practitioner. _____</p>	<p>I understand that I will no longer be able to use the monitoring device(s) on my own if I endanger myself or another student by misusing the device(s). _____</p>
<p>I will keep the medication and any supplies needed for taking the medication(s) with me in a safe place. _____</p>	<p>I understand that I can only use the monitoring device(s) noted above on my own. All other devices must be used with the assistance of a school employee. _____</p>
<p>I will not allow other students to touch or hold my medication(s) nor any of the supplies needed for taking the medication. _____</p>	
<p>I understand that I will no longer be able to take my medication on my own if I endanger myself or another student by misusing the medication(s). _____</p>	
<p>I understand that I can only take the medication(s) noted above on my own. All other medications must be given to me by a school employee. _____</p>	

Student's signature

Date

Parent/Legal guardian's signature

Date

Rock Hill School District Three of York County

PERMISSION FOR SCHOOL ADMINISTRATION OF PRESCRIPTION MEDICATION

For school use only:

☐ Routine sdrl☐ PRN (As needed)

Start Date: _____

Medications should be administered by a parent/legal guardian before or after school hours, when possible. Initial doses of a medication that a child has never taken before should not be given at school. Medication to be given at school should be accompanied by this form, complete with the prescribing physician's signature, and provided to the school in the original labeled container provided by the pharmacist who filled the prescription. "Sample" medications must be provided in a container that appropriately identifies the medication and must be accompanied by a note signed and dated by the prescribing health care provider that includes the student's name, directions for proper administration, and the name, address, and phone number of the prescribing health care provider.

Child's name _____

Date of birth _____

Name of school _____

Grade _____

Medication: _____

Dosage: _____

Medical diagnosis/Diagnosis code: _____

Route: _____

Time medication to be given at
school (lunch times vary (10:30a - 1p))

Frequency (e.g., daily): _____

Note special storage requirements

☐ none☐ refrigerate☐ other

(please specify): _____

Anticipated number of days medication will be given at
school☐ until end of current school year☐ _____ weeks☐ _____ days

Is child allergic to any food, medicines, or other items?

☐ no☐ yes (list allergies) _____

Is this medication a controlled substance?

☐ no☐ yes

Possible side effects: _____

Prescribing healthcare provider's signature _____

Date _____

Stamp, print or type healthcare provider's name and address

Office phone number

Office fax number

Section below to be completed by child's parent/legal guardian

I give permission for my child, _____, to be given the above medication as prescribed. I give permission for the school nurse or school administrator to contact the health care provider named above or the pharmacist who filled the prescription to discuss this medication and my child's health. I give permission for the health care provider named above, the pharmacist, and/or their designated employees to provide information about this medication and my child's health to the school nurse or school administrator. I also give permission for this "Permission for Prescription Medication" to apply if I transfer my child to another school in this same school district during the current school year. I understand that the school may require that I agree to the school district's rules about medications before this medicine will be given at school. I understand that I am responsible for notifying the school if my child's medications change in any way.

Signature of parent/legal guardian

Date

Print or type name of parent/legal guardian

Daytime phone number

PROPOSED

**PERMISSION FOR SCHOOL ADMINISTRATION OF
NON-PRESCRIPTION MEDICATION**
(Optional for high school students)

For school use only:

☐ Routine sdr/☐ PRN (As needed)

Start Date: _____

When possible, medications should be given to students before or after school by the parent/legal guardian. Over the counter medications may only be given within the limits and according to the instructions printed on the container or the package insert. Medications must be provided to the school by the parent or guardian in the original container. Please note that the school district may reject requests for certain medications to be given at school.

Please complete a separate form for each medication to be given at school. If the medication is to be given to more than one of your children, please complete a separate form for each child.

Child's name _____

Date of birth _____

Name of school _____

Grade _____

Is your child allergic to any food, medicines, or other items?

☐ no☐ yes (if yes, list allergies)

Name of medication to be given at school: _____

Reason for medication: _____

Amount of medication to be given:

Time of day medication to be given at school:

How often can medication be given?

Note any special storage requirements:

☐ refrigerate☐ other (please specify)

Estimated number of days medication will be given at school (choose one):

☐ _____ days☐ _____ weeks☐ until the end of the current school year

Does your child take any other medications at home or at school?

☐ no☐ yes (If yes, what are the medications?)

Child's healthcare provider (please print name and address):

Office phone number

Office fax number

I give permission for the medication noted above to be given to my child during the school day. I give permission for the school nurse or school administrator to contact the health care provider named above to discuss this medication and my child's health. I give permission for the health care provider named above or his/her designated employees to provide information about this medication and my child's health to the school nurse or school administrator. I understand that the school may require that I agree to the school district's rules about medications before this medicine will be given at school. I understand that I am responsible for notifying the school if any of my child's medications change.

Signature of parent/legal guardian

Date

Print or type name of parent/legal guardian

Daytime phone number

PROPOSED

USE OF EPINEPHRINE AUTO-INJECTORS

Code **JLCDB** Issued **DRAFT/17**

Purpose: To establish the basic structure for the use of epinephrine auto-injectors in the district.

The board recognizes that on occasion an emergency situation may arise when a school nurse or other designated school personnel believes in good faith that a student or an individual on school premises is experiencing anaphylaxis, a life-threatening type of allergic reaction. State law permits physicians and certain medical personnel licensed to prescribe medications to prescribe epinephrine auto-injectors be maintained in the name of a school. A school may maintain a stock supply of epinephrine auto-injectors in accordance with a prescription issued pursuant to the Safe Access to Vital Epinephrine (SAVE) Act.

Pursuant to state law and in accordance with this policy, the board authorizes school nurses and other designated school personnel to utilize epinephrine auto-injectors in the following circumstances.

- Provide an epinephrine auto-injector to a student to self-administer in accordance with a prescription specific to the student that is on file with the school.
- Administer an epinephrine auto-injector to a student in accordance with a prescription specific to the student that is on file with the school.
- Administer an epinephrine auto-injector to a student or other individual on school premises whom the school nurse or other designated school personnel believes in good faith is experiencing anaphylaxis in accordance with a standing protocol of a physician, an advanced practice registered nurse or physician assistant licensed to prescribe medication pursuant to state law regardless of whether the student or other individual has a prescription for an epinephrine auto-injector.

The superintendent or his/her designee, in consultation with the South Carolina Department of Education and the South Carolina Department of Health and Environmental Control, will develop and implement a plan to authorize the district schools to maintain a supply of undesignated epinephrine auto-injectors and to provide and administer epinephrine auto-injectors to students and other people. The plan will provide for the management of students with life-threatening allergies enrolled in the schools of the district and must include, but need not be limited to, the following:

- education and training for school personnel on the management of students with life-threatening allergies, including training related to the administration of an epinephrine auto-injector; techniques on how to recognize symptoms of severe allergic reactions, including anaphylaxis; and the standards and procedures for the storage and administration of an epinephrine auto-injector
- procedures for responding to life-threatening allergic reactions including emergency follow-up procedures
- a process for the development of individualized health care and allergy action plans for every student with a known life-threatening allergy

The superintendent or his/her designee will make the plan available to the public on the district's website or by other means as determined by the superintendent.

PAGE 2 - JLCDB - USE OF EPINEPHRINE AUTO-INJECTORS

No one, including without limitation parents/legal guardians of students, should rely on a school of this district for the availability of an epinephrine auto-injector. This policy does not guarantee the availability of an epinephrine auto-injector; students and their parents/legal guardians should consult their own physician regarding this medication.

The SAVE Act provides school boards, districts, schools, school nurses and/or other designated school personnel immunity from liability for damages caused by injuries to a student or another person resulting from the administration or self-administration of an epinephrine auto-injector and plan development and implementation as allowed and set forth under the Act. This immunity does not apply to acts or omissions constituting gross negligence or willful, wanton or reckless conduct.

The district will provide a student with a known life-threatening allergy an individual healthcare and allergy action plan pursuant to policy JLCD (Assisting Students with Medications) and its accompanying administrative rule.

Adopted 2/24/14; Revised ^

Legal references:

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

1. Section 59-63-95, *et seq.* - Safe Access to Vital Epinephrine Act

USE OF EPINEPHRINE AUTO-INJECTORS

Code **JLCDB** Issued **02/14**

Purpose: To establish the basic structure for the use of epinephrine auto-injectors in the district.

The board recognizes that on occasion an emergency situation may arise when a school nurse or other designated school personnel believes in good faith that a student or an individual on school premises is experiencing anaphylaxis, a life-threatening type of allergic reaction. State law permits physicians and certain medical personnel licensed to prescribe medications to prescribe epinephrine auto-injectors maintained in the name of a school. A school may maintain a stock supply of epinephrine auto-injectors in accordance with a prescription issued pursuant to the Safe Access to Vital Epinephrine (SAVE) Act.

Pursuant to state law and in accordance with this policy, the board authorizes school nurses and other designated school personnel to utilize epinephrine auto-injectors in the following circumstances.

- provide an epinephrine auto-injector to a student to self-administer in accordance with a prescription specific to the student that is on file with the school
- administer an epinephrine auto-injector to a student in accordance with a prescription specific to the student that is on file with the school
- administer an epinephrine auto-injector to a student or other individual on school premises whom the school nurse or other designated school personnel believes in good faith is experiencing anaphylaxis, in accordance with a standing protocol of a physician, an advanced practice registered nurse or physician assistant licensed to prescribe medication pursuant to state law, regardless of whether the student or other individual has a prescription for an epinephrine auto-injector

The superintendent or his/her designee, in consultation with the South Carolina Department of Education and the South Carolina Department of Health and Environmental Control, will develop and implement a plan to authorize the district schools to maintain a supply of undesignated epinephrine auto-injectors and to provide and administer epinephrine auto-injectors to students and other people. The plan will provide for the management of students with life-threatening allergies enrolled in the schools of the district, and must include, but need not be limited to, the following.

- education and training for school personnel on the management of students with life-threatening allergies, including training related to the administration of an epinephrine auto-injector; techniques on how to recognize symptoms of severe allergic reactions, including anaphylaxis; and the standards and procedures for the storage and administration of an epinephrine auto-injector
- procedures for responding to life-threatening allergic reactions, including emergency follow-up procedures
- a process for the development of individualized health care and allergy action plans for every student with a known life-threatening allergy

PAGE 2 - JLCDB - USE OF EPINEPHRINE AUTO-INJECTORS

The superintendent or his/her designee will make the plan available to the public on the district's website or by other means as determined by the superintendent.

No one, including without limitation parents/legal guardians of students, should rely on a school of this district for the availability of an epinephrine auto-injector. This policy does not guarantee the availability of an epinephrine auto-injector; students and their parents/legal guardians should consult their own physician regarding this medication.

The SAVE Act provides school boards, districts, schools, school nurses and/or other designated school personnel immunity from liability for damages caused by injuries to a student or another person resulting from the administration or self-administration of an epinephrine auto-injector and plan development and implementation as allowed and set forth under the Act. This immunity does not apply to acts or omissions constituting gross negligence or willful, wanton or reckless conduct.

The district will provide a student with a known life-threatening allergy an individual healthcare and allergy action plan pursuant to policy JLCD (Assisting Students with Medications) and its accompanying administrative rule.

Adopted 02/24/14

Legal references:

- A. S.C. Code of Laws, 1976, as amended:
 - 1. Section 59-63-95, et seq - Safe Access to Vital Epinephrine Act.

USE OF EPINEPHRINE AUTO-INJECTORS

Code **JLCDB** Issued **MODEL/13**

Purpose: To establish the basic structure for the use of epinephrine auto-injectors in the district.

The board recognizes that on occasion an emergency situation may arise when a school nurse or other designated school personnel believes in good faith that a student or an individual on school premises is experiencing anaphylaxis, a life-threatening type of allergic reaction. State law permits physicians and certain medical personnel licensed to prescribe medications to prescribe epinephrine auto-injectors be maintained in the name of a school. A school may maintain a stock supply of epinephrine auto-injectors in accordance with a prescription issued pursuant to the Safe Access to Vital Epinephrine (SAVE) Act.

Pursuant to state law and in accordance with this policy, the board authorizes school nurses and other designated school personnel to utilize epinephrine auto-injectors in the following circumstances.

- provide an epinephrine auto-injector to a student to self-administer in accordance with a prescription specific to the student that is on file with the school
- administer an epinephrine auto-injector to a student in accordance with a prescription specific to the student that is on file with the school
- administer an epinephrine auto-injector to a student or other individual on school premises whom the school nurse or other designated school personnel believes in good faith is experiencing anaphylaxis in accordance with a standing protocol of a physician, an advanced practice registered nurse or physician assistant licensed to prescribe medication pursuant to state law regardless of whether the student or other individual has a prescription for an epinephrine auto-injector

The superintendent or his/her designee, in consultation with the South Carolina Department of Education and the South Carolina Department of Health and Environmental Control, will develop and implement a plan to authorize the district schools to maintain a supply of undesignated epinephrine auto-injectors and to provide and administer epinephrine auto-injectors to students and other people. The plan will provide for the management of students with life-threatening allergies enrolled in the schools of the district and must include, but need not be limited to, the following:

- education and training for school personnel on the management of students with life-threatening allergies, including training related to the administration of an epinephrine auto-injector; techniques on how to recognize symptoms of severe allergic reactions, including anaphylaxis; and the standards and procedures for the storage and administration of an epinephrine auto-injector
- procedures for responding to life-threatening allergic reactions including emergency follow-up procedures
- a process for the development of individualized health care and allergy action plans for every student with a known life-threatening allergy

The superintendent or his/her designee will make the plan available to the public on the district's website or by other means as determined by the superintendent.

PAGE 2 - JLCDB - USE OF EPINEPHRINE AUTO-INJECTORS

No one, including without limitation parents/legal guardians of students, should rely on a school of this district for the availability of an epinephrine auto-injector. This policy does not guarantee the availability of an epinephrine auto-injector; students and their parents/legal guardians should consult their own physician regarding this medication.

The SAVE Act provides school boards, districts, schools, school nurses and/or other designated school personnel immunity from liability for damages caused by injuries to a student or another person resulting from the administration or self-administration of an epinephrine auto-injector and plan development and implementation as allowed and set forth under the Act. This immunity does not apply to acts or omissions constituting gross negligence or willful, wanton or reckless conduct.

The district will provide a student with a known life-threatening allergy an individual healthcare and allergy action plan pursuant to policy JLCD (Assisting Students with Medications) and its accompanying administrative rule.

Adopted ^

Legal references:

- A. S.C. Code of Laws, 1976, as amended:
 - 1. Section 59-63-95, *et seq.* - Safe Access to Vital Epinephrine Act.

FIRST AID AND EMERGENCY CARE

Code **JLCE** Issued **DRAFT/17**

Purpose: To establish the basic procedure for the administration of first aid and emergency care.

The school nurse or principal's designee will be responsible for providing emergency services in case of injury to, or sudden illness of, a child or staff member.

If a school employs a licensed practical nurse (LPN), a registered nurse (RN) must be available on call (by phone, fax, pager).

Procedures

Each school will develop procedures for the proper handling of such emergencies. The administration will distribute these procedures to the staff.

The procedures will include the following requirements.

- The school nurse or another trained person will be responsible for administering first aid.
- The school will notify the student's parent/legal guardian of the student's illness or injury. The school will request that the parent/legal guardian make appropriate arrangements for the student's care.
- If the school cannot contact the parent/legal guardian immediately when a very serious accident occurs or when a child becomes alarmingly ill, the school will summon medical service or an ambulance to take the child to the appropriate medical facility. Schools will notify the parent/legal guardian as soon as possible.
- Schools will administer first aid/emergency care and the routine delivery of health services to students according to the procedures set forth by the South Carolina Department of Health and Environmental Control.

Adopted 7/23/74 Revised 5/28/90, 11/25/02, ^

Legal Reference:

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

1. Section 40-33-5, *et seq.* - Nurse Practice Act.
2. Section 44-76-10 through 50 - South Carolina Automated External Defibrillator Act.

FIRST AID AND EMERGENCY CARE

Code **JLCE** Issued **11/02**

Purpose: To establish the basic procedure for the administration of first aid and emergency care.

The school nurse or principal's designee will be responsible for providing emergency services in case of injury to, or sudden illness of, a child or staff member.

If a school employs a licensed practical nurse (LPN), a registered nurse (RN) must be available on call (by phone, fax, pager).

Procedures

Each school will develop procedures for the proper handling of such emergencies. The administration will distribute these procedures to the staff.

The procedures will include the following requirements:

- The school nurse or another trained person will be responsible for administering first aid.
- The school will notify the student's parent/legal guardian of the student's illness or injury. The school will request that the parent make appropriate arrangements for the student's care.
- If the school cannot contact the parent/legal guardian immediately when a very serious accident occurs or when a child becomes alarmingly ill, the school will summon medical service or an ambulance to take the child to the appropriate medical facility. Schools will notify the parent/legal guardian as soon as possible.
- Schools will administer first aid/emergency care and the routine delivery of health services to students according to the procedures specified in the Health Services Procedures Manual or other appropriate document set forth by the South Carolina Department of Health and Environmental Control.

Adopted 7/23/79, Revised 5/28/90, 11/25/02

Legal references:

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

1. Section 40-33-5, *et seq.* – Nurse Practice Act.
2. Section 44-16-10 through 50 – South Carolina Automated External Defibrillator Act.

~~Section 40-33-770 – Amends law relating to on-site supervision of a nurse.~~

FIRST AID AND EMERGENCY CARE

Code **JLCE** Issued **MODEL**

Purpose: To establish the basic procedure for the administration of first aid and emergency care.

The school nurse or principal's designee will be responsible for providing emergency services in case of injury to, or sudden illness of, a child or staff member.

If a school employs a licensed practical nurse (LPN), a registered nurse (RN) must be available on call (by phone, fax, pager).

Procedures

Each school will develop procedures for the proper handling of such emergencies. The administration will distribute these procedures to the staff.

The procedures will include the following requirements.

- The school nurse or another trained person will be responsible for administering first aid.
- The school will notify the student's parent/legal guardian of the student's illness or injury. The school will request that the parent/legal guardian make appropriate arrangements for the student's care.
- If the school cannot contact the parent/legal guardian immediately when a very serious accident occurs or when a child becomes alarmingly ill, the school will summon medical service or an ambulance to take the child to the appropriate medical facility. Schools will notify the parent/legal guardian as soon as possible.
- Schools will administer first aid/emergency care and the routine delivery of health services to students according to the procedures specified in the Health Services Procedures Manual or other appropriate document.

Adopted 3/21/79; Revised 5/28/88, 11/25/02, ^

Legal references

- A. S.C. Code of Laws, 1976, as amended:
1. Section 40-33-5, *et seq.* - Nurse Practice Act.
 2. Section 44-76-10 through 50 - South Carolina Automated External Defibrillator Act.

Memo

TO: Dr. Kelly Pew
FROM: Terri Smith
DATE: January 9, 2017
SUBJECT: Student Activity Study Report

Betty Ressel with Ressel & Associates has completed the Student Activity Study and will be presenting the commendations and recommendations that are listed in the Executive Summary on pages E-3 – E-5 of her report at the January 9, 2017 work session. Board members will receive a hard copy of the report at the work session.

ROCK HILL SCHOOL DISTRICT THREE

STUDENT ACTIVITY STUDY



Presented

January 9, 2017

by

RESSEL & ASSOCIATES, LLC

Table of Contents

EXECUTIVE SUMMARY	E-1
1. ORGANIZATION AND MANAGEMENT	1-1
1.1 TYPES OF ORGANIZATIONS.....	1-1
1.2 POLICIES	1-13
1.3 SUPPORT FOR ORGANIZATIONS.....	1-16
1.3.1 Training and Resource Guides	1-17
1.3.2 Volunteer Support	1-18
2. FINANCIAL MANAGEMENT	2-1
2.1 BUDGETING PRACTICES.....	2-1
2.1.1 Campus Level Allocations	2-1
2.1.2 Capital Budgeting.....	2-10
2.2 ACCOUNTING PRACTICES.....	2-14
2.3 EXPENDITURE AND PURCHASING PRACTICES	2-20
2.4 REVENUE AND CASH HANDLING PRACTICES	2-26
2.4.1 Grants and Grant Recognition	2-28
2.4.2 Gate Receipts.....	2-30
2.4.3 Student Fees	2-34
3. EQUITY AND SUFFICIENCY	3.1
3.1 FUNDING SOURCES.....	3-1
3.1.1 Capital Funding	3-3
3.1.2 General Districtwide Operational Funding	3-3
3.1.3 Campus Level Allocations	3-4
3.1.4 Authorized Fees.....	3-6
3.1.5 Field Trip Participation Costs	3-8
3.2 ESSENTIALS GAP ANALYSIS	3-11
3.3 ANALYSIS DETAIL	3-13
3.3.1 Identification of Key Programs and District Contributions	3-13
3.3.2 Essential Costs.....	3-15
3.3.2.1 High School Athletics	3-15
3.3.2.2 Middle School Athletics.....	3-18
3.3.2.3 High School Band	3-21
3.3.2.4 High School Orchestra	3-21
3.3.2.5 High School Choral.....	3-22
3.3.2.6 High School Drama.....	3-24

3.3.3 Non-School Support Organization Support	3-24
3.3.4 Gate Receipts and Concessions	3-28
3.3.5 Middle School Revenues	3-30

APPENDIX A: BOARD POLICY A-1

Board Policy	A-1
DM Cash in School Buildings	A-1
DBG Budget Adoption Process	A-1
JJ Student Activities.....	A-2
JJA Student Organizations.....	A-4
JJE Student Fund-Raising Activities	A-5
JJF Student Activities Funds.....	A-5
JLA Student Insurance.....	A-6
JQ Student Fines and Charges	A-7
KB Parent Involvement in Education	A-7
KBE Relations with Support Organizations	A-9
KC Community Involvement in Education	A-9
KCD Public Gifts/Donations to Schools.....	A-10
LEB Non-School Sponsored Support Organizations.....	A-11
Administrative Rules	A-13
AR IJOA-R Field Study.....	A-13

APPENDIX B: PEER SURVEY RESPONSES B-1

APPENDIX C: TRANSPORTATION 2014-15 C-1

APPENDIX D: TRANSPORTATION 2015-16 D-1

EXECUTIVE SUMMARY

In July 2016, the Rock Hill School District Three contracted with Ressel & Associates, LLC to conduct a study of all pupil activity accounts throughout the District.

The following chapters provide Ressel & Associates' findings, commendations, and recommendations relating to pupil activities at all levels within the district:

1. Organization and Management
 - 1.1 Types of Organizations
 - 1.2 Policies
 - 1.3 Support for Organizations
2. Financial Management
 - 2.1 Budgeting Practices
 - 2.2 Accounting Practices
 - 2.3 Expenditure and Purchasing Practices
 - 2.4 Revenue and Cash Handling Practices
 - 2.5 Internal Controls
3. Equity and Sufficiency
 - 3.1 Funding Sources
 - 3.2 Essentials Gap Analysis
 - 3.3 Analysis Detail

BACKGROUND

During the 2015-16 School Year, upon approval of the Board of Trustees, the District formed an Equity Committee composed of parents, teachers, students and community members to represent the three high schools to review the relative levels of programs opportunities and funding support of those high schools, in order to make recommendations to the Superintendent. One of the recommendations from the equity committee was to further study the pupil activity programs across the district to determine equitable practices, funding and policies associated with those programs in the District. It was determined that an independent party should be used for that study to provide an opinion and information to the Superintendent.

SCOPE OF SERVICES

As part of the study, Ressel & Associates was to provide recommendations to the Administration concerning essential costs to be funded by the District that would provide equitable funding among all schools. For purposes of this study, pupil activity includes all student-related activities supported by the district, parent-teacher support organizations, booster clubs, as well as student clubs and organizations and student sponsored programs (examples: student newspaper and yearbook).

METHODOLOGY

Through an initial data request, an on-site diagnostic visit in September 2016, a week-long on-site fact finding review in October 2016 and extensive follow-ups with district administrators, the Equity Committee, and district staff, Ressel & Associates was able to examine both cost and revenue data from all sources associated with the pupil activities. A series of flow charts and spreadsheets provided in this report illustrate the processes that are used by the district and the various organizations to collect revenues, determine needs and purchase goods or services in support of the schools and the various programs.

A key component of this study was performed in collaboration with the Equity Committee. During an initial meeting with the committee during the diagnostic visit, the group determined that rather than identifying fixed and variable costs, it is more critical to determine what is essential and non-essential, with essentials being defined as the minimum to meet state or league standards, not what it takes to be competitive or look good. Further, the experts, like the athletic directors and coaches need to be the ones to help define the essentials. The group outlined the following steps in the process:

- Step 1: Equity Committee identifies the key programs supported thru activity funds at the high school level.
- Step 2: Principals provide the consultant the modifier codes in Fund 100 and campus level activity fund modifiers associated with each of the key programs.
- Step 3: Equity Committee and high school principals will work with experts to identify the “essential cost elements” for each of the identified key programs.
- Step 4: Consultant and Finance Department use the modifier codes to identify the district’s level of support for each of the key programs.
- Step 5: Equity Committee asks the booster clubs/other organizations to identify what, if any, essential costs are paid by their organization.
- Step 6: The consultant and the Equity Committee reviews the essentials information and make any modifications deemed appropriate by the group before submitting the information to the School Board for consideration.

Over the last three months, the committee, with assistance from the experts, has worked through the steps in this process, and findings and recommendations coming out of this exercise are presented in this report. Athletic directors at the middle school level undertook a similar, but more limited exercise, to identify middle school essential costs and the associated revenues.

Policies, procedures and district manuals and training materials were reviewed in an effort to fully understand the environment in which the support organizations are operating and to provide requested recommendations for modification, as appropriate.

In addition to examining Rock Hill’s processes and procedures, Ressel & Associates conducted a survey of similar school districts to determine level of support and practices common to all. The findings from that survey are used throughout the report to support findings and recommendations. The following chart presents a summary of findings and recommendation contained in this report.

Summary of Commendations and Recommendations

Rec #	Description	Five Year Fiscal Impact					
		2017-18	2018-19	2019-20	2020-21	2021-22	Total Cost
1. Organization and Management							
C-1	Northwestern High School’s use of the Trojan Consul to review and approve club and organization proposals involves students in the decision-making and provides clear and concise instructions that force the proposers to consider future actions						
1-1	Adopt a Registration Form containing basic documentation needed to ensure that organizations remain in compliance with state and federal guidelines and School Board policy.	\$0	\$0	\$0	\$0	\$0	\$0
1-2	Revise Policy KBE Relations with Support Organizations or create a rule or clarifying memoranda of understanding that stipulates the relationship criteria.	\$0	\$0	\$0	\$0	\$0	\$0
1-3	Clarify in policy or procedure the process whereby donated assets are recognized and when and how approvals for purchases/donations and the renovations or additions to capital assets should be handled	\$0	\$0	\$0	\$0	\$0	\$0
1-4	Develop a manual or a component to the District’s Finance Policies and Procedures Manual that specifically speaks to the needs of school and non-school support organizations and provide annual training and updates for those organizations	\$0	\$0	\$0	\$0	\$0	\$0
1-5	Assign the Coordinator of Community Services responsibility for providing training at least twice per year to principals and organization leaders on effective ways to recruit and use its volunteers.	\$0	\$0	\$0	\$0	\$0	\$0
2. Financial Management							
C-2	Rock Hill’s high school needs assessment was comprehensive and appears to be addressing the major concerns that prompted the study.						
C-3	Decision-making appears to be a collaborative effort between the organizations and campus leaders with open communication allowing both parties to work together to meet ongoing and unexpected challenges.						
C-4	Rock Hill has made a significant effort over the last year to strengthen internal control over Activity Funds and address the concerns pointed out the audit conducted for the Year Ended June 30, 2015.						
2-1	Review and modify the allocation formulas, as necessary, at all grade-levels in terms of sufficiency to address actual need, equity for students with economic needs and the need for different types of allocations to address educational priorities.	(\$100,000)	(\$100,000)	(\$100,000)	(\$100,000)	(\$100,000)	(\$500,000)

Summary of Commendations and Recommendations (Continued)

Rec #	Description	Five Year Fiscal Impact					
		2017-18	2018-19	2019-20	2020-21	2021-22	Total Cost
2. Financial Management (continued)							
2-2	Establish a process for submitting, justifying and approving capital budget requests, and where possible establish useful life scenarios and systematic budget allocations to ensure that student activity equipment is continually refreshed	(\$200,000)	(\$200,000)	(\$200,000)	(\$200,000)	(\$200,000)	(\$1,000,000)
2-3	Establish descriptors for modifier codes and begin using more consistent modifier codes that will allow detailed analysis and needs assessments in the future.	\$0	\$0	\$0	\$0	\$0	\$0
2-4	Develop a form to be used by campus leaders for the acceptance of a donated asset which includes a statement of value and the required IRS language for charitable donations.	\$0	\$0	\$0	\$0	\$0	\$0
2-5	Implement a process whereby campuses are sent a monthly accounting of transportation charges for reconciliation and validation.	\$0	\$0	\$0	\$0	\$0	\$0
2-6	Review the process and procedure for grants of \$1,000 or more and determine if the cutoff remains relevant and appropriate, considering the additional work involved.	\$0	\$0	\$0	\$0	\$0	\$0
2-7	Consider revising School Board Policy DM Cash in School Buildings to address the needs and concerns relating to gate receipts.	\$0	\$0	\$0	\$0	\$0	\$0
2-8	Consider establishing a uniform procedure regarding the use and payment of staff serving as money handlers for games and other events.	\$0	\$0	\$0	\$0	\$0	\$0
2-9	Review the current student activity fees and consider adopting or modifying the current policy to delineate which fees the district will waiver or reduce based on the student eligibility for free or reduced price meals.	\$0	\$0	\$0	\$0	\$0	\$0
2-10	Establish standards for recording fees and dues in the student accounting system and develop a set of basic fee collection guidelines that campuses can consistently implement.	\$0	\$0	\$0	\$0	\$0	\$0
2-11	During the coming budget cycle, determine if and when the student insurance will be charged back to the campuses so they can plan accordingly.	\$0	\$0	\$0	\$0	\$0	\$0
3. Equity and Sufficiency							
C-5	Identifying and funding specific instructional field trips ensures that all Grade 3-5 students are able to enjoy a traditional educational experience.						
3-1	Explore options for making the allocations more equitable, by tying the allotment to per pupil attendance or participation rates where possible, or to schools with clearly identified needs.	\$0	\$0	\$0	\$0	\$0	\$0

Summary of Commendations and Recommendations (Continued)

Rec #	Description	Five Year Fiscal Impact					
		2017-18	2018-19	2019-20	2020-21	2021-22	Total Cost
3. Equity and Sufficiency (continued)							
3-2	Determine what fee waivers and reductions should be funded by the district to achieve equity and institute processes and procedures that are consistently applied for those programs where a waiver or reduction is not provided.	(\$100,000)	(\$100,000)	(\$100,000)	(\$100,000)	(\$100,000)	(\$500,000)
3-3	Establish a written procedure or administrative rule that stipulates which programs, curricular and/or extracurricular activities will receive transportation supplements.	\$0	\$0	\$0	\$0	\$0	\$0
3-4	Consider how some or all of the funding recommendations contained in this report could be used to address not only the equity of the system, but also the issue of sufficiency.	\$0	\$0	\$0	\$0	\$0	\$0
	Total Cost All Recommendation	(\$400,000)	(\$400,000)	(\$400,000)	(\$400,000)	(\$400,000)	(\$2,000,000)

THIS PAGE INTENTIONALLY LEFT BLANK

1. ORGANIZATION AND MANAGEMENT

The Organization and Management chapter of this report examines the organizational structure and environment in which student activities are carried out by the Rock Hill School District Three (RHSD) at all levels. The information is presented in the following broad categories:

- 1.1 Types of Organizations
- 1.2 Policies
- 1.3 Support for Organizations

1.1 TYPES OF ORGANIZATIONS

RHSD has two basic types of student activity organizations recognized by the School Board. One is considered school supported by virtue of the fact that the organization exists and operates under the jurisdiction of the district. The second type of organization supports the schools, but is organized as a separated legal entity from the schools. **Exhibit 1-1** provides a brief overview of the two organization types.

Exhibit 1-1
Student Activity Organization Types

	Non-School Support	School Support
Legal Status	Registered as a state and federal charitable organization, separate from the District.	Legally a component operation of the District.
State Sales Tax Implications	<ul style="list-style-type: none">• Generally, exempt from state sales taxes.• Must file an Application for Exemption with the Secretary of State on an annual basis.	Required to pay state taxes.
Federal Income Tax Implications	<ul style="list-style-type: none">• Generally, exempt from federal income tax.• Required to annually file an IRS 990 report.	<ul style="list-style-type: none">• The District is exempt from paying Federal Income Tax.• District-level federal reporting is inclusive of component organizations.
Charitable Donations	Donations to a 501(c)3 are considered a charitable donation for IRS purposes.	Donations to the school district are considered charitable donations for IRS purposes.
Purchasing and Accounting	Follows By-Laws and internal procedures that must adhere to federal and state guidelines for charitable organizations.	Follows all state and local purchasing and accounting guidelines.
Governance	Self-governed within general guidelines established by the School Board .	Operates with oversight by the school principal and in adherence with all School Board policies and rules.

Source: Compiled by Ressel & Associates, December 2016.

As shown in **Exhibit 1-2**, there is a wide variety of school supported and non-school supported organizations operating at all grade levels within RHSD schools. While the focus of this chapter is the organization structure, it is clear from policy and the attitudes of the school leaders that the RHSD values the efforts of parents, community members and its student support organizations. Board members and leadership understand that the continued involvement and support from these organizations not only supplements district funding, but makes it possible for students to gain life experiences that would not otherwise be possible in a traditional classroom setting.

Generally, all elementary schools and middle schools have a Parent-Teacher Organization (PTO) or a Parent-Teacher Association (PTA). As shown in the charts below, the level and type of support provided by these organizations includes supporting field trips, purchasing needed supplies and materials, providing grants to teachers for special needs and providing awards and other types of recognition for academic achievement at all levels.

The basic difference between PTOs and PTAs is the fact that PTAs are organized under the umbrella of the South Carolina Congress of Parents and Teachers, Inc., which is a part of the National PTA. While there are dues for organizing under the PTA umbrella, the local organization does not have to apply for its own 501(c)3. In addition, the umbrella organization provides support and direction to the participating members and ensures that all state and federal filing requirements are met. Many schools elect to organize as a PTO to avoid the dues and to allow the local organization more latitude in how it operates.

As can be seen, even at the elementary level, there are some clubs that operate under the district's umbrella. At the high school level, the prevalence of school supported groups rises exponentially. Each of these groups generally has some type of governance structure, but all financial transactions, including the recording of revenues and disbursement of funds, are handled by district staff.

As part of this study, information was requested from eight peer school districts. Of those contacted, four districts agreed to participate and provided responses (**Appendix B**). The responding peers include:

- Lexington County School District Five
- Pickens County School District
- Beaufort County School District
- Florence School District One

Exhibit 1-3 provides high level peer information regarding student activity organizations in those districts.

Exhibit 1-2
RHSD Organizations by Type and School

Schools	Type	Org. Name	Separate Tax IDs	Separate Checking Account?	Provided List of Current Officers	Provided By-Laws, Mission Statement or other organizational documents?	Provided Financial Statements	External or Internal Audits are Performed Periodically	Type of Support
Elementary Schools									
Bellevue	Non-School Support	PTO	Yes	Yes	Yes	No	Yes	No	Red Ribbon Week, Field Day and Teacher Appreciation week
Ebenezer	Non-School Support	PTO	Yes	Yes	Yes	Yes	Yes	No - Called for in by-laws	Field trips, school supplies as needed
Ebinport	Non-School Support	PTO	Yes		No	no	no	No	Books for bookroom, mini grants, teacher appreciation
Finley	Non-School Support	PTO	Yes		No	No	No	No	Treats, gifts, experiences to students and staff.
	School Support	Beta Club	No						
Independence	Non-School Support	PTA	Yes	Yes				No	Field Trips, Playground equipment, Aviary maintenance, Author, Teacher appreciation gifts, Safety Patrol supplies, Parent events at school, Supplies and treats for teachers, Awards, agendas, Red Ribbon Week, and Field Day supplies
India Hook	Non-School Support	PTO	Yes	Yes	Yes	No	Yes	None	Playground equipment, Shade Structures, Classroom Materials, Books for Literacy Closet, Rock Wall, Teacher Appreciation, Golf Cart, Rock Wall, Classroom Grants
Lesslie	Non-School Support	PTO	Yes	Yes	No	Yes	No	No Response - Bylaws call for annual review	Response says N/A
Mt. Gallant	Non-School Support	PTA	yes	Yes	Yes	Yes	Yes	Yes - PTA Financial Review Committee	Mini grants for student supplies, books, teacher lunches, projector and projector screen for cafeteria, playground equipment

Exhibit 1-2 (Continued)
RHSD Organizations by Type and School

Schools	Type	Org. Name	Separate Tax IDs	Separate Checking Account?	Provided List of Current Officers	Provided By-Laws, Mission Statement or other organizational documents?	Provided Financial Statements	External or Internal Audits are Performed Periodically	Type of Support
Mt. Holly	Non-School Support	PTO	Yes	Yes	Yes	Yes	Yes	Yes - Exec Board Reviews	Die cut machine, track, track equipment, instruments, recess/PE equipment
Northside	Non-School Support	PTO	Yes	Yes	Yes	Yes	Yes	Yes - Board reviews Financial Records	Teacher appreciation, redo of teacher workroom, grants, equipment
Oakdale	Non-School Support	PTO	Yes	Yes	No	No	Yes	No Response	Fifth grade dance and graduation, teacher appreciation, spring fling
Old Pointe	Non-School Support	PTO	Yes	Yes	Yes	Yes	Yes	No Response	Outdoor playground equipment, supplies, student supplies, field study money, student celebrations
Richmond Drive	Non-School Support	PTO	Yes	Yes	No	No	Yes	No Response	Multiple (field trips, playground, outside classroom, sound equipment, other improvements/community support)
Rosewood	Non-School Support	PTO	Yes	No Response	No	No	no	No Response	Books, supplemental instructional supplies, teacher appreciation lunches, Fun Run - walking trail, books
	School Supports	2	No						
Sunset Park	Non-School Support	PTO	Yes	Yes	No	No	Yes	No	Teacher Grants, Playground equipment, playground shades, dye cuts and press, school supplies, help with field study expenses
	School Supports	Beta Club	No	No					
Sylvia Circle	No Response								
York Road	Non-School Support	PTA	Yes	Yes	Yes	Yes	Yes	No Response	General; Cafeteria screen and mounted projector and sound system.

Exhibit 1-2 (Continued)
RHSD Organizations by Type and School

Schools	Type	Org. Name	Separate Tax IDs	Separate Checking Account?	Provided List of Current Officers	Provided By-Laws, Mission Statement or other organizational documents?	Provided Financial Statements	External or Internal Audits are Performed Periodically	Type of Support
Middle Schools									
Castle Heights	Non-School Support	PTO	Yes	Yes	No	No	No	No Response	General
	School Support	16	No	No					
Dutchman Creek	Non-School Support	PTA	Yes	Yes	Yes	Yes	Yes	No Response	General
	School Supports/ Other	17	No	No					
Rawlinson Road	Non-School Support	PTO	Yes	Yes	Yes	Yes	No	No Response	General
Sullivan	Non-School Support	Athletic Boosters	Yes	Yes	No	Yes	Yes	No Response	Awards, equipment and uniforms, meals, appreciation gifts, athletic fee scholarships.
	School Support	10	No						
Saluda Trail	School Support	9	No						

Exhibit 1-2 (Continued)
RHSD Organizations by Type and School

Schools	Type	Org. Name	Separate Tax IDs	Separate Checking Account?	Provided List of Current Officers	Provided By-Laws, Mission Statement or other organizational documents?	Provided Financial Statements	External or Internal Audits are Performed Periodically	Type of Support
High Schools									
Northwestern	Non-School Support	Athletics	Yes	Yes	Yes	Yes	Yes	No	Support for all athletic programs
		Band	Yes	Yes	Yes	Yes	Yes	No	Support for Band
		Academic	Yes	Yes	Yes	Yes	Yes	No	Support for Academic programs
	School Support	7	No	No					
Rock Hill High	Non-School Support	Athletics	Yes	Yes	No	No	Yes	Yes	Support for all athletic programs
		Band	Yes	Yes	No	No	Yes	No Response	Travel, Winter Guard, Camps, awards, director needs
		Choral	Yes	Yes	No	No	Yes	No Response	No Response
		Academic	Yes	Yes	No	No	Yes	No Response	Teacher grants, awards, scholarships, teacher appreciation
	School Support	16	No	No					
South Pointe	Non-School Support	Athletics	Yes	Yes	No	No	No	No Response	None Provided
		Band	Yes	Yes	Yes	Yes	Yes	No Response	
		Chorus	Yes	Yes	Yes	Yes	Yes	No	Costumes, registration and audition fees, supplies and equipment
		Drama	Yes	Yes	No	No	No	No Response	No Response
		Academic	Yes	Yes	No	No	No	No Response	None Provided
	School Support	24	No	No					
Applied Technology Center	School Supports	3	No	No					

Exhibit 1-3
Peer Organizations by Type and School-Level

Peer	Type	Separate Tax IDs	Separate Checking Account	District Processes <u>Some or All</u> Financial Transactions	Internal Audits are Performed Periodically	Annual External Audits are Required	Monthly/ Annual Financial Reports are Submitted to the District	Comments
Pickens	PTO/ PTA	Yes	Yes	No	No	No (See Comment)	Yes – Annual reports to the school district	At the end of the fiscal year (June 30th), organizations are to audit financial records prior to July 31st. The audit should be performed by at least three individuals who are independent from day-to-day financial activities and should not be part of the executive committee.
	Athletic	Yes	Yes	No	No			
	Band	Yes	Yes	No	No			
	Academic	Yes	Yes	No	No			
	Other	Yes	Yes	No	No			
Lexington	PTO/ PTA	Yes	Yes	No	No	No	No	
	Athletics	Yes	Yes	No	No	No	No	
	Band	Yes	Yes	No	No	No	No	
	Academic	Yes	Yes	No	No	No	No	
	Other	Yes	Yes	No	No	No	No	
Beaufort	PTO/ PTA	Yes	Yes	No	Not by district staff	No	Yes - See Comment	Annual reports are requested to be submitted to the District
	Athletics	Yes	Yes	No		No		
	Band	Yes	Yes	No		No		
	Academic	n/a	n/a	n/a	n/a	No	n/a	
	Other	n/a	n/a	n/a	n/a	No	n/a	
Florence	PTO/ PTA	Yes	Yes	No	No	No	No	Student Activities that fall under the district umbrella are handled by the district staff and for operating policies and procedures.
	Athletics	Yes	Yes	No	No	No	No	
	Band	Yes	Yes	No	No	No	No	
	Academic	No	No	Yes	Yes	No	No	
	Other	No	No	Yes	Yes	No	No	
Rock Hill	PTO/ PTA	Yes	Yes	No (Comment #2)	No	No	No	1. Some clubs/organizations either operate under RHSD's umbrella or the umbrella of the PTO or Boosters. 2. When it is advantageous, some transactions are processed by the district and reimbursed by the organization.
	Athletics	Yes	Yes		No	No	No	
	Band	Yes	Yes		No	No	No	
	Academic	Yes	Yes		No	No	No	
	Other	No (Comment #1)	No (Comment #1)		No	No	No	

Source: Compiled by Ressel & Associates, December 2016.

Similar to RHSD, three of the four peers appear to have similar types and numbers of organizations at each grade level. **Exhibit 1-4** provides a summary of the prevalence of peer organizations.

Exhibit 1-4
Average Number and Type of Student Activity Organizations by Grade Level

Type	Grade Level	Pickens	Lexington	Beaufort	Florence	Rock Hill	Peer Average
PTO/ PTA	ES	1	1	1	1	1	1.0
	MS	1	1	1	1	1	1.0
	HS	1	0	1	1	0	0.8
	SP	0	0	0	0	0	0.0
Athletic/ Sports	ES	0	0	0	1	0	0.3
	MS	0	1	1	7	0	2.3
	HS	1	1	1	14	1	4.3
	SP	0	0	0	0	0	0.0
Band/ Music	ES	0	0	0	2	0	0.5
	MS	0	1	0	4	0	1.3
	HS	1	1	1	3	1	1.5
	SP	0	0	0	0	0	0.0
Academic	ES	0	0	0	2	0	0.5
	MS	0	1	0	7	0	2.0
	HS	0	1	0	24	1	6.3
	SP	0	0	0	4	0	1.0
Other	ES	0	0	0	2	0	0.5
	MS	0	0	0	5	0	1.3
	HS	1	0	0	19	1	5.0
	SP	0	0	0	1	0	0.3
TOTAL		6	8	6	98	6	29.5

Source: Compiled by Ressel & Associates, December 2016.

FINDING


In an effort to manage the proliferation of clubs and other organizations, Northwestern High School developed a process whereby requests to form a new club or school supported organization are channeled through the Northwestern High School-Trojan Consul.

The principals at Rock Hill and South Pointe High School have a process whereby the students or teachers seek approval from the principal before establishing a club. At South Pointe, the principal indicated that to be considered, there must be a minimum of ten students interested in participating and they must have a sponsor. Similarly, the principal at Rock Hill High School said he asks the students or teacher to write a proposal discussing how that club would work. The group must have a faculty sponsor, and the proposal has to state that there will be dues, fundraisers, and the like. If there are competitions, all of that has to be spelled out from the beginning.

At Northwestern, these same requirements apply, but in addition, the Trojan Consul, largely made up of students, consider the request and will approve or disapprove the request based on

their assessment of need. **Exhibit 1-5** provides a copy of the proposal form, which spells out many of the requirements.

Exhibit 1-5 Trojan Consul Club and Organization Proposal Form



NORTHWESTERN HIGH SCHOOL - TROJAN CONSUL

Club and Organization Proposal Form

To establish a new club or organization at Northwestern, interested student(s) should use following checklist to prepare their proposal for consideration of adoption by the Executive body of Trojan Consul.

- Complete and Submit this form to the A building office Trojan Consul Box.
- The Student Body President will schedule a meeting with student(s) who proposed new club and the faculty sponsor.
- If club is approved, then the club will begin a trial period during which time the club can be organized.
- After a specified amount a time, the club president and sponsor will meet with the Student Body President and executive committee to determine the club's permanent status.

.....

1. Student submitting proposal for new club:
2. Current Grade: ____ Freshman ____ Sophomore ____ Junior ____ Senior
3. E-mail.
4. Name of the club you want to start.
5. Club purpose and description.
6. Activities of the club throughout the year.
7. Club Faculty Sponsor?
8. Role of the sponsor. Will he/she need any experience or skills to do job?
9. Club Meeting arrangements:
 - a. When
 - b. Where
 - c. Meeting Schedule (frequency of meetings)
10. Membership requirement for this club.
11. Expected Membership count.
12. Club Cost: dues, expected cost to run each year?
13. How does the proposed club correspond to the mission of the school?
14. How does the proposed club provide a unique experience not offered by any other campus clubs
15. Additional information:

16. Date Submitted: _____

17. Signature of Student Proposing Club: _____

18. Signature of Faculty Sponsor _____

Source: Northwestern High School Principal, October 2016.

As can be seen, the information needed is clearly described, including the need for a sponsor to sign the form. Another unique aspect of this process is the trial period and reassessment after a

period of time. By requiring the sponsor and club president to come back to the executive committee, any issues or concerns can be addressed prior to granting the group permanent status.

COMMENDATION

Northwestern High School's use of the Trojan Consul to review and approve club and organization proposals involves students in the decision-making and provides clear and concise instructions that force the proposers to consider future actions.

FINDING

The legal status of some of the non-school support organizations may place the District at risk should the organization be found to be out of federal or state compliance. While a search for all of the various organizations was not undertaken, a search of the state database conducted in October 2016 using the names of all RHSD schools produced the following list:

- Northwestern High School Band Boosters, Inc.
- South Pointe High School Band Boosters Organization
- South Pointe Consolidated Booster Club
- South Pointe High School Stallion Booster Club, Inc.
- Rock Hill High School Choral Boosters
- Belleview Elementary PTO
- Rawlinson Road Middle School PTO

Of the 17 elementary schools, three indicated that they have PTAs, meaning they would not be registered independently with the state. Therefore, it would appear that as many as 13 elementary school PTOs have not registered or filed annual reports with the state. During the search, one organization, the India Hook Elementary School Athletic Booster Club was found to have its charity status suspended for failure to pay a fine for: Delinquent Annual Financial Report (Charity) for Fiscal Year Ending June 30, 2010. Since this organization does not appear on any of the lists provided by the campuses, the assumption is that the organization was disbanded.

A search of the IRS website of all charities in Rock Hill, South Carolina revealed that some of the RHSD organizations have had, and may still have their federal tax exemption revoked. The disclaimer on the IRS website reads as follows:

The federal tax exemption of this organization was automatically revoked for its failure to file a Form 990-series return or notice for three consecutive years. The information listed below for each organization is historical; it is current as of the organization's effective date of automatic revocation. The information is not necessarily current as of today's date. Nor does this automatic revocation necessarily reflect the organization's tax-exempt or non-exempt status. The organization may have applied to the IRS for recognition of exemption and been recognized by the IRS as tax-exempt after its effective

date of automatic revocation. To check whether an organization is currently recognized by the IRS as tax-exempt, call Customer Account Services at (877) 829-5500 (toll-free number).

The organizations identified as having their tax exemption status revoked included:

- Old Pointe Elementary School PTO - Revocation Date: 15-Nov-2011
- Sullivan Middle School Parent - Revocation Date: 15-Nov-2011
- Finley Road Elementary Parent Teacher Organization - Revocation Date: 15-Nov-2014

While these organizations may have applied for reinstatement, the fact that the tax exempt status was revoked is indicative of a problem in filing timely or sufficient returns.

During interviews, principals were asked if they asked for or maintained a notebook or files containing each organization's by-laws, financial reports and the like. While a few principals said they had much of this information on file, none said they asked for or received any information about state or federal filing requirements.

Although there is a fine line between infringing on the rights of these independent organizations, the school district is responsible for ensuring that those organizations that represent themselves as being a support organization of the school district are meeting the basic legal requirement associated with accepting charitable donations and claiming sales tax exemptions.

School Board Policy LEB Non-School Sponsored Support Organizations addresses some of these concerns with the following requirements:


"...each non-school support organization will submit its mission statement, by-laws, and organizational structure for approval by the superintendent or the superintendent's designee prior to the beginning of the school year after approval of this policy. The administration may, in its sole discretion, withdraw approval for any support organization and may restrict any programs or activities deemed not to be in the best interest of the district or its schools."

*"...Within 60 days after the end of each academic year each non school-sponsored support organization will submit to the superintendent or his/her designee of the school they support a detailed itemizing of all of its revenues and disbursements that occurred since its last annual financial report, including **proof of taxes filed**. Groups are encouraged, but not required, to have an audit of their financial bases annually."*

This policy, last revised on February 22, 2016, has not been fully implemented, but principals indicated that they need guidance on what to ask for and what to maintain in their files to ensure that they are in full compliance.

As part of the peer survey, the Beaufort County School District shared the following document (**Exhibit 1-6**) that is used to annually verify that all organizations are and remain in compliance with state and federal guidelines.

Exhibit 1-6
Beaufort County School District
Booster Club and Other Support Organization Registration Form



Beaufort County School District
 Booster Club and Other Support Organization Registration Form
 _____ School Year

The Beaufort County School District requires that all PTO's, PTA'S, Booster Clubs, and other support organizations submit two copies of this form annually by October 31st to the school principal. An updated copy of this form should be submitted during the school year if any of the report information changes.

School Name: _____

Name of Booster Club/Organization: _____

Mailing Address: _____

Name of Student Activity supported by organization: _____

Organization's fiscal year end: _____

Officers:	Name & Email Address	Address	Phone Numbers	District Employee
President	_____	_____	H. _____	Yes No
	_____	_____	W. _____	
	_____	_____	C. _____	
Vice-Pres.	_____	_____	H. _____	Yes No
	_____	_____	W. _____	
	_____	_____	C. _____	
Secretary	_____	_____	H. _____	Yes No
	_____	_____	W. _____	
	_____	_____	C. _____	
Treasurer	_____	_____	H. _____	Yes No
	_____	_____	W. _____	
	_____	_____	C. _____	

Date Officers were elected: _____

The officers listed above are responsible for all reporting requirements for the current year. Please note that if any of the above changes a new Registration Form must be submitted.

Federal Tax ID Number: _____

SC Secretary of State Public Charity ID Number: _____

Yearly Date that By-Laws were recognized and accepted at a public meeting: _____

Date your annual budget was approved: _____ (must attached copy of Budget)

Filing date of last Secretary of State annual report _____

Filing date of last IRS form 990 _____

Attachments required with this statement:

1. ☐ Federal Tax ID Number
2. ☐ By-Laws
3. ☐ IRS 501(c)(3) Determination Letter
4. ☐ Annual Budget
5. ☐ List of Board Members and Contact Information (other than officers listed above)
6. ☐ List of Bank Accounts (not account numbers)
7. ☐ Proof of Insurance

Source: Beaufort County School District, November 2016.

As shown, the required attachments are listed. Providing both the principals and the organizations a similar guide at the beginning of each new school year, would give incoming

officers and District staff a better sense of what is required and the type of documentation they will need to keep throughout the year.

RECOMMENDATION

Recommendation 1-1:

Adopt a Registration Form containing basic documentation needed to ensure that organizations remain in compliance with state and federal guidelines and School Board policy.

Principals should be encouraged to maintain current and historic electronic or paper files containing this required information as a way to show that RHSD has performed its due diligence, and to assist incoming officers who could benefit from the information and samples of historic documents.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

1.2 POLICIES

Appendix A provides an indexed list of all policies referred to in this report and directly or indirectly relating to student activities. At the time of this study, the School Board was in the process of systematically reviewing and revising its policies. Some recent changes are still in the process of implementation, whereas others are still under consideration. For purposes of this discussion, the policies discussed here are limited to those specifically requiring additional review. Other sections of this report will address recommended modifications or enhancements to rules, policies and procedures that pertain to specific challenges or concerns addressed in those sections. For example, policy *DM Cash in School Buildings* is discussed under Chapter 2 – Financial Management relating to the handling of Gate Receipts.

FINDING

Policy KBE Relations with Support Organizations last revised in October 2004, contains a number of statements that are clarified or restated in other policies, or need clarification or accompanying administrative rules to ensure that all parties understand how to policy can be effectively implemented.

The stated purpose is: *“To establish the basic structure for board and district relations with parent organizations.”*

The first and primary directive contained in this policy is as follows:

- ***“Each group will submit a statement of purpose and regulations governing the group's involvement to the superintendent for review and approval.”***

Policy *LEB Non-School Sponsored Support Organizations* contains clarification about the annual reporting requirements: “...To meet with the requirements of this policy each non-school support organization will submit its mission statement, by-laws, and organizational structure for approval by the superintendent or the superintendent’s designee prior to the beginning of the school year...”

If the intent, however, is to have the Superintendent or Board approve the initial formation of a new non-school support organization, the statement should specifically address this need and leave no doubt about the intent. For example, the statement could be prefaced with the following: “For individuals or groups of individuals wishing to establish a new Support Organization, the group or individual must submit....”

During interviews, Board Members, district leaders, principals and Booster Club officers expressed concern about what is reasonable due diligence on the part of the District and what would be considered infringement on the operation and management of these separately incorporated entities.

Clearly, by virtue of the title and stated purpose, the intent of this policy was to address that issue head on. One administrator suggested that the District devise a Memoranda of Understanding that clearly states what the district expects from the organizations and what the organizations can expect from the district.

RECOMMENDATION

Recommendation 1-2:

Revise Policy KBE Relations with Support Organizations or create a rule or clarifying memoranda of understanding that stipulates the relationship criteria.

At a minimum, the policy or other document should address the following:

- Before a new “independent” group is organized to support the schools or programs of the schools, line out the district’s approval process and the criteria that the superintendent or board will use to make their decision. For example:
 - Show how the organization will benefit the students.
 - Demonstrate how the services provided by this organization are aligned with the goals and priorities of the district as a whole.
- Once registered and recognized by the state and federal government, list the district’s expectations regarding day-to-day interactions, such as:
 - Operate legally and in compliance with all state and federal reporting requirements (as evidenced by copies of tax filing, etc.)
 - Understand that the principal is the campus leader, and as such is responsible for all activities and events that involve the school, the use of school facilities, etc.

- Understand that modification of or enhancements to school property cannot be done without superintendent approval.
 - Provide any guidelines, limitations and the like for the use of school name, school property, school websites.
 - Understand that organization members are not exempt from the criminal history checks and requirements for all volunteers.
- The organization can reasonably expect the District to support the organization. Some examples might include:
 - Helping to promote fundraising and community involvement activities – specify what district assets and communication mechanism are available to them.
 - Providing annual and ongoing training and guidance for volunteers and organizations.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Policy KBE Relations with Support Organizations and KCD Public Gifts/Donations to Schools do not specifically address the ownership and liability transfer issues associated with the purchase of fixed or capital assets, or technology.

KBE Relations with Support Organizations states: *“Equipment donated to the school becomes the property of the district.”* KCD Public Gifts/Donations to Schools states, *“The school board may accept and hold in trust for its particular school district any property granted, devised or bequeathed to the district.”*

According to the Finance Department, there is no procedure in place regarding assets accepted from external sources. Instead, when the annual asset report is sent for review, campuses have the opportunity to add assets to the list at that time.

According to Information Technology, all technology purchases, hardware and software, must be approved prior to purchasing. The purpose of the approval process is to ensure network compatibility and support. Further, in order to provide standardization in various technologies, the Technology Department *does not* accept donated technology equipment. Yet, PTOs, PTAs and Booster Clubs are purchasing technology hardware and software and donating them to the campuses. Principals said that they understand that the District’s Technology Department will not support those assets. Many principals said they have agreed to make specific technology purchase through district channels – thereby securing the Technology Department’s approval. One purchased, the non-school support organization reimburses the school for the purchase.

The Technology Department is in the process of establishing a committee to review all technology requests. Until the committee is formed, however, the Technology Department must approve regardless of who is purchasing. The purpose of the approval process is to ensure network compatibility and support.

Facility renovations or enhancements have also been undertaken by booster clubs and other organizations. In the past, some requests for such enhancements have gone to the Board for consideration and approval, while other smaller projects have been dealt with by campus principals and the Facility Department. For example, playground improvements are often carried out as PTO/PTA projects at the elementary level. Larger sound system, athletic field and locker room enhancements were also mentioned as booster club projects. Specific written guidance on what constitutes an enhancement or renovation and when those projects require district level or board level approval was not readily available. Further, during interviews principals and administrators gave differing answers when asked for their understanding of the approval process.

A related issue is the storage of or placement of non-district assets in or on district property. Several examples were given of assets that were purchased, but not donated to the schools, such as the band trailers, a copier at an elementary school and a golf cart. The assumption is that the organizations that purchased these assets are also maintaining appropriate insurance coverages and are responsible for the licensing, maintenance and other expenses that might be incurred for those assets. The question of liability in the event of injury or damages to school or personal property caused directly or indirectly by the asset is subject to challenge when it is clear that the asset is, for the most part, used by and under the control of the schools.

RECOMMENDATION

Recommendation 1-3:

Clarify in policy or procedure the process whereby donated assets are recognized and when and how approvals for purchases/donations and the renovations or additions to capital assets should be handled.

The issue of asset recognition is important for a number of reasons, not the least of which is the issue of liability and insurance coverages for those assets.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

1.3 SUPPORT FOR ORGANIZATIONS

As students move through the educational system, the PTO/PTA leaders, booster club executive committees and parent organizers typically turnover as well.

1.3.1 Training and Resource Guides

Keeping staff as well as all of the group leaders informed and well-trained on District policies and procedures as well as all of the organizational issues is a constant challenge for principals, bookkeepers and the Finance staff.

FINDING

In January 2015, the District’s auditor provided comprehensive training for PTA, PTO and Booster Club leaders. The Power Point presentation touched on a number of critical topics having to do with state and federal tax filings and registrations, the need for policies and procedures and the many risks of fraud and abuse related to volunteer-led organizations. According to principals, the training was met with mixed reviews. For someone with a financial or business background, the mechanics of chairing a PTO or PTA or keeping the financial records may be straight forward. For a willing parent who has the time and inclination to help children, but with no previous background in business, the legal and financial requirements can be overwhelming.

Participants said the Power Point in its printed form addresses important topics, but does not provide some of the “how to” pieces of information that an incoming officer for an organization might need. Having some simple to follow guidelines or reference materials would be useful.

School Bookkeepers said that staff sponsors for school supported organizations, such as clubs and teacher-led groups, also need information on cash handling procedures. Some bookkeepers provide training to designated cash-handlers, while others said they have created their own training manuals.

The district currently has a Finance Policies and Procedures Manual dated 2009-2010. During interviews and focus group sessions, the manual was repeatedly referenced. There is a section in the manual on Student Activity Funds, which is useful to Bookkeepers and Principals, but there is nothing in this manual that provides information that would be beneficial to organizations and clubs, per se.

As part of the peer survey, the peers were asked to provide information on training materials or handbooks used to instruct groups. The Pickens County School District provided a copy of their Business Procedures Manual for 2016-17, which contains a section entitled “Support Organization Guide.” The Guide provides some of the same information presented by the RHSD auditor, but includes useful links and “how to” information. For example:

“Incorporation as a Nonprofit

A nonprofit organization is almost always an entity that has been organized under the nonprofit corporation act of the state’s statutes.

In order to open a bank account and to ensure that appropriate donations to the organization are income tax deductible for those who make the donations, Articles of Incorporation should be filed with the Office of The Secretary of State.

The cost for filing Articles of Incorporation with the state is approximately \$25. At the same time an Application to Reserve a Nonprofit Corporate name should be filed. The cost of filing this document is approximately \$10. Web site for forms: www.scsos.com.

The Beaufort County School District also has a Student Activities Policies and Procedures Manual updated in June 2013, which contains a great deal of information relating to “how to” handle cash in the form of one-time fundraisers, gate receipts, concessions and the like.

In addition, the Financial Services Officer, the Risk Manager and the Communications Coordinator hold annual meetings to present information about proper procedures for organizing 501(c)3s, annual financial reporting requirements, proper financial procedures, recordkeeping, fundraising ideas, and insurance information. Below is a link to documents and presentations shared during these meetings.

<http://beaufortschools.net/cms/one.aspx?portalId=170925&pageId=240287>

RECOMMENDATION

Recommendation 1-4:

Develop a manual or a component to the District’s Finance Policies and Procedures Manual that specifically speaks to the needs of school and non-school support organizations and provide annual training and updates for those organizations.

A great deal of the information provided in the Beaufort and Pickens manuals can be used as an outline for developing a manual for RHSD. Once developed, establishing a routine training each year, presented in collaboration with some of the existing or past PTO, PTA or Booster Club officers might help to alleviate some of the fear and make the topics less overwhelming.

FISCAL IMPACT

This recommendation can be accomplished with existing resources.

1.3.2 Volunteer Support

As can be seen in **Exhibit 1-7**, RHSD has nearly 6,800 volunteers working in the schools, with significantly varying levels of volunteer support between the schools that serve different grade levels and between the schools within a grade level. The total number of volunteers shown on the list includes current approved volunteers for 2015-2017 and 2016-2018.

To be on the list, the individual would have submitted an application to volunteer and have gone through a criminal history check by an external firm.

The higher the number of students shown per volunteer, the less volunteer support is available at that school.

Exhibit 1-7 Volunteers by School

School	Student Count 2015-16	Volunteer Totals 9/26/16	Title I School	# of Students per Volunteer
Primary/Elementary				
<i>Bellevue Elementary</i>	487	227	x	2.15
Central Child Development Center	399	320		1.25
Ebenezer Ave Elementary	303	222	x	1.36
Ebinport Elementary	618	382		1.62
<i>Finley Road Elementary</i>	400	143	x	2.80
<i>Independence Elementary</i>	554	248	x	2.23
<i>India Hook Elementary</i>	621	271		2.29
Lesslie Elementary	324	238		1.36
Mount Gallant Elementary	486	265		1.83
<i>Mount Holly Elementary</i>	515	269		1.91
<i>Northside Elementary</i>	517	214	x	2.42
<i>Oakdale Elementary</i>	446	204	x	2.19
Old Pointe Elementary	583	325		1.79
Rosewood Elementary	589	329	x	1.79
Richmond Drive Elementary	614	394		1.56
<i>Sunset Park Center for Accelerated Studies</i>	455	244		1.86
<i>The Children's School At Sylvia</i>	318	132		2.41
York Road Elementary	420	243		1.73
Primary/Elementary Total	8,649	4,670	7	1.85
Middle School				
<i>Castle Heights Middle</i>	833	223		3.74
Dutchman Creek Middle	958	297		3.23
Rawlinson Road Middle	644	205		3.14
Saluda Trail Middle	808	281		2.88
<i>W C Sullivan Middle</i>	805	232		3.47
Middle School Total	4,048	1,238	0	3.27
High School				
Northwestern High	1,912	353		5.42
<i>Rock Hill High</i>	2,003	312		6.42
<i>South Pointe High</i>	1,312	192		6.83
High School Total	5,227	857	0	6.10
Specialty Schools				
Palmetto School-Children's Attention Home	*	22	x	n/a
ParentSmart	**	29		n/a
Phoenix Academy	**	1		n/a
Rebound	***	3		n/a
Renaissance	**	10		n/a
Specialty School Total	n/a	65	1	n/a
District Total	17,924	6,765	8	2.65

* Charter School, not included in district counts

** Included in High School student counts

*** Included in Middle School student counts

Source: Volunteer Counts: RHSD Coordinator of Community Services, Sept 26, 2016; Student Counts: SC Department of Education at <http://ed.sc.gov/data/other/student-counts/active-student-headcounts/>

For example, the average number of volunteers per student at the primary/elementary level is one volunteer to every 1.85 students whereas the number of students per volunteer reaches 6.10 at the high school level, indicating that the number of volunteers is considerable less per student at the high school level. The schools highlighted in italics in the chart are those that have less than average levels of volunteer support.

FINDING

While it appears that all of the schools enjoy a significant number of volunteers, the quality and effective use of the volunteers appears to vary. At this time, the principal of each school is primarily responsible for working through the various support organizations, such as the PTOs and PTA as well as Booster School Supports to recruit, train and schedule the volunteers for their campus.

Some principals appear to be more effective or have more effective organizational support than other, as shown by the number of volunteers per student in the chart above.

Principals are evaluated on the level of parental and community support. As such, central office staff said that they provide support to principals that are struggling to recruit and effectively use community and parental support.

There is, however, no one in the district specifically assigned to provide training to principals, PTO and PTA leaders or other on effective recruitment practices, or techniques for ensuring that the individuals that have signed up to volunteer and have been approved are used effectively.

One individual indicated that the number of volunteers may be great at some schools, however the talents of the volunteers may not be as sophisticated as those at other schools. Again, there is no one in the district that is specifically charged with working with the schools to show them how to train and schedule a diverse group of people with varying levels of expertise. The RHSD Coordinator of Community Services, however, has the expertise to provide this type of training and regularly works with community organizations, parents and school leaders in recognizing volunteerism across the district.

RECOMMENDATION

Recommendation 1-5:

Assign the Coordinator of Community Services responsibility for providing training at least twice per year to principals and organization leaders on effective ways to recruit and use its volunteers.

It may be necessary for the Coordinator to also provide some additional technical expertise for struggling schools and organizations on an as needed basis.

Should the level of need for these services exceed the Coordinator's availability based on time constraints, the district may wish to consider dividing the duties with another qualified position

or hiring someone on a part-time basis to fill this need. A decision to hire, however, should not be made until after the Coordinator has had an opportunity to work with the campuses for a year.

In addition, renewed efforts should be made to track not only the number of authorized volunteers at each campus, but the actual number of volunteers being used at each campus and the benefits derived from the use of volunteer services.

FISCAL IMPACT

Every attempt should be made to implement this recommendation with existing resources. The benefits derived from an increase in the number and quality of volunteers being used at each campus could have a significant impact both financially and in the lives of the children served.

THIS PAGE INTENTIONALLY LEFT BLANK

2. FINANCIAL MANAGEMENT

The Financial Management chapter of this report examines the manner in which the financial activities relating to student activities are carried out by the Rock Hill School District Three (RHSD) at all levels. The information is presented in the following broad categories:

- 2.1 Budgeting Practices
- 2.2 Accounting Practices
- 2.3 Expenditure and Purchasing Practices
- 2.4 Revenue and Cash Handling Practices
- 2.5 Internal Controls

2.1 BUDGETING PRACTICES

Each year, during the annual budget process, campuses are allotted General Operating funds, which can be used, within prescribed limits, at the discretion of the Principal. As stated in the RHSD's Finance Policies and Procedures Manual, pupil activity accounts do not have a budget per se, but there are General Operating allocations and budget line items that contribute to and impact student activity accounts and programs.

As part of this study, peers were asked to complete a survey (**Appendix B**) relating to the manner in which those districts deal with student activities. The four responding peers included:

- Lexington County School District Five
- Pickens County School District
- Beaufort County School District
- Florence School District One

2.1.1 Campus Level Allocations

Of the four responding peers, two provided campus level allocation formulas. As can be seen in **Exhibit 2-1**, the approaches used for their allocations have some similarities to RHSD's approach, but differ in the amounts and the types of allocations.

The Lexington County School District Five did not provide campus level allocations, but did make note that no money is allocated to individual student athletic programs. Instead, \$105,000 is allocated to each high school for sports and the spending is controlled by the Athletic Director.

Exhibit 2-1
RHSD's Campus Allocation Formulas Compared to Peers

Component	Pickens	Beaufort	Rock Hill
Supply (Basic) Allocation	\$36 per EL student based on projected enrollment	\$136 per EL student based on higher of projection or 15-day count	\$85 per EL student based on prior year 45 day ADM
	\$31 per MS student based on projected enrollment	\$146 per MS student based on higher of projection or 15-day count	\$88 per MS student based on prior year 45 day ADM*
	\$31 per HS student based on projected enrollment	\$170 per HS student based on higher of projection or 15-day count	\$101 per HS student based on prior year 45 day ADM*
Other Allotments	<ul style="list-style-type: none"> • Admin, Media, Copier, PD: \$9.63 per Elem. Student and \$10.25 per HS and MS student based on projected enrollment • Band Supplies: \$30 per MS Band Student and \$50 per HS Band Student based on projected class enrollment • Elem STEM program: For FY17 2nd year Elem STEM program schools received \$6,100 per school. Initial Implementation Elem STEM program schools received \$9,600 • Stadium Maintenance: Each HS receives \$5,000 and Each MS receives \$750 	<ul style="list-style-type: none"> • Elementary Academic Stipends: \$1,497 plus \$8.11 per student • Middle School Academic Stipends: \$14,965 plus \$8.11 per student • High School Academic Stipends: \$29,933 plus \$8.11 per student • Middle School Athletic Allocation: Stipends \$43,283, Supplies \$16,217, and Transportation \$11,500 • High School Athletic Allocation: Allocations are based on enrollment and location. The average is \$303 per student. Distance to region competitions are factored into the allocation. • Strings: \$1,000 per school • Band: \$4,000 per participating school • Piano Tuning: \$100 per school 	<p>Elementary Schools:</p> <ul style="list-style-type: none"> • \$5.00 per student for Workbooks (unrestricted) • \$3.50 per student for field trips (unrestricted) plus \$1,000 per school for an additional field trip allotment • \$32.00 per kindergarten student for snacks (unrestricted) <p>Middle/High Schools</p> <ul style="list-style-type: none"> • Field Trips: \$4.00 at MS level and \$5.00 at HS level. • Activity Fund Support: flat per school allotment for of \$21,000 per middle school and \$67,000 per high school. • A flat per school allotment for Band/Orchestra of \$4,500 per middle school and \$24,500 per high school.

* At the secondary levels, the basic allocations are reduced by the amount of the athletic fees that are anticipated to be collected from student athletes.

Source: Peer Responses to Student Activity Survey, RHSD Finance Department, November 2016.

As shown above, Pickens allots \$5,000 to high schools and \$750 to middle schools for stadium maintenance. Although it is not shown as an allotment, RHSD pays for *all* stadium and field maintenance at all grade levels.

Exhibits 2-2 through **Exhibit 2-4** provide campus level budget allocations for 2016-17, which are unchanged from the prior year. Each column header contains the formulas used to calculate the allotments.

Exhibit 2-2
2016-17 Elementary School Campus Level Budget Allocations

Elementary Schools	Kindergarten ADM	2015-16 45 Day ADM	Per Student Allocation	Basic Allocation (2015-16 ADM X Per Student Allocation)	Workbooks (2015-16 ADM X \$5.00)	Kindergarten Snacks (Kindergarten ADM X \$32.00)	Field Trips (2015-16 ADM X \$3.50)	Additional Field Trip Allocation	Total
Bellevue	63	445	\$85	\$37,825	\$2,225	\$2,016	\$1,558	\$1,000	\$44,624
Ebenezer	56	397	\$85	\$33,745	\$1,985	\$1,792	\$1,390	\$1,000	\$39,912
Ebinport	98	615	\$85	\$52,275	\$3,075	\$3,136	\$2,153	\$1,000	\$61,639
Finley	47	369	\$85	\$31,365	\$1,845	\$1,504	\$1,292	\$1,000	\$37,006
Independence	71	519	\$85	\$44,115	\$2,595	\$2,272	\$1,817	\$1,000	\$51,799
India Hook	94	624	\$85	\$53,040	\$3,120	\$3,008	\$2,184	\$1,000	\$62,352
Lesslie	52	322	\$85	\$27,370	\$1,610	\$1,664	\$1,127	\$1,000	\$32,771
Mt. Gallant	74	487	\$85	\$41,395	\$2,435	\$2,368	\$1,705	\$1,000	\$48,903
Mt. Holly	81	519	\$85	\$44,115	\$2,595	\$2,592	\$1,817	\$1,000	\$52,119
Northside	55	512	\$85	\$43,520	\$2,560	\$1,760	\$1,792	\$1,000	\$50,632
Oakdale	60	444	\$85	\$37,740	\$2,220	\$1,920	\$1,554	\$1,000	\$44,434
Old Pointe	90	560	\$85	\$47,600	\$2,800	\$2,880	\$1,960	\$1,000	\$56,240
Richmond Drive	97	622	\$85	\$52,870	\$3,110	\$3,104	\$2,177	\$1,000	\$62,261
Rosewood	86	576	\$85	\$48,960	\$2,880	\$2,752	\$2,016	\$1,000	\$57,608
Sunset Park	80	455	\$85	\$38,675	\$2,275	\$2,560	\$1,593	\$1,000	\$46,103
Sylvia Circle	41	123	\$85	\$10,455	\$615	\$1,312	\$431	\$1,000	\$13,813
York Road	60	400	\$85	\$34,000	\$2,000	\$1,920	\$1,400	\$1,000	\$40,320
Totals	1205	7989	\$85	\$679,065	\$39,945	\$38,560	\$27,962	\$17,000	\$802,532

Source: RHSD Schools Finance Department, October 2016.

Exhibit 2-3
2016-17 Middle and High School Campus Level Budget Allocations

Middle Schools	2015-16 45 Day ADM	Per Student	Allocation	Number of Sports Participants	\$50 Athletic Fee Per Participant	Allocation Less Athletic Fees	Field Trips (2015-16 45 Day ADM X \$4.00)	Activity Fund Support	Band/ Orchestra Allocation	Total Allocation
Castle Heights	827	\$88	\$72,776	175	\$8,750	\$64,026	\$3,308	\$21,000	\$4,500	\$92,834
Dutchman Creek	957	\$88	\$84,216	192	\$9,600	\$74,616	\$3,828	\$21,000	\$4,500	\$103,944
Rawlinson Road	649	\$88	\$57,112	189	\$9,450	\$47,662	\$2,596	\$21,000	\$4,500	\$75,758
Sullivan	807	\$88	\$71,016	221	\$11,050	\$59,966	\$3,228	\$21,000	\$4,500	\$88,694
Saluda Trail	811	\$88	\$71,368	177	\$8,850	\$62,518	\$3,244	\$21,000	\$4,500	\$91,262
Total Middle Schools	4051	\$88	\$356,488	954	\$47,700	\$308,788	\$16,204	\$105,000	\$22,500	\$452,492
High Schools	2015-16 45 Day ADM	Per Student	Allocation	Number of Sports Participants	\$50 Athletic Fee Per Participant	Allocation Less Athletic Fees	Field Trips (2015-16 45 Day ADM X \$5.00)	Activity Fund Support	Band/ Orchestra Allocation	Total Allocation
Northwestern	1912	\$101	\$193,112	651	\$32,550	\$160,562	\$9,560	\$67,500	\$24,500	\$262,122
Rock Hill High	1992	\$101	\$201,192	565	\$28,250	\$172,942	\$9,960	\$67,500	\$24,500	\$274,902
South Pointe	1314	\$101	\$132,714	414	\$20,700	\$112,014	\$6,570	\$67,500	\$24,500	\$210,584
Total High Schools	5218	\$101	\$527,018	1630	\$81,500	\$445,518	\$26,090	\$202,500	\$73,500	\$747,608

Source: RHSD Finance Department, October 2016.

Exhibit 2-4
2016-17 Total Campus Level Budget Allocations

Schools	2015-16 45 Day ADM	Basic Per Student Allocation	Total of All Allocations
Elementary	7,989	\$85	\$802,432
Middle School	4,051	\$88	\$452,492
High School	5,218	\$101	\$747,608
Applied Technology Center	900	\$127	\$114,300
Total All	17,258*		\$2,116,932

* Excludes the ATC Enrollment.

Source: RHSD Finance Department, October 2016.

In addition to the basic allotments, the district also pays supplements to professional contracted employees for taking on specific athletic or academic duties. The money for these student activity positions (coaches, assistant coaches, directors, etc.) is allocated to each school for a set number of positions (see **Exhibit 2-5**). Each school gets a set amount per position and a total amount for the school. However, it is at the schools discretion to decide how they ultimately use the funds. For example, if \$25,000 is allotted for a head coach and two assistant coaches, the school could decide to pay less than the stipulated supplements and add a third assistant coach. Schools may also decide to supplement the salary supplement money with student activity money in order to hire, for example, another coach or assistant. The principal is allowed to use the total allocation from this formula as they see fit.

Exhibit 2-5
RHSD's Salary Supplements
FY 2016-2017

Type of Supplement	# of Funded Positions	Supplement	Cost per School	Number of Schools	Total Cost
SENIOR HIGH					
Football					
Head Coach	1	\$7,415	\$7,415	3	\$22,246
Varsity Assistant	8	\$7,036	\$56,285	3	\$168,855
JV	4	\$5,851	\$23,403	3	\$70,209
9th Grade	4	\$5,851	\$23,403	3	\$70,209
Assistant Athletic Director	1	\$5,513	\$5,513	3	\$16,540
Basketball					
Head Coach	2	\$6,615	\$13,230	3	\$39,691
Varsity Assistant	2	\$4,729	\$9,458	3	\$28,374
JV	2	\$2,773	\$5,547	3	\$16,641
JV Assistant	2	\$1,023	\$2,047	3	\$6,140
9th Grade	2	\$2,532	\$5,063	3	\$15,190
9th Grade Assistant	2	\$921	\$1,842	3	\$5,526
Wrestling					
Head Coach	1	\$6,615	\$6,615	3	\$19,845
Varsity Assistant	1	\$4,177	\$4,177	3	\$12,531
JV	1	\$2,123	\$2,123	3	\$6,368
Baseball/Softball					
Head Coach	2	\$2,525	\$5,051	3	\$15,152

Exhibit 2-5 (Continued)
RHSD's Salary Supplements
FY 2016-2017

Type of Supplement	# of Funded Positions	Supplement	Cost per School	Number of Schools	Total Cost
SENIOR HIGH (continued)					
Varsity Assistant	2	\$1,654	\$3,308	3	\$9,923
JV	2	\$1,365	\$2,729	3	\$8,188
Track					
Head Coach	2	\$2,525	\$5,051	3	\$15,152
Varsity Assistant	2	\$1,654	\$3,308	3	\$9,923
JV	2	\$1,365	\$2,729	3	\$8,188
Soccer					
Head Coach	2	\$2,525	\$5,051	3	\$15,152
Varsity Assistant	2	\$1,654	\$3,308	3	\$9,923
JV	2	\$1,365	\$2,729	3	\$8,188
Volleyball					
Head Coach	1	\$2,525	\$2,525	3	\$7,576
Varsity Assistant	1	\$1,654	\$1,654	3	\$4,961
JV	1	\$1,365	\$1,365	3	\$4,094
Golf - Head Coach	2	\$1,162	\$2,323	3	\$6,970
Tennis					
Boys	1	\$1,365	\$1,365	3	\$4,094
Girls	1	\$1,365	\$1,365	3	\$4,094
Cross Country	2	\$1,287	\$2,574	3	\$7,721
Weight Training					
Head Instr.	1	\$1,761	\$1,761	3	\$5,283
Assistant Trainer	1	\$1,162	\$1,162	3	\$3,485
Head Trainer	1	\$10,705	\$10,705	3	\$32,115
Assistant	1	\$3,680	\$3,680	3	\$11,039
Cheerleader					
Varsity	1	\$2,855	\$2,855	3	\$8,566
Varsity Assistant	1	\$1,714	\$1,714	3	\$5,141
JV	1	\$1,714	\$1,714	3	\$5,141
9th Grade	1	\$1,714	\$1,714	3	\$5,141
Swim Team - Coach	1	\$1,274	\$1,274	3	\$3,823
Other					
Drama	1	\$950	\$950	3	\$2,850
Mock Trial Un	1	\$713	\$713	3	\$2,138
Chorus	1	\$1,188	\$1,188	3	\$3,563
Newspaper	1	\$865	\$865	3	\$2,594
Annual	1	\$1,492	\$1,492	3	\$4,475
Bus Duty	4	\$1,135	\$4,541	3	\$13,623
IB Coordinator	1	\$3,088	\$3,088	3	\$9,263
Work Detail	1	\$1,135	\$1,135	3	\$3,406
Student Council	1	\$713	\$713	3	\$2,138
Core Department Head	6	\$1,425	\$8,550	3	\$25,650
Other Department Head	4	\$950	\$3,800	3	\$11,400
ATC Culinary Arts	1	\$1,140	\$1,140	1	\$1,140

Exhibit 2-5 (continued)
RHSD's Salary Supplements
FY 2016-2017

Type of Supplement	# of Funded Positions	Supplement	Cost per School	Number of Schools	Total Cost
SENIOR HIGH (continued)					
Band					
Director	1	\$6,017	\$6,017	3	\$18,052
Assistant	1	\$2,850	\$2,850	2	\$5,700
Additional Assistant	3	\$2,850	\$8,550	3	\$25,650
Assigned Assistant	varies	\$4,275	\$4,275	3	\$12,825
Orchestra	1	\$1,663	\$1,663	3	\$4,988
Percussion (RHHS only)	1	\$5,400	\$5,400	1	\$5,400
Additional Assistant (SPHS only)	1	\$4,750	\$4,750	1	\$4,750
Total High School			\$296,059		\$876,997
MIDDLE SCHOOL					
Football					
Head Coach 8th	1	\$4,419	\$4,419	5	\$22,094
Head Coach 7th	1	\$4,419	\$4,419	5	\$22,094
Assistant	2	\$3,335	\$6,670	5	\$33,349
Basketball					
Head Coach 8th	2	\$3,166	\$6,332	5	\$31,660
Head Coach 7th	2	\$2,848	\$5,696	5	\$28,478
Volleyball					
Head Coach 8th	1	\$1,646	\$1,646	5	\$8,232
Head Coach 7th	1	\$1,328	\$1,328	5	\$6,639
Wrestling					
Head Coach	1	\$2,124	\$2,124	5	\$10,619
Assistant	1	\$1,233	\$1,233	5	\$6,166
Softball	1	\$1,350	\$1,350	5	\$6,750
Track					
8th Grade	2	\$1,350	\$2,700	5	\$13,499
7th Grade	2	\$1,350	\$2,700	5	\$13,499
Cheerleaders					
8th Grade	1	\$1,371	\$1,371	5	\$6,855
7th Grade	1	\$1,102	\$1,102	5	\$5,509
Other					
Athletic Director	1	\$1,900	\$1,900	5	\$9,500
Intru./Other Assigned	per school	\$3,382	\$3,382	5	\$16,910
Annual	1	\$903	\$903	5	\$4,513
Academic Arts	2	\$713	\$1,425	5	\$7,125
Math Count	1	\$713	\$713	5	\$3,563
Newspaper	1	\$713	\$713	5	\$3,563
Student Council	1	\$618	\$618	5	\$3,088
Bus Duty	4	\$1,135	\$4,541	5	\$22,705
Work Detail	1	\$1,135	\$1,135	5	\$5,676
Core Department Head	4	\$950	\$3,800	5	\$19,000
Other Department Head	2	\$475	\$950	5	\$4,750
Band Supp. For HS Assistant.	1	\$1,900	\$1,900	5	\$9,500
Total Middle School			\$65,067		\$325,334

Exhibit 2-5 (continued)
RHSD's Salary Supplements
FY 2016-2017

Type of Supplement	# of Funded Positions	Supplement	Cost per School	Number of Schools	Total Cost
ELEMENTARY					
Bus Duty	2	\$1,203	\$2,407	16	\$38,510
Total Elementary School			\$2,407		\$38,510
DISTRICTWIDE					
Honors Choir	3	\$713	\$2,138	1	\$2,138
Robotics	1	\$950	\$950	1	\$950
Web Master	1	\$1,000	\$1,000	26	\$26,000
			\$4,088		\$29,088
Total All Supplements			\$369,283		\$1,274,916

Source: RHSD Finance Department, October 2016.

FINDING

Campus level budget allocations over and above the basic per pupil allotments do not all reflect the current level of need or the priorities of the educational leadership.

For example, the workbook allocation has been in place for many years. Elementary principals said consumable workbooks are no longer widely used to supplement textbooks, but the schools have considerable need for classroom reading materials and library books. PTOs and PTAs hold annual book fairs, which help to supplement the need for books. Some principals said they use some or all of the workbook allocation for this purpose, but they voiced concern that a book fair and whatever funds can be set aside from other allocations are what they are using to maintain high quality literacy programs for their students.

Field trip allocations of \$3.50, \$4.00 and \$5.00 at the elementary, middle and high school levels respectively, are not based on actual costs, nor does the amount reflect the district's priorities in terms of offering students field study opportunities. Parents, PTOs and PTAs, teachers and campus administrators are not only asked to pay for field trips, but are also asked to contribute extra amounts to cover the costs for students who cannot afford to pay. One bus and driver for a three hour local trip costs approximately \$100, which includes \$45 for the driver plus mileage costs of approximately \$55 for a round trip of 40-50 miles. Assuming each bus will transport 50 children, transportation costs would be approximately \$2.00 per child. Adding entrance fees of between \$2.00 and \$10.00, the total cost for a single field trip would be between \$4.00 and \$12.00 per student. Principals and bookkeepers provided examples of field trips that had no entrance fees and others with higher entrance fees. If the intent of the allocation is to pay for the transportation costs, the allotment for the elementary schools of \$3.50 per child for field trips would not fully cover the cost of transportation for two field trips per year per student.

From an equity standpoint, neither the field trip allotment nor the field trip costs that are passed along to students take into account the economic ability of the students to pay for field trip costs. *Every principal said that every child, regardless of their ability to pay, has the opportunity to go on every field trip.* The only children left behind are those whose parents have indicated that

they do not want their child to attend. Payment for those students is, however, left to the school which typically means that individual teachers, parents, administrators and PTO/PTA organizations must fund field trip costs, including the amounts that cannot be paid by the students with economic needs. All peer organizations surveyed as part of this study said they charge for field trips, therefore, this is not a unique issue for the district. The district's intent in terms of covering some portion of the costs with this allocation is unclear.

Kindergarten snacks are another area of concern for principals and administrators. The snack allotment is not a restricted allotment. In many schools the children provide their own snacks, with some or all of the allotment used to purchase snacks for those students that do not bring their own snack. With the prevalence of food allergies increasing in recent years, principals said they were challenged to provide healthy snacks for all students. Having the parents provide a snack eliminated some of the risks and concerns associated with those special requirements.

At the secondary levels, the blanket allocations for Student Activities and Band Orchestra are not tied to the number of students in the programs or student demographics/economic need in general. A number of individuals attempted to explain when and how the formulas were developed, but there was no documentation that could be located to determine the thought processes associated with each allocation or the amount stipulated. A number of interviewees questioned the blanket allocations, noting that from an equity standpoint it was equal, but not necessarily equitable.

RECOMMENDATION

Recommendation 2-1:

Review and modify the allocation formulas, as necessary, at all grade-levels in terms of sufficiency to address actual need, equity for students with economic needs and the need for different types of allocations to address educational priorities.

Principals and administrators should review the campus level allocation formulas and with assistance from the Finance Department, make recommendations for adapting the allocations based on actual priorities and needs. *Careful consideration should be given to appropriate methods for increasing equity by considering the economic needs of students at each campus.* The modified allocations should be documented in the Financial Policy and Procedure Manual so that in the future, administrators will have better information for decision-making purposes.

FISCAL IMPLICATIONS

The cost or savings from changing the allocations or adding additional allocations cannot be accurately determined. For estimating purposes, however, changes are estimated to increase the campus level allotments by \$100,000 annually (5 percent of approximately \$2 million annually).

Recommendation	2017-18	2018-19	2019-20	2020-21	2021-22
Review and modify the allocation formulas	(\$100,000)	(\$100,000)	(\$100,000)	(\$100,000)	(\$100,000)

2.1.2 Capital Budgeting

A school system's operating budget generally pays for daily classroom instruction, maintenance, and other educational services. Capital budgets are generally used to pay for assets such as land, buildings and equipment with a longer useful life. During the annual budget process, general operating and capital budget requests are considered.

FINDING

In July 2015, a High School Athletic Facilities Assessment was completed and presented to the Board in August 2015. The goal of this assessment was to provide a basis for capital improvements needed to ensure equity between the three high school athletics programs. As shown in **Exhibit 2-6**, this very comprehensive assessment resulted in a series of recommendations for improvements.

Exhibit 2-6 High School Athletic Facilities Assessment Implementation Plan

Action Item	Cost Estimate	Year	Responsibility
1. Provide a designated wrestling practice area, SPHS. Alterations to existing multi-purpose room (C-102) and piano laboratory (C-110). Includes block wall removal, door relocation, wall padding and flooring. Install automatic mat porter system.	\$65,000	2016	Capital FYP: district/school design team.
2. Standardize HVAC system at all auxiliary gyms, wrestling and weight rooms. Install central air cond. systems at RHHS, NHS (39,000 SF)	\$400,000	2017	Capital FYP: district/school design team.
3. Alterations and addition for ancillary athletics support, SPHS. Including: a. Lean-to addition to enclose rear storage rooms (1500 SF), b. Relocation of athletic laundry to existing storage room adjacent to existing water heating/mechanical room c. Conversion of old laundry room and adjacent offices to provide equitable coaching office space.	\$400,000	2018	Capital FYP: district/school design team.
4. Training room renovations, RHHS and NHS. Including: a. Relocation and renovation to training area, RHHS. b. Demolition of old stage training area, improvements to main training room, NHS.	\$90,000	2016	Capital FYP: Facilities Services, Schools
5. Provide heavy-duty shelving / high-level storage systems, all HS.	\$120,000	2016	Capital FYP: Facilities Services, Schools

Exhibit 2-6 (continued)
High School Athletic Facilities Assessment
Implementation Plan

Action Item	Cost Estimate	Year	Responsibility
6. Construct field support building for softball, RHHS.	\$100,000	2016	Capital program: district/school design team.
7. Replace/ reconstruct field support building for baseball, NHS	\$90,000	2016	
8. Construct public restrooms and concession area for soccer, NHS	\$75,000	2017	
9. Construct new locker room building for softball, SPHS	\$75,000	2016	
10. Renovations to field support building for baseball, RHHS.	\$50,000	2018	
11. Install bleachers at activity fields, RHHS and NHS.	\$150,000	2017	
12. Renovations to Metal Field Support Buildings, all HS.	\$30,000	2018	
13. Replace District Three Stadium sign (new digital sign)	\$40,000	2018	
14. Install District Three South Stadium sign (new digital sign)	\$40,000	2018	
15. Establish standard, systematic and accountable HS athletics facilities operating procedures for: a. Energy Management b. Staff, student/athlete and spectator safety c. Personal and property security in athletics areas d. Health and sanitation (using custodians as back-up, not house-keeping) e. Booster Club Concession Operations Procedures (MOA)	General Fund Staff Project	2016	Schools, District Team
TOTAL COSTS RECOMMENDED:	\$1,725,000		

Source: RHSD, October 2016.

According to administrators, implementation of these recommendations is proceeding as scheduled.

COMMENDATION

RHSD's High School Athletic Needs Assessment was comprehensive and appears to be addressing the major concerns that prompted the study.

FINDING

RHSD does not currently have a process in place for allocating capital money for the systematic replacement of student activity related equipment. Throughout the focus groups sessions and individual interviews, concern was expressed about various capital needs associated with not only athletic facilities, but also the systematic and planned for replacement of band and other equipment with a useful life of five to ten years.

For high school band, in addition to musical instruments, uniform replacements are a major expense. As part of the work with the Equity Committee, band directors were asked to provide essential costs, including capital needs. **Exhibits 2-7 and 2-8**, provide lists of instruments and other equipment with a useful life of five and ten years respectively.

Exhibit 2-7
Five Year Life Expectancy Equipment/Instruments

	UNIT COST	NHS	RHHS	SPHS	Total	Total Exp.
Piccolo	\$455	2	2	4	8	\$3,640
18" Subwoofer	\$520	1	1	4	6	\$3,120
Marching snare drum, 14" w/chrome hardware, carrier and case	\$1,199	4	4	4	12	\$14,388
6,10,12,13,14" quints w/carrier & case	\$1,495	2	2	2	6	\$8,970
2 Way Loudspeaker	\$530	1	1	4	6	\$3,180
800W Power Amp	\$600	1	1	4	6	\$3,600
18" bass drum w/carrier & case	\$750	1	1		2	\$1,500
20" bass drum w/carrier & case	\$780	1	1	1	3	\$2,340
22" bass drum w/carrier & case	\$830	1	1	1	3	\$2,490
26" bass drum w/carrier & case	\$899	1	1	1	3	\$2,697
30" bass drum w/carrier & case	\$975	1	1	1	3	\$2,925
Bell with field frame	\$3,500			1	1	\$3,500
Marching Mellophones	\$1,499			5	5	\$7,495
Bass clarinet	\$1,850	6	6	4	16	\$29,600
Tenor Saxophone, lacquer	\$2,500	4	4	3	11	\$27,500
Baritone saxophone, lacquer	\$4,459	2	2		4	\$17,836
Xylophone, 3.5 octave w/field frame	\$2,435	2		1	3	\$7,305
Marimba, 4.3 octave w/field frame	\$4,490	3	3	3	9	\$40,410
Vibraphone, 3 oct. w/field frame, no mtr	\$3,700	2	2	2	6	\$22,200
Marching Baritone	\$1,999		16		16	\$31,984
Total of Five Year Assets		35	49	45	129	\$236,680
Five Year Assets Annualized						\$47,336

Source: RHSD High School Band Directors, December 2016.

Exhibit 2-8
Ten Year Life Expectancy Equipment/Instruments

Ten Year Life Expectancy Equipment/Instruments	UNIT COST	NHS	RHHS	SPHS	Total All Schools	Total Exp.
Band Uniforms	\$400	175	175	150	500	\$200,000
Sound System	\$20,000	1	1	1	3	\$60,000
Piccolo, wood	\$1,719	1	1	2	4	\$6,876
Oboe w/low Bb resonance vent	\$3,500	4	4	4	12	\$42,000
Bassoon	\$5,575	6	6	4	16	\$89,200
Contra Bass Clarinet	\$4,899	1	1	1	3	\$14,697
Double F Horn	\$3,700	8	8	7	23	\$85,100
Tenor Trombone w/F attachment, lacquer	\$2,399	8	8	4	20	\$47,980
Bass Trombone w/dbl trigger, lacquer	\$2,699	1	1		2	\$5,398
Timpani	\$9,300	0	0	1	1	\$9,300
Concert Euphonium, silver plated	\$2,499	6	6	6	18	\$44,982
Concert Tuba, w/case	\$6,949	6	6	4	16	\$111,184
Trumpet, silver plated	\$1,499	0	0	12	12	\$17,988

Exhibit 2-8 (continued)
Ten Year Life Expectancy Equipment/Instruments

Ten Year Life Expectancy Equipment/Instruments	UNIT COST	NHS	RHHS	SPHS	Total All Schools	Total Exp.
Marching Mellophone, silver plated	\$1,499	12	10		22	\$32,978
Marching baritone, silver plated	\$1,999	16	0	12	28	\$55,972
Bari Saxiphone	\$4,459	0	0	2	2	\$8,918
Sousaphone, silver plated	\$7,499	8	8	7	23	\$172,477
Total of Ten Year Assets		253	235	217	705	\$1,005,050
Ten Year Assets Annualized						\$100,505
Total Annualized Band Asset Need						\$147,841

Source: RHSD High School Band Directors, December 2016.

At the middle school level, athletic directors said that the softball field at Dutchman Creek Middle School is almost unplayable, Rawlinson Road needs bleachers and lights for football field and Sullivan Middle School is getting ready to go through a major renovation but it is unclear as to whether their capital needs will be addressed as a part of that effort. When asked if they had submitted a capital budget request, the answer was generally no.

Also at the middle schools, athletic directors said changing regulations have made it necessary for high jump mats to be replaced. The estimated cost for the new mats is significant, but athletic directors said the schools have no choice but to replace the mats if the students are to continue to compete. Although the middle schools do not typically do fundraisers for athletics, a major fund raiser is being sponsored at one middle school specifically for this purpose. The other middle schools indicated that they are hoping the district will fund the mats, since the mats are required equipment.

Football uniforms, including pads and helmets, also need regular replacement. Some of the uniforms are replaced with district funds, but this expense at the high school level is being supplemented by booster clubs. At the middle schools, this expense is absorbed in the general operations which are funded through athletic fees and concessions. Most middle school athletic directors said they simply make do with what they have, which means that some of the equipment may not be in the best shape.

Most of the interviewees said that it took three to five years for a capital budget request to be addressed. Others said that most capital allocations are the result of critical need, such as the replacement of all football helmets in one year.

While it may be necessary to replace equipment in large quantities, the more cost efficient method is to systematically replace equipment on a cyclical basis so that the inventory is continually being refreshed.

RECOMMENDATION

Recommendation 2-2:

Establish a process for submitting, justifying and approving capital budget requests, and where possible establish useful life scenarios and systematic budget allocations to ensure that student activity equipment is continually refreshed.

While some extraordinary needs may need to be addressed through fund raisers, the ongoing capital needs of the programs should be known and addressed at the district level in the same way that maintenance and facility equipment replacements are handled.

FISCAL IMPACT

Until a full assessment of ongoing student activity equipment needs is performed, an annual amount for equipment replacement cannot be accurately estimated. For purposes of this report, a general estimate of \$50,000 per high school and \$10,000 per middle school.

Recommendation	2017-18	2018-19	2019-20	2020-21	2021-22
Establish a capital budget process and allocation	(\$200,000)	(\$200,000)	(\$200,000)	(\$200,000)	(\$200,000)

2.2 ACCOUNTING PRACTICES

RHSD's accounting structure was developed on a governmental fund basis following the South Carolina State Department of Education's mandated account structure, which is used by all school districts in the State of South Carolina. General Fund operating accounts are recognized under Fund 100, whereas Activity Funds are recognized under Fund 700. Fund 700 is considered a Fiduciary Account, meaning the District is the trustee, or fiduciary, for assets that belong to others. RHSD is responsible for ensuring that the assets reported in these funds are used only for their intended purposes and by those to whom the assets belong. The pupil activity fund is the only fiduciary fund for the district.

According to the district's Financial Policy and Procedure Manual, all pupil activity accounts should have a positive or zero balance at the end of the fiscal year and transfers can be made between some accounts to cover negative balances. Further, unlike General Operating accounts, the money is not swept at the end of the fiscal year, but instead rolls over to the next year, with no restrictions. The principal at each school is responsible for monitoring the accounts, setting up new sub-accounts as needed and authorizing payments from those accounts.

Like the General Operating accounts, schools use a three-digit modifier code to designate the "activity" to which the revenues or expenditures will be recognized. These codes are not mandated by the state but are used by the district for more detailed identification of the expenditure.

FINDING

Although there is a list of modifier codes identified for Activity Fund use, the codes are not consistently used across all campuses, making any type of analysis of revenues and expenditures extremely challenging.

During interviews with board members and administrators, frustration was voiced over the district's ability to produce detailed financial information regarding the costs associated with various student activity functions. In the first meeting held with the Equity Committee during the Diagnostic phase of this study, the group said they felt that someone would have to pull each receipt and transaction to find out the real program costs. Only through a transaction by transaction analysis could anyone determine exactly what the district is paying and what the booster clubs, PTO/PTA organizations and the like are providing.

Exhibit 2-9 provides an attempt in collaboration with the Equity Committee at determining the amount and type of expenditures at the high school level for athletics and band. Principals were asked to provide the activity codes associated with each sport or activity. As can be seen a number of the modifiers are not used consistently and shift from year to year, making comparison difficult.

Exhibit 2-9
High School Level Activity Expenditures
2013-14 to 2015-16

ACTIVITY FUND MODIFIERS	2013-14			2014-15			2015-16		
	NWHS	RHHS	SPHS	NWHS	RHHS	SPHS	NWHS	RHHS	SPHS
213 Athletics	\$0		\$181	\$0		\$0	\$0	\$4,072	\$10,596
219 Athletic Concessions	\$4,670			\$117			\$0		
289 Athletic Security	\$0			\$0					
411 Athletic Fee	\$13,543	\$33,271	\$17,702	\$23,599	\$23,996	\$39,010	\$24,751	\$26,780	\$32,239
928 Athletic Security		\$0	\$0		\$0	\$0		\$0	
Total Athletics	\$18,212	\$33,271	\$17,883	\$23,717	\$23,996	\$39,010	\$24,751	\$30,852	\$42,836
216 Band	\$51,772	\$36,070	\$32,900	\$52,163	\$54,059	\$7,605	\$53,819	\$40,387	\$15,453
715 Jazz Band Festival	\$10,750			\$13,009			\$11,947		
729 Dance	\$9,327		\$0	\$2,559		\$1,721	\$11,407		\$2,097
Total Band	\$71,849	\$36,070	\$32,900	\$67,731	\$54,059	\$9,326	\$77,173	\$40,387	\$17,549
204 Boys/Girls Basketball	\$8,395		\$0	\$0		\$0			
396 Boys Basketball	\$0	\$34,249	\$19,592	\$2,225	\$35,135	\$12,148	\$26,421	\$36,632	\$14,221
397 Girls Basketball	\$22,753	\$22,174	\$16,218	\$9,017	\$23,184	\$19,581	\$10,600	\$17,792	\$7,008
Total Basketball	\$31,149	\$56,424	\$35,811	\$11,243	\$58,319	\$31,730	\$37,020	\$54,424	\$21,229
414 Baseball	\$12,472	\$36,034	\$7,917	\$15,326	\$64,654	\$3,181	\$14,846	\$32,460	\$4,361
Total Baseball	\$12,472	\$36,034	\$7,917	\$15,326	\$64,654	\$3,181	\$14,846	\$32,460	\$4,361
220 Cheerleaders	\$29,229	\$43,774	\$36,447	\$40,501	\$23,366	\$41,503	\$58,386	\$21,484	\$38,024
Total Cheer	\$29,229	\$43,774	\$36,447	\$40,501	\$23,366	\$41,503	\$58,386	\$21,484	\$38,024
402 Boys/Girls Cross Country	\$8,726	\$8,793	\$2,395	\$4,034	\$5,215	\$3,235	\$5,028	\$3,578	\$26
Total Cross Country	\$8,726	\$8,793	\$2,395	\$4,034	\$5,215	\$3,235	\$5,028	\$3,578	\$26
202 Football	\$114,443	\$526	\$98,143	\$112,715	\$117,706	\$80,827	\$117,143	\$78,355	\$94,361
212 Football Camp		\$87,525	\$2,277		\$2,656	\$2,523		\$846	\$4,360
Total Football	\$114,443	\$88,051	\$100,420	\$112,715	\$120,363	\$83,350	\$117,143	\$79,201	\$98,721

Exhibit 2-9 (continued)
High School Level Activity Expenditures
2013-14 to 2015-16

ACTIVITY FUND MODIFIERS	2013-14			2014-15			2015-16		
	NWHS	RHHS	SPHS	NWHS	RHHS	SPHS	NWHS	RHHS	SPHS
404 Golf	\$2,447	\$540	\$4,102	\$1,728	\$2,382	\$0	\$1,308	\$4,581	\$0
405 Golf-Boys	\$1,415		\$5,949	\$2,341		\$0	\$3,702		\$0
Total Golf	\$3,862	\$540	\$10,051	\$4,069	\$2,382	\$0	\$5,010	\$4,581	\$0
420 Boys Soccer	\$26,808	\$14,899	\$15,002	\$35,479	\$18,135	\$9,301	\$32,474	\$26,721	\$5,803
422 Girls Soccer	\$5,296	\$17,850	\$9,536	\$16,847	\$11,834	\$14,614	\$25,484	\$12,254	\$2,969
Total Soccer	\$32,103	\$32,749	\$24,538	\$52,326	\$29,969	\$23,915	\$57,959	\$38,975	\$8,772
416 Softball-JV/V	\$8,451	\$14,705	\$5,590	\$12,737	\$14,005	\$1,977	\$10,617	\$18,116	\$3,307
Total Softball	\$8,451	\$14,705	\$5,590	\$12,737	\$14,005	\$1,977	\$10,617	\$18,116	\$3,307
325 Swim Team	\$4,040	\$5,725	\$4,398	\$2,310	\$3,408	\$5,053	\$5,337	\$2,285	\$3,730
Total Swim	\$4,040	\$5,725	\$4,398	\$2,310	\$3,408	\$5,053	\$5,337	\$2,285	\$3,730
406 Tennis (Boys/All)	\$659	\$1,267		\$1,345	\$4,338		\$1,656	\$3,927	
408 Tennis-Girls	\$1,850		\$1,147	\$1,449	\$832		\$3,705	\$409	\$849
409 Tennis-Boys			\$837			\$131			\$410
Total Tennis	\$2,509	\$1,267	\$1,984	\$2,794	\$5,171	\$131	\$5,361	\$4,336	\$1,258
418 Boys Track	\$10,622	\$1,743	\$2,959	\$15,054	\$2,591	\$7,602	\$13,358	\$8,418	\$6,938
419 Girls Track		\$0			\$37				
Total Track	\$10,622	\$1,743	\$2,959	\$15,054	\$2,628	\$7,602	\$13,358	\$8,418	\$6,938
424 Training Room	\$3,050	\$0	\$4,150	\$476	\$0	\$62	\$3,110	\$0	
427 Training Rm Activity	\$0	\$7,302		\$0	\$0		\$0	\$0	
432 Strength/Conditioning	\$0		\$0	\$0		\$0	\$854		\$392
911 Weight Room		\$1,633			\$2,348			\$965	
Total Training Room	\$3,050	\$8,935	\$4,150	\$476	\$2,348	\$62	\$3,964	\$965	\$392
265 Volleyball		\$41,479			\$2,998			\$135	
410 Volleyball - JV/V	\$19,596	\$0	\$6,559	\$7,790	\$45,622	\$11,776	\$19,309	\$57,733	\$5,258
Total Volleyball	\$19,596	\$41,479	\$6,559	\$7,790	\$48,620	\$11,776	\$19,309	\$57,868	\$5,258
412 Wrestling	\$9,061	\$47,692	\$12,090	\$4,593	\$47,379	\$12,991	\$5,809	\$41,446	\$1,735
Total Wrestling	\$9,061	\$47,692	\$12,090	\$4,593	\$47,379	\$12,991	\$5,809	\$41,446	\$1,735
154 Drama	\$531	\$0	\$1,076	\$12,612	\$16,589	\$2,229	\$17,713	\$13,565	\$1,814
228 Drama Club	\$5,824	\$13,621		\$1,282	\$1,870				
Total Drama	\$6,356	\$13,621	\$1,076	\$13,894	\$18,459	\$2,229	\$17,713	\$13,565	\$1,814
236 Chorus		\$3,008	\$408	\$90	\$572	\$3,503	\$95	\$4,580	\$0
Total Chorus		\$3,008	\$408	\$90	\$572	\$3,503	\$95	\$4,580	\$0
250 Strings/Orchestra	\$160	\$500	\$296	\$166	\$1,772	\$165	\$2,290	\$1,350	\$0
Total Orchestra	\$160	\$500	\$296	\$166	\$1,772	\$165	\$2,290	\$1,350	\$0
440 Supplies, Laundry	\$0		\$347	\$0		\$0	\$0		\$885
436 Staff Dev./Supplies	\$1,154		\$280	\$666		\$0	\$0		\$86
438 Field Maintenance	\$0		\$781	\$0		\$1,740	\$0		\$207
444 AD Discretionary	\$29,525								
492 Athletic General Fund		\$136	\$2,546					\$0	
Total General	\$30,679	\$136	\$3,953	\$666	\$0	\$1,740	\$0	\$0	\$1,178
GRAND TOTAL	\$802,457	\$948,897	\$619,699	\$783,798	\$1,053,369	\$563,215	\$962,340	\$917,739	\$513,076

Source: RHSD Finance Department, October 2016.

As can be seen, the amounts expended through the activity accounts are significant.

In addition, there are Fund 100 accounts that are also used to account for some of the same type of expenditures. For many of the expenditures, it is at the principal's discretion as to what costs are recognized as general operating and which are recognized in the activity funds. **Exhibit 2-10** provides a summary of expenditures from Fund 100 for the last three years.

Exhibit 2-10
General Fund Student Activity Expenditures
2013-14 through 2015-16

026 Northwestern High School	2013-14	2014-15	2015-16	% Change
001				
100-271-0410-001-026 Supplies (Athletic)	\$0.00	\$19,088.63	\$17,660.63	100.0%
100-271-0640-001-026 Dues and Fees	\$0.00	\$31.00	\$0.00	100.0%
100-271-0660-001-026 Field Trips	\$0.00	\$195.00	\$0.00	100.0%
001 TOTALS:	\$0.00	\$19,314.63	\$17,660.63	100.0%
110 Instructional Fees				
100-114-0410-110-026 Supplies - Band	\$23,358.79	\$26,020.00	\$25,819.11	10.5%
100-233-0410-110-026 Supplies - School Mail	\$14.72	\$93.20	\$58.46	297.1%
110 Instructional Fees TOTALS:	\$23,373.51	\$26,113.20	\$25,877.57	10.7%
120 Computer Builders				
100-114-0410-120-026 Supplies - Chorus	\$1,466.97	\$2,271.36	\$3,405.37	132.1%
120 Computer Builders TOTALS:	\$1,466.97	\$2,271.36	\$3,405.37	132.1%
130 School Athletic Insurance				
100-114-0410-130-026 Supplies - Drama	\$2,991.18	\$2,410.54	\$3,972.04	32.8%
130 School Athletic Insurance TOTALS:	\$2,991.18	\$2,410.54	\$3,972.04	32.8%
190 International				
100-114-0410-190-026 Supplies - Strings	\$7,127.48	\$7,166.20	\$7,226.85	1.4%
190 International TOTALS:	\$7,127.48	\$7,166.20	\$7,226.85	1.4%
492 Athletic General Fund				
100-271-0340-492-026 Communication	\$0.00	\$0.00	\$0.00	0.0%
100-271-0399-492-026 Misc. Purchased Services	\$0.00	\$515.00	\$0.00	0.0%
100-271-0410-492-026 Supplies - Gen Athletics	\$25,399.46	\$8,924.78	\$0.00	-100.0%
492 Athletic General Fund TOTALS:	\$25,399.46	\$9,439.78	\$0.00	-100.0%
500 IB				
100-271-0130-500-026 Overtime Salaries	\$0.00	\$0.00	\$89.25	100.0%
100-271-0220-500-026 Employee Retirement	\$0.00	\$0.00	\$14.63	100.0%
100-271-0230-500-026 Social Security	\$0.00	\$0.00	\$6.82	100.0%
100-271-0410-500-026 Supplies - Band Fee Support	\$9,986.41	\$16,500.00	\$19,786.93	98.1%
100-271-0660-500-026 Band Trips	\$2,492.06	\$0.00	\$2,273.80	-8.8%
500 IB TOTALS:	\$12,478.47	\$16,500.00	\$22,171.43	77.7%
026 Northwestern High School TOTALS:	\$72,837.07	\$83,215.71	\$80,313.89	10.3%
038 Rock Hill High School	2013-14	2014-15	2015-16	% Change
001				
100-271-0332-001-038 Travel	\$0.00	\$0.00	\$4,659.49	100.0%
100-271-0360-001-038 Printing/Duplicating	\$0.00	\$0.00	\$0.00	100.0%
100-271-0410-001-038 Supplies (Athletic)	\$0.00	\$19,998.29	\$10,788.17	100.0%
001 TOTALS:	\$0.00	\$19,998.29	\$15,447.66	100.0%
110 Instructional Fees				
100-114-0340-110-038 Communications	\$2,043.03	\$3,486.83	\$2,095.06	2.5%
100-114-0410-110-038 Supplies - Band	\$7,295.87	\$8,501.32	\$4,734.84	-35.1%
100-115-0410-110-038 Supplies - Pre Voc	\$3,309.24	\$1,937.71	\$2,871.71	-13.2%
110 Instructional Fees TOTALS:	\$12,648.14	\$13,925.86	\$9,701.61	-23.3%

Exhibit 2-10 (continued)
General Fund Student Activity Expenditures
2013-14 through 2015-16

038 Rock Hill High School (continued)	2013-14	2014-15	2015-16	% Change
120 Computer Builders				
100-114-0410-120-038 Supplies - Chorus	\$3,019.96	\$1,503.24	\$3,352.76	11.0%
100-271-0130-120-038 Overtime Salaries	\$0.00	\$443.07	\$0.00	0.0%
100-271-0230-120-038 Social Security	\$0.00	\$33.91	\$0.00	0.0%
100-271-0660-120-038 Pupil Activities	\$0.00	\$1,465.62	\$0.00	0.0%
120 Computer Builders TOTALS:	\$3,019.96	\$3,445.84	\$3,352.76	11.0%
130 School Athletic Insurance				
100-114-0410-130-038 Supplies - Drama	\$2,305.33	\$2,415.53	\$1,983.84	-13.9%
100-114-0640-130-038 Dues and Fees	\$0.00	\$0.00	\$75.00	100.0%
130 School Athletic Insurance TOTALS:	\$2,305.33	\$2,415.53	\$2,058.84	-10.7%
190 International				
100-114-0410-190-038 Supplies - Strings	\$2,002.38	\$1,880.14	\$1,301.49	-35.0%
190 International TOTALS:	\$2,002.38	\$1,880.14	\$1,301.49	-35.0%
492 Athletic General Fund				
100-271-0130-492-038 Overtime Salaries	\$0.00	\$0.00	\$156.19	100.0%
100-271-0230-492-038 Social Security	\$0.00	\$0.00	\$11.94	100.0%
100-271-0410-492-038 Pupil Activity - Gen Athl	\$21,752.00	\$22,867.06	\$24,500.00	12.6%
100-271-0660-492-038 Pupil Activities	\$0.00	\$0.00	\$243.80	100.0%
492 Athletic General Fund TOTALS:	\$21,752.00	\$22,867.06	\$24,911.93	14.5%
500 IB				
100-271-0130-500-038 Overtime Salaries	\$66.94	\$0.00	\$0.00	-100.0%
100-271-0220-500-038 Employee Retirement	\$10.39	\$0.00	\$0.00	-100.0%
100-271-0230-500-038 Social Security	\$5.12	\$0.00	\$0.00	-100.0%
100-271-0360-500-038 Printing/Duplicating	\$396.00	\$0.00	\$0.00	-100.0%
100-271-0390-500-038 Other Prof. Services	\$0.00	\$6,305.00	\$0.00	0.0%
100-271-0395-500-038 Other Prof. & Tech. Serv.	\$0.00	\$0.00	\$3,000.00	100.0%
100-271-0399-500-038 Other Prof. Services	\$0.00	\$1,135.00	\$0.00	0.0%
100-271-0410-500-038 Supplies - Band Fee Supp.t	\$38,937.17	\$34,209.96	\$36,753.68	-5.6%
100-271-0660-500-038 Band Trips	\$5,288.40	\$2,651.40	\$10,526.00	99.0%
500 IB TOTALS:	\$44,704.02	\$44,301.36	\$50,279.68	12.5%
501				
100-114-0410-501-038 Supplies - Orchestra	\$0.00	\$121.00	\$0.00	0.0%
100-271-0130-501-038 Overtime Salaries	\$121.13	\$0.00	\$0.00	-100.0%
100-271-0230-501-038 Social Security	\$9.27	\$0.00	\$0.00	-100.0%
100-271-0332-501-038 Travel	\$245.44	\$0.00	\$0.00	-100.0%
100-271-0410-501-038 Supplies	\$1,446.54	\$2,523.98	\$4,668.96	222.8%
100-271-0640-501-038 Dues and Fees	\$169.00	\$0.00	\$0.00	-100.0%
100-271-0660-501-038 Pupil Activities	\$1,487.23	\$0.00	\$0.00	-100.0%
501 TOTALS:	\$3,478.61	\$2,644.98	\$4,668.96	34.2%
038 Rock Hill High School TOTALS:	\$89,910.44	\$111,479.06	\$111,722.93	24.3%

Exhibit 2-10 (continued)
General Fund Student Activity Expenditures
2013-14 through 2015-16

041 South Pointe High School	2013-14	2014-15	2015-16	% Change
001				
100-271-0130-001-041 Overtime Salaries	\$0.00	\$9,532.89	\$11,882.05	100.0%
100-271-0220-001-041 Employee Retirement	\$0.00	\$981.19	\$1,362.05	100.0%
100-271-0230-001-041 Social Security	\$0.00	\$718.26	\$892.11	100.0%
100-271-0270-001-041 Worker's Compensation Ins	\$0.00	\$0.48	\$0.00	0.0%
100-271-0660-001-041 Field Trips	\$0.00	\$10,291.25	\$10,514.23	100.0%
001 TOTALS:	\$0.00	\$21,524.07	\$24,650.44	100.0%
110 Instructional Fees				
100-114-0410-110-041 Supplies - Band	\$5,018.29	\$23,017.96	\$26,048.94	419.1%
100-233-0410-110-041 Supplies - School Mail	\$283.61	\$2,201.94	\$1,423.00	401.7%
110 Instructional Fees TOTALS:	\$5,301.90	\$25,219.90	\$27,471.94	418.2%
120 Computer Builders				
100-114-0410-120-041 Supplies - Chorus	\$2,072.00	\$2,774.51	\$2,756.17	33.0%
100-271-0332-120-041 Travel	\$160.00	\$0.00	\$0.00	-100.0%
120 Computer Builders TOTALS:	\$2,232.00	\$2,774.51	\$2,756.17	23.5%
130 School Athletic Insurance				
100-114-0410-130-041 Supplies - Drama	\$4,211.85	\$4,254.89	\$4,352.74	3.3%
130 School Athletic Insurance TOTALS:	\$4,211.85	\$4,254.89	\$4,352.74	3.3%
190 International				
100-114-0410-190-041 Supplies - Strings	\$4,384.33	\$4,891.84	\$4,694.56	7.1%
190 International TOTALS:	\$4,384.33	\$4,891.84	\$4,694.56	7.1%
492 Athletic General Fund				
100-271-0399-492-041 Misc. Purchased Services	\$0.00	\$0.00	\$400.00	100.0%
100-271-0410-492-041 Supplies -General Athletics	\$0.00	\$619.94	\$356.23	100.0%
100-271-0640-492-041 Dues and Fees - Athletics	\$0.00	\$4,372.37	\$0.00	0.0%
492 Athletic General Fund TOTALS:	\$0.00	\$4,992.31	\$756.23	100.0%
500 IB				
100-271-0130-500-041 Overtime Salaries	\$0.00	\$8,400.80	\$7,600.80	100.0%
100-271-0230-500-041 Social Security	\$0.00	\$642.65	\$581.45	100.0%
100-271-0270-500-041 Worker's Compensation Ins	\$0.00	\$62.92	\$66.88	100.0%
100-271-0410-500-041 Supplies - Band Fee Support	\$22,253.79	\$3,697.00	\$2,185.66	-90.2%
100-271-0660-500-041 Band Trips	\$787.80	\$1,446.00	\$1,358.70	72.5%
500 IB TOTALS:	\$23,041.59	\$14,249.37	\$11,793.49	-48.8%
041 South Pointe High School TOTALS:	\$39,171.67	\$56,382.82	\$76,475.57	95.2%
100 General Fund TOTALS:	\$201,919.18	\$251,077.59	\$268,512.39	33.0%

Source: RHSD Finance Department, October 2016.

On the revenue side, gate receipts from events were being reported under different codes at the different high schools. For example, in 2013-14 Rock Hill High School recorded only \$3,014 in admissions for all sports, compared to \$143,000 in 2014-15 and \$125,500 in 2015-16. When

asked about the discrepancy, the Finance Department explained that until state guidelines changed, some principals used other account codes for gate receipts. State guidelines now require gate receipts to be recorded under Admissions, therefore, for the last two years all campuses are using the same code.

The issue is not limited to the high school level, nor is it limited to athletics and band. Obtaining an accurate cost for field trips could not be compiled by looking at what is recorded in activity or general operating funds. After discussions with the Transportation and Information Technology departments, the most accurate information on field trip costs came from the amounts charged by Transportation to the schools or departments (See **Appendices C and D**).

From a technical standpoint, the current accounting system in use by the district is robust and capable of extracting and producing a wide variety of reports. The primary issue appears to be related to how both revenues and expenditures are initially recorded and the consistent use of modifier codes.

RECOMMENDATION

Recommendation 2-3:

Establish descriptors for modifier codes and begin using more consistent modifier codes that will allow detailed analysis and needs assessments in the future.

Budget allocations in the future should be based on demonstrated needs. To more accurately assess those needs, the accounting structure and the manner in which revenues and expenditures are recorded must be more consistent. Working with principals and bookkeepers to determine the most effective and efficient manner in which to do this should mitigate some of the challenges associated with the implementation of such changes.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

2.3 EXPENDITURE AND PURCHASING PRACTICES

With only few exceptions, neither the schools nor the district are involved in purchasing processes for non-school sponsored organizations. Responsibility for purchasing and oversight of the purchasing practices is entirely within the purview of the non-school support organizations.

The RHSD's Procurement Code governs all district purchasing activities. All funds including General Fund, Grants, and Capital Improvements, etc. are governed by this code. While Pupil Activity Funds (700) are technically exempt from competition, RHSD requires all other procurement procedures to be followed.

As shown in **Exhibit 2-11**, when working with booster clubs, PTOs and PTAs or other external support groups, the decision-making process begins with each new school year. The actual timing, however, varies from campus to campus, when some groups meeting near the end of a school year or during the summer months after new officers are elected.

Decisions regarding which entity will make a purchase using non-school support organization money are primarily made based on convenience and monetary considerations.

- RHSD is required to pay sales tax while non-school support groups registered with the state as charitable organizations do not.
- Non-school support organizations are not required to follow state and local purchasing guidelines, and therefore can make purchases faster and with considerably less paperwork.
- RHSD is able to buy from state and local per-approved contracts that in some cases offer better pricing and terms.

The ease and timeliness of purchasing by non-school support organizations, coupled with the sales tax exemptions can outweigh any price reductions available through state or local contracts.

Following the process flow, in instances such as the purchase of technology and facility enhancements, the excepted process requires the district to make the purchases. In those instances, or in the instance where it is more advantageous for the district to make the purchase, the non-school support organization will typically reimburse the district for the expense once the purchase is finalized.

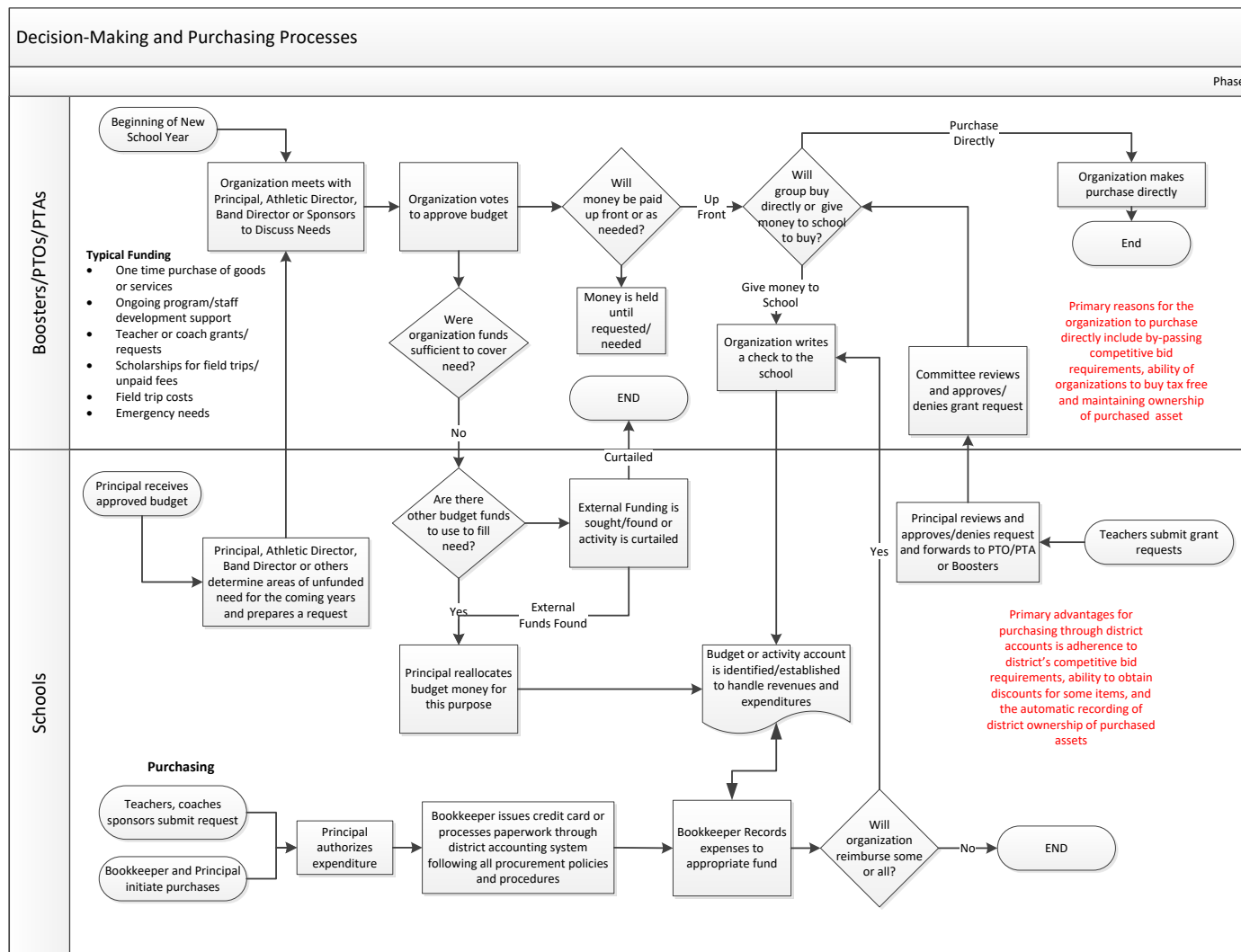
FINDING

As shown in the process flow, the non-school support organizations typically meet with the principal, athletic or band director, organization sponsors or other staff to discuss needs. At this point, the principal will have access to the approved budget or direct knowledge of what budgeted funds are expected. Most principals said that they know from experience what will be needed or have direct knowledge of specific unmet needs.

The organizations take the list of needs to their organizations and budgets are approved. At this point, the organizations also plan out the fundraiser that may be undertaken to fund the needs. In some instances, there are immediate purchases that can be made from the organizations existing funds. In other instances, the money will not be available until the funds are raised.

During interviews with organization leaders, principals and other campus-level leaders, it became apparent that the collaboration between the non-school support organizations and the campus leaders is exceptionally good. While some expressed frustration about the level of needs, all said that the groups were supportive and generally did all in their power to provide financial and other assistance to the campuses they serve.

Exhibit 2-11 Decision Making and Purchasing Processes



Source: Compiled by Ressel & Associates during interviews, October 2016.

Further, the organizational leaders said they felt the lines of communication between and among campus level leaders was positive. None of the organizations said they felt pressured by the campus leaders. Rather, they felt that the leaders kept them informed of challenges and collaboratively looked for ways to address those need. That is not to say that unexpected needs and last minute requests do not occur, but most said they work as a team to adjust and respond.

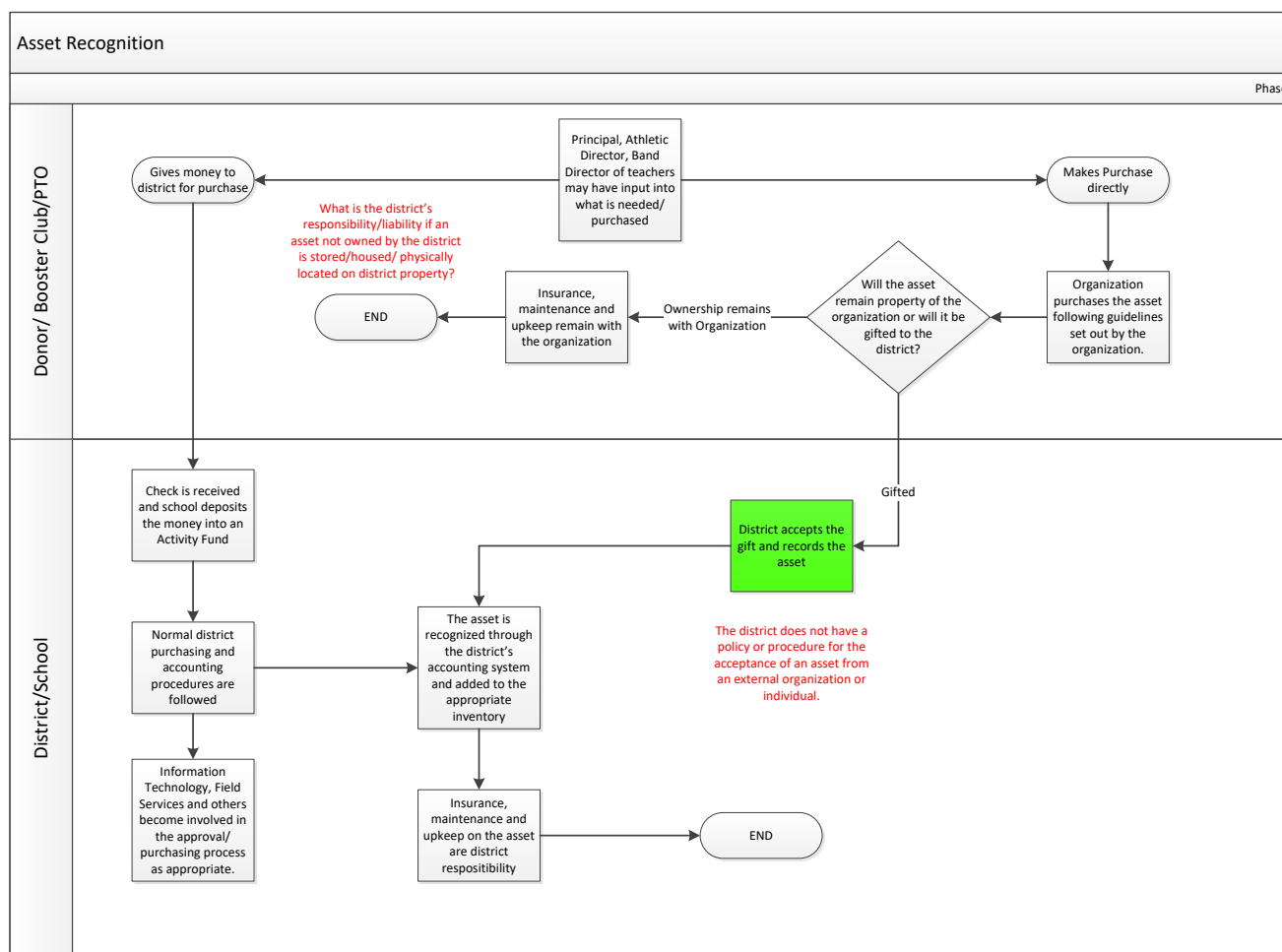
COMMENDATION

Decision-making appears to be a collaborative effort between the organizations and campus leaders with open communication allowing both parties to work together to meet ongoing and unexpected challenges.

FINDING

As discussed in the policy section of this report, the process by which donated assets are accounted for is not clearly defined in policy or procedure. As shown in **Exhibit 2-12**, the procedure for accepting donated assets is undocumented.

Exhibit 2-12
Donated Asset Recognition



Source: Compiled by Ressel & Associates during interviews, October 2016.

Many principals and bookkeepers identified assets purchased by external organizations or donated by business partners, but were often unclear as to who actually owned the asset.

Examples of donated assets where ownership was questioned included a golf cart, copiers, trailers, computers, printers and other miscellaneous assets. Not all of the donated items would fall into the category of a fixed asset, which the district defines as assets valued at \$100,000 with useful lives of 15 years or more and \$5,000 for all other capital assets with useful lives less than 15 years. For the larger items, however, it would be advantageous to have serial numbers and other identifying information on file for insurance purposes.

Whether a fixed asset or not, the recognition of a donation and the timing of that recognition could be important for both the district and the donor. For example, IRS provides the following guidance for asset donations:

“To claim a deduction for contributions of cash or property equaling \$250 or more you must have a bank record, payroll deduction records or a written acknowledgment from the qualified organization showing the amount of the cash and a description of any property contributed, and whether the organization provided any goods or services in exchange for the gift.”

Further, some asset donations are not acceptable. According to the Information Technology Department, RHSD does not accept donated computers for a number of reasons, including compatibility concerns. According to interviews, this has not prevented some computers or other technology equipment from being purchased and donated by PTOs and PTAs.

RECOMMENDATION

Recommendation 2-4:

Develop a form to be used by campus leaders for the acceptance of a donated asset which includes a statement of value and the required IRS language for charitable donations.

The form should acknowledge transfer of ownership to the district, thereby leaving no doubt about who is responsible for the asset. A copy of the form signed by both the principal and the donor should be given to the donor and copies maintained by the campus and forwarded to the Finance Department to be recorded as they deem appropriate.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

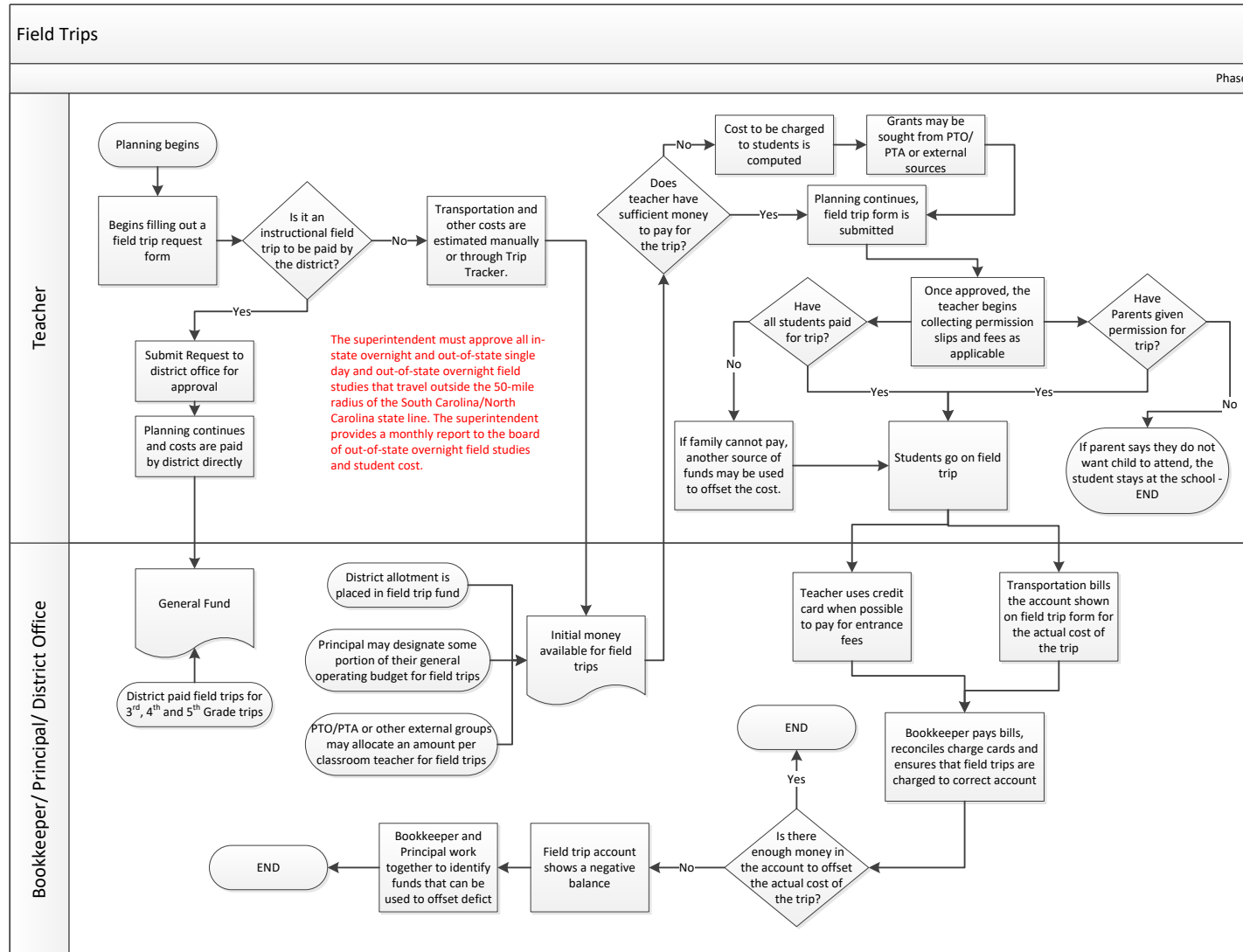
FINDING

As shown in **Exhibit 2-13**, when the Transportation Department bills the account shown on field trip form, there are often differences between the estimated costs for the trip and the actual costs.

Before a field trip is authorized, the requestor or bookkeeper used Trip Tracker to estimate the costs based on the distance to be traveled and the estimated time that the driver will be needed. Trip Tracker has improved the estimating process, but there are usually some variances from the estimate in terms of miles driven and driver hours.

Bookkeeper must follow-up on the final bills to make sure that the charges are billed to the correct account, and to verify that the campus is not over or under charged. The final bill is also important because funds may need to be transferred in order to cover costs.

Exhibit 2-13
Field Trip Process Flow



Source: Compiled by Ressel & Associates during interviews, October 2016.

In researching the cost of instructional field trips as part of this study, staff identified five trips charged to the wrong account. Since the charges were from a prior year, they were not reversed, but the incident highlighted the need for some type of verification of charges once the actual charges are known.

RECOMMENDATION

Recommendation 2-5:

Implement a process whereby campuses are sent a monthly accounting of transportation charges for reconciliation and validation.

The monthly campus report should show the date of the trip, the number of miles driven and the charge, the driver time and the charge, and the account number or numbers to which the trip was charged. **Appendices C and D** provide an example of the type of report that was produced for this study and could be produced on a monthly basis and emailed to the schools or program staff.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

2.4 REVENUE AND CASH HANDLING PRACTICES

Neither the schools nor the district are involved in handling cash or recording revenues for non-school sponsored organizations. Responsibility for cash handling and revenue recognition are entirely within the prevue of the organizations, as are any internal controls or procedures used to ensure the integrity of the cash received.

School sponsored Student Activity revenues are handled by district staff and come from many different sources. The processing of the various types of revenues requires special handling.

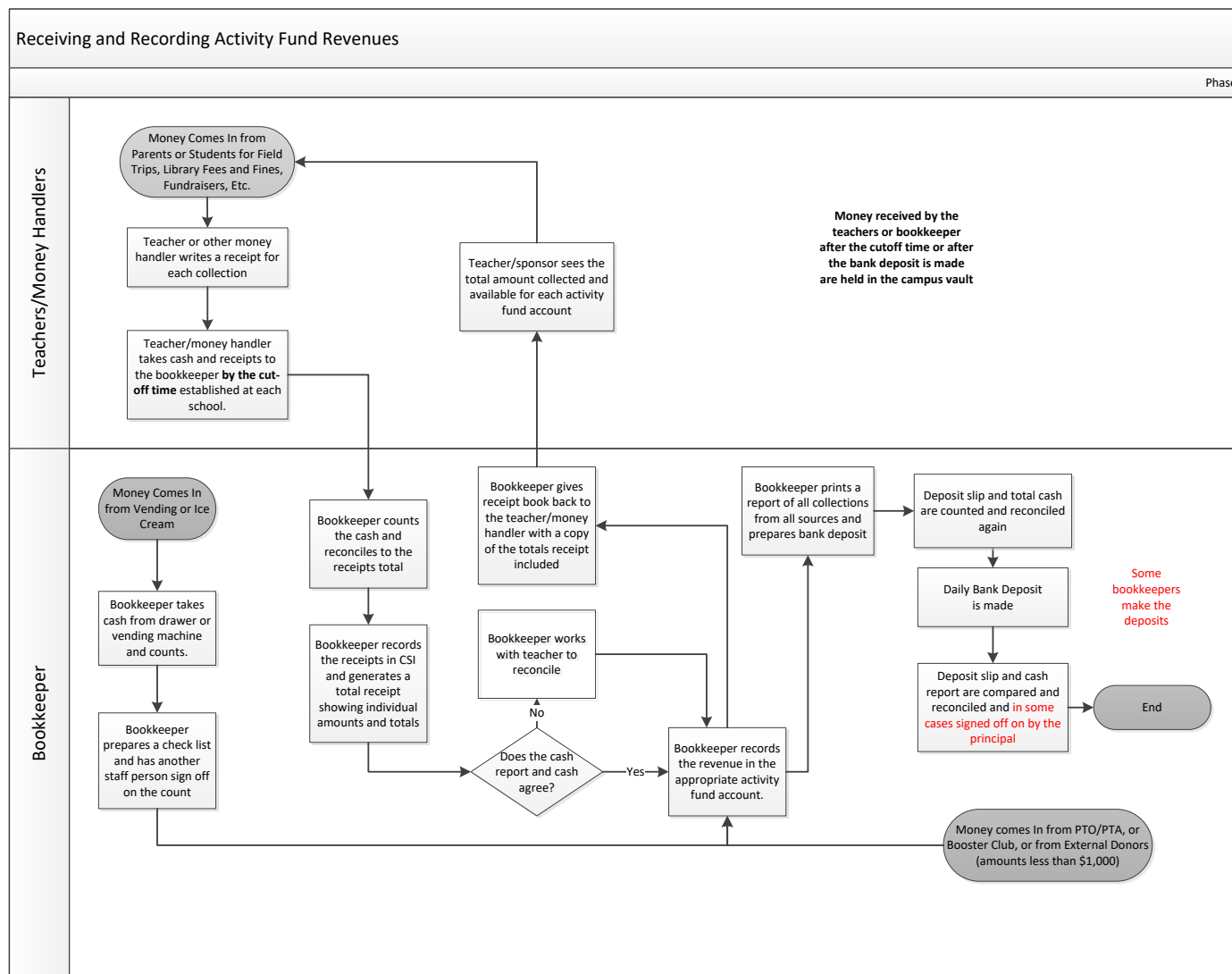
On a daily basis, teachers and other campus level staff, designated as cash handlers, receive and record payments from donors, students or parents. The types of payments may include but are not limited to:

- Field trips
- Fees and fines
- School sponsored fundraisers
- Donations
- Vending machines, Chick Fil A and other sales

Regardless of the source, each of the payments must be recorded in the correct activity modifier code, so that it will be available for future use for its designated purpose.

Exhibit 2-14 shows how the money flows in and is recorded in the appropriate student activity account. **Exhibit 2-15** provides greater detail about the cash handling procedures, including the internal controls used to ensure the integrity of the receipts.

Exhibit 2-14
Receiving and Recording Daily Activity Fund Revenues



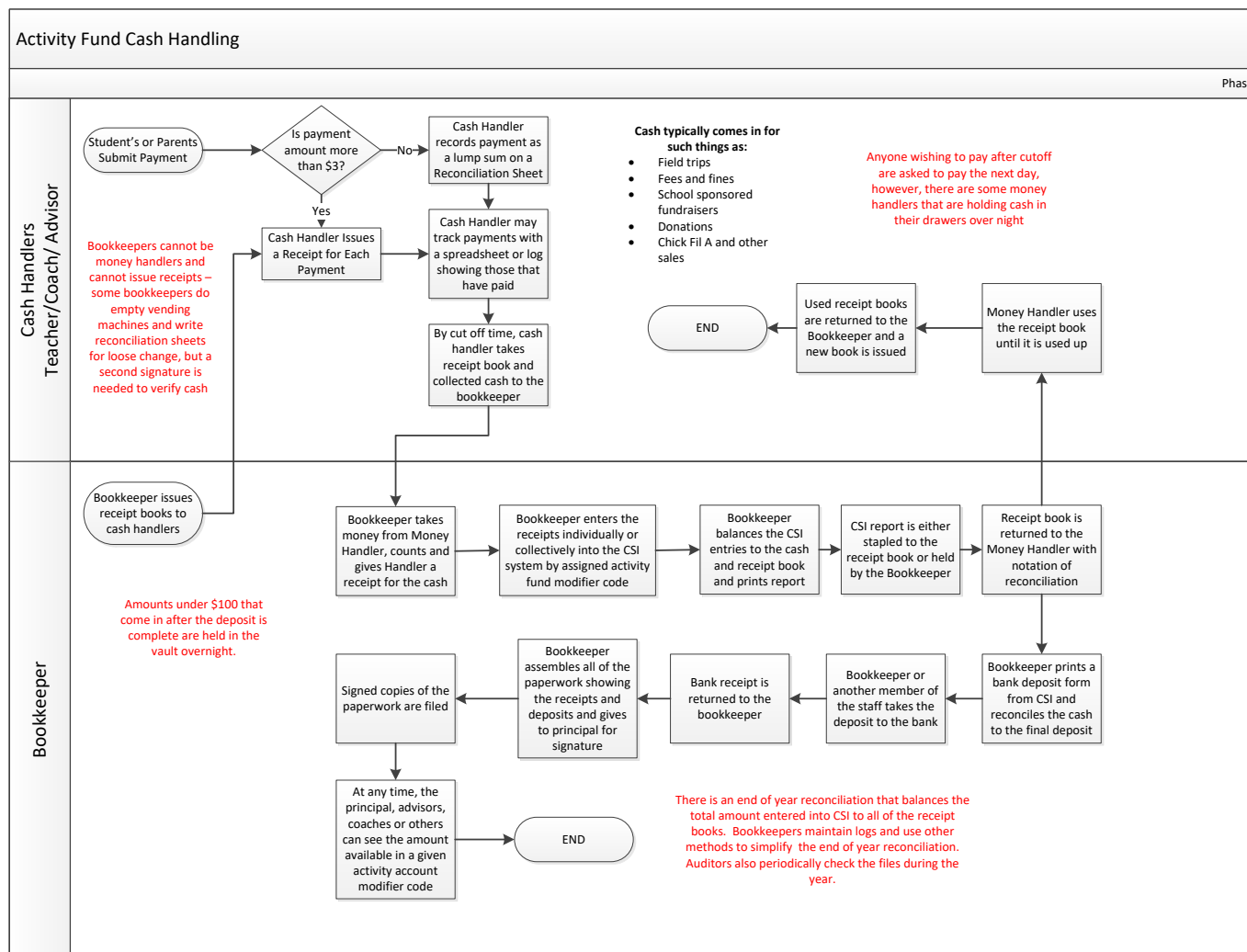
Source: Compiled by Ressel & Associates during interviews, October 2016.

As shown, teachers, coaches and various school sponsors are the primary day-to-day money handlers. Office staff may occasionally take payments, but by far, the teachers are the primary handlers.

Pre-numbered receipt books are used to record the money coming in and are used as the primary tool for daily and annual reconciliations. The Financial Policy and Procedures Manual states that a receipt should be issued for any funds collected, however, teachers collecting less than \$5.00 from each student may either receipt each student or receipt the sum of the monies collected on

one receipt, but there should be a list that details the names and amounts collected from each student to support this receipt. As shown in **Exhibit 2-15**, the more widely held standard is to use the single receipt approach when the amount collected is \$3.00 or more.

Exhibit 2-15
Activity Fund Cash Handling Procedures



Source: Compiled by Ressel & Associates during interviews, October 2016.

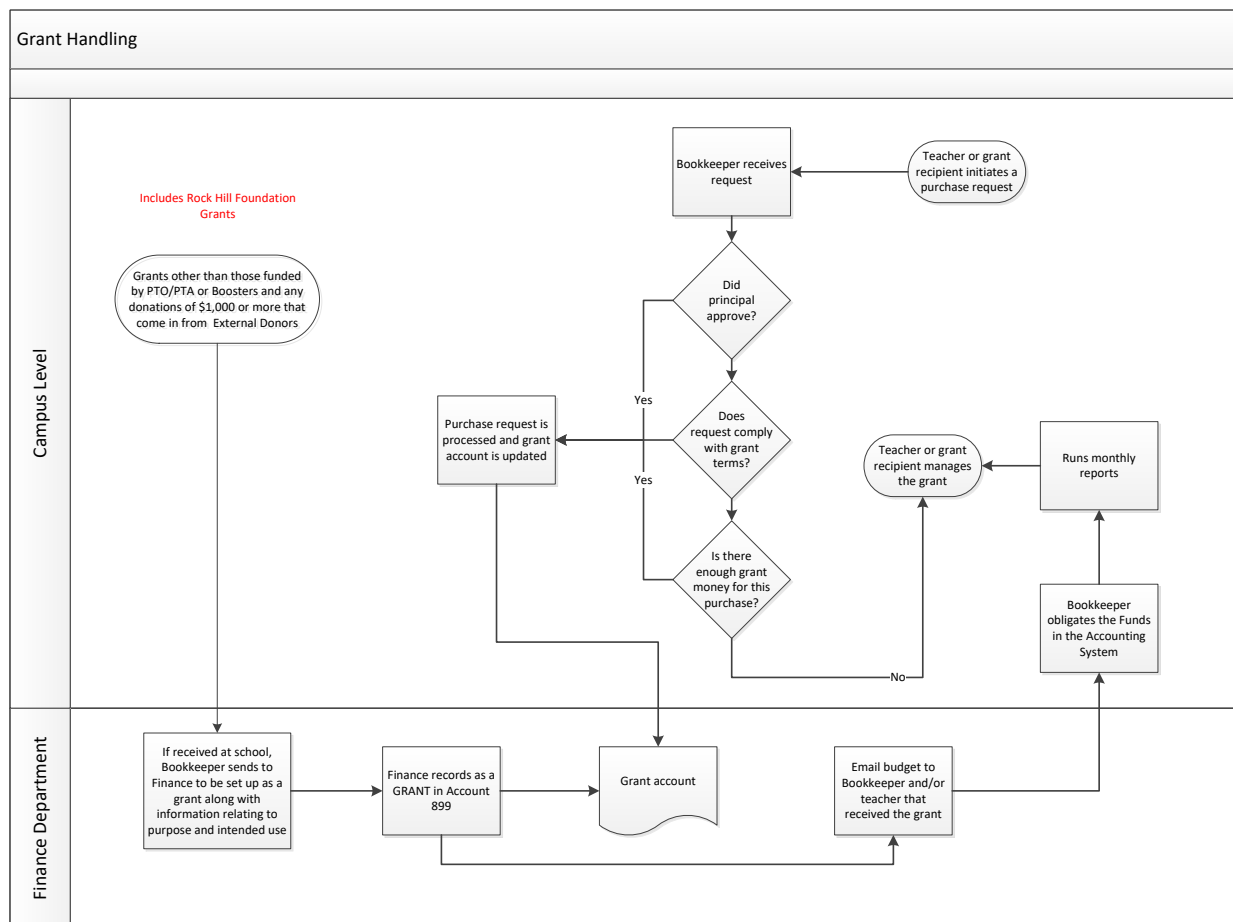
Bookkeepers are not money handlers, but rather are the control that is responsible for ensuring that money is accurately received and recorded.

2.4.1 Grants and Grant Recognition

Any contributions from businesses or individuals over \$1,000, regardless of the purpose for which it is given, are set up as a grant in Accounting Code 899 rather than being recorded as Activity Fund revenue. Grants from the Rock Hill Foundation are handled in the same manner.

Exhibit 2-16 illustrates the flow of both money in and money out of the grant accounts.

Exhibit 2-16 Grant Handling Procedures



Source: Compiled by Ressel & Associates during interviews, October 2016.

FINDING

The cut off of \$1,000 that triggers the recognition of a donation as a grant may need to be reviewed. The following excerpts from the Finance Policies and Procedures Manual provides guidance on this process:

"Any donations to the District over \$1,000 should not be deposited into Pupil Activity accounts. These donations would be considered "Special Revenue" and should be delivered to the District Office to be accounted for in a Special Revenue Fund. Accounts in these funds may be carried forward to a new fiscal year if provisions of the donation allow for it..."

- *In order for a grant budget to be set up, a budget narrative must be submitted to the Grant Coordinator and must be approved by the Executive Director of Finance.*

- *No purchases can be made until the budget accounts have been finalized or approval has been received from the Department of Finance. A copy of the approved grant must be submitted to the Department of Finance to be kept on file...*

For all grant funds, revenues must equal expenditures at the end of the fiscal year even though the grant period may not be over. In order to close the books and record expenditures and revenues properly journal entries may have to be made. For those funds that allow carry-over, the revenue will be carried forward to the New Year and the funds re-budgeted.”

During interviews, bookkeepers and principals commented on and questioned this process. In some instances, individuals said the dollar amount seemed low, and the additional work involved in setting up and maintaining a grant seemed excessive when the money was to be spent almost immediately for very specific purposes. No specific information could be found regarding the reasoning for the \$1,000 cut off. Some felt that in the past \$1,000 may have been appropriate, but with inflation, the cut off might need to be raised.

RECOMMENDATION

Recommendation 2-6:

Review the process and procedure for grants of \$1,000 or more and determine if the cutoff remains relevant and appropriate, considering the additional work involved.

If the \$1,000 cut-off is found to remain appropriate and desirable, a simplified process may be considered for donations under \$5,000, for example, that achieves the same purpose but is less onerous to administer.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

2.4.2 Gate Receipts

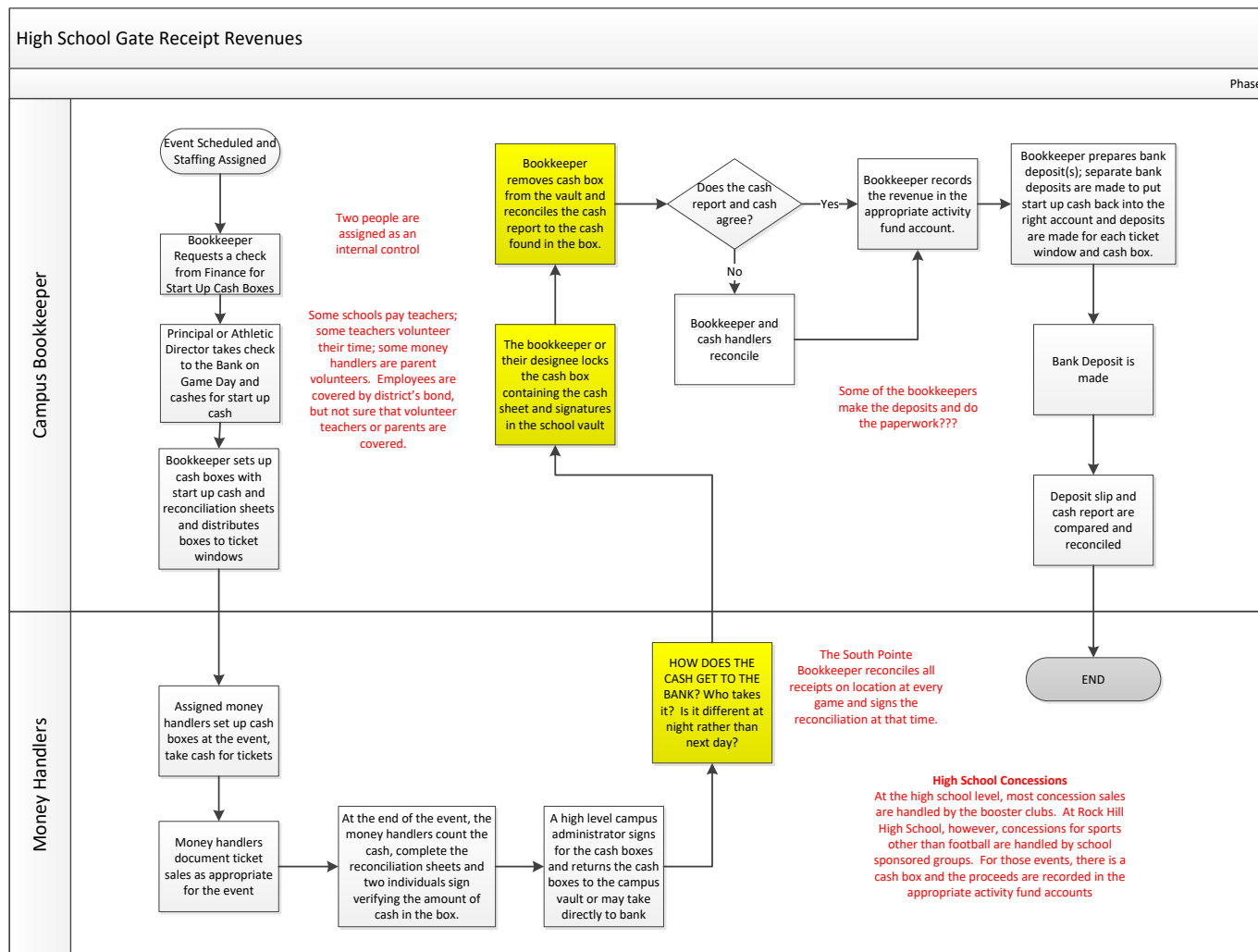
Gate receipts are a significant source of activity fund revenue used to support the various programs.

FINDING

The processes used to prepare for, reconcile and record gate receipts are onerous and labor intensive and in some instances violate School Board policy.

As shown in **Exhibits 2-17** and **2-18**, both high school and middle school activities that involve gate receipts involve paid and unpaid staff performing hours of work at all levels. In some instances employees are required to carry thousands of dollars in cash in their personal vehicles, and receipts are stored in the school vaults overnight, far in excess of the \$100 limit established in School Board policy.

Exhibit 2-17 High School Gate Receipt Revenues



Source: Compiled by Ressel & Associates during interviews, October 2016.

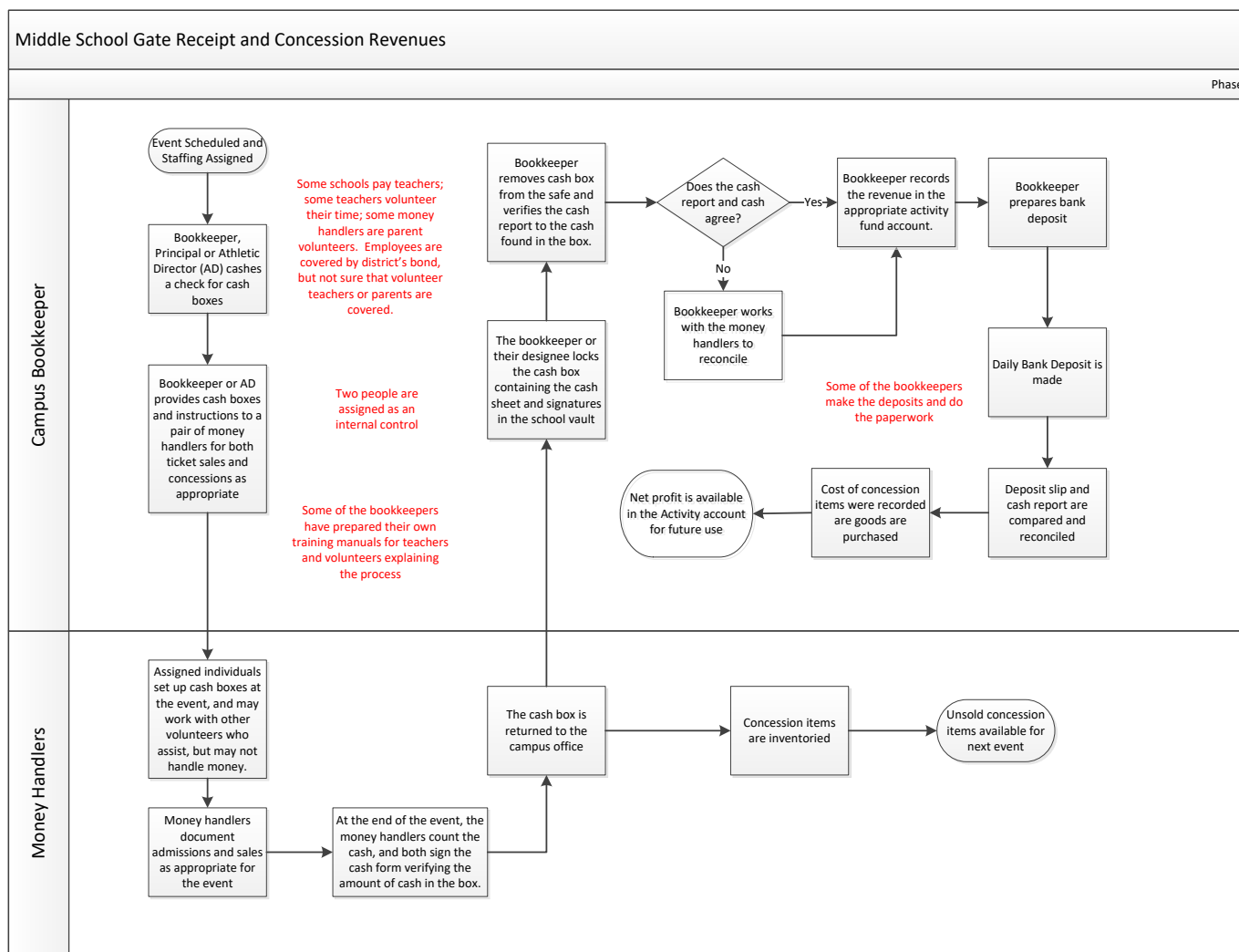
Although the dollar amounts being handled and the frequency of the events may differ, the basic processes for handling gate receipts are similar. One of the middle school athletic directors (AD) described the process used in their school as follows:

The AD schedules and train money handlers who are all on staff at the school. All of their money handlers are paid \$20 per event for which they turn in a time sheet at the end of each season and are paid through payroll.

On the day of an event, the AD cashes a check at the bank for change, places it in the cash boxes, and places a reconciliation sheet in the gate box. No reconciliation is performed for concessions because they do not keep a log of every item sold. The gate keepers at the end of an event reconcile the gate money with the tickets and both boxes are given to an administrator who locks both boxes in the school vault. The next day, the

AD counts both concession proceeds and reconciles gate receipts. The AD creates a deposit slip and gives the money and the deposit to the bookkeeper for handling.

Exhibit 2-18 Middle School Gate Receipt and Concession Revenues



Source: Compiled by Ressel & Associates during interviews, October 2016.

Board Policy DM Cash in School Buildings issued in November of 2012 states:

“No one will keep more than \$100.00 (including cash and checks) overnight in a school under any circumstances. The board directs all principals to make deposits of school monies more than \$100 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. Monies less than \$100 must be kept in a locked, secure place until deposited. 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.”

Several major problems arise in terms of gate receipts as a result of this policy. First, to fill the cash boxes, on the day of the event someone, typically the principal or athletic director, will take a check to the bank and pick up cash. To obtain a check, a request is sent to Finance, the request is filled and a check is picked up. *That check cannot be picked up until the day of the event because the policy addresses holding both checks and cash.*

Cash in the increments needed for the cash boxes is ordered from the bank– typically smaller bills and change. The principal or athletic director pick up the check from central office, take it to the bank and pick up the cash as ordered. *Transporting up to \$5,000 in a personal vehicle for each game creates a risk for the district and the employee transporting the cash.*

The check pick-up and cashing process takes from two to three hours of the principal or athletic director's time on a game day, when there are typically other pressing issues.

Finally, at the end of the event, cash is reconciled and typically locked in the vault overnight. There were a number of different scenarios described by the bookkeepers at the different schools. Some mentioned a drop box at the bank, but most said that an assistant principal, principal or other person in authority would walk the receipts to the vault where it was secured for the night. *Policy does not allow for that eventuality, even when it is late at night and the vault is often the closest and most secure spot for the money to be held.*

Bookkeepers and principals said that policy did not appear to take into account the gate receipt processes or the additional hours of work required to attempt to comply.

RECOMMENDATION

Recommendation 2-7:

Consider revising School Board Policy DM Cash in School Buildings to address the needs and concerns relating to gate receipts.

Given that all of the schools described the same general processes and expressed the same concerns, it is apparent that the issue is deep seated and requires immediate attention. Below are some ideas discussed by focus group participants for rectifying the problem:

- Allow schools to hold up to a given amount of small bills and change needed for cash boxes in a separate safe or vault – with the same audit provisions as a petty cash account.
- Arrange for armored cars to deliver and pick up cash from major events where more than \$5,000 is needed or anticipated in revenues.
- Have a police officers staffing the game to accompany the employee to the bank or vault.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Staff members are asked to be money handlers for sporting and other events, but not all are paid for their service. As discussed above, the responsibility for handling large sums of cash is significant. Some schools said they recruit staff volunteers and others said they pay staff a small amount per event.

RECOMMENDATION**Recommendation 2-8:**

Consider establishing a uniform procedure regarding the use and payment of staff serving as money handlers for games and other events.

To ensure fair and equitable treatment of staff, it may be appropriate for the decisions regarding whether to pay or how much to pay should be more uniformly applied.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

2.4.3 Student Fees

Fees are another significant source of revenue for Student Activities. **Exhibit 2-19** provides a summary of the Student Activity related fees currently assessed by grade level.

Exhibit 2-19
Fees and Dues

Fee Type	Amount	Grade Level	Waiver or Supplements based on Economic Need	Fund
Technology Protection Plan Fees	\$35	Grades 3 thru 12	Waivers (unfunded) for eligible students	General Operating Fund 100
Athletic Fees	\$60/ \$50 fee and \$10 for insurance	Middle and High School	No	Student Activity Funds (700)
Band Fees	\$500 at Northwestern and Rock Hill High School and \$400 at South Pointe	High School	District supplement of \$25,000 per high school to fund.	Fees = Activity Fund Supplement = Fund 100
PE Uniform Fees	\$15	South Pointe HS	No	Student Activity Funds (700)
Parking Fees	\$20	All High Schools for Grades 10-12	No	Student Activity Funds (700)
Club dues and school sponsored organization fees	Varies	Varies	No	Student Activity Funds (700)

Source: Compiled from information provided by school bookkeepers and Finance staff, October 2016

FINDING

RHSD charges students various fees relating to curricular and extracurricular activities. Only two of the fees are formally waived or funded through district supplements for students that are eligible for free or reduced priced meals.

For those fees and dues that do not have a formal waiver process, principals and bookkeepers indicated that they work out payment plans, seek external scholarships from PTOs/PTAs and Boosters and from external donors and business partners. In many instances, the bookkeepers said staff will pay the fee out of pocket for deserving students.

Section 59-19-90 of the South Carolina Education Code includes the following statement relating to the “General powers and duties of school trustees:”

“The board of trustees shall also:

(8) Charge matriculation and incidental fees. Charge and collect matriculation and incidental fees from students; however, regulations or policies adopted by the board regarding charges and collections must take into account the students' ability to pay and must hold the fee to a minimum reasonable amount. Fees may not be charged to students eligible for free lunches and must be reduced pro rata for students eligible for reduced price lunches;”

As part of the peer survey, the policies relating to the assessment of fees were gathered (**Exhibit 2-20**). For South Carolina schools, the policy relating to the collection of fees is typically found in School Board Policy JQ. Beaufort, however, uses a different numbering system but had an SS policy that addressed the topic.

Exhibit 2-20
Peer Policies Relating to Fee Collection

Peer	Policies Relating to Fee Collection
Pickens	<p>Fees</p> <p>Basic textbooks are furnished by the State of South Carolina through the state department of education for all students in grades K-12.</p> <p>A supply and materials fee is collected annually at the school level and submitted to the department of financial services. This fee is budgeted as general fund revenue in support of instructional expenses. Additional fees to help offset the costs associated with individual classes or school activities may be charged with the approval of the superintendent or his/her designee.</p> <p><u>The district will not charge the supply and materials fee to students who receive free lunches and will pro rate this fee for students who receive reduced-price lunches.</u></p>

Exhibit 2-20 (Continued)
Peer Policies Relating to Fee Collection

Peer	Policies Relating to Fee Collection
Florence	<p>Fees</p> <p>The board recognizes that it may charge student fees to offset the cost of educational materials and supplies. The district will not deny any student an education because of his/her failure to pay these supplementary charges.</p> <p>No school will charge a fee that has not been approved by the board.</p> <p>The superintendent will work with principals to formulate the necessary controls and records to assure that all fees are uniform and held to a minimum.</p> <p><u>The district will not charge fees to students who receive free lunches and will prorate fees for students who receive reduced-price lunches.</u></p>
Beaufort	<p>Fees</p> <p>It is the responsibility of each school to offer a free appropriate public education to all students. This implies that all established activities and programs within the school should be free of charge. Exceptions include special events, activities or materials that support the individual student or the academic program. Fees that are charged for these exceptions should be reasonable and must follow the guidelines established by the district.</p> <p>No school will charge a fee that has not been approved by the superintendent.</p> <p>The superintendent will work with principals to formulate the necessary controls and records to assure that all fees are uniform and held to a minimum.</p> <p><u>The district will not charge instructional fees to students who receive free lunches and will prorate instructional fees for students who receive reduced-price lunches.</u></p> <p>The district will not deny any student an education because of his/her failure to pay these supplementary charges.</p>
Lexington	<p>Fees</p> <p>The board recognizes that it may charge student fees to offset the cost of educational materials and supplies. The district will not deny any student an education because of his/her failure to pay these supplementary charges.</p> <p>No school will require a student to pay a fee that has not been approved by the board.</p> <p>The superintendent will work with principals to formulate the necessary controls and records to assure that all fees are uniform and held to a minimum.</p> <p><u>The district will not charge instructional fees to students who receive free lunches and will prorate instructional fees for students who receive reduced-price lunches.</u></p>

Source: Compiled as part of the Peer Survey, December 2016.

As can be seen from the peer policies, all acknowledged the state statutes relating to fee collection from student who are eligible for free and reduced price meals but in three of the four cases, the statement relates to instructional fees or supply and material fees.

RGSD's JQ Board policy does not address fees but rather addresses the fact that no one is exempt from Fines and Charges (See **Appendix A**). A search of any other RHSD policies or regulations relating to this issue uncovered only on statement in the AR IJOA-R Field Study stating that *"Whenever entrance fees, food, lodging, or other costs are involved, the student will pay unless otherwise stipulated by the school board. The school must make arrangements to pay for those unable to do so."*

Whether in policy or not, it is clear that schools, with considerable help from support organizations, are attempting to cover the fee costs for students who are eligible for free and reduced price meals as well as others that do not seem to be able to pay for various reason.

RECOMMENDATION

Recommendation 2-9:

Review the current student activity fees and consider adopting or modifying the current policy to delineate which fees the district will waive or reduce based on the student eligibility for free or reduced price meals.

Clarifying in policy the fee collection/waiver requirements can also address the Board's vision for equity at the student level.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Fee collection techniques vary by school, with some schools having greater success than others.

As shown in **Exhibit 2-21**, the collection process generally begins with the recognition of the fee in the student accounting system or through a manual spreadsheet maintained by the teacher or sponsor. For those fees recorded in a tracking system, the likelihood of collection increases since these fees must be paid before the student can take part in certain activities. Further, for those fees not recorded in the student accounting system, the office staff and leadership with confidential information regarding the student's eligibility for free or reduced price meals are not able to "confidentially" waive or reduce the amount of the fee when appropriate.

Some examples of the ramifications for failure to pay such fees contained in handbooks or reported during interviews include:

South Pointe High School:

- (Handbook) The athletic fee must be paid prior to receiving a team uniform.
- No second sport and no awards until the athletic fee is paid.
- (Handbook) Students owing the school money for textbooks or other materials will not receive parking permits, or participate in certain privileges such as the prom until the financial obligation is met or the school or district authority approves a plan of payment.
- (Handbook) Students must clear ALL financial obligations BEFORE GRADUATION PRACTICE to be eligible to participate in the graduation ceremony.

Northwestern High School:

- (Handbook) Only juniors and seniors who are clear of all financial obligations to the schools and ... are eligible to attend the prom.
- Must pay something toward the athletic fee and sign a payment plan before the student can suit up.
- Must pay fees to be eligible to participate in graduation.

Rock Hill High School:

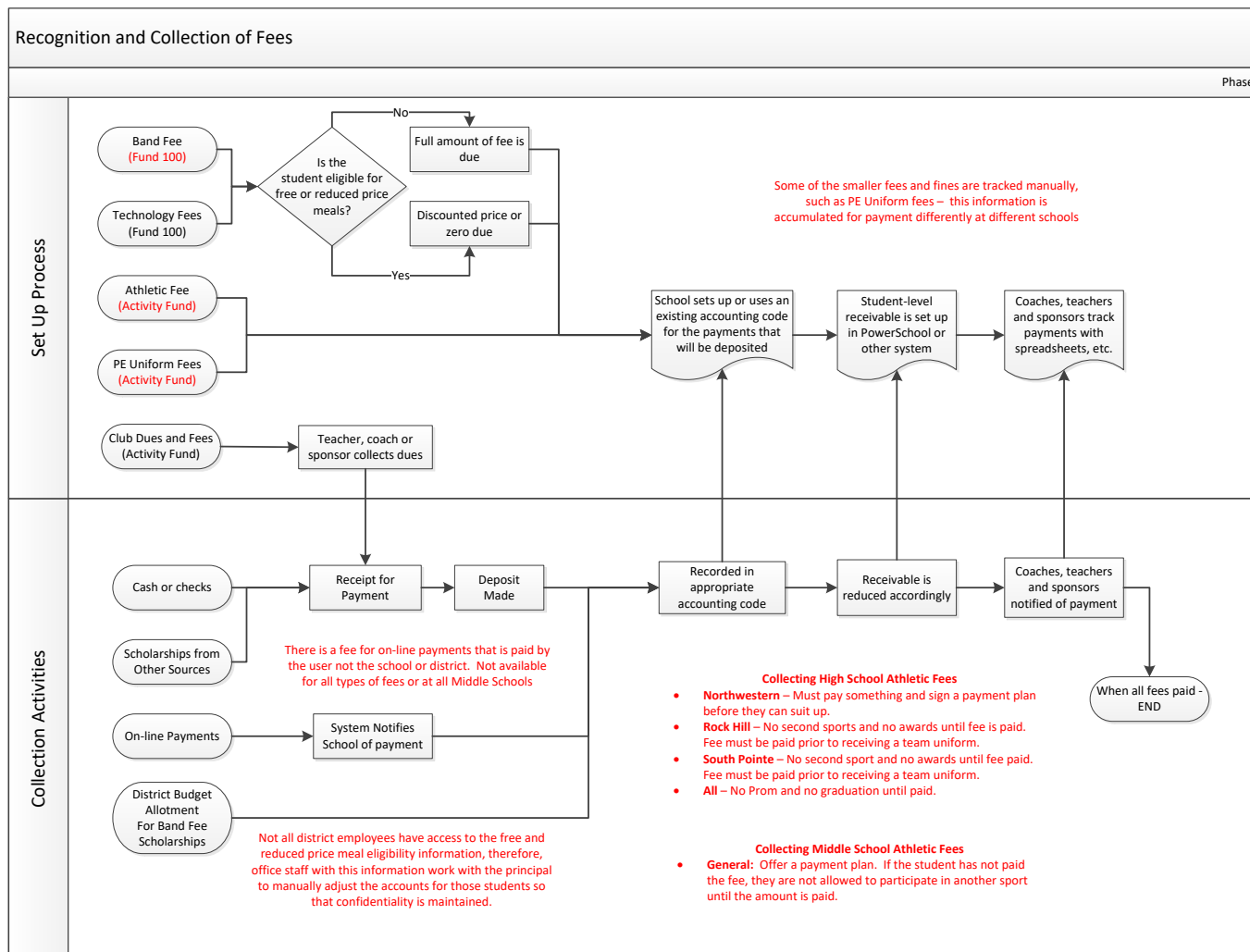
- (Handbook) For students listed on a team roster, fee must be paid prior to receiving team uniform.
- Must pay fees to be eligible to participate in prom or graduation.
- No second sports and no awards until athletic fee is paid.

Middle Schools in General:

- Students are offered a payment plan.
- If the student has not paid the athletic fee, they are not allowed to participate in another sport until the amount is paid.

During interviews, athletic directors and bookkeepers expressed concern about the legality of using more aggressive collection techniques. For athletic fees, the most effective collection activities involved the coaches pressing the students for payment, but not all coaches are comfortable talking to parents or students about the issue.

Exhibit 2-21 Recognition and Collection of Fees



Source: Compiled by Ressel & Associates during interviews, October 2016.

RECOMMENDATION

Recommendation 2-10:

Establish standards for recording fees and dues in the student accounting system and develop a set of basic fee collection guidelines that campuses can consistently implement.

Where reasonable, fees and dues should be recorded in the student accounting systems. In terms of collection guidelines, having the legal team review the collection guidelines, once developed, would ensure that students are treated fairly and within state and federal requirements.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

As explained on the district website, a portion of the athletic fee is intended to pay for mandatory supplemental insurance.

“The Rock Hill School District collects a sixty dollar (\$60) athletic fee each year from all athletes who are selected and participate in the Middle Schools’ and the High Schools’ athletic programs. The fee is due once the athlete is selected to participate on a team. Athletes may participate in multiple sport seasons after paying this one-time fee. Ten dollars (\$10) of the fee goes to mandatory supplemental insurance for each participating athlete. The remainder of the fee goes towards replacement of uniforms, equipment, and other athletic-related expenses. In the event an athlete chooses to no longer participate or has to be removed from a team, the athletic fee will not be reimbursed.”

School Board Policy JLA Student Insurance (see **Appendix A**) discusses the insurance that the district will provide, and concludes with the statement: “The district may recover the costs of any student accident insurance coverage by the collection of fees.”

Athletic Directors said that over the last few years the money for the insurance has been reserved, but when the expense was not charged at the end of the year, the money was used for other purposes. Administrators said they thought other money was found to cover the cost, therefore the schools were not charged.

While the schools said they didn’t want to ask questions lest the money be taken from them in the future, some said they would rather have been told up front that the district was going to cover the cost so they could plan for the most appropriate use of the funds.

RECOMMENDATION**Recommendation 2-11:**

During the coming budget cycle, determine if and when the student insurance will be charged back to the campuses so they can plan accordingly.

If the district intends to continue to pay for the insurance from other funds, the question will then be whether to reduce the fee or restate the purpose and intent of the fee in its publications.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

2.5 INTERNAL CONTROLS

FINDING

From interviews and observations, RHSD appears to have made significant improvements in its internal control over Activity Funds since the audit conducted for the Year Ended June 30, 2015.

The 2015 audit contained a significant deficiency relating to pupil activities:

Condition: Overall, the District appears to have designed appropriate policies and procedures over Pupil Activities at the schools. However, during our visits to five schools during this year's audit, we noted several areas in which the schools are not always following the District's policies and procedures, specifically in the areas of cash receipts, procurement cards, and purchase orders.

Criteria: An effective system of internal controls should be operating as planned to provide reasonable assurance that transactions are being recorded timely and accurately and to prevent fraud or misuse of District assets. This includes not only the design of policies and procedures but also their implementation.

Recommendation: We recommend that the District provide additional training to the bookkeepers and others at the schools so that the District's policies and procedures will be followed. We also recommend that the District consider implementing additional monitoring and reviewing procedures at the schools by having a member of the District's Finance Department or internal audit function visit the schools and audit the Pupil Activity accounts on a regular basis.

Response: Management continuously strives to ensure that the schools are following all policies and procedures of the District as well as requirements of all regulatory agencies by providing a Policies and Procedures Manual to all schools and locations, conducting trainings for all employees during the year and communicating this message whenever possible. An internal audit function was added to the 2014-2015 Budget and a formal training schedule for new bookkeepers has been added to the current training policy which involves all areas of finance and purchasing. An integral part of a principal's evaluation is now the financial management at each school and the Chief Finance Officer will be a part of the evaluation process.

While this study did not involve an audit, nor or the findings intended to express an opinion regarding the district's financial controls, interviews and observation provided some meaningful findings. Bookkeepers have been trained. Further, during the interviews, the Bookkeepers described the daily and annual reconciliation processes and pointed out controls and practices that they had recently implemented to ensure that they were not going to be written up by the internal auditor. In addition, a number of bookkeepers said they had been audited and found to be in compliance. Several went on to describe ideas and opportunities for further strengthening their controls based on discussions with the internal auditor.

These conversations and copies of the campus level procedures and training materials that were shared by campus level staff indicated an awareness of and considerable effort in implementing stronger internal controls. Further, RHSD's current Chief Financial Officer took every opportunity before, during and after focus group sessions to explain processes and procedures and to make note of areas of concern. In all, the climate for improvement is observable and the internal controls appear to be functioning as intended.

COMMENDATION

RHSD has made a significant effort over the last year to strengthen internal control over Activity Funds and address the concerns pointed out in the audit conducted for the Year Ended June 30, 2015.

3. EQUITY AND SUFFICIENCY

The Equity and Sufficiency chapter of this report responds to the primary question at the heart of the Student Activity Study concerning essential costs that are, or should be funded by the District in order to ensure equitable funding among all Rock Hill School District Three (RHSD) schools at all levels. The information is presented in the following broad categories:

- 3.1 Funding Sources
- 3.2 Essentials Gap Analysis
- 3.3 Analysis Detail

3.1 FUNDING SOURCES

As part of this study, Ressel & Associates was to provide recommendations to the Administration concerning essential costs to be funded by the District that would provide equitable funding among all schools.

For purposes of this study, pupil activity includes all student-related activities supported by the district, parent-teacher support organizations, booster clubs, as well as student clubs and organizations and student sponsored programs (examples: student newspaper and yearbook). Some of the student activities are part of the curricular programs of the district, while other student activities are extracurricular, meaning they occur outside of the educational programs, are not graded per se, but remain an integral part of the student's overall educational experience.

As discussed in the previous chapters, RHSD budgets for curricular and extracurricular student activities in a number of ways:

Capital Projects: Funds the cost of land, buildings, equipment and other infrastructure needs of the district, including athletic facilities, school buses and the like which are funded by debt proceeds.

General Districtwide Operations: Funds the district's basic operational needs for staff, facility maintenance and operations and instructional and administrative support.

Campus Level Allocations: Funds campus level costs to be spent with some discretion by principals for campus-specific needs and priorities, including student activities, including the allocation of academic and extracurricular positions.

As allowed by law, RHSD passes along some of the essential costs for programs and student activities in a number of ways:

Authorized Fees: instructional and extracurricular fees are authorized and collected to offset the cost to the district for providing services such as technology, athletics and incidentals such as parking.

Field Trip Participation Costs: parents and students are asked to pay for a large portion of curricular and extracurricular field trips.

In addition to funds either directly budgeted by the district or authorized to supplement district costs, support organizations provide another level of funding. Ideally, the money raised by school and non-school support groups funds special needs rather than essential costs for running the district's programs.

School Supported Organizations:

Club Dues: Staff sponsored student clubs and support groups charge dues to offset the cost of materials and supplies, competitions and other group activities.

Fundraisers: Fundraisers are held to fund special projects or initiatives typically originating either at the classroom level or at a school level.

Donations: Individual donors, business partners and civic organizations provide cash and services to schools either as general support for teachers and students or to assist with special projects and initiatives.

Grants: The Rock Hill Foundation and others provide funding to designated teachers or schools for special projects and initiatives.

Non-School Support Organizations

Grants and Allocated Funds: Funds are provided for such things as academics, athletics, or band to be used at the discretion of the principal, teachers, athletic or band director. Upon approval by the organization, funds may flow to the schools as a teacher grant or direct program allocation (i.e., a given amount donated to the activity fund of each athletic program), or expended directly for the purchase of specified goods or services up to the specified amount.

Incidental and Ongoing Program Needs: Funds are used to provide some meals and to supplement transportation costs for events, competitions and other activities not provided for by the district. May include the purchase and operation of trucks, trailers or other vehicles. Needs may be identified and planned for in advance or result from a critical program need at any time throughout the year when district funds are not available.

Scholarships: Funds are provided directly to the schools/programs to offset the fees or other participation costs for students who are unable to pay.

Taken in total, the student activity programs receive funding from all sources at a level that provides students a wide array of opportunities for growth.

This section of the report addresses the district's role in ensuring equitable and sufficient funding for student activities, but draws on information and issues addressed in the preceding chapters.

Each area will be discussed independently, and to reduce redundancy, references to issues addressed in other sections of this report will be made as appropriate.

3.1.1 Capital Funding

Capital funding is addressed in **Chapter 2: Financial Management**. The district is commended for the High School Athletic Facility Needs Assessment conducted in 2015, and for its commitment to funding the more than \$1.7 million in associated projects.

In terms of student activity, Chapter 2 also points out that capital budgets are not systematically and efficiently addressing athletic facility needs at the middle school level and equipment needs at all levels. One-time critical need budgets, such as the one-time budget for new helmets, may be necessary, but does not take into account the ongoing need to systematically replace other types of equipment once they reach their useful life. A major concern voiced by school support and non-school support organizations was the district's reliance on them to provide for some basic equipment needs.

Recommendation 2-2: Establish a process for submitting, justifying and approving capital budget requests, and where possible establish useful life scenarios and systematic budget allocations to ensure that student activity equipment is continually refreshed.

This recommendation points out that a process for addressing ongoing capital needs would reduce the district's reliance on outside funding sources for critical needs and ensure equity among the programs at the different school levels.

3.1.2 General Districtwide Operational Funding

With the exception of the campus level allocations and supplements, there is no easy way to segregate the district's direct and indirect contribution to student activities from the overall district budget of \$147.1 million for all district programs and operations. Yet, it is important to note that the district's operational contribution is significant.

For example, electricity, water and general maintenance are provided to all district facilities. It may be possible to determine how much water and electricity is used for extracurricular events, but many of the student activities highlighted in this report are integrated into the overall educational process, and therefore are difficult to isolate. As noted in Chapter 2, Pickens allots \$5,000 per high school and \$750 per middle school for stadium maintenance, whereas RHSD pays for *all* stadium and field maintenance at all grade levels. In some districts, attempts are made to charge each program for water and electricity use or charge each program for the cost of repairs and maintenance for stadiums, gymnasiums, ball fields, auditoriums and student meeting areas,. RHSD may track some of that information internally, but those costs are not accounted for under a specified program code for football, band, chorus, or the like. Yet these can be significant costs. In addition to the direct costs, there are indirect costs for the accounting, auditing, personnel management and general administration of the programs by central and campus level staff.

When considering the district-level contribution to the student activities, the districts direct and indirect contribution to the maintenance and operation of the schools must be considered.

3.1.3 Campus Level Allocations

The campus-level allocations and staff supplements are discussed in **Chapter 2: Financial Management**, with a summary of total district costs shown in **Exhibit 3-1**. In terms of the basic allotment, distribution based on 45 Day ADM is equitable. The allocations in addition to the basic per student allocations are in some cases equal, but are not necessarily equitable.

Recommendation 2-1: Review and modify the allocation formulas, as necessary, at all grade-levels in terms of sufficiency to address actual need, equity for students with economic needs and the need for different types of allocations to address educational priorities.

This recommendation proposes that the district examine the allotments and consider whether the current allocations are addressing campus needs. For example, instead of allocations for workbooks, should an allocation be considered for library books and literacy materials?

Exhibit 3-1
2016-17 Total Campus Level
Budget Supplements and Allocations

Schools	2015-16 45 Day ADM	Basic Per Student Allocation	Total of All Allocations	Staff Supplements	Grand Total
Elementary	7,989	\$85	\$802,432	\$38,510	\$840,942
Middle School	4,051	\$88	\$452,492	\$325,334	\$777,826
High School	5,218	\$101	\$747,608	\$876,997	\$1,624,605
Applied Technology Center	900	\$127	\$114,300	n/a	\$114,300
Districtwide	n/a	n/a	n/a	\$29,088	\$29,088
Total All	17,258*		\$2,116,932	\$1,274,916	\$3,386,761

* Excludes ATC Enrollment

Source: RHSD Finance Department, October 2016.

FINDING

Flat dollar amount allotments do not take into account the number of students served or participating, the actual program needs or other factors such as travel costs. The allocations shown above include two flat rate allocations:

Activity Fund Support: \$21,000 per middle school and \$67,500 for high schools

Band/Orchestra Allocation: \$4,500 per middle school and \$24,500 for high schools

Activity Fund Support is intended to give principals the ability to provide funding for some non-income producing student organizations and address deficits or exceptional needs in other organizations. The money is used entirely at the discretion of the principal, so more or less may be allocated to different groups.

Likewise, the Band and Orchestra Allocation is intended to support those groups, yet participation varies. For band, approximately 400 students participate annually, while only 250 participate at South Pointe. The additional funds may be needed by South Pointe due to travel and other special circumstances, but the formula does not speak to that issue.

Following the auditor's Equity report in 2015, the district agreed to provide \$20,000 of additional annual funding to each high school for athletics. According to the report, this accounts for the fact that the District has not increased athletic funding to the high schools in several years and raises the District's athletic funding to a higher level. The recommendation also included an additional amount for South Pointe to account for that school's special circumstances. Those allotments are now:

- Northwestern High School-\$20,000
- Rock Hill High School-\$20,000
- South Pointe High School-\$35,000

As shown in **Exhibit 3-2**, the district formula for funding athletics includes the collection of athletic fees from participants, yet, the amount of the per pupil allotment is reduced by the anticipated amount of athletic fees to be collected. When those fees are removed from the basic per pupil allotment, the actual per pupil allotment available at the middle and high school level is below the \$85 per pupil allotment for elementary schools. If the intent is for this per pupil allotment to pay for academic supplies and materials, it would seem that the formulas are flawed.

Exhibit 3-2
2016-17 Middle and High School
Per Pupil Basic Budget Allocations

Schools	2015-16 45 Day ADM	Per Student	Per Pupil Allocation	Number of Sports Participants	\$50 Athletic Fee Per Participant	Allocation Less Athletic Fees	Per Pupil Allocation without Athletic Fees
Castle Heights	827	\$88	\$72,776	175	\$8,750	\$64,026	\$77.42
Dutchman Creek	957	\$88	\$84,216	192	\$9,600	\$74,616	\$77.97
Rawlinson Road	649	\$88	\$57,112	189	\$9,450	\$47,662	\$73.44
Sullivan	807	\$88	\$71,016	221	\$11,050	\$59,966	\$74.31
Saluda Trail	811	\$88	\$71,368	177	\$8,850	\$62,518	\$77.09
Total Middle Schools	4051	\$88	\$356,488	954	\$47,700	\$308,788	
Northwestern	1912	\$101	\$193,112	651	\$32,550	\$160,562	\$83.98
Rock Hill High	1992	\$101	\$201,192	565	\$28,250	\$172,942	\$86.82
South Pointe	1314	\$101	\$132,714	414	\$20,700	\$112,014	\$85.25
Total High Schools	5218	\$101	\$527,018	1630	\$81,500	\$445,518	

Source: RHSD Finance Department, October 2016; calculations by Ressel & Associates.

As opposed to adding a flat athletic allocation to the formulas, another equitable method for increasing the athletic allocations at both the high school and middle school levels would be to reduce or eliminate the reduction in the per pupil allotment resulting from athletic fees. This

could allow the schools to use the per pupil allotment for supplies and materials, and free up the athletic fees to fund the athletic programs. At the middle schools, the athletic fees, coupled with concessions and gate receipts make up the majority of the funding for those programs. According to the athletic directors, there is no other district allocation for that purpose.

RECOMMENDATION

Recommendation 3-1:

Explore options for making the allocations more equitable by tying the allotment to per pupil attendance or participation rates where possible, or to schools with clearly identified needs.

The recommendation in **Chapter 2** speaks to underfunding and includes an estimated cost for fully funding those allocations and identifying actual needs and expectations. This recommendation, however, looks very specifically at the formulas used for these flat amount allocations. Rather than adding on a flat amount to address future needs, look at ways to flow the additional funds to the programs through the formulas.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

3.1.4 Authorized Fees

From a policy standpoint, **Chapter 2: Financial Management** discusses fees as a source of revenue and addresses the need for a policy that specifically addresses which fees will be waived or reduced for students that are eligible for free or reduced-price meals. The policies referenced in the peer survey (**Appendix B**) showed that the responding peers all have a policy, although each policy is uniquely worded to address the needs of those organizations.

Recommendation 2-8: Review the current student activity fees and consider adopting or modifying the current policy to delineate which fees the district will waive or reduce based on the student eligibility for free or reduced price meals.

While a policy will allow the district to specify the fees that will be waived or reduce, funding to pay for the amount reduced or waived is not addressed as part of that recommendation.

FINDING

Although, in some instances, the district partially funds waived or reduced fees, the funding may not be based on actual need. Further, reliance on outside funding to cover the fee costs places a great deal of pressure on staff to donate their personal funds, and outside organizations to provide sufficient funds for scholarships.

Technology fees are assessed and waived or reduced in the school's student accounting system or recorded in a manual tracking system. The initial matching of the student to the free and reduced price eligibility list is performed internally by a restricted group of people who are instructed to keep the information confidential. When other staff members look at the list of student charges, no fee is owed, therefore there is no need to collect. In this case the fee is truly waived or reduced.

For band fees, the district provides a flat amount of \$25,000 to each high school to pay for eligible students' share of band fees. Yet, as shown in **Exhibit 3-3**, assuming the poverty index applies to band students in the same proportion as the regular student population, \$25,000 is only covering a portion of the potential cost. Like technology fees, the band fee is recorded and waived or reduced in a student accounting system – also with some safeguards relating to confidentiality. Since band fees are relied on to fund the program, unfunded waivers or reductions are not an option. Non-school sponsored organizations are being asked to fund scholarships for students who cannot pay, but those scholarships may or may not be tied to a single student.

Exhibit 3-3
Poverty Index for Schools 2016

School	Poverty Index	Band Participants	Potentially Eligible Students	Band Fee	How Many Students will \$25K fund?
Northwestern High School	47.80%	400	191	\$500	50
Rock Hill High School	50.20%	400	201	\$500	50
South Pointe High School	52.69%	250	132	\$400	62.5

Source: Poverty Index by School, SC Department of Education, December 2016; Allocation numbers from RHSD Finance Department.

In addition, there are families who experience economic issues during the year – often, the booster club or individuals pay these fees as well as other incidental expenses that parents cannot afford at the time. Efforts are made to treat all students the same, but it was clear from interviews that a larger group of people are aware of who is in need and who is not, thereby creating the potential for students to feel a stigma related to their economic condition.

Athletic fees, on the other hand, are not waived, regardless of the student's ability to pay. Because the fees provide vital funding for athletics, an unfunded waiver or reduction places a hardship on the program. Consequently, the cost for students who cannot pay are typically being covered by individual staff members (teachers, coaches, school secretaries and bookkeepers) who know of the problem, PTO and PTAs, booster clubs, and external donors. While the fees are low (\$60), students who cannot pay are singled out and the confidentiality afforded students for other type fees is not extended to these students. Collection actions may result in a student not being able to participate in a second sport or in the student's inability to suit out for games. For those activities that are optional, such as band and athletics, the district leaders must decide if this practice meets their criteria for equity.

RECOMMENDATION

Recommendation 3-2:

Determine what fee waivers and reductions should be funded by the district to achieve equity and institute processes and procedures that are consistently applied for those programs where a waiver or reduction is not provided.

There are clear reasons, not all of which are monetary, for requiring all students to pay for participation in sports and other extracurricular offerings. By paying some amount, evidence shows there is greater commitment on the part of the participants.

Yet, if it is the intent of the district to make more of the extracurricular offering available to all students, this issue will need to be addressed. Waivers and reductions without funding would leave many of the programs without adequate funds, particularly at the middle school level where the majority of their athletic funds come from fees.

FISCAL IMPACT

Providing funding to support those eligible students either fully or in part will have a cost. The amount however, will depend on the final decision of the School Board. For band and athletic fees at the high school and middle school level, the additional cost could be in excess of \$200,000 for all schools. To be conservative, a cost of \$100,000 per year is estimated.

Recommendation	2017-18	2018-19	2019-20	2020-21	2021-22
Determine what fee waivers and reductions should be funded by the district.	(\$100,000)	(\$100,000)	(\$100,000)	(\$100,000)	(\$100,000)

3.1.5 Field Trip Participation Costs

As shown above, **Recommendation 2-1 in Chapter 2: Financial Management** addresses the allocations in general, including the cost of field trips versus the actual costs. While all peers surveyed as part of this study indicated that they also charge for student field trips, the district's intent in terms of the allocation for field trips is not clear. The recommendation proposes a review of all allocations, including the allocations for field trips, to determine the district's goal for field trips and the amount of the cost they are willing to fund.

FINDING

At the district level, there are some instructional field trips that are considered vital and are paid for universally with district funds. These field trips include trips to the following:

- Carroll School – 5th Grade Social Studies (district pays all costs)
- Children's Museum – 4th Grade Social Studies (district pays all costs)

- Historic Brattonsville – 3rd Grade Social Studies (district pays all costs)
- Aquatics Center – 3rd Grade swim lesson (district pays for bus and driver; Aquatic Center provides swim lessons at no cost)

Many of the interviewees indicated that students anticipated these trips and were considered an important part of each student's learning experience.

COMMENDATION

Identifying and funding specific instructional field trips ensures that all Grade 3-5 students are able to enjoy a traditional educational experience.

FINDING

Transportation costs for academic field trips and extracurricular trips unrelated to high school band are not supplemented by the district in the same manner as athletics and high school band. As shown in **Exhibit 3-4**, the mileage rates charged to athletic teams and the high school band are set at \$.60 per mile, whereas other field trips and extracurricular trips are charged the adjusted fuel cost as set by the state.

Exhibit 3-4
Transportation Mileage Charges

Type of Travel	2014-15 Charge per Mile	2015-16 Charge per Mile	2016-17 Charge per Mile
MS and HS Athletics and HS Band	\$.60	\$.60	\$.60
Field Trips, MS Band, HS Drama, HS and MS Chorus, HS and MS Strings/Orchestra, HS Theater Arts and Various Clubs	\$1.46; \$1.80 and \$1.86*	\$1.46	\$1.24
Other Contracted Private Entities	Contracted Rate	Contracted Rate	Contracted Rate

* Rates are periodically adjusted by the state; in 2014-15 the base rates varied during approximately these time frames:

- 09/14 to 11/14 - \$1.86
- 11/14 to 05/15 - \$1.80
- 05/15 to 06/15 - \$1.46

Source: Rock Hill Transportation Department, September 2016.

The rate differential means that the district is supplementing athletics and the high school band program. **Exhibit 3-5** calculates the amount of the supplement for the last two years, based on fuel rates and actual miles driven. As shown, the supplement has exceeded \$70,000 annually.

Exhibit 3-5
District Supplement of Transportation Mileage Charged to
Middle School and High School Athletics and High School Band

	MS and HS Athletic and HS Band Miles	Actual Amount Charged	Amount Charged for Academic and Other Extracurricular Trips
2015-16	83,519	\$0.60	\$1.46
	83,519	\$50,111.40	\$121,937.74
Difference Absorbed by District		\$71,826.34	
2014-15	80,354	\$0.60	\$1.80*
	80,354	\$48,212.40	\$144,637.20
Difference Absorbed by District		\$96,424.80	

* The rate charged during seven (7) months of this year.

Source: Calculated by Ressel & Associates, LLC based on data provided by the Rock Hill Transportation Department, September 2016.

These differences are annually absorbed in the Transportation Department's budget rather than being recognized as a school expense.

Most individuals interviewed said the cost differential for athletics and high school band has been in place for many years, but an actual date when this decision was made could not be found. Further, no policies or administrative rules could be located that support this price differential.

RECOMMENDATION

Recommendation 3-3:

Establish a written procedure or administrative rule that stipulates which programs, curricular and/or extracurricular activities will receive transportation supplements.

Without arguing the merits or appropriateness of supplementing programs by providing discounts for activity-related transportation services, the Board should, at a minimum, formalize the current practice in policy or rule, and consider the equity aspects of such practices.

FISCAL IMPACT

Continuing the current practice and documenting that practice in policy or rule will have no new fiscal implications. Should supplements or discounts be extended to other programs or activities, the historic mileage information for each program being considered would need review. For example, in 2015-16, 45,451 miles were driven for field trips at all grade levels. If field trips had been charged \$.60 rather than \$1.46, the amount charged to the schools would have been \$27,271 rather than \$66,365 – a difference of \$39,094. Since much of the field trip costs are paid for by the students, the assumption is that all of this amount would result in additional costs to the district rather than a simple transfer for the expense from the schools to the Transportation Department.

3.2 ESSENTIALS GAP ANALYSIS

The Essentials Gap Analysis, a key component of this study, was performed in collaboration with the Equity Committee. During initial diagnostic meeting with the committee held on September 21, 2016, the group discussed the need for very detailed and extensive data relating to program needs and the fixed and variable costs that were being paid by the district versus those that are being supported by the booster clubs and other organizations. The intent of the gap analysis was to delineate what the district should be paying, versus what the organizations are currently paying. Repeatedly, participants pointed out that what the community expected of the programs and what the district was willing or able to pay were both highly subjective.

After considerable discussion, the group determined that rather than fixed and variable costs, it was more critical to determine what costs are considered essential and non-essential, with essentials being defined as the minimum to meet state or league standards, not what it takes to be competitive or meet all of the many community expectations. Further, the experts, like the athletic directors and coaches need to be the ones to help define those essentials.

To begin the process, the group outlined the following steps:

- Step 1: Equity Committee identifies the key programs supported thru activity funds at the high school level.
- Step 2: Principals provide the consultant the modifier codes in Fund 100 and campus level activity fund modifiers associated with each of the key programs.
- Step 3: Equity Committee and high school principals will work with experts to identify the “essential cost elements” for each of the identified key programs.
- Step 4: Consultant and Finance Department use the modifier codes to identify the district’s level of support for each of the key programs.
- Step 5: Equity Committee asks the booster clubs/other organizations to identify what, if any, essential costs are paid by their organization.
- Step 6: The consultant and the Equity Committee reviews the essentials information and make any modifications deemed appropriate by the group before submitting the information to the School Board for consideration.

Over the last three months, the committee, with assistance from the experts, has worked through the steps in this process, and findings and recommendations coming out of this exercise are presented in this section of the report. Athletic directors at the middle school level undertook a similar, but more limited exercise, to identify middle school essential costs and the associated revenues.

The remainder of this chapter will provide a detailed explanation of the analysis that was performed to reach the conclusions provided here in **Exhibit 3-6**.

Exhibit 3-6
Summary of Gap Analysis for Key Programs

Key Program	High School Athletics	Band	Orchestra	Choral	Drama	Middle School Athletics	Total
Expert Estimated Essential Operating Costs	\$300,500	\$121,000	\$6,940	\$17,182	\$22,250	\$82,685	\$550,557
Estimated Capital Needs Annualized	In Operating Costs	\$45,000	\$6,800	\$0	\$0	In Operating Costs	\$51,800
Total Annualized Needs	\$300,500	\$166,000	\$13,740	\$17,182	\$22,250	\$82,685	\$602,357
Band and Orchestra Allocation		\$24,500					\$24,500
Band Extra Allocation		\$25,000					\$25,000
Athletic Additional *	\$20,000						\$20,000
Portion of Per Pupil Allocation Assigned by Principal **	\$0	\$0	\$2,500	\$2,500	\$2,500	\$0	\$7,500
Average Student Fees ***	\$25,000	\$63,000	\$0	\$0	\$0	\$11,000	\$99,000
Average Gate Receipts / Admissions	\$138,000	\$0	\$250	\$0	\$3,000	\$21,000	\$162,250
Average Concessions	\$0	\$0	\$0	\$0	\$0	\$1,000	\$1,000
Average Boosters / Other Organizations	\$50,000	\$39,000	\$5,000	\$5,000	\$5,000	\$0	\$104,000
Total Revenues	\$233,000	\$151,500	\$7,750	\$7,500	\$10,500	\$33,000	\$443,250
Gap	-\$67,500	-\$14,500	-\$5,990	-\$9,682	-\$11,750	-\$49,685	-\$159,107

* South Pointe has \$15,000 Equalization Added

** Estimated based on principal interviews.

*** Athletic Fees @ \$50 per participant; Band @ \$500 per participant (\$400 at South Point)

Source: Compiled by Ressel & Associates, December 2016.

FINDING

As shown, deficits in funding exist. Yet, as is shown by the information provided in the remainder of this section, the deficits are generally unfunded capital needs, which have been addressed in **Chapter 2: Financial Management**.

In terms of the level of support provided by booster clubs and other support organizations, the representative data appears to confirm that the groups are supplementing some of the program's identified essential needs. Some of the support from these groups, however, is clearly providing program enhancements such as funding for optional but critical competitions, special programming and the like. In most instances, both the program directors and the booster club leaders indicated that restoring some of the funding cuts put into place during the economic downturn would be appreciated.

RECOMMENDATION

Recommendation 3-4:

Consider how some or all of the funding recommendations contained in this report could be used to address not only the equity of the system, but also the issue of sufficiency.

When taken individually, each recommendation is intended to address a specific issue or concern. Looking at the issue from a more global perspective may mean that more or less emphasis is given to a recommendation, based on the priorities set by the Administration and the Board. For example, addressing the capital budgeting concerns could free up operating funds that would no longer need to be supplemented by the boosters clubs and other organizations. Addressing the fees and the manner in which students are given waivers or reductions may address equity, but also could be a way of flowing more money to the student activities that these fees are intended to support.

FISCAL IMPACT

Estimates are made for each of the funding recommendations found throughout this report. Crafting implementation strategies that address both sufficiency and equity should have no new associated costs, but may result in some of the new funds being designated for specific use or allocated in ways that better meet the student activity needs.

3.3 ANALYSIS DETAIL

The Equity Committee process was used as a guide for the gap analysis. Throughout the process, committee members provided input via personal interviews, phone interviews, email exchanges and at two scheduled on-site meetings. As the study progressed, updates were provided and the staff liaison to the Committee provided assistance by channeling documents and information to and from the groups.

3.3.1 Identification of Key Programs and District Contributions

Step 1 in the process was completed at the September meeting. The 19 Key Programs identified by the committee included the following:

- | | | |
|------------------|-------------------|----------------|
| 1. Athletic Fee | 8. Golf | 15. Volleyball |
| 2. Band | 9. Soccer | 16. Wrestling |
| 3. Basketball | 10. Softball | 17. Drama |
| 4. Baseball | 11. Swim | 18. Choral |
| 5. Cheer | 12. Tennis | 19. Strings |
| 6. Cross Country | 13. Track | |
| 7. Football | 14. Training Room | |

While Athletic Fee, for example, is not a program in itself, the group felt that it was an Activity Fund that had an accounting code and required examination.

Principals and the consultant, with considerable help from the Finance Department, worked simultaneously on Steps 2 and 4. Principals independently provided their campus' Fund 100 (general operating) and Fund 700 (campus level activity funds) modifier codes for each of the

key programs. As discussed in **Chapter 2: Financial Management**, that information came in and the consultant and Finance Department staff attempted to use the modifier codes to produce total costs for each program and identify the district's level of support for each program. While there was a great deal of information, the information was not easily compiled, nor could the data be used for comparison purposes. The proposal is for the district to attempt to bring more consistency in the use of modifiers for future analysis and study purposes.

Recommendation 2-3: Establish descriptors for modifier codes and begin using more consistent modifier codes that will allow detailed analysis and needs assessments in the future.

Over the last two years a number of modifier codes have been discontinued and the high school's accounting is becoming much more consistent, however, inconsistencies still exist. **Exhibit 2-9** in **Chapter 2: Financial Management** of this report provides a compilation of expenses charged by school to each of the identified Activity Fund modifier codes. **Exhibit 2-10** in **Chapter 2: Financial Management** of this report provides a compilation of expenses charged by school to each of the Fund 100 modifier codes.

In general, the principals and the Finance Department agreed that a look at the amounts allocated (**Exhibit 3-7**) was more relevant to the Equity Committee exercise than the actual codes used to record the expenditures.

Exhibit 3-7
General Fund Allocations by School - 2016-17

School	Northwestern	Rock Hill	South Pointe	Total All High Schools
2014-2015 45 Day ADM	1,853	1,997	1,296	5,146
2015-2016 45 Day ADM	1,912	1,992	1,314	5,218
Per Student	\$101	\$101	\$101	\$101
Base Allocation	\$193,112	\$201,192	\$132,714	\$527,018
Sports Participants	651	565	414	1,630
Athletic Fee Per Student (\$50 * Participants)	\$32,550	\$28,250	\$20,700	\$81,500
Less Athletic Fees	\$160,562	\$172,942	\$112,014	\$445,518
Activity Fund Support	\$67,500	\$67,500	\$67,500	\$202,500
Band and Orchestra Allocation	\$24,500	\$24,500	\$24,500	\$73,500
Total Allocation	\$252,562	\$264,942	\$204,014	\$695,428
Athletic Additional	\$20,000	\$20,000	\$20,000	\$60,000
Equalization	\$0	\$0	\$15,000	\$15,000
Band Extra Allocation (to offset Band Fees for Students Eligible for Free and Reduced Lunch)	\$25,000	\$25,000	\$25,000	\$75,000
Grand Total Allocation	\$297,562	\$309,942	\$264,014	\$845,428
Per Pupil Allocation	\$155.63	\$155.59	\$200.92	\$162.02

Source: RHSD Finance Department, November 2016.

This allocation chart differs from that charts provided earlier in the report, as it does not consider the Field Trip allocations, and does add in the new allocations for athletics and athletic equalization, as well as the \$25,000 per campus to offset the district’s reimbursement for students who are eligible for a waiver or reduction of the band fees.

Further, while the amounts for band may be designated, the other funds are spread among the programs at the principals’ discretion. During discussions, principals said they used some of the per pupil allotment to add money to chorus, band or other programs that had specific needs. This reallocation of the funds from the district is not consistent, since the needs at each campus differ. It is, therefore, more important to come up with the total of all essential costs for all key programs and deduct from those costs the total amount of the allocations.

3.3.2 Essential Costs

The Equity Committee and high school principals identified “experts” by program area, and charged them with identifying the “essential cost elements” for each of the key programs. For all athletic programs, the experts were the three high school athletic directors. Band directors served as the experts for band. Key staff in the arts (Drama (Theater), Choral (Chorus) and Strings (Orchestra)) provided their expertise to the project. The concept was to develop the essential costs list and then pass the information to booster clubs and supporters for their input into the compiled information. The process, however, was generally not handled in that sequence. Instead, many of the organizations either deferred to the experts from the beginning, or provided input as the experts were developing the information.

3.3.2.1 High School Athletics

High School Athletic Directors produced the essential annual operating costs for athletics. The supply and equipment needs are shown in the chart as a compiled number, but are broken out in an accompanying chart. Following the lead of the high school athletic directors, the middle school athletic directors undertook a similar exercise following the same format.

For the high schools, **Exhibit 3-8** provides the essential costs by sport, and **Exhibit 3-9** provides the detailed supply and equipment needs by sport.

For the middle schools, **Exhibit 3-10** also provides the essential costs for those programs and **Exhibit 3-11** provides the detailed supply and equipment needs by sport and some general first aid and other needs that are used more universally.

Exhibit 3-8
High School Athletic Departments
Yearly Essential Operating Budget

Mod. Code	Name	# of Participants	Number of Teams			Game Officials	Security	Event Staff	Bus Driver	Bus Charge	Dues & Fees	Supplies & Equip.	Essential Op. Costs
			NHS	RHHS	SHHS								
202	Football	140	9, JV, VAR	9, JV, VAR	9, JV, VAR	\$8,000	\$15,000	\$4,000	\$2,500	\$4,000	\$2,500	\$60,000	\$96,000
220	Cheerleaders	40	JV, VAR	JV, VAR	JV, VAR	\$450	\$150	\$700	\$250	\$1,000	\$5,000	\$12,000	\$19,550
325	Boys/Girls Swim Team	45	VAR	VAR	VAR	\$0	\$75	\$200	\$100	\$75	\$200	\$3,000	\$3,650
396	Boys Basketball	45	9, JV, VAR	9, JV, VAR	9, JV, VAR	\$3,500	\$2,250	\$600	\$1,200	\$900	\$1,700	\$10,000	\$20,150
397	Girls Basketball	30	JV, VAR	JV, VAR	JV, VAR	\$3,000	\$2,250	\$600	\$800	\$750	\$1,700	\$10,000	\$19,100
402	Boys/Girls Cross Country	45	JV, VAR	JV, VAR	JV, VAR	\$0	\$0	\$700	\$500	\$500	\$400	\$2,400	\$4,500
404	(Girls) Golf	12.5	VAR	VAR	VAR	\$0	\$0	\$0	\$200	\$250	\$1,000	\$1,500	\$2,950
405	(Boys) Golf	12.5	VAR	VAR	VAR	\$0	\$0	\$0	\$200	\$250	\$1,000	\$1,500	\$2,950
406	(Boys) Tennis	15	VAR	VAR	VAR	\$0	\$0	\$0	\$500	\$250	\$250	\$1,200	\$2,200
408	(Girls) Tennis	15	VAR	VAR	VAR	\$0	\$0	\$0	\$500	\$250	\$250	\$1,200	\$2,200
410	Volleyball	42	9, JV, VAR	JV, VAR	JV, VAR	\$1,400	\$300	\$800	\$900	\$900	\$1,200	\$8,500	\$14,000
412	Wrestling	40	JV, VAR	JV, VAR	JV, VAR	\$1,000	\$1,000	\$500	\$500	\$1,000	\$1,500	\$5,000	\$10,500
414	Baseball	45	C, JV, VAR	C, JV, VAR	JV, VAR	\$3,000	\$350	\$1,000	\$1,000	\$800	\$1,200	\$10,000	\$17,350
416	Softball	30	JV, VAR	JV, VAR	JV, VAR	\$1,700	\$350	\$500	\$1,000	\$700	\$500	\$10,000	\$14,750
418	Boys/Girls Track	100	VAR	VAR	VAR	\$0	\$300	\$450	\$1,400	\$1,100	\$500	\$10,000	\$13,750
420	Boys Soccer	42	JV, VAR	JV, VAR	JV, VAR	\$2,000	\$400	\$500	\$800	\$700	\$1,200	\$6,000	\$11,600
422	Girls Soccer	42	JV, VAR	JV, VAR	JV, VAR	\$2,000	\$400	\$500	\$800	\$700	\$1,200	\$6,000	\$11,600
424	Training Room	6	-	-	-	\$0	\$0	\$0	\$600	\$600	\$1,000	\$10,000	\$12,200
432	Strength/Conditioning		-	-	-	\$0	\$0	\$0	\$0	\$0	\$1,000	\$3,500	\$4,500
	SCHSL/SCACA		-	-	-	\$0	\$0	\$0	\$0	\$0	\$7,000	\$0	\$7,000
	Athletic Directors Office		-	-	-	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000	\$10,000
	TOTAL	747				\$26,050	\$22,825	\$11,050	\$13,750	\$14,725	\$30,300	\$181,800	\$300,500

Source: Prepared collaboratively by: Mike Drummond (SPHS AD), Bill Warren (RHHS AD), Lauren West (NHS AD)

Exhibit 3-9 Essential Equipment/Supply

Football <ul style="list-style-type: none"> • Uniform/Helmet, Pads, Cleats, mouth piece, hardware • Practice uniform/includes 7 on 7 uniform • Footballs • Video system – Hudl required by region • Headsets • Reconditioning • Purchase of helmets every year • Paint • Practice field equipment • Misc. Supplies – stat program, rule book • T-shirts • Travel bag/laundry bag • Laundry equipment/detergent • Awards 	Baseball/Softball <ul style="list-style-type: none"> • Uniforms – home and away • Practice uniform • Practice/game equipment – helmets, bats, game and practice balls • Pitching machine • Batting cage nets • Stats program/rule book/score book • Laundry detergent • T-shirts • Travel bags • Overseeding field/cut in offseason • Field maintenance tools – rakes, edger • Groomer/drags • Turface, mound clay • Paint • Awards
Volleyball <ul style="list-style-type: none"> • Uniform/knee pads • Practice/game balls • Net equipment/standards • Video System – Hudl • Misc. supplies – stat program, stat book, rule book • T-shirts • Travel bag • Laundry equipment/detergent • Awards 	Swim <ul style="list-style-type: none"> • Pool rental • Suit/Cap • Towels • T-shirts • Training boards • Timing system – whether hand held or electronic • Travel bag • Score book/rule book • Awards
Cross Country <ul style="list-style-type: none"> • Uniform • Flagging/Paint • T-shirt • Timing system – whether hand held or electronic • Starter pistol • Awards 	Girls and Boys Golf <ul style="list-style-type: none"> • Home and away shirts/hats/pullover • Golf bags • Golf balls/tees • T-shirt • Facility rental • Rule book • Awards
Wrestling <ul style="list-style-type: none"> • Uniform/Singlet • Practice Uniform • Head gear • Mat reconditioning/sanitizer • T-shirts • Travel bag • Mat Tape • Video System – Hudl/Stat program • Laundry detergent • Awards 	Girls and Boys Tennis <ul style="list-style-type: none"> • Uniform • Tennis balls – game and practice • Replacement nets • Wind screens • Scoring props • Score book/rule book • Practice equipment – ball machine, baskets • Squeegees • T-shirts • Awards

Exhibit 3-9 (continued)
Essential High School Supply and Equipment

Girls and Boys Basketball <ul style="list-style-type: none"> • Uniforms – home and away • Practice uniforms • Practice and game balls • Video system – Hudl • Practice equipment – cones, nets, toss backs, shooting aids • Shooting shirt • Warm ups • Travel bags • Laundry detergent • T-shirts • Shoes? • Stat equipment • Awards 	Boys Girls Soccer <ul style="list-style-type: none"> • Uniforms/shin guards • Practice uniform • Game and Practice Balls • Paint • Field equipment – cones, pennies, training nets, portable goals, corner flags • T-shirts • Video System – Hudl • Misc. supplies –stat book, rule book • Travel bag • Awards
Track and Field <ul style="list-style-type: none"> • Uniforms • T-shirts • Timing system/blanks for gun • Equipment – hurdles, pits, shot discus • Field paint • Sand/rakes • Pole vault poles • Spikes • Stat book/rule book • Laundry detergent • Awards 	Cheer <ul style="list-style-type: none"> • Two uniforms – competition and support • Practice shorts/shirts • Rain gear • Warm up • Pompoms/bows • Choreographers – JV and varsity • Mats – clean mats annually • Supplies for spirit support • Rule book • T-shirts • Awards

Source: Prepared collaboratively by: Mike Drummond (SPHS AD), Bill Warren (RHHS AD), Lauren West (NHS AD)

3.3.2.2 Middle School Athletics

The middle school numbers presented in **Exhibit 3-10** and **3-11**, have not been reviewed by the Equity committee or any other outside sources. Rather, after meeting with the Equity Committee and determining a course of action, middle school athletic directors were asked if they felt they could provide similar data.

As can be seen, the template used by the high school athletic directors provided the basis for the middle school director's data gathering.

Exhibit 3-10
Middle School Athletic Departments
Yearly Essential Operating Budget

Name	# Part.	# of Teams	Game Officials	Security	Event Staff	Bus Charge	Dues & Fees	Supplies/ Equip.	Essential Op. Costs
Football	100	7th,8th	\$1,500	\$800	\$200	\$700		\$15,000	\$18,200
Cheerleaders	20	Fall, Winter				\$375		\$10,500	\$10,875
Boys Basketball	28	7th & 8th	\$670	\$600	\$250	\$625	\$250	\$3,000	\$5,395
Girls Basketball	28	7th & 8th	\$670	\$600	\$250	\$625	\$250	\$3,000	\$5,395
Volleyball	28	7th & 8th	\$500	\$600	\$250	\$555	\$250	\$2,200	\$4,355
Wrestling	50	1 team 7th & 8th	\$350	\$400	\$200	\$450	\$750	\$3,000	\$5,150
Softball	18	1 team 7th & 8th	\$600	\$600	\$240	\$450	\$175	\$8,200	\$10,265
Boys/Girls Track	100	2 teams total		\$400	\$400	\$560		\$11,600	\$12,960
Miscellaneous			\$0					\$4,900	\$4,900
First Aide/Safety								\$2,290	\$2,290
SCHSL/SCACA/ YCMSC		-	\$0	\$0	\$0	\$0	\$1,900	\$0	\$1,900
Athletic Directors Office		-	\$0	\$0	\$0	\$0	\$1,000		\$1,000
TOTAL	372		\$4,290	\$4,000	\$1,790	\$4,340	\$4,575	\$63,690	\$82,685

Source: Prepared by Middle School Athletic Directors, November 2016.

Exhibit 3-11
Essential Middle School Supply and Equipment

Football <ul style="list-style-type: none"> Uniform/Helmet, Pads, Cleats, mouth piece, hardware Practice uniform/includes 7 on 7 uniform Footballs Reconditioning Purchase of helmets every year Paint Practice field equipment Misc. Supplies – stat program, rule book T-shirts Travel bag/laundry bag Laundry equipment/detergent Awards 	Volleyball <ul style="list-style-type: none"> Uniform/knee pads Practice/game balls Net equipment/standards Misc. supplies – stat program, stat book, rule book Travel bag Laundry equipment/detergent Awards
Cheer <ul style="list-style-type: none"> One uniform Practice shorts/shirts Pompoms/bows Mats – clean mats annually Rule book T-shirts Awards 	Girls and Boys Basketball <ul style="list-style-type: none"> Uniforms – home and away Practice and game balls Practice equipment – cones, nets, toss backs, shooting aids Shooting shirt Warm ups Travel bags Laundry detergent Awards

Exhibit 3-11 (continued)
Essential Middle School Supply and Equipment

Wrestling <ul style="list-style-type: none"> • Uniform/Singlet • Warm ups/shorts • Head gear • Mat reconditioning/sanitizer • Travel bag • Mat Tape • Laundry detergent • Awards 	Softball <ul style="list-style-type: none"> • Uniforms • Practice/game equipment – helmets, bats, game and practice balls • Pitching machine • Stats program/rule book/score book • Laundry detergent • Travel bags • Field maintenance tools – rakes, edger, drags • Turface, mound clay • Paint • Awards • Gator to use to drag and prep
Track and Field <ul style="list-style-type: none"> • Uniforms • blanks for gun • Equipment –pits, shot ,discus, high jump bar, stop watches, needed timing system • Field paint • Sand/rakes • Spikes • Stat book/rule book • Laundry detergent • Awards 	
Miscellaneous/ First Aid <ul style="list-style-type: none"> • 1 1/2" Cloth tape, 32 Roll, 15 Yards • 2" Tear Light 24/5 Yard Rolls • M.Wrap- 48 Rolls • Soft kit- Equipped • 7 1/4" Bandage Scissors • Tape Cutter • Instant Cold Pack 16/ Box • Latex Gloves- 100 / Box • 1"x 3" Band Aids 100/Box • 2" x 4" XL Band Aids 50/Box • Wire Bottle Carriers- Holds 6 qtrs. • Qt. Wide Mouth Bottle- Push Pull Spout • 3"x 3" Sterile Gauze Pads • 4"x 4" Sterile Gauze Pads • Anti-Staph Solution 	<ul style="list-style-type: none"> • 2 Gal Dispenser Spray • Coolers for water • coolers for drinks/ice • cups • equipment bags • towels • Chairs • Chair rack • Scorer's table • SM Black Plastic Whistles • Lanyards- • Ball Pump-Electric • Inflating Needles • 12" Plastic Cones • 22x44 White Towels • Ball Cleaner- Quart

Source: Prepared by Middle School Athletic Directors, November 2016.

In addition to the operating costs shown above, the middle school athletic directors provided the following comments about capital needs: The softball field at Dutchman Creek Middle School is almost unplayable. Rawlinson Road needs bleachers and lights for football field. All need high jump mats to be in compliance with new standards.

3.3.2.3 High School Band

Band directors did not present their essential costs as a single cost, but rather provided costs by school. **Exhibit 3-12** provides the consolidated report for all three schools.

Exhibit 3-12
Band General Operating Essential Costs

Expense Category	NHS	RHHS	SPHS
Music	\$3,500	\$3,000	\$1,000
Guard Supplies	\$4,000	\$5,000	\$3,000
Band Supplies	\$4,000	\$4,000	\$1,500
Software & Online Subscriptions	\$4,200	\$1,000	\$1,000
Office Supplies	\$1,000	\$1,000	\$1,500
Percussion Mallets and drum heads	\$1,500	\$2,000	
Instrument Repair	\$8,000	\$8,000	\$3,000
Audio/Video Maintenance	\$1,000		
Awards	\$1,000	\$1,500	\$1,000
Drill, Music, & Consultation Fees (show designers)	\$18,950	\$8,700	\$10,000
Copyright Fee	\$1,000		
Guard Costumes/Shoes	\$10,000	\$9,244	\$2,500
Flags	\$6,000	\$5,000	\$3,500
Staff Salaries and benefits (Individuals hired to teach/mentor)	\$23,000	\$27,650	\$20,000
Transportation	\$11,500	\$13,000	\$14,600
Hospitality Meals	\$8,500	\$8,000	\$1,000
Show Shirts	\$3,000	\$2,000	\$2,000
Props	\$3,000	\$5,000	\$4,000
Uniform Maintenance & Cleaning	\$3,000	\$1,000	\$1,500
Registrations	\$3,350	\$5,800	\$2,550
WinterGuard (extracurricular)	\$28,250	\$18,500	\$2,000
Scholarships (over and above district allocation)	\$4,000	\$4,000	\$2,000
Total Program Costs	\$151,750	\$133,394	\$77,650
Total Number of Students ***	406	400	250
Estimated Cost Per Participant	\$374	\$333	\$311

Source: High School Band Directors, December 2016

In addition to the general operating expenditures, the band directors also included capital equipment needs for instruments, uniforms and other types of equipment with a useful life of between five and ten years. As shown in **Exhibits 2-7** and **2-8** in **Chapter 2: Financial Management**, capital needs add approximately \$147,000 per year to the total costs for all three bands.

3.3.2.4 High School Orchestra

Orchestra experts provided essential annual operating costs as well as an estimate regarding the annualized instrument and equipment replacement needs. **Exhibit 3-13** shows the operating and annualized capital estimates for this program.

Exhibit 3-13
Orchestra Essential Operating and Capital Cost Estimates

Description	Cost
OPERATING COSTS	
Music	\$1,200
Instrument Repairs/Upkeep	\$1,500
Instrument Supplies	
Violin Strings	\$60
Viola Strings	\$80
Cello	\$100
Bass	\$200
Shoulder Rests	\$100
Rock Stops	\$50
Rosin	\$50
Misc. Repairs	\$50
Office Supplies	\$250
Computer Software/Online Subscriptions (Finale (music composition software), Sight Reading Factory, Smart Music)	\$400
Awards (This is dependent on how many are in the program as well as how many seniors are in that current year.)	\$500
Registration for SCMEA Events (SCMEA Membership, Region/All-State, CPA (\$120 per ensemble), Solo & Ensemble.)	\$800
Performance Attire	\$200
Clinicians/Guest Artists	\$400
Transportation Costs*	\$1,000
TOTAL OPERATING ESSENTIALS	\$6,940
ANNUALIZED CAPITAL COSTS	
Instruments Replacements	
Violin	\$500
Viola	\$700
Cello	\$1,300
Bass	\$3,000
Cases (travel cases)	
Cello	\$500
Bass	\$800
TOTAL CAPITAL ESSENTIALS	\$6,800.00

* Added to estimate based on reports from the Transportation Department.

Source: Orchestra Experts, October 2016.

Unlike band, the orchestra experts provided only a single year estimate of approximately \$6,800 in capital needs. The operating estimates above, however, did not originally include transportation costs, which vary according to the number and length of trips. The transportation costs were added to more fully recognize the program costs.

3.3.2.5 High School Choral

Exhibit 3-14. shows the annual essentials costs as projected by the chorale directors at each high school. Transportation costs for this purpose were estimated based on some basic information provided by the Transportation Department.

Exhibit 3-14
Essential Operating Costs for Choral Activities

Descriptions	Itemized Cost	Total Cost
Outfits		
New or Replacement Dresses	\$100	
Alterations/Repair	\$500	
Cleaning	\$800	\$1,400
Sheet Music and Other Learning Materials		
Based on 70 students X \$2.50 or more per piece X 30 or more selections		
Fall Concert (5 pieces per choir + combined closer)	\$1,050	
Winter Concert (5 pieces per choir + combined closer)	\$1,050	
Spring Concert: \$2,000	\$2,000	
• Concert Choir = 15 (\$1,125.00)		
• Other Choirs = 7 (\$700.00)		
• Combined Closer = 1 (\$175.00)		
CD Accompaniments: \$400.00	\$400	
Sight Reading Materials: \$700.00	\$700	
Performance Folders (Concert Choir)(\$23.00 each X 30 students)	\$700	
Class Folders (Other Choirs): \$100.00	\$100	\$6,000
Contest Registration Fees		
Annual Performance Assessment	\$180	
All State Honor Chorus auditions and registration fees	\$600	
SCACDA Honor Chorus auditions	\$150	\$930
Required Director Organizations and Professional Development		
SCMEA Director Membership	\$150	
SCMEA Choral Arts Seminar registration, travel (2 days)	\$250	
SCMEA Annual Music Education Convention registration, travel (3 days)	\$400	
SCACDA Director Membership	\$120	
SCACDA Annual Conference registration, travel (2 days)	\$250	\$1,170
Instruments & Performance Requirements		
Accompanist (\$300.00 per concert + graduation)	\$1,200	
Piano tuning (3 pianos tuned once per semester at \$150.00 each)	\$900	
Percussion instruments used for performance	\$200	
Instrumental sheet music (such as brass, strings, etc.)	\$300	
E. Concert Sound and Recordings: (\$400.00 per concert, 3 concerts)	\$1,200	\$3,800
Student Award Ceremony Supplies		
Year pins for Stallion Singers and Women's Chorale (40 X \$5)	\$200	
Year pins for Concert Choir (30 X \$5)	\$140	
Glass plaques for specific recognition (Concert Choir officers, section leaders, most improved from each choir, Mental Attitude, Director's Choice, and Beverly Laney Scholarship recipient (\$12 X 16)	\$192	
D. Letters for two year members (15 X \$10)	\$150	\$682
Estimated Student Transportation Costs		
Annual Performance Assessment Bus: Columbia, 8 hours	\$600	
AllState Honor Chorus Bus: Columbia, 8 hours	\$600	
SCACDA Honor Chorus Bus: Southern Wesleyan University, two days, hotel required for bus driver	\$2,000	\$3,200
Total Projected Annual Operating Budget		\$17,182

Source: Chorale Directors, October 2016

3.3.2.6 High School Drama

Drama or Theater Arts also projected their essential costs for a single year in **Exhibit 3-15**. As shown, the estimated \$22,500 per year is all operating costs.

Exhibit 3-15
Annual Expenses

Description	Cost
Costumes	\$3,500
Travel	\$3,500
Props	\$1,500
Sets	\$2,500
Staffing (Choreographer, Accompanist)	\$1,500
Repairs: (lights, gels, cables, sound)	\$2,000
Rights and Royalties	\$3,500
Professional Memberships	\$250
Festival Entry Fees	\$750
Publicity	\$1,000
Operating	\$500
Scripts	\$750
Printing	\$1,000
Total	\$22,250

Source: Theater Arts Experts, October 2016.

3.3.3 Non-School Support Organization Support

In addition to the district's allocations and athletic and band fees, the major revenue sources are support from non-school support organizations and gate receipts.

Step 5 in the process was for the Equity Committee to ask the booster clubs/other organizations to identify what, if any, essential costs are paid by their organization. That basically did not happen. At the beginning of this study, all of the school support and non-school support organizations were asked for a set of basic information relating to the organization. The request, sent through the Finance Department at the request of the consultant, was met with mixed responses, meaning that the information provided was not complete. Below, however, are extracts of information that provide a general understanding of the general magnitude and type of support being provided. .

Exhibit 3-16 shows that for 2015, the Trojan Club at Northwestern High School transferred nearly \$117,000 to the Northwestern Activity Funds for the following purposes.

Exhibit 3-16
Northwestern High School Trojan Club Transfers - 2015-16

Modifier	Name	Trojan Club Transfers In
202	Football (State Championship Rings)	\$30,378.00
220	Cheerleaders	\$1,500.00
325	Swim Team	\$3,000.00
396	Boys Basketball	\$2,500.00
397	Girls Basketball	\$2,500.00
402	Boys/Girls Cross Country	\$2,000.00
404	(Girls) Golf	\$1,500.00
405	(Boys) Golf	\$1,500.00
406	(Boys) Tennis	\$1,500.00
408	(Girls) Tennis	\$2,500.00
410	Volleyball	\$2,500.00
412	Wrestling	\$1,500.00
414	Baseball	\$2,500.00
416	Softball	\$1,500.00
418	Track (Boys and Girls)	\$3,000.00
420	Boys Soccer	\$1,500.00
422	Girls Soccer	\$1,500.00
442	Trojan Club (Athletic Director (AD) Funds)	\$54,111.08
	Travel \$4,506.30	
	Phone/Fax \$961.72	
	Printing \$635.37	
	Supplies \$34,826.45	
	Athletic Training Supplies \$2,969.48	
	Technology \$2,992.11	
	Dues & Fees \$395.00	
	Asst. AD Salaries \$6,824.65	
	TOTAL	\$116,989.08

Source: Trojan Club Leadership, September 2016.

Since the amount shown above represents money transferred to the school, the amount of expenses paid by the organization directly to vendors on behalf of the school is not known.

Likewise, **Exhibit 3-17** shows that the Rock Hill High School Bearcat Backers wrote checks to the Rock Hill Athletic fund more than \$47,000. Each athletic program received \$1,000 each, and an additional allotment was made to each fund following the annual fund raiser.

Exhibit 3-17
Rock Hill High School Bearcat Backers Financials - 2015-16

Payee	Memo	Amount
Rock Hill Athletics	Traditions-Softball	\$16
Rock Hill Athletics	Traditions - Swim	\$126
Rock Hill Athletics	Traditions - Cheer	\$194
Rock Hill Athletics	Traditions -Girls Tennis	\$612
Rock Hill Athletics	Traditions - Wrestling	\$749
Rock Hill Athletics	Traditions - Athletic Training	\$923
Rock Hill Athletics	Traditions - Track	\$1,004
Rock Hill Athletics	Traditions - Girls BB	\$1,022
Rock Hill Athletics	Traditions - Girls Soccer	\$1,062
Rock Hill Athletics	Traditions - Baseball	\$1,076
Rock Hill Athletics	Traditions - Boys BB	\$1,262
Rock Hill Athletics	Traditions - Strength & Cond	\$1,338
Rock Hill Athletics	Traditions - Boys Soccer	\$1,418
Rock Hill Athletics	Traditions - Golf	\$1,727
Rock Hill Athletics	Traditions - Softball	\$1,948
Rock Hill Athletics	Traditions - Football	\$5,866
Rock Hill Athletics	Traditions - Volleyball	\$9,132
Rock Hill Athletics	\$1000 to team sports	\$18,000
TOTAL		\$47,473

Source: Bearcat Backers Leadership. September 2016.

While only a limited number of monthly financial reports from 2015 were provided, **Exhibit 3-18** shows the annual budget of the Rock Hill Band Boosters for 2014-15. A total of nearly \$100,000 was projected to be spent in support of the band.

Exhibit 3-18
Rock Hill High School Band Booster Budget - 2014-15

Marching Season		
Instructor & Camp Staff		
103	Band Camp/Season Help	\$5,000
Travel		
304	Pick-Up Truck Payment & Insurance	\$4,000
305	BOA Buses	\$5,000
306	BOA Hotel	\$30,000
307	BOA Tickets/Expenses	\$10,000
Other Expenses		
409	Custodian	\$100
410	Senior Gifts/Flowers - Senior Night	\$200
411	Trailer Upkeep Expenses	\$500
412	Medallions	\$1,300
414	Lease Payment	\$8,812

Exhibit 3-18 (Continued)
Rock Hill High School Band Booster Budget - 2014-15

2nd Semester Band		
Music Instruction		
501	Sectional Training/May Camp	\$4,000
502	Winter Band Camp	\$500
Winter Ensembles		
601	Winter Guard (all expenses)	\$8,000
602	Drumline (all expenses)	\$8,000
603	Registration Fees/Medals	\$1,000
State Activities		
701	All-State/Region	\$2,000
702	Concert Festival Fees	\$500
Director's Expenses		
801	Director Travel/Clinic Expenses	\$3,500
802	Director's Discretionary Fund	\$500
Awards		
901	Ellwanger Scholarship	\$1,000
902	Senior Gifts & Awards	\$2,000
903	Reggie Bernard Scholarship	\$1,000
Other Expenses		
921	Clinics/Guest Conductors	\$200
922	SCBDA Outstanding Perf Award	\$150
TOTAL		\$97,262

Source: Rock Hill Band Boosters Leadership, September 2016.

South Pointe Band Boosters provided a copy of their 2016-7 proposed budget. **Exhibit 3-19** provides an extract of the budget expenditures that provide program support.

Exhibit 3-19
South Pointe High School Band Boosters Proposed Budget – 2016-17

Description	Budget
314-WCU Drum Major Camp	\$450.00
315-Hospitality / Meals for competitions	\$1,000.00
316-Equipment	\$4,000.00
317-Competitions & Entry Fees	\$500.00
322 -Guest Clinicians	\$400.00
326-Gloves & Shoes	\$2,500.00
327-Middle School Band Night	\$250.00
329-Director's Travel Fund	\$300.00
330-EZ Go gas and maintenance	\$200.00
399-Miscellaneous Exp (Pool Party)	\$450.00
All State Band	\$400.00
Scholarship	\$250.00
Winter Guard	\$2,000.00
Leadership Team Funds	\$400.00
TOTAL	\$13,100.00

Source: South Pointe Band Boosters Leadership, September 2016.

South Pointe Choral Boosters provided budget to actual expenditure data for 2015-16. **Exhibit 3-20** provides an extract of those budgets and expenditures that provided program support.

Exhibit 3-20
South Pointe Choral Boosters
Budget to Actual Expenditures 2015-16

Description	Budget	Actual
Classroom Supplies	\$200	\$125
Sheet music	\$150	\$547
Charms	\$200	\$0
Back to School Bash	\$400	\$242
Polos	\$1,251	\$1,207
Dresses	\$0	\$0
Tux Pants	\$150	\$193
Alterations	\$400	\$0
Uniform Dry Cleaning	\$750	\$153
Chorus Retreat 2015	\$3,300	\$2,436
Chorus Awards & Pins	\$600	\$483
Appreciation gifts	\$200	\$0
Senior Scholarships	\$250	\$250
All-State Audition Fees	\$180	\$180
SC ACDA Fall Conference Registration	\$15	\$0
Region Choir Fees	\$100	\$227
SC ACDA National Honors Choir	\$60	\$0
All-State Acceptance Fee	\$300	\$130
State Festival	\$500	\$234
Teacher Professional Development	\$300	\$427
Concert Accompaniment	\$1,200	\$1,350
Concert Choreography	\$360	\$0
TOTAL	\$10,866	\$8,182

Source: South Pointe Choral Boosters Leadership, September 2016.

While this information from booster clubs is sketchy, the information clearly shows that the booster clubs provide a significant amount of financial support for the various high school programs.

3.3.4 Gate Receipts and Concessions

Gate receipts and admission charges for concerts, plays and other events bring in a considerable amount of money that is used to offset the cost of the student activities.

Concessions are also a source of income for middle school sports programs. The Rock Hill High School is the only high school that receives any concession revenues, and the school only receives revenues from events other than football. Booster clubs handle all event concessions at the other high schools and football at Rock Hill High School. Consequently, only the impact of concession revenues on the middle schools is discussed in this section of the report.

Exhibit 3-21 shows the gate receipts by program and school for the last three years. As discussed in **Chapter 2: Financial Management**, the accounting codes used to record gate

receipts changed two years ago when the state required gate receipts to be reported as admissions. Prior to that change, the revenues from gate receipts were recorded under various other codes. Therefore, the information for the last two years is more reliable.

Exhibit 3-21
Gate Receipts by Program and School
2013-14 through 2015-16

Northwestern High School	2013-14	2014-15	2015-16
154 Drama	\$0.00	\$3,408.57	\$7,750.21
202 Football	\$153,593.28	\$96,988.95	\$78,319.16
204 Boys/Girls Basketball	\$8,225.00	\$0.00	\$0.00
220 Cheerleaders	\$5,160.00	\$0.00	\$0.00
325 Swim Team	\$2,878.00	\$3,315.85	\$2,166.00
396 Boys Basketball	\$0.00	\$9,105.67	\$8,343.25
397 Girls Basketball	\$7,851.68	\$6,942.48	\$5,937.25
402 Boys/Girls Cross Country	\$2,525.30	\$2,689.75	\$3,019.05
405 Golf-Boys	\$0.00	\$0.00	\$200.00
410 Volleyball - JV/V	\$3,688.50	\$6,687.73	\$4,595.15
412 Wrestling	\$856.00	\$838.50	\$700.00
414 Baseball	\$13,014.65	\$9,523.70	\$8,268.95
416 Softball-JV/V	\$4,877.35	\$6,964.70	\$5,069.65
418 Boys Track	\$6,969.00	\$7,756.20	\$8,918.08
420 Boys Soccer	\$10,452.40	\$14,588.70	\$13,149.15
422 Girls Soccer	\$2,850.00	\$3,053.70	\$5,571.00
715 Jazz Band Festival	\$0.00	\$3,230.00	\$5,015.00
820 Linburg Moody Tournament	\$9,372.00	\$10,813.11	\$0.00
TOTAL REVENUE - NHS	\$232,313.16	\$185,907.61	\$157,021.90
Rock Hill High School	2013-14	2014-15	2015-16
128 Honors Choir	\$0.00	\$0.00	\$5.00
154 Drama	\$0.00	\$10,180.00	\$5,253.00
202 Football	\$0.00	\$59,673.50	\$47,150.91
212 Football Camp	\$376.30	\$0.00	\$0.00
236 Chorus	\$0.00	\$375.97	\$0.00
250 Strings/Orchestra	\$0.00	\$616.00	\$724.75
325 Swim Team	\$0.00	\$1,081.00	\$311.00
396 Boys Basketball	\$0.00	\$13,009.95	\$11,797.26
397 Girls Basketball	\$0.00	\$9,240.51	\$11,730.97
402 Boys/Girls Cross Country	\$0.00	\$0.00	\$425.00
406 Tennis	\$0.00	\$0.00	\$800.00
410 Volleyball - JV/V	\$0.00	\$11,036.00	\$10,878.00
412 Wrestling	\$0.00	\$11,699.35	\$15,955.30
414 Baseball	\$2,637.45	\$11,208.66	\$7,648.52
416 Softball-JV/V	\$0.00	\$3,377.60	\$3,272.00
418 Boys Track	\$0.00	\$1,415.19	\$2,094.00
420 Boys Soccer	\$0.00	\$5,606.00	\$5,264.30
422 Girls Soccer	\$0.00	\$4,582.95	\$3,180.00
TOTAL REVENUE - RHHS	\$3,013.75	\$143,102.68	\$126,490.01

Exhibit 3-21 (continued)
Gate Receipts by Program and School
2013-14 through 2015-16

South Pointe High School	2013-14	2014-15	2015-16
154 Drama		\$1,000.00	\$250.00
202 Football	\$10,657.76	\$60,893.72	\$107,733.05
213 Athletics			\$3,493.76
236 Chorus		\$3,315.79	
250 Strings/Orchestra	\$70.00	\$390.00	\$230.00
325 Swim Team		\$826.00	\$1,462.00
396 Boys Basketball		\$9,502.31	\$11,248.67
397 Girls Basketball		\$6,584.09	\$5,931.52
410 Volleyball - JV/V	\$100.00	\$3,868.20	\$2,301.35
412 Wrestling	\$600.00	\$6,885.35	\$926.00
414 Baseball		\$3,776.00	\$3,507.65
416 Softball-JV/V		\$2,980.45	\$2,603.00
418 Boys Track		\$1,513.30	\$2,015.40
420 Boys Soccer	\$932.70	\$2,805.50	\$2,491.25
422 Girls Soccer		\$2,625.70	\$3,789.25
TOTAL REVENUE - SPHS	\$12,360.46	\$106,966.41	\$147,982.90
TOTAL HIGH SCHOOL GATE RECEIPTS	\$247,687.37	\$435,976.70	\$431,494.81
Non-Athletic Revenues	\$70.00	\$22,516.33	\$19,227.96
Total Athletic Revenues	\$247,617.37	\$413,460.37	\$412,266.85

Source: RHSD Finance Department, October 2016.

As shown, gate receipts at all three high schools vary from year to year, but generally exceed \$400,000 per year from all sources, the majority of those revenues are from athletics.

3.3.5 Middle School Revenues

As shown in **Exhibit 3-22**, middle school revenues are limited to gate receipts, the amount collected in student athletic fees and any concession income that can be raised. At this time, it appears that only three of five middle schools have income from concessions.

The essential costs outlined in **Exhibit 3-10** equate to \$82,685, however it appears that some of the costs outlined in that chart include capital needs such as new uniforms, pads and other equipment needs. Consequently, athletic directors said they regularly have had to get creative in terms of using older equipment. Some examples were also given where high school equipment may have been passed down to the middle schools to supplement their needs.

Exhibit 3-22
Middle School Athletic Income

	2013-14	2014-15	2015-16	% Change
704 Activity Funds - Castle Heights				
213 Athletics (Gate Receipts)	\$21,742.03	\$15,123.09	\$18,466.67	-15.1%
219 Athletic Concessions	\$0.00	\$0.00	\$0.00	0.0%
411 Athletic Fee	\$10,750.00	\$11,030.00	\$11,281.00	4.9%
TOTAL REVENUE	\$32,492.03	\$26,153.09	\$29,747.67	-8.4%
707 Activity Funds - Dutchman Creek				
213 Athletics (Gate Receipts)	\$18,777.76	\$20,121.80	\$22,624.47	20.5%
219 Athletic Concessions	\$3,526.25	\$2,100.42	\$1,964.30	-44.3%
411 Athletic Fee	\$12,015.00	\$13,395.00	\$10,798.00	-10.1%
TOTAL REVENUE	\$34,319.01	\$35,617.22	\$35,386.77	3.1%
730 Activity Funds - Rawlinson Rd.				
213 Athletics (Gate Receipts)	\$11,475.17	\$14,321.35	\$20,496.61	78.6%
219 Athletic Concessions	\$5,010.17	\$6,243.45	\$8,207.93	63.8%
411 Athletic Fee	\$10,295.00	\$11,395.00	\$11,122.00	8.0%
TOTAL REVENUE	\$26,780.34	\$31,959.80	\$39,826.54	48.7%
742 Activity Funds - Sullivan				
213 Athletics (Gate Receipts)	\$17,147.63	\$16,972.46	\$20,196.77	17.8%
219 Athletic Concessions	\$0.00	\$0.00	\$0.00	0.0%
411 Athletic Fee	\$10,895.00	\$11,403.00	\$10,228.00	-6.1%
TOTAL REVENUE	\$28,042.63	\$28,375.46	\$30,424.77	8.5%
750 Activity Funds - Saluda Trail				
213 Athletics (Gate Receipts)	\$23,411.45	\$24,235.55	\$36,857.22	57.4%
219 Athletic Concessions	\$5,217.88	\$8,187.46	\$8,741.48	67.5%
411 Athletic Fee	\$10,935.00	\$10,650.00	\$11,900.00	8.8%
TOTAL REVENUE	\$39,564.33	\$43,073.01	\$57,498.70	45.3%

Source: RHSD Finance Department, October 2016.

THIS PAGE INTENTIONALLY LEFT BLANK

APPENDIX A POLICIES AND RULES

Rock Hill School District Three Board Policies and Rules Relating to Support Organizations and Fundraising Activities

Board Policy

DM Cash in School Buildings

Issued 11/12

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

No one will keep more than \$100.00 (including cash and checks) overnight in a school under any circumstances. The board directs all principals to make deposits of school monies more than \$100 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. Monies less than \$100 must be kept in a locked, secure place until deposited. 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 Adopted 9/27/99, Revised 11/26/12

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.

JJ Student Activities

Issued 1/28/13

Purpose: To establish the board's vision regarding student activities and the basic structure for the conduct of those activities.

The board regards student activities at the elementary and secondary school level as a vital part of the total educational program. Schools should use these activities as a means of developing wholesome attitudes and good human relations as well as knowledge and skills.

The board sanctions student activities that traditionally have been a part of the overall school program provided school personnel properly supervise and operate the activities in accordance with school policies and regulations.

The board considers student activities to be learning experiences. The administration must develop, manage and evaluate these activities with this purpose in mind. The administration should be included in regular planning, review and evaluation processes regarding these activities.

The principal will be responsible for the organization of all student activities. He/She will provide adequate supervision, administer student finances and approve all student activities with the assistance of delegated members of the faculty.

Interscholastic activities Interscholastic activities include school-sponsored activities for which preparation occurs outside of the regular school day. Individuals or members of groups involved in activities which include out-of-school practice on more than one occasion weekly must meet eligibility requirements.

The board is responsible for the monitoring of all interscholastic activities other than those under the jurisdiction of the South Carolina High School League. Rules of the South Carolina High School League govern interscholastic athletics. Schools will determine academic eligibility at the beginning of each semester. Eligibility will be based on the previous semester's record of courses taken and grades achieved. To be eligible to participate in interscholastic activities, the student must achieve an overall passing average in addition to one of the following. • To be eligible in the first semester, a student must pass a minimum of five Carnegie units applicable toward a high school diploma during the previous year. At least two units must have been passed during the second semester or summer school. • To be eligible during the second semester, the student must

meet one of the following conditions. - If the student met first semester eligibility requirements, then he/she must pass the equivalent of four, 1/2 units during the first semester –If the student did not meet first semester eligibility requirements, then he/she must pass the equivalent of five, 1/2 units during the first semester.

Option (for block scheduling) In a 4 x 4 block schedule where units or 1/2 units are granted at the end of the first semester, the following will apply. • if eligible first semester, must earn two units • if not eligible first semester, must earn two and one-half units Academic courses are those courses of instruction for which credit toward high school graduation is given. These may be required or approved electives. If the interscholastic activity occurs completely within one semester, a student must satisfy these conditions in the semester preceding participation in the interscholastic activity. If the interscholastic activity occurs over two consecutive semesters and is under the jurisdiction of the South Carolina High School League, the student must satisfy these conditions in the semester preceding the first semester of participation.

Charter school student participation in extracurricular activities For the purposes of this policy, all references to schools or school policies or rules will mean the student's zoned school unless specifically stated otherwise. A charter school student is eligible to compete for, and if chosen, participate in an extracurricular activity that is not held during the instructional school day or linked to an academic requirement, and is not offered by the student's charter school which is offered at the resident public school he/she would otherwise attend, as well as any activities governed by the South Carolina High School League not offered at the charter school. Eligibility requirements and fees for these activities will be the same as those applied to full time students of the resident school. The district may not impose any additional requirements for participation on charter school students that are not imposed on full time students.

Home school student participation in interscholastic activities A student residing in the district and eligible to attend schools of the district who has been taught in accordance with state law governing home schooling requirements for a full academic year prior to participating in an interscholastic activity may be eligible to participate in the interscholastic activities of the school where he/she is zoned to attend.

For purposes of this section, interscholastic activities are those extracurricular activities of the district involving participation or competition among or between schools, including athletics and interscholastic extracurricular activities that are not held during the instructional school day or linked to an academic requirement. In addition, to be eligible home school and charter school students must have an annual physical exam valid April 1 of the current school year through the following school year as stated by the High School League rules. The district will not allow an ineligible student to participate in any interscholastic and/or extracurricular activities. Students diagnosed as disabled under the criteria established by the state board of education and satisfying the requirements of their Individualized Education Plan (IEP) as required may be eligible to participate in interscholastic and/or extracurricular activities. Any challenge to a charter school or home school student's approval, denial or revocation of the privilege to participate in an interscholastic or extracurricular activity will be subject to the review and appeal procedures, if any, pertaining to the activity involved. The superintendent or his/her designee will be responsible for disseminating this policy and supporting information to students, staff,

parents/legal guardians, coaches, athletic directors, volunteers and members of the community through means to include, but not be limited to, student/staff handbooks, athletic handbooks, district website, parent notifications, etc.

Cf. IHBG, IHBH, JJA, JJG, JJI

Adopted 1/28/13 Legal references: Federal Legislation: Education of the Handicapped Act - Public Law 94-142 - Provides for free, appropriate, public education for all handicapped children. S. C. Code, 1976, as amended: Section 59-39-160 - Requirements for student participation in interscholastic activities. Section 59-63-425 - Student may transfer. Section 59-38-10 - South Carolina Education Bill of Rights for Children in Foster Care. Section 59-65-40 - Home schooling programs. Section 59-65-45 - Alternative home schooling requirements. Section 59-65-47 - Associations or home schools; requirements. Section 59-40-10, et. seq. - South Carolina Charter School Act of 1996. Section 59-63-100, et. seq. - Equal Access to Interscholastic Activities Act. State Board of Education Regulations: R-43-244.1 - Interscholastic activities: academic requirements for participation.

JJA Student Organizations

Issued 8/16

Purpose: To establish the basic structure for the conduct of student organizations.

The activities and financial affairs of student body organizations in the school district will be conducted in accordance with state law and the policies, rules, and regulations of the school district.

The board is authorized to regulate, control, or prohibit clubs or other such activities on school property or during school hours. The board delegates to the principal of each school jurisdiction over all athletic, student organizations, and activity funds.

Qualifications for Membership in Student Organizations

The public school is a democratic institution which requires that membership in clubs and other organizations of the school be based on objective criteria. These criteria must permit all students to compete for membership without prejudice as to race, religion, color, creed, sex, sexual orientation, immigrant status, English-speaking status, national origin, disabling condition, or subjective judgement of their peers.

Any combination of the following may be used as the basis for selecting students for membership:

- scholarship
- citizenship
- grade level
- subject level

- special proficiency evaluated by certificated personnel on the basis of predetermined standards

Under no circumstances will the membership in a school club be determined by the subjective judgment of students constituting the club.

Adopted 6/28/04; Revised 8/22/16 Legal references: S. C. Code, 1976, as amended: Section 59-63-270 - Regulation or prohibition of clubs or like activities.

JJE Student Fund-Raising Activities

Issued 7/06

Purpose: To establish the basic structure for the conduct of student fund-raising activities.

Schools will keep fund-raising campaigns to a minimum so as not to impair the efficiency and effectiveness of the education program. In addition, schools may undertake such campaigns only under the following circumstances.

- No one may solicit monetary contributions from students at any time except with the permission of the superintendent.
- Students in grades kindergarten through eight will not participate in fund-raising activities that involve selling items or soliciting contributions, pledges or orders. However, schools may use these students as couriers between school and home for information, order blanks and materials about fund-raising activities sponsored by the school and school-related organizations such as the PTO/A.
- Fund-raising campaigns sponsored within the school must be in support of specific student activities or projects that will contribute to the improvement of the school's program.
- The principal will approve and supervise each campaign.
- Students may not participate in fund-raising activities during school hours without the express approval of the principal.
- Fund raising activities involving the sale of food and/or beverage during the school day must meet the district guidelines for competitive foods. (Ref: EFE Competitive Food Sales/Vending Machines)

No student or organization may sell, distribute or advertise services, written materials or items from private sources on school premises or in the school or school district without the permission of the principal of the school involved and the superintendent. Organizations or students seeking to distribute materials to students unrelated to the individual school or school district must have the permission of the superintendent.

Adopted 7/23/79; Revised 5/28/90, 8/26/91, 11/25/02, 7/24/06 Legal references: S. C. Code, 1976, as amended: Section 16-17-420 - Board can regulate any activity that would disturb school.

JJF Student Activities Funds

Issued 9/04

Purpose: To establish the basic structure for the financial accountability of student activities funds, defined as funds used to record transactions related to school sponsored pupil and inter-scholastic activities (i.e. National Honor Society, yearbook, school proms, field trips, athletic event gate receipts, etc.)

The principal has spending authority over all athletic, student organization and other activity funds which are generated from student collections and school-sponsored events. This does not include activities which are held by school booster clubs, PTO/PTA organizations or other separately organized groups.

All activity funds are maintained in accordance with the District's accounting practices and records are kept of all deposits and expenditures consistent with other District funds.

All activity funds will be reviewed monthly by the District finance staff. In addition, these funds will be audited annually by the external Certified Public Accountants in conjunction with the District's audit and included in the annual financial report of the District.

All balances remaining in activity funds at the end of the fiscal year will carry over into the next fiscal year. Any deficits in individual activities will be the responsibility of the school to transfer funds to maintain a positive balance.

Adopted 5/28/90; Revised 9/27/04

JLA Student Insurance

Issued 9/16

Purpose: To establish the basic structure for the provision of and requirements for student accident insurance coverage.

The district offers a low-cost accident insurance program for students. At the minimum, the insurance will provide accident coverage for students on the way to and from school, while they are at school, and whenever they are engaged in school-sponsored activities.

The district will maintain a minimum amount of accident insurance to cover students who participate in interscholastic athletics as a required condition of membership in the South Carolina High School League (SCHSL). This group coverage plan will be maintained through the general fund of the school district in the fixed amount per student athlete per year specified by the SCHSL. This group coverage is secondary to the student's primary coverage for participation in interscholastic athletics.

The district paid student accident insurance is a limited benefit policy that is secondary to the student's primary health coverage. Parents/Legal guardians may purchase optional student accident insurance to help fill any uncovered "gaps" in coverage should their child have a claim.

For purposes of this board policy, “insurance for interscholastic athletics” is defined as coverage for players on football and all other sports teams, band members, cheerleaders, and all other students directly involved in interscholastic sports at middle and high schools.

The district may recover the costs of any student accident insurance coverage by the collection of fees

Adopted 5/28/90; Revised 7/26/04, 8/22/11, 9/26/16

JQ Student Fines and Charges

Issued 07/04

Fines and charges

No student is exempt from charges for books, lockers, materials, supplies and equipment that are lost or damaged.

Adopted 7/26/04

KB Parent Involvement in Education

Issued 1/05

Purpose: To establish the board’s vision for the involvement of parents and families in the education of their children.

The board believes that parent and family involvement must be pursued and supported by homes, schools/colleges/universities, communities, businesses, faith congregations, organizations and government entities by working together in an collaborative effort.

The board believes it can impact student achievement by improving the quality and quantity of parent/family involvement in the education of their children. Therefore, the board commits to the following.

- Seeing that each school establishes a comprehensive parent involvement program that includes parent education programs and activities that will assist parents and families in supporting classroom learning.
- Providing support and coordination for staff and parents and families to make family involvement in education a priority.
- Establishing effective, two-way communication between all parents and families and schools that respects the diversity and differing needs of families and encourages the development of mutual support between home and school.
- Seeing that each school develops effective school planning/management teams that involve a broad spectrum of families, staff and community representatives in school governance and decision-making at the local and statewide level.
- Recognizing that improved student achievement must be an equally shared responsibility and ultimate goal of parents and families, teachers, the school system as a whole and the community at large.

Responsibilities of board

In order to heighten awareness of the importance of parent and family involvement in the education of their children throughout their schooling, encourage the establishment and maintenance of parent-friendly school settings, and emphasize parent/school partnerships to assure a child's academic success, the board will do the following.

- Consider joining national organizations that promote and provide technical assistance on various proven parental involvement frameworks and models.
 - Incorporate, where possible, proven parental involvement practices into existing policies and efforts.
 - Provide parental involvement orientation and training through staff development no later than 2002-2003 school year.
 - Provide incentives and formal recognition for schools that significantly increase parental involvement as defined by the state board of education.
 - Require an annual report on school and district parental involvement programs including evaluations of the success of the programs.
 - Include parental involvement expectations as part of the superintendent's evaluation.
- Responsibilities of superintendent

The superintendent will do the following.

- Include parental involvement expectations as part of each principal's evaluation.
- Include information about parental involvement opportunities and participation in the district's annual report.
- Disseminate parental expectations as defined by law to all parents of the district.

The superintendent may also designate staff to serve as parent liaisons for the district, require each school to designate a faculty contact for parental involvement efforts, require each principal to designate a materials and resource space within the school specifically for parents and encourage principals to adjust class and school schedules to accommodate parent-teacher conferences more conveniently.

Evaluation

The state department of education will conduct evaluations of school and district parent involvement programs to determine program effectiveness and identify best practices. The results of the evaluation findings and recommendations will be shared with all groups involved in the initiative.

Public awareness

The state department of education, in conjunction with the Education Oversight Committee, will publish informational materials such as handbooks and videos for distribution to all parents and teachers. See policy KBB (Parent Rights and Responsibilities) for responsibilities of parents as outlined in law. (Cf. KBB)

Adopted 1/24/05 Legal references: S.C. Code of Laws, 1976 as amended: Sections 59-28-100 through 59-28-220 - Parental Involvement in Their Children's Education Act. S. 11 – Teacher quality.

KBE Relations with Support Organizations

Issued 10/04

Purpose: To establish the basic structure for board and district relations with parent organizations.

In order to accommodate citizens who have specific positive interests in providing additional support for selected school activities, the board envisions and authorizes the formation of cooperative parent-school groups who give promise of promoting legitimate and systematic participation that fosters selected school activities.

Among these are booster clubs, parent-teacher organizations, parent support groups, business-school partnerships and education foundations. T

he board believes that for a successful community-school organization to exist, the propelling and compelling impetus for such an organization must be a spirit of altruism, cooperation and supportive action.

Each group will submit a statement of purpose and regulations governing the group's involvement to the superintendent for review and approval.

Equipment donated to the school becomes the property of the district.

These support groups need superintendent/designee approval for any events, programs or operations that involve the following.

- participation of children
- operation of a school service
- charges to children
- solicitation of children
- communications sent home with all children in a school

The board authorizes the administration to establish policies, regulations and procedures that will provide for an orderly and systematic operation of such groups. All support groups will be governed by this policy.

Adopted 7/23/79; Revised 8/28/84, 11/27/89, 10/25/04

KC Community Involvement in Education

Issued 1/05

Purpose: To establish the board's vision for community involvement in education.

The board or any of its committees may request that the administration conduct meetings with citizens or community groups to obtain information and representative public opinions that will be of value in the board's decision making process.

Vocational program planning In order to comply with the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (PL 101-392), Rock Hill School District Three of York County will observe the participatory and appeal processes described below in the planning and implementation of vocational programs. Interested parents, students and area residents will be able to directly participate in local decisions pertaining to the vocational plan.

Participatory planning In order to provide an opportunity for all segments of the population to have input into the local plan development, the district will do the following.

- Provide the opportunity for community involvement or input into the development of the local plan for occupational education prior to its submission to the State Office of Occupational Education.
- Inform students, parents, teachers and/or area residents of the opportunities for input into the local decisions influencing the character of programs. Expedited appeal process
Students, parents, teachers and/or area residents will be able to appeal local decisions that influence the character of vocational programs affecting their interest as follows.
- Within 14 days after a decision is rendered by the local school district/other eligible recipient administration, the matter may be submitted in writing to the attention of the district superintendent.
- The superintendent will respond to the appeal in writing within 14 days. A complaint that remains unresolved may be appealed in writing to the district board of trustees within 30 days for review and action within 30 days.
- An unsatisfactory decision by the school district board of trustees may be appealed in writing to the South Carolina State Board of Education within 14 days for final action within 60 days.

Adopted 1970; Revised 11/14/89, 1/24/05 Legal references: Federal statutes: P.L. 101-392, Section 118, Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990.

KCD Public Gifts/Donations to Schools

Issued 2/05

Purpose: To establish the basic structure for the public donation of items to the schools.

The school board may accept and hold in trust for its particular school district any property granted, devised or bequeathed to the district.

The board may use the property in such a manner as in its judgment seems most conducive to the welfare of the schools when not otherwise directed by the terms of the grant, devise, gift or bequest.

Gifts to the school districts for public school purposes may be accepted subject to conditions of the gift. Property purchased by school districts may be acquisitioned in fee simple title only. The superintendent will establish other criteria to be met in acceptance of gifts and the procedures to be followed in using such gifts.

Adopted 7/23/79; Revised 11/27/89, 2/28/05 Legal references: S. C. Code 1976, as amended: Section 59-19-170, Acceptance and holding of property by trustees. Section 59-19-180 - Purchase of land by trustees. Section 59-69-30 - Investment of such fund. S. C. Attorney General's Opinion: 1968-69 Opinion No. 2655, p. 71.

LEB Non-School Sponsored Support Organizations

Issued 2/16

Purpose: To establish the basic structure for the formation and operation of non-school support organizations.

The board and administration appreciates the support that non-school-sponsored support organizations contribute to our schools. These organizations are groups supporting the school as a whole; PTO/PTA and booster clubs supporting athletic teams and band are examples. The support provided by these organizations is a valuable asset to supplement district funding and community activities. The board authorizes and encourages the formation of support organizations that promote legitimate and systematic participation in an effective educational environment.

Non-school-sponsored support organizations will not have any administrative authority in connection with the operation of the schools or school-sponsored extracurricular activities. Each organization will be a local, self-governing, *non-profit organization* with its own by-laws, officers, and membership operating independent of the district and its schools.

The district will not be liable under any circumstances for the actions, debts, or other obligations incurred by any support organization or for the actions, debts, or other obligations incurred by any individual on behalf of any such support organization.

To meet with the requirements of this policy each non-school support organization will submit its mission statement, by-laws, and organizational structure for approval by the superintendent or the superintendent's designee prior to the beginning of the school year after approval of this policy. The administration may, in its sole discretion, withdraw approval for any support organization and may restrict any programs or activities deemed not to be in the best interest of the district or its schools.

The board encourages district employees to participate in (and become members and leaders of) and cooperate with recognized non-school-sponsored support organizations. The board recognizes the importance of parental involvement and encourages district employees to take an active role in their own children's educational experience. District employees can serve as leaders, including president, vice president, secretary, and committee chair, provided that they do not have signature authority on checks. In such cases, the employee will be responsible for ensuring his or her compliance with the South Carolina Ethics Act.

Further, an employee should not serve as an officer in such an organization which specifically relates to the employee's job responsibilities with the district. Due to potential conflicts of

interest with their duties and responsibilities within the district, employees are prohibited from *serving as treasurer, assuming any financial responsibility, or possessing any signature authority regarding funds* within any support organization.

Employees must participate in such organizations only on their personal time and in a manner that does not conflict with their duties and responsibilities within the district. This policy does not prohibit employees from holding such offices or positions within other civic organizations not associated with district support programs.

All non-school-sponsored support organization programs and activities that take place on district property or that involve district students, school services, or operations, or charge to or engage in solicitation of staff or students require *prior approval from the superintendent or his/her designee* and must comply with all district policies.

Any fund raising activities sponsored or supervised by and any gifts or donations made by any support group *will be subject to district policies*.

Within 60 days after the end of each academic year each non school-sponsored support organization will submit to the superintendent or his/her designee of the school they support a detailed itemizing of all of its revenues and disbursements that occurred since its last annual financial report, including proof of taxes filed. Groups are encouraged, but not required, to have an audit of their financial bases annually.

The board, by acceptance of this policy, authorizes the administration to adopt and implement procedures as necessary to provide for the orderly and systematic operation of non-school-sponsored organizations in accordance with this policy.

Cf. GBEA

Adopted 3/24/14; Revised 2/22/16

Administrative Rules

AR IJOA-R Field Study

Issued 4/15

The board provides the following guidelines to outline responsibilities and procedures involved in planning and conducting field study.

Basic Procedures

The school principal must review for approval all field studies lasting one day or less. The principal must review for approval single day travel within a 50-mile radius of the South Carolina/North Carolina state line, which includes the Charlotte metropolitan area.

Upon a recommendation from the principal, the superintendent must review for approval all in-state overnight and out-of-state single day field studies that travel outside the 50-mile radius of the South Carolina/North Carolina state line.

The superintendent must review for approval all out-of-state overnight field studies. The superintendent will provide the board with a monthly report of out-of-state overnight field studies and student cost.

Each student who goes on a field study must have written parental permission on the district approval form.

Sponsors may ask students to pay all or part of the expenses of field studies provided arrangements can be made for the payment of study expenses for those unable to do so.

Students must be in good standing at their respective school (i.e., not be suspended or expelled) in order to participate in the activity.

Supervision of Field Studies

A field study will be under the direct supervision of a district certificated employee. The employee may ask parents/legal guardians to serve as chaperones. The employee will brief chaperones before each study as to their responsibilities.

The number of chaperones must be adequate for the type of group and the nature of the activity.

- In addition to the teacher, there will be at least one chaperone for each 15 students on the high school level and one for each 10 elementary students. For studies involving disabled students, additional chaperones may be required.
- For mixed groups of male and female students, the board recommends both male and female chaperones. For an overnight field study involving both boys and girls, both male and female chaperones are required.
- Studies that are long, overnight or of an unusual nature may require more than the usual number of chaperones. The principal will determine this number.
- The teacher is the only person who may supervise high school classes involved in work experiences.

Principal's Responsibility

The principal will do the following:

- Assume responsibility for a field study as he/she would for any other aspect of the school's instructional program.
- Thoroughly screen each field study request to determine a direct relationship between the learning objectives of the study and the concepts and objectives of the subject area.
- Along with the superintendent, approve field studies lasting one day or less.
- Submit to the superintendent on the proper form any request for studies that require board approval.
- Submit to the appropriate district office personnel on the proper form any request for use of the district activity buses, school buses, or other vehicles.
- Take care to assure that the number of teachers to be away from school will not substantially disrupt the instructional programs for those students who remain at school.

Teacher Responsibility

The teacher will do the following:

- Be thoroughly familiar with the policies and administrative rules governing field studies.
- Plan and discuss with the principal, well in advance, his/her interest in providing a field study.
- Submit the formal request for a study to the principal on the proper form and with sufficient time for study and discussion.
- After the principal approves the request, make a list of all participants and their parents'/legal guardians' contact information. Carefully review information received from parents/legal guardians on the appropriate forms regarding insurance and special physical/health needs of the students in planning for the study.
- Submit completed permission forms and a copy of the list of participants to the principal who will file them for a reasonable time.
- Be sure that a student who does not participate (whether by parent/legal guardian or school decision) has appropriate activities and supervision at school during the absence of the group from school.
- If a substitute teacher is required, submit a professional leave form.
- Provide supervision to assure proper conduct and safety of the students, including the administering of medication.
- In the event of any unusual circumstances occurring on the study, submit to the principal a written report stating all pertinent facts as soon as possible.

Parental Consent

Sponsors of field studies must obtain final approval for a field trip prior to the distribution of parental consent forms for the field trip.

Each student making the field study will be required to present a parental consent form.

For seasonal activities with regular schedules, athletes, cheerleaders, and band and music members may obtain one standard seasonal permission form covering these events. (The form required by the South Carolina High School League will meet the requirements of this provision.)

Transportation

The board encourages groups to use district activity buses or state-owned vehicles when possible. If not possible, groups should use commercial carriers. Groups must not use private vehicles without special permission. Students will not drive private vehicles.

Only district employees will be allowed to drive district-owned vehicles. Transportation arrangements must be made by the principal with the district's director for transportation.

Sponsors must submit requests for district activity buses promptly and on the approved forms.

Sponsors must submit requests for state-owned buses to the district bus supervisor.

The teacher will assist the bus driver in enforcing all rules and regulations pertaining to safe use of school buses.

Cost Factors

Whenever entrance fees, food, lodging, or other costs are involved, the student will pay unless otherwise stipulated by the school board. The school must make arrangements to pay for those unable to do so. Exceptions to this rule may be approved by the principal, with final approval by the board or its designee (i.e. out of state, foreign travel).

Issued 9/25/89; Revised 8/27/90, 4/17/06, 5/30/06, 4/26/10, 8/13/12, 4/27/15

THIS PAGE INTENTIONALLY LEFT BLANK

APPENDIX B

PEER SURVEY RESPONSES

In October 2016, a group of peers were asked to complete ten survey questions relating to the manner in which those districts deal with student activities. The following provides the compiled responses from the four responding peers, including:

- Lexington County School District Five (Lexington 5)
- Pickens County School District (Pickens)
- Beaufort County School District (Beaufort)
- Florence School District One (Florence)

Participant Demographics

District	Number of Students 2016-17	Elementary Schools	Middle/ Intermediate Schools	High Schools	Specialty Schools	Total Schools
Pickens	16,000	14	5	4	1	24
Florence	16,453	14	3	3	7	27
Beaufort	21,936	18	8	6	3	35
Lexington 5	16,622	12	5	4	2	23

Survey Questionnaire

1. Please provide a list and copies or URL links to Board approved policies relating to Student Activity Organizations (i.e., Booster Clubs, PTO's, etc.) and the accounting for revenues and expenditures for those organizations.

Pickens	http://www.pickens.k12.sc.us/UserFiles/Servers/Server_137456/File/Community/Support%20Organizations/SupportOrganizationGuide2012-2013.pdf
Florence	Referenced School Board Policies at www.fsd1.org
Beaufort	Student Activities manual: http://beaufortschools.net/UserFiles/Servers/Server_170841/File/BCS%20District/DEPARTMENTS/Operational%20Services/Finance/Policies%20and%20Procedures/Student_Activities_Policy_2013.pdf http://www.beaufort.k12.sc.us/departments/finance__operations/finance/policies_and_procedures/policies_and_procedures/
Lexington 5	KBE-R Relations with Parent Organizations 5/16

Note: All peers have School Board policies on their websites, and these were also accessed for comparison purposes.

2. Please provide a list and copies or URL links to operating procedures (i.e., Purchasing Procedures or Guidelines, Cash Handling procedures, etc.).

Pickens	Provided Electronic Copy of Business Procedures Manual FY 2016-2017
Florence	Referenced School Board Policies at www.fsd1.org
Beaufort	Student Activities manual: http://beaufortschools.net/UserFiles/Servers/Server_170841/File/BCS%20District/DEPARTMENTS/Operational%20Services/Finance/Policies%20and%20Procedures/Student_Activities_Policy_2013.pdf http://www.beaufort.k12.sc.us/departments/finance___operations/finance/policies_and_procedures/policies_and_procedures/
Lexington 5	Provided Electronic Copy of Lexington Procurement Manual.

3. On average, approximately how many and what types of Student Activity Organizations are active in a typical school year at each campus level?

Type	Grade Level	Pickens	Lexington	Beaufort	Florence	Peer Average
PTO/ PTA	ES	1	1	1	1	1.0
	MS	1	1	1	1	1.0
	HS	1	0	1	1	0.8
	SP	0	0	0	0	0.0
Athletic/ Sports	ES	0	0	0	1	0.3
	MS	0	1	1	7	2.3
	HS	1	1	1	14	4.3
	SP	0	0	0	0	0.0
Band/ Music	ES	0	0	0	2	0.5
	MS	0	1	0	4	1.3
	HS	1	1	1	3	1.5
	SP	0	0	0	0	0.0
Academic	ES	0	0	0	2	0.5
	MS	0	1	0	7	2.0
	HS	0	1	0	24	6.3
	SP	0	0	0	4	1.0
Other	ES	0	0	0	2	0.5
	MS	0	0	0	5	1.3
	HS	1	0	0	19	5.0
	SP	0	0	0	1	0.3
TOTAL		6	8	6	98	29.5

4. In terms of budget, what general and capital funds are allocated to campuses over and above staffing? How are those funds allocated (please provide formulas showing dollar amounts per pupil or other methods used to allocate the additional amount to the campuses)? What discretion do principals have to use these additional allocations or are the funds restricted?

Component	Pickens	Beaufort	Lexington 5	Florence
Supply (Basic) Allocation	\$36 per EL student based on projected enrollment	\$136 per EL student based on higher of projection or 15-day count	No money is allocate to individual programs; \$105,000 is allocated to each HS for sports and the spending is controlled by the Athletic Director	No Response
	\$31 per MS student based on projected enrollment	\$146 per MS student based on higher of projection or 15-day count		
	\$31 per HS student based on projected enrollment	\$170 per HS student based on higher of projection or 15-day count		
Other Allotments	<ul style="list-style-type: none"> Admin, Media, Copier, PD: \$9.63 per Elem. Student and \$10.25 per HS and MS student based on projected enrollment Band Supplies: \$30 per MS Band Student and \$50 per HS Band Student based on projected class enrollment Elem STEM program: For FY17 2nd year Elem STEM program schools received \$6,100 per school. Initial Implementation Elem STEM program schools received \$9,600 Stadium Maintenance: Each HS receives \$5,000 and Each MS receives \$750 	<ul style="list-style-type: none"> Elementary Academic Stipends: \$1,497 plus \$8.11 per student Middle School Academic Stipends: \$14,965 plus \$8.11 per student High School Academic Stipends: \$29,933 plus \$8.11 per student Middle School Athletic Allocation: Stipends \$43,283, Supplies \$16,217, and Transportation \$11,500 High School Athletic Allocation: Allocations are based on enrollment and location. The average is \$303 per student. Distance to region competitions are factored into the allocation. Strings: \$1,000 per school Band: \$4,000 per participating school Piano Tuning: \$100 per school 		

5. How much does your district allocate in general and capital funds to support extracurricular/co-curricular activities, either by school or by pupil for the following:

Program	General Fund (GF) or Capital (CAP)	High School	Middle School
Beaufort	All extracurricular allocations are provided as a lump sum to the school (GF) and may be used at the school's discretion.		
Lexington 5	No money is allocate to individual programs; \$105,000 is allocated to each HS for sports and the spending is controlled by the Athletic Director		
Pickens	Athletics –schools determine which sports	\$20,000 per school	\$6,000 per school
Florence	General Fund (GF) or Capital (CAP)	High School	Middle School
Band	\$6,338 Repairs \$37,589 DO	\$5,050 HS	\$1250 MS
Band Uniforms		\$20,000 HS	
Band Transportation		\$10,000 HS (Does not include driver pay and benefits)	
Basketball			\$3,500 MS
Football			\$7,200 MS
Tennis	\$7,200 Maint.		
Drama	\$2,780		
Choral/Music	\$1,912	\$2250 – Accompanists \$3073 - Supplies	
Strings	\$6,920		
Art		\$62,674	
Non-Revenue Sports		\$143,000	

6. What Student Activity Organizations operate somewhat independent of the district in terms of having their own 501 (3) c tax exemption through IRS and/or separate checking accounts, and what Organizations use the district's tax exempt number for transactions and process purchases and other transactions through the district's finance system? How much oversight of the Organization's operation is provided internally or externally in terms of reporting and auditing? *(Please provide general organization titles such as PTOs, Athletic Booster Clubs, Academic Clubs, etc. rather than listing each organization on each campus.)*

Peer	Type	Separate Tax IDs	Separate Checking Account	District Processes <u>Some or All</u> Financial Transactions	Internal Audits are Performed Periodically	Annual External Audits are Required	Monthly/ Annual Financial Reports are Submitted to the District	Comments
Pickens	PTO/ PTA	Yes	Yes	No	No	No (See Comment)	Yes – Annual reports to the school district	At the end of the fiscal year (June 30th), organizations are to audit financial records prior to July 31st. The audit should be performed by at least three individuals who are independent from day-to-day financial activities and should not be part of the executive committee.
	Athletic	Yes	Yes	No	No			
	Band	Yes	Yes	No	No			
	Academic	Yes	Yes	No	No			
	Other	Yes	Yes	No	No			
Lexington	PTO/ PTA	Yes	Yes	No	No	No	No	
	Athletics	Yes	Yes	No	No	No	No	
	Band	Yes	Yes	No	No	No	No	
	Academic	Yes	Yes	No	No	No	No	
	Other	Yes	Yes	No	No	No	No	
Beaufort	PTO/ PTA	Yes	Yes	No	Not by district staff	No	Yes - See Comment	Annual reports are requested to be submitted to the District
	Athletics	Yes	Yes	No		No		
	Band	Yes	Yes	No		No		
	Academic	n/a	n/a	n/a	n/a	No	n/a	
	Other	n/a	n/a	n/a	n/a	No	n/a	
Florence	PTO/ PTA	Yes	Yes	No	No	No	No	Student Activities that fall under the district umbrella are handled by the district staff and for operating policies and procedures.
	Athletics	Yes	Yes	No	No	No	No	
	Band	Yes	Yes	No	No	No	No	
	Academic	No	No	Yes	Yes	No	No	
	Other	No	No	Yes	Yes	No	No	
Rock Hill	PTO/ PTA	Yes	Yes	No (Comment #2)	No	No	No	3. Some clubs/organizations either operate under RHSD's umbrella or the umbrella of the PTO or Boosters. 4. When it is advantageous, some transactions are processed by the district and reimbursed by the organization.
	Athletics	Yes	Yes		No	No	No	
	Band	Yes	Yes		No	No	No	
	Academic	Yes	Yes		No	No	No	
	Other	No (Comment #1)	No (Comment #1)		No	No	No	

7. Please provide a list of student fees assessed by your district for various activities (i.e., athletic fees, technology fees, band fees, etc.). Please note how the district handles these fees for students who cannot afford to pay.

	Pickens	Lexington	Beaufort	Florence
Technology Fee	\$15 for all middle and high school students		Technology Use Fees (for tablets) \$20	3 rd grade technology fee
			Instructional Fees ex: Art, Drama \$25	Science PE Uniforms Parking decals Lost and damaged text or library books Field trips Snacks School supplies Lockers Parking decals Uniforms for girls basketball and cheerleading
			Athletic Passes \$40-\$175	
			Class Fees \$20.	
EL Strings (Elective)		8		
EL Strings (Instrument Rental)		50		Instrument rentals at all levels
MS Exploratory - Elective Wheel (per quarter)		4		Instrument rentals at all levels
MS Leadership Exploratory		15		Instrument rentals at all levels
MS Band & Orchestra - Instrument Rental Fee		50		Instrument rentals at all levels
MS Band (workbook, music, instrument repair/replenish)		16		
MS Chorus (workbook and music)		16		
MS Strings (workbook and music)		16		
		<i>Long list by grade level and then for courses at HS</i>		<i>Extensive list provided by grade level, but no dollar amounts.</i>

8. Are students regularly or occasionally charged for field trips or other school-related activities? If so, what types of charges are assessed and how does the district handle these charges for students who cannot afford to pay?

	Pickens	Lexington	Beaufort	Florence
Is there a documented policy on how to handle fees for students who cannot afford to pay?	No	No – Students are charged for students who cannot pay; other sources of funds are used.	Grants are used to support student unable to pay. Application is made through the school and/or the District Office.	No - staff or parents volunteer to pay; schools have a fund to pay for these kids; fund raisers to offset cost.
Are students asked to pay for Field Trips?	Yes	yes	yes	yes
Policy regarding how to handle students who cannot afford to pay?	No	For students who cannot pay, other funding sources are used	Grants are used to support student unable to pay. Application is made through the school and/or the District Office.	No - staff or parents volunteer to pay; schools have a fund to pay for these kids; fund raisers to offset cost

9. What types of training or manuals does your district provide for booster club or student activity group officers on how to handle cash, make purchases, keep records and the like?

	Pickens	Lexington	Beaufort	Florence
Formal training for Organizations?	No	Yes - Workshops	Yes - The Financial Services Officer, the Risk Manager and the Communications Coordinator hold annual meetings to present information about proper procedures for organizing 501c3s, annual financial reporting requirements, proper financial procedures, recordkeeping, fundraising ideas, and insurance information. Below is a link to documents and presentations shared during these meetings.	Do not normally get involved as they have their own tax id, etc.
Handbook or Guide for Organizations?	Yes	Procurement Guide	http://beaufortschools.net/cms/one.aspx?portalId=170925&pageId=240287	We have a booster club manual (being Drafted)

10. What type of support does the district provide to principals who are struggling to find business partners or do not have a great deal of parental support in terms of PTO/PTA or other support organizations on their campuses?

	Pickens	Lexington	Beaufort	Florence
Support for schools seeking partnerships?	Yes - District Leadership provide advice and guidance	Additional GF Allocation is provided to these schools	No response	District leaders are part of community organizations and they try to encourage businesses to get involved.

APPENDIX C

TRANSPORTATION COSTS BY SCHOOL

2014-15

ELEMENTARY SCHOOLS	Number of Trips	Total Hours	Total Driver Cost	Total Miles	Total Mileage Cost	Other Costs	Total Due	Total Due for Account
BVES ACTIVITY	9	158.50	\$2,179.38	2,595.00	\$4,508.04	\$0.00	\$6,687.42	\$6,687.42
BVES Field Trips	1	5.25	\$72.19	55.00	\$102.30	\$0.00	\$174.49	\$174.49
BVES Instructional Field Trips	11	64.75	\$890.31	565.00	\$1,017.00	\$0.00	\$1,907.31	\$1,907.31
TOTAL	21	228.50	\$3,141.88	3,215.00	\$5,627.34	\$0.00	\$8,769.22	\$8,769.22
EBES 4th Grade Field Trips	2	21.50	\$295.63	108.00	\$195.18	\$0.00	\$490.81	\$490.81
EBES 5th Grade Field Trips	2	9.75	\$134.06	40.00	\$73.26	\$0.00	\$207.32	\$207.32
EBES Field Trips	8	40.25	\$553.44	435.00	\$801.18	\$0.00	\$1,354.62	\$1,354.62
EBES Field Trips - General Fund	2	28.75	\$395.31	567.00	\$962.46	\$0.00	\$1,357.77	\$1,357.77
EBES Instructional Field Trips	4	27.50	\$378.13	131.00	\$239.82	\$0.00	\$617.95	\$617.95
TOTAL	18	127.75	\$1,756.56	1,281.00	\$2,271.90	\$0.00	\$4,028.46	\$4,028.46
EPES 1st Grade Field Trips	2	11.50	\$158.13	63.00	\$113.40	\$0.00	\$271.53	\$271.53
EPES 2nd Grade Field Trips	2	30.50	\$419.38	546.00	\$819.26	\$0.00	\$1,238.64	\$1,238.64
EPES 3rd Grade Field Trips	3	26.25	\$360.94	447.00	\$694.28	\$0.00	\$1,055.22	\$1,055.22
EPES 4th Grade Field Trips	4	36.50	\$501.88	323.00	\$581.40	\$0.00	\$1,083.28	\$1,083.28
EPES 5th Grade Field Trip	3	70.75	\$972.81	1,391.00	\$2,503.80	\$0.00	\$3,476.61	\$3,476.61
EPES Chorus Field Trips	1	9.00	\$123.75	42.00	\$75.60	\$0.00	\$199.35	\$199.35
EPES Field Trips	5	20.50	\$281.88	217.00	\$399.30	\$0.00	\$681.18	\$681.18
EPES Instructional Field Trips	4	28.00	\$385.00	112.00	\$182.90	\$0.00	\$567.90	\$567.90
TOTAL	24	233.00	\$3,203.75	3,141.00	\$5,369.94	\$0.00	\$8,573.69	\$8,573.69
FRES 2nd Grade Field Trips	2	25.00	\$343.75	412.00	\$741.60	\$0.00	\$1,085.35	\$1,085.35
FRES 3rd Grade Field Trips	1	14.50	\$199.38	304.00	\$443.84	\$0.00	\$643.22	\$643.22
FRES 5th Grade Field Trips	2	36.00	\$495.00	784.00	\$1,411.20	\$0.00	\$1,906.20	\$1,906.20
FRES Field Trips	6	44.00	\$605.00	441.00	\$789.80	\$0.00	\$1,394.80	\$1,301.61
FRES Instructional Field Trips	12	65.50	\$900.63	364.00	\$655.20	\$0.00	\$1,555.83	\$1,555.83
TOTAL	23	185.00	\$2,543.75	2,305.00	\$4,041.64	\$0.00	\$6,585.39	\$6,492.20

ELEMENTARY SCHOOLS	Number of Trips	Total Hours	Total Driver Cost	Total Miles	Total Mileage Cost	Other Costs	Total Due	Total Due for Account
IDES 1st Grade Field Trips	2	18.00	\$247.50	215.00	\$313.90	\$0.00	\$561.40	\$561.40
IDES 2nd Grade Field Trips	1	14.50	\$199.38	311.00	\$559.80	\$0.00	\$759.18	\$759.18
IDES 3rd Grade Field Trips	1	13.50	\$185.63	320.00	\$467.20	\$0.00	\$652.83	\$652.83
IDES 4th Grade Field Trips	2	12.75	\$175.31	132.00	\$237.60	\$0.00	\$412.91	\$412.91
IDES Field Trips	1	3.75	\$51.56	34.00	\$61.20	\$0.00	\$112.76	\$112.76
IDES Field Trips - General Fund	2	11.50	\$158.13	86.00	\$145.62	\$0.00	\$303.75	\$303.75
IDES Incidental	1	5.25	\$72.19	46.00	\$67.16	\$0.00	\$139.35	\$139.35
IDES Instructional Field Trips	12	69.25	\$952.19	643.00	\$1,181.28	\$0.00	\$2,133.47	\$2,133.47
IDES Kindergarten Field Trips	2	17.42	\$239.53	249.00	\$427.14	\$0.00	\$666.67	\$666.67
TOTAL	24	165.92	\$2,281.40	2,036.00	\$3,460.90	\$0.00	\$5,742.30	\$5,742.30
IHES Field Trips	18	165.00	\$2,268.75	2,108.00	\$3,660.56	\$0.00	\$5,929.31	\$5,863.88
IHES Instructional Field Trips	16	108.75	\$1,495.31	799.00	\$1,409.48	\$0.00	\$2,904.79	\$2,904.79
TOTAL	34	273.75	\$3,764.06	2,907.00	\$5,070.04	\$0.00	\$8,834.10	\$8,768.67
LSES 1st Grade Field Trips	3	35.00	\$481.25	452.00	\$774.48	\$0.00	\$1,255.73	\$1,255.73
LSES 2nd Grade Field Trips	2	31.75	\$436.56	532.00	\$846.76	\$0.00	\$1,283.32	\$1,283.32
LSES 3rd Grade Field Trips	1	3.00	\$41.25	30.00	\$43.80	\$0.00	\$85.05	\$85.05
LSES 4th Grade Field Trips	2	21.00	\$288.75	327.00	\$516.52	\$0.00	\$805.27	\$805.27
LSES 5th Grade Field Trips	6	42.25	\$580.94	279.00	\$463.44	\$0.00	\$1,044.38	\$1,044.38
LSES Activity Bus Gas	1	32.00	\$440.00	634.00	\$925.64	\$0.00	\$1,365.64	\$1,365.64
LSES Instructional Field Trips	14	72.50	\$996.88	712.00	\$1,312.74	\$0.00	\$2,309.62	\$2,309.62
LSES Kindergarten Field Trips	2	15.25	\$209.69	227.00	\$408.60	\$0.00	\$618.29	\$618.29
TOTAL	31	252.75	\$3,475.31	3,193.00	\$5,291.98	\$0.00	\$8,767.29	\$8,767.29
MGES Field Trips	16	117.25	\$1,612.19	1,720.00	\$3,083.04	\$0.00	\$4,695.23	\$4,695.23
MGES Instructional Field Trips	7	52.50	\$721.88	578.00	\$928.34	\$0.00	\$1,650.22	\$1,650.22
TOTAL	23	169.75	\$2,334.06	2,298.00	\$4,011.38	\$0.00	\$6,345.44	\$6,345.44
MHES 5th Grade Field Trips	6	68.69	\$944.49	806.00	\$1,393.34	\$0.00	\$2,337.83	\$2,337.83
MHES Field Trips	9	68.75	\$945.31	1,005.00	\$1,634.56	\$0.00	\$2,579.87	\$2,579.87
MHES Instructional Field Trips	11	65.25	\$897.19	742.00	\$1,335.60	\$0.00	\$2,232.79	\$2,232.79
MHES Kindergarten Field Trips	3	25.25	\$347.19	478.00	\$709.48	\$0.00	\$1,056.67	\$1,056.67
TOTAL	29	227.94	\$3,134.18	3,031.00	\$5,072.98	\$0.00	\$8,207.16	\$8,207.16
NSES ABC Grant	16	158.00	\$2,172.50	1,463.00	\$2,633.40	\$0.00	\$4,805.90	\$4,805.90
NSES Field Trips	5	27.08	\$372.35	166.00	\$262.76	\$0.00	\$635.11	\$635.11

ELEMENTARY SCHOOLS	Number of Trips	Total Hours	Total Driver Cost	Total Miles	Total Mileage Cost	Other Costs	Total Due	Total Due for Account
NSES Instructional Field Trips	24	143.65	\$1,975.19	1,174.00	\$2,024.88	\$0.00	\$4,000.07	\$4,000.07
TOTAL	45	328.73	\$4,520.04	2,803.00	\$4,921.04	\$0.00	\$9,441.08	\$9,441.08
ODES Activity Field Trips	9	71.00	\$976.25	664.00	\$1,100.56	\$0.00	\$2,076.81	\$2,076.81
ODES Field Trips	7	46.27	\$636.21	469.00	\$802.04	\$0.00	\$1,438.25	\$1,438.25
ODES Instructional Field Trips	10	54.48	\$749.10	492.00	\$885.60	\$0.00	\$1,634.70	\$1,634.70
TOTAL	26	171.75	\$2,361.56	1,625.00	\$2,788.20	\$0.00	\$5,149.76	\$5,149.76
OPES 1st Grade Field Trips	2	26.75	\$367.81	239.00	\$410.82	\$0.00	\$778.63	\$778.63
OPES 2nd Grade Field Trips	1	16.00	\$220.00	333.00	\$486.18	\$0.00	\$706.18	\$706.18
OPES 3rd Grade Field Trips	2	24.75	\$340.31	370.00	\$540.20	\$0.00	\$880.51	\$880.51
OPES 4th Grade Field Trips	2	49.17	\$676.09	729.00	\$1,312.20	\$0.00	\$1,988.29	\$1,988.29
OPES 5th Grade Field Trips	6	67.75	\$931.56	456.00	\$797.08	\$0.00	\$1,728.64	\$1,728.64
OPES Field Trips	1	6.00	\$82.50	17.00	\$24.82	\$0.00	\$107.32	\$107.32
OPES Instructional Field Trips	11	83.25	\$1,144.69	362.00	\$660.78	\$0.00	\$1,805.47	\$1,805.47
OPES K4 Field Trips	1	6.25	\$85.94	54.00	\$100.44	\$0.00	\$186.38	\$93.19
OPES Kindergarten Budget Field Trips	1	13.50	\$185.63	124.00	\$230.64	\$0.00	\$416.27	\$416.27
OPES Kindergarten Field Trips	2	30.00	\$412.50	157.00	\$261.18	\$0.00	\$673.68	\$673.68
OPES Teacher Concession	1	15.00	\$206.25	81.00	\$145.80	\$0.00	\$352.05	\$352.05
TOTAL	82	681.92	\$9,376.40	6,172.00	\$10,546.54	\$0.00	\$19,922.94	\$19,829.75
RDES 1st Grade Field Trips	3	12.00	\$165.00	22.00	\$39.60	\$0.00	\$204.60	\$204.60
RDES 2nd Grade Field Trips	1	8.50	\$116.88	30.00	\$54.00	\$0.00	\$170.88	\$170.88
RDES 3rd Grade Field Trips	1	21.00	\$288.75	240.00	\$350.40	\$0.00	\$639.15	\$639.15
RDES 4th Grade Field Trips	2	5.25	\$72.19	102.00	\$148.92	\$0.00	\$221.11	\$221.11
RDES Field Trips	8	83.00	\$1,141.25	847.00	\$1,297.80	\$0.00	\$2,439.05	\$2,439.05
RDES Instructional Field Trips	11	64.09	\$881.24	381.00	\$673.90	\$0.00	\$1,555.14	\$1,555.14
RDES Travel	4	88.75	\$1,220.31	1,920.00	\$2,996.66	\$0.00	\$4,216.97	\$4,216.97
TOTAL	30	282.59	\$3,885.61	3,542.00	\$5,561.28	\$0.00	\$9,446.89	\$9,446.89
RWES Budget Field Trips	19	135.75	\$1,866.56	1,135.00	\$2,049.08	\$0.00	\$3,915.64	\$3,915.64
RWES Field Trips	3	31.50	\$433.13	307.00	\$448.22	\$0.00	\$881.35	\$881.35
RWES Instructional Field Trips	15	106.00	\$1,457.50	715.00	\$1,299.24	\$0.00	\$2,756.74	\$2,756.74
TOTAL	37	273.25	\$3,757.19	2,157.00	\$3,796.54	\$0.00	\$7,553.73	\$7,553.73
SCES Budget Field Trips	21	122.58	\$1,685.48	1,210.00	\$2,010.72	\$0.00	\$3,696.20	\$3,696.20
SCES Instructional Field Trips	8	42.00	\$577.50	350.00	\$643.08	\$0.00	\$1,220.58	\$1,220.58

ELEMENTARY SCHOOLS	Number of Trips	Total Hours	Total Driver Cost	Total Miles	Total Mileage Cost	Other Costs	Total Due	Total Due for Account
TOTAL	29	164.58	\$2,262.98	1,560.00	\$2,653.80	\$0.00	\$4,916.78	\$4,916.78
SPES 1st Grade Field Trips	2	19.25	\$264.69	146.00	\$231.52	\$0.00	\$496.21	\$496.21
SPES 2nd Grade Field Trips	2	23.00	\$316.25	318.00	\$473.12	\$0.00	\$789.37	\$789.37
SPES 3rd Grade Field Trips	1	11.50	\$158.13	28.00	\$52.08	\$0.00	\$210.21	\$210.21
SPES 4th Grade Field Trips	1	8.00	\$110.00	48.00	\$86.40	\$0.00	\$196.40	\$196.40
SPES 5th grade field trips	5	36.00	\$495.00	183.00	\$330.66	\$0.00	\$825.66	\$825.66
SPES Field Trip - General Fund	3	28.50	\$391.88	227.00	\$408.60	\$0.00	\$800.48	\$800.48
SPES Instructional Field Trips	11	61.25	\$842.19	355.00	\$660.30	\$0.00	\$1,502.49	\$1,502.49
SPES Kindergarten Field Trips	2	20.00	\$275.00	82.00	\$151.20	\$0.00	\$426.20	\$426.20
TOTAL	27	207.50	\$2,853.13	1,387.00	\$2,393.88	\$0.00	\$5,247.01	\$5,247.01
YRES 1st Grade	1	4.25	\$58.44	61.00	\$89.06	\$0.00	\$147.50	\$147.50
YRES 2nd Grade	2	3.75	\$51.56	36.00	\$64.80	\$0.00	\$116.36	\$116.36
YRES 3rd Grade	2	31.50	\$433.13	413.00	\$743.40	\$0.00	\$1,176.53	\$1,176.53
YRES 4th Grade	1	8.00	\$110.00	30.00	\$54.00	\$0.00	\$164.00	\$164.00
YRES 5th Grade	4	29.00	\$398.75	268.00	\$448.06	\$0.00	\$846.81	\$846.81
YRES Field Trips	4	12.00	\$165.00	74.00	\$133.20	\$0.00	\$298.20	\$298.20
YRES Instructional Field Trips	5	34.00	\$467.50	114.00	\$205.20	\$0.00	\$672.70	\$672.70
YRES Kindergarten	2	30.25	\$415.94	499.00	\$901.92	\$0.00	\$1,317.86	\$1,317.86
YRES Special Needs	2	9.75	\$134.06	83.00	\$149.40	\$0.00	\$283.46	\$283.46
TOTAL	23	162.50	\$2,234.38	1,578.00	\$2,789.04	\$0.00	\$5,023.42	\$5,023.42
AVERAGE PER ELEMENTARY SCHOOL	31	243.36	\$3,346.25	\$2,601.82	\$4,451.08	\$0.00	\$7,797.33	\$7,782.52

MIDDLE SCHOOLS	Number of Trips	Total Hours	Total Driver Cost	Total Miles	Total Mileage Cost	Other Costs	Total Due	Total Due for Account
CHMS Athletic Fee	1	9.00	\$114.75	107.00	\$64.20	\$0.00	\$178.95	\$178.95
CHMS Athletics	40	220.83	\$2,815.58	1,838.00	\$1,102.80	\$140.00	\$4,058.38	\$4,058.38
CHMS Band	4	28.25	\$388.44	416.00	\$740.98	\$0.00	\$1,129.42	\$1,129.42
CHMS Chorus	2	17.50	\$240.63	389.00	\$701.40	\$0.00	\$942.03	\$942.03
CHMS Field Trips	12	142.75	\$1,962.81	1,949.00	\$3,510.72	\$0.00	\$5,473.53	\$5,473.53
CHMS Field Trips (General Fund)	9	50.00	\$687.50	574.00	\$942.42	\$0.00	\$1,629.92	\$1,629.92
TOTAL	68	468.33	\$6,209.71	5,273.00	\$7,062.52	\$140.00	\$13,412.23	\$13,412.23
DCMS Athletics	38	98.92	\$1,261.23	1,508.00	\$904.80	\$420.00	\$2,586.03	\$2,586.03
DCMS Band	6	12.00	\$165.00	289.00	\$457.80	\$0.00	\$622.80	\$622.80
DCMS Chorus	7	39.00	\$536.25	831.20	\$1,476.31	\$0.00	\$2,012.56	\$1,600.08
DCMS Enhancement Field Trips	1	5.50	\$75.63	41.00	\$76.26	\$0.00	\$151.89	\$151.89
DCMS FCA	2	0.00	\$0.00	782.00	\$1,407.60	\$0.00	\$1,407.60	\$1,407.60
DCMS General Fund Field Trips	2	12.75	\$175.31	683.00	\$997.18	\$0.00	\$1,172.49	\$1,172.49
DCMS Step Team	1	5.50	\$70.13	75.00	\$45.00	\$0.00	\$115.13	\$115.13
DCMS Strings/Orchestra	4	39.50	\$543.13	275.00	\$458.96	\$0.00	\$1,002.09	\$1,002.09
DCMS Sundry	9	45.25	\$622.19	330.00	\$594.00	\$0.00	\$1,216.19	\$1,216.19
DCMS Team 6-1	1	32.25	\$443.44	235.00	\$423.00	\$0.00	\$866.44	\$866.44
DCMS Team 6-2	1	30.75	\$422.81	235.00	\$423.00	\$0.00	\$845.81	\$845.81
DCMS Team 6-3	1	31.50	\$433.13	239.00	\$430.20	\$0.00	\$863.33	\$863.33
DCMS Team 7-4	1	35.00	\$481.25	502.00	\$903.60	\$0.00	\$1,384.85	\$1,384.85
DCMS Theatre Arts	4	20.75	\$285.31	165.00	\$294.96	\$0.00	\$580.27	\$580.27
TOTAL	78	408.67	\$5,514.79	6,190.20	\$8,892.67	\$420.00	\$14,827.46	\$14,414.98
RRMS 6th Grade Field Trips	1	33.75	\$464.06	493.00	\$916.98	\$0.00	\$1,381.04	\$1,381.04
RRMS 7th Grade Field Trips	1	5.50	\$75.63	42.00	\$75.60	\$0.00	\$151.23	\$151.23
RRMS 8th Grade Field Trips	10	66.42	\$913.28	658.00	\$1,178.50	\$0.00	\$2,091.78	\$2,091.78
RRMS Athletics	47	122.91	\$1,567.10	1,068.00	\$640.80	\$630.00	\$2,837.90	\$2,830.65
RRMS Band	5	0.00	\$0.00	287.00	\$392.42	\$0.00	\$392.42	\$392.42
RRMS Chorus	3	13.25	\$182.19	314.00	\$528.82	\$0.00	\$711.01	\$711.01
RRMS Library	1	8.25	\$113.44	189.00	\$340.20	\$0.00	\$453.64	\$453.64
RRMS Strings/Orchestra	3	19.75	\$271.56	109.00	\$182.94	\$0.00	\$454.50	\$454.50
RRMS Sundry	8	37.75	\$519.06	117.00	\$200.40	\$0.00	\$719.46	\$719.46
TOTAL	79	307.58	\$4,106.32	3,277.00	\$4,456.66	\$630.00	\$9,192.98	\$9,185.72

MIDDLE SCHOOLS	Number of Trips	Total Hours	Total Driver Cost	Total Miles	Total Mileage Cost	Other Costs	Total Due	Total Due for Account
SLMS Athletic Fee	57	265.00	\$3,378.75	1,765.00	\$1,059.00	\$350.00	\$4,787.75	\$4,787.75
SLMS Band	7	57.75	\$794.06	1,126.00	\$1,429.94	\$0.00	\$2,224.00	\$2,224.00
SLMS Chinese	1	19.50	\$268.13	230.00	\$414.00	\$0.00	\$682.13	\$682.13
SLMS Chorus	7	15.00	\$206.25	913.00	\$1,682.10	\$0.00	\$1,888.35	\$1,475.87
SLMS Field Trips	15	155.00	\$2,131.25	1,496.00	\$2,621.40	\$0.00	\$4,752.65	\$4,752.65
SLMS Strings/Orchestra	3	10.50	\$144.38	241.00	\$433.80	\$0.00	\$578.18	\$578.18
SLMS Sundry	3	22.75	\$312.81	164.00	\$268.68	\$0.00	\$581.49	\$581.49
SLMS Team 6-1	1	12.05	\$165.69	92.00	\$165.60	\$0.00	\$331.29	\$331.29
SLMS Team 6-3	1	12.00	\$165.00	111.00	\$206.46	\$0.00	\$371.46	\$371.46
SLMS Team 7-1	4	124.50	\$1,711.88	2,233.00	\$3,713.62	\$0.00	\$5,425.50	\$4,876.95
SLMS Team 7-2	3	52.25	\$718.44	769.00	\$1,384.20	\$0.00	\$2,102.64	\$1,554.09
SLMS Team 7-3	1	15.50	\$213.13	501.00	\$901.80	\$0.00	\$1,114.93	\$1,114.93
SLMS Team 8-1	2	63.25	\$869.69	407.00	\$757.02	\$0.00	\$1,626.71	\$1,626.71
TOTAL	105	825.05	\$11,079.44	10,048.00	\$15,037.62	\$350.00	\$26,467.06	\$24,957.47
STMS 8th Grade Principal Field Trips	2	77.43	\$1,064.66	1,020.00	\$1,848.42	\$0.00	\$2,913.08	\$2,913.08
STMS Academic Team	4	15.50	\$213.13	106.00	\$190.80	\$0.00	\$403.93	\$403.93
STMS Athletics	40	226.00	\$2,881.50	1,804.00	\$1,082.40	\$280.00	\$4,243.90	\$4,243.90
STMS Band	4	17.00	\$0.00	101.00	\$60.60	\$0.00	\$60.60	\$60.60
STMS Band - General Fund	3	23.25	\$319.69	478.00	\$860.40	\$0.00	\$1,180.09	\$1,180.09
STMS Chorus	1	3.00	\$41.25	15.00	\$27.00	\$0.00	\$68.25	\$68.25
STMS Foundation Grants	1	15.75	\$216.56	175.00	\$315.00	\$0.00	\$531.56	\$531.56
STMS Math	1	2.75	\$37.81	23.00	\$41.40	\$0.00	\$79.21	\$79.21
STMS Pictures	1	7.75	\$106.56	30.00	\$54.00	\$0.00	\$160.56	\$160.56
STMS Science Club	1	8.00	\$110.00	168.00	\$302.40	\$0.00	\$412.40	\$412.40
STMS Sundry	5	94.50	\$1,299.38	1,343.00	\$2,454.86	\$0.00	\$3,754.24	\$3,754.24
STMS Theatre Arts	3	15.00	\$206.25	132.00	\$239.40	\$0.00	\$445.65	\$445.65
TOTAL	66	505.93	\$6,496.79	5,395.00	\$7,476.68	\$280.00	\$14,253.47	\$14,253.47
AVERAGE PER MIDDLE SCHOOL	79.2	503.11	\$6,681.41	6,036.64	\$8,585.23	\$364.00	\$15,630.64	\$15,244.77

HIGH SCHOOLS	Number of Trips	Total Hours	Total Driver Cost	Total Miles	Total Mileage Cost	Other Costs	Total Due	Total Due for Account
NWHS Annual	1	0.00	\$0.00	150.00	\$279.00	\$0.00	\$279.00	\$279.00
NWHS Band	14	223.50	\$0.00	3,646.00	\$2,187.60	\$0.00	\$2,187.60	\$2,187.60
NWHS Boys Basketball	20	144.25	\$1,839.19	1,393.00	\$835.80	\$0.00	\$2,674.99	\$2,674.99
NWHS Boys Golf	2	18.00	\$229.50	106.00	\$63.60	\$0.00	\$293.10	\$198.19
NWHS Boys Soccer	7	48.00	\$612.00	448.00	\$268.80	\$0.00	\$880.80	\$880.80
NWHS Boys Track	8	11.50	\$146.63	1,372.00	\$823.20	\$370.00	\$1,339.83	\$1,339.83
NWHS Boys/Girls Cross Country	12	71.00	\$905.25	1,076.00	\$645.60	\$70.00	\$1,620.85	\$1,620.85
NWHS Business Professionals of America	1	24.00	\$330.00	190.00	\$342.00	\$0.00	\$672.00	\$672.00
NWHS Cheerleaders	13	100.50	\$1,281.38	1,278.00	\$766.80	\$0.00	\$2,048.18	\$2,048.18
NWHS Dance	3	18.50	\$235.88	70.00	\$42.00	\$0.00	\$277.88	\$277.88
NWHS Drama Club	2	46.75	\$642.81	320.00	\$576.00	\$0.00	\$1,218.81	\$1,218.81
NWHS FCA	1	0.00	\$0.00	254.00	\$457.20	\$0.00	\$457.20	\$457.20
NWHS Field Trips	6	17.75	\$244.06	387.00	\$631.12	\$0.00	\$875.18	\$875.18
NWHS Football	40	41.00	\$522.75	4,234.00	\$2,540.40	\$2,550.00	\$5,613.15	\$5,613.15
NWHS Forensic Science Club	1	9.50	\$130.63	252.00	\$453.60	\$0.00	\$584.23	\$584.23
NWHS General Fund	6	83.75	\$1,151.56	1,040.00	\$1,903.92	\$0.00	\$3,055.48	\$3,055.48
NWHS Girls Basketball	22	0.00	\$0.00	1,763.00	\$1,057.80	\$720.00	\$1,777.80	\$1,777.80
NWHS Girls Golf	4	29.75	\$379.31	237.00	\$142.20	\$0.00	\$521.51	\$521.51
NWHS Girls Soccer	10	72.50	\$924.38	841.00	\$504.60	\$0.00	\$1,428.98	\$1,428.98
NWHS Girls Tennis	9	45.50	\$580.13	345.00	\$207.00	\$0.00	\$787.13	\$787.13
NWHS Home Economics	2	10.75	\$147.81	69.00	\$124.20	\$0.00	\$272.01	\$272.01
NWHS Junior Civitans	1	20.75	\$285.31	396.00	\$712.80	\$0.00	\$998.11	\$998.11
NWHS JV/V Baseball	15	0.00	\$0.00	1,374.00	\$824.40	\$480.00	\$1,304.40	\$1,304.40
NWHS JV/V Softball	19	0.00	\$0.00	1,321.00	\$792.60	\$730.00	\$1,522.60	\$1,522.60
NWHS JV/V Volleyball	18	141.75	\$1,807.31	1,339.00	\$803.40	\$0.00	\$2,610.71	\$2,610.71
NWHS Mentoring Program	1	0.00	\$0.00	225.00	\$328.50	\$0.00	\$328.50	\$328.50
NWHS ROTC	16	5.92	\$55.00	1,793.00	\$3,270.80	\$0.00	\$3,325.80	\$2,650.57
NWHS Senior Class Fund	1	14.84	\$204.05	33.00	\$48.18	\$0.00	\$252.23	\$252.23
NWHS Special Ed	1	0.00	\$0.00	20.00	\$36.00	\$0.00	\$36.00	\$36.00
NWHS Swim Team	3	24.25	\$309.19	302.00	\$181.20	\$0.00	\$490.39	\$490.39

HIGH SCHOOLS	Number of Trips	Total Hours	Total Driver Cost	Total Miles	Total Mileage Cost	Other Costs	Total Due	Total Due for Account
NWHS Tennis	8	41.25	\$525.94	462.00	\$277.20	\$0.00	\$803.14	\$803.14
NWHS Wrestling	20	172.00	\$2,193.00	1,736.00	\$1,041.60	\$0.00	\$3,234.60	\$3,234.60
TOTAL	287	1,437.26	\$15,683.05	28,472.00	\$23,169.12	\$4,920.00	\$43,772.17	\$43,002.02
RHHS - Model UN Field Trips-General Fund	6	29.00	\$398.75	503.00	\$918.60	\$0.00	\$1,317.35	\$1,317.35
RHHS Band Trips -100	10	374.75	\$0.00	4,268.00	\$2,560.80	\$0.00	\$2,560.80	\$2,560.80
RHHS Beta Club	1	0.00	\$0.00	111.00	\$206.46	\$0.00	\$206.46	\$206.46
RHHS Boys Basketball	24	0.00	\$0.00	1,894.00	\$1,136.40	\$750.00	\$1,886.40	\$1,886.40
RHHS Boys Soccer	5	32.75	\$417.56	368.00	\$220.80	\$0.00	\$638.36	\$638.36
RHHS Boys Track	8	61.00	\$777.75	830.00	\$498.00	\$0.00	\$1,275.75	\$1,275.75
RHHS Boys/Girls Cross Country	10	49.00	\$624.75	777.00	\$466.20	\$50.00	\$1,140.95	\$1,140.95
RHHS Cheerleaders	5	30.00	\$382.50	415.00	\$249.00	\$0.00	\$631.50	\$631.50
RHHS Chorus	7	53.50	\$735.63	1,434.00	\$2,633.82	\$0.00	\$3,369.45	\$3,369.45
RHHS Civitans	1	0.00	\$0.00	419.00	\$754.20	\$0.00	\$754.20	\$754.20
RHHS Drama Club	1	39.00	\$536.25	402.00	\$723.60	\$0.00	\$1,259.85	\$1,259.85
RHHS Football	25	32.25	\$411.19	4,390.00	\$2,634.00	\$1,800.00	\$4,845.19	\$4,845.19
RHHS General Fund Pupil Activities	6	40.75	\$560.31	1,086.00	\$1,941.54	\$0.00	\$2,501.85	\$2,501.85
RHHS Girls Basketball	18	85.25	\$1,086.94	2,383.00	\$1,429.80	\$140.00	\$2,656.74	\$2,656.74
RHHS Girls Soccer	7	51.75	\$659.81	622.00	\$373.20	\$0.00	\$1,033.01	\$1,033.01
RHHS Girls Tennis	7	37.25	\$474.94	410.00	\$246.00	\$0.00	\$720.94	\$720.94
RHHS Golf	10	58.75	\$749.06	770.00	\$462.00	\$0.00	\$1,211.06	\$1,116.15
RHHS JAG/Fund 738	4	23.75	\$326.56	320.00	\$552.20	\$0.00	\$878.76	\$878.76
RHHS JV/V Baseball	13	3.00	\$38.25	1,082.00	\$649.20	\$310.00	\$997.45	\$997.45
RHHS JV/V Softball	8	37.00	\$471.75	624.00	\$374.40	\$90.00	\$936.15	\$936.15
RHHS Model UN - Activity Fund	2	0.00	\$0.00	826.00	\$1,514.88	\$0.00	\$1,514.88	\$1,514.88
RHHS Pepsi	2	0.00	\$0.00	673.00	\$1,211.40	\$0.00	\$1,211.40	\$1,211.40
RHHS ROTC	6	0.00	\$0.00	737.00	\$1,366.20	\$0.00	\$1,366.20	\$690.97
RHHS Strings/Orchestra	1	20.00	\$275.00	373.00	\$671.40	\$0.00	\$946.40	\$946.40
RHHS Swim Team	1	0.00	\$0.00	28.00	\$16.80	\$0.00	\$16.80	\$16.80
RHHS Tennis	8	44.00	\$561.00	531.00	\$318.60	\$70.00	\$949.60	\$949.60
RHHS Volleyball	16	17.75	\$226.31	1,724.00	\$1,034.40	\$440.00	\$1,700.71	\$1,700.71
RHHS Wrestling	23	19.50	\$248.63	3,694.00	\$2,216.40	\$870.00	\$3,335.03	\$3,335.03
TOTAL	235	1,140.00	\$9,962.94	31,694.00	\$27,380.30	\$4,520.00	\$41,863.24	\$41,093.09

HIGH SCHOOLS	Number of Trips	Total Hours	Total Driver Cost	Total Miles	Total Mileage Cost	Other Costs	Total Due	Total Due for Account
SPHS Athletics - General Fund	131	531.25	\$6,773.44	15,960.00	\$9,576.00	\$3,120.00	\$19,469.44	\$19,281.37
SPHS Band Trips	12	170.75	\$0.00	2,238.00	\$1,342.80	\$0.00	\$1,342.80	\$1,342.80
SPHS Boys/Girls Cross Country	6	0.00	\$0.00	914.00	\$548.40	\$220.00	\$768.40	\$551.00
SPHS Cheerleaders	5	41.50	\$529.13	573.00	\$343.80	\$0.00	\$872.93	\$642.08
SPHS Drama	3	45.00	\$618.75	347.00	\$625.44	\$0.00	\$1,244.19	\$1,244.19
SPHS Field Trips	25	202.75	\$2,787.81	2,804.00	\$4,992.78	\$0.00	\$7,780.59	\$7,738.91
SPHS Football	15	32.00	\$408.00	1,818.00	\$1,090.80	\$630.00	\$2,128.80	\$2,128.80
SPHS JV/V Volleyball	11	0.00	\$0.00	1,187.00	\$712.20	\$460.00	\$1,172.20	\$1,172.20
SPHS ROTC	5	8.25	\$113.44	391.00	\$641.76	\$0.00	\$755.20	\$755.20
SPHS Swim Team	3	18.25	\$232.69	165.00	\$99.00	\$0.00	\$331.69	\$331.69
TOTAL	216	1,049.75	\$11,463.25	26,397.00	\$19,972.98	\$4,430.00	\$35,866.23	\$35,188.23
AVERAGE PER HIGH SCHOOL	246	1,209.00	\$12,369.75	28,854.33	\$23,507.47	\$4,623.33	\$40,500.55	\$39,761.12

OTHER SPECIAL SCHOOLS/PROGRAMS	Number of Trips	Total Hours	Total Driver Cost	Total Miles	Total Mileage Cost	Other Costs	Total Due	Total Due for Account
ATC Field Trips	1	11.50	\$158.13	128.00	\$230.40	\$0.00	\$388.53	\$388.53
ATC HOSA	3	35.00	\$481.25	607.00	\$1,101.24	\$0.00	\$1,582.49	\$1,582.49
CBI	9	30.50	\$419.38	204.00	\$367.20	\$0.00	\$786.58	\$786.58
CCDC Field Trips	12	106.75	\$1,467.81	1,198.00	\$1,930.32	\$0.00	\$3,398.13	\$3,398.13
FCBI/ECBI Special Needs	13	46.08	\$633.60	269.00	\$484.20	\$0.00	\$1,117.80	\$1,117.80
Fuel Card	1	0.00	\$0.00	634.00	\$1,179.24	\$0.00	\$1,179.24	\$171.34
Community Services	1	4.00	\$55.00	42.00	\$75.60	\$0.00	\$130.60	\$130.60
Phoenix Academy Sundry	4	0.00	\$0.00	424.00	\$746.20	\$0.00	\$746.20	\$746.20
Planning-Special Trips	8	53.75	\$739.06	246.00	\$359.16	\$0.00	\$1,098.22	\$1,098.22
Rebound Field Trips	2	11.00	\$151.25	47.00	\$68.62	\$0.00	\$219.87	\$219.87
Renaissance Field Trips	1	0.00	\$0.00	151.00	\$271.80	\$0.00	\$271.80	\$271.80
TPTN Falcon Zone Transportation	174	397.55	\$5,491.31	4,101.00	\$7,436.45	\$100.00	\$13,027.76	\$13,027.76
TPTN India Hook Pirates Program	79	237.00	\$3,225.75	2,395.00	\$8,099.70	\$0.00	\$11,325.45	\$11,325.45
TPTN Instructional	32	113.52	\$1,560.90	744.00	\$1,339.58	\$0.00	\$2,900.48	\$2,900.48
TPTN Mileage Errors	6	38.50	\$516.38	392.00	\$637.02	\$0.00	\$1,153.40	\$290.80
TPTN Reimbursement Account	15	166.50	\$2,429.41	1,213.00	\$1,641.33	\$650.00	\$4,720.74	\$4,478.35
TOTAL	357	1,205.15	\$16,689.85	12,060.00	\$24,636.42	\$750.00	\$42,076.27	\$39,963.38
Grand Total	1969	11,187.90	\$140,008.60	170,522.20	\$209,508.63	\$16,440.00	\$365,957.23	\$359,444.93

APPENDIX D

TRANSPORTATION COSTS BY SCHOOL

2015-16

ELEMENTARY SCHOOLS	Number of Trips	Total Hours	Total Driver Cost	Total Miles	Total Mileage Cost	Other Costs	Total Due	Total Due for Account
BVES ACTIVITY	12	175.25	\$2,272.19	2976.00	\$4,344.96	\$0.00	\$6,617.15	\$6,617.15
BVES Instructional Field Trips	10	57.25	\$787.19	477.00	\$696.42	\$0.00	\$1,483.61	\$1,483.61
TOTAL	22	232.50	\$3,059.38	3453.00	\$5,041.38	\$0.00	\$8,100.76	\$8,100.76
EBES 3rd Grade Field Trips	1	6.25	\$85.94	14.00	\$20.44	\$0.00	\$106.38	\$106.38
EBES 5th Grade Field Trips	4	20.75	\$285.31	182.00	\$273.12	\$0.00	\$558.43	\$558.43
EBES Field Trips - General Fund	7	61.50	\$811.40	957.00	\$1,397.22	\$0.00	\$2,208.62	\$2,208.62
EBES Instructional Field Trips	10	58.75	\$807.81	431.00	\$629.26	\$0.00	\$1,437.07	\$1,437.07
TOTAL	22	147.25	\$1,990.46	1584.00	\$2,320.04	\$0.00	\$4,310.50	\$4,310.50
EPES 2nd Grade Field Trips	3	35.00	\$481.25	410.00	\$598.60	\$0.00	\$1,079.85	\$1,079.85
EPES 3rd Grade Field Trips	4	25.50	\$269.00	442.00	\$645.32	\$0.00	\$914.32	\$914.32
EPES 4th Grade Field Trips	2	68.00	\$935.00	1371.00	\$2,001.66	\$0.00	\$2,936.66	\$2,936.66
EPES 5th Grade Field Trip	4	61.50	\$845.63	1032.00	\$1,506.72	\$0.00	\$2,352.35	\$2,352.35
EPES Field Trips	13	53.50	\$735.63	326.00	\$475.96	\$0.00	\$1,211.59	\$1,211.59
EPES Instructional Field Trips	5	38.00	\$522.50	213.00	\$310.98	\$0.00	\$833.48	\$833.48
EPES Kindergarten Field Trips	1	14.00	\$192.50	286.00	\$417.56	\$0.00	\$610.06	\$610.06
TOTAL	32	295.50	\$3,981.50	4080.00	\$5,956.80	\$0.00	\$9,938.30	\$9,938.30
FRES 1st Grade Field Trips	1	5.50	\$75.63	16.00	\$23.36	\$0.00	\$98.99	\$98.99
FRES 2nd Grade Field Trips	2	18.25	\$250.94	311.00	\$454.06	\$0.00	\$705.00	\$705.00
FRES 3rd Grade Field Trips	1	6.00	\$82.50	12.00	\$17.52	\$0.00	\$100.02	\$100.02
FRES 4th Grade Field Trips	2	23.00	\$316.25	190.00	\$277.40	\$0.00	\$593.65	\$593.65
FRES 5th Grade Field Trips	1	3.00	\$41.25	15.00	\$21.90	\$0.00	\$63.15	\$63.15
FRES Field Trips	1	3.50	\$48.13	10.00	\$14.60	\$0.00	\$62.73	\$62.73
FRES Instructional Field Trips	10	53.00	\$728.75	286.00	\$417.56	\$0.00	\$1,146.31	\$1,146.31
FRES Special Needs	2	6.00	\$82.50	35.00	\$51.10	\$0.00	\$133.60	\$133.60
TOTAL	20	118.25	\$1,625.94	875.00	\$1,277.50	\$0.00	\$2,903.44	\$2,903.44

ELEMENTARY SCHOOLS	Number of Trips	Total Hours	Total Driver Cost	Total Miles	Total Mileage Cost	Other Costs	Total Due	Total Due for Account
IDES 2nd Grade Field Trips	1	14.50	\$199.38	318.00	\$464.28	\$0.00	\$663.66	\$663.66
IDES 4th Grade Field Trips	1	8.50	\$116.88	102.00	\$148.92	\$0.00	\$265.80	\$265.80
IDES Field Trips	1	6.00	\$82.50	48.00	\$70.08	\$0.00	\$152.58	\$152.58
IDES Field Trips - General Fund	3	23.25	\$319.69	168.00	\$245.28	\$0.00	\$564.97	\$564.97
IDES Instructional Field Trips	12	74.00	\$1,017.50	636.00	\$928.56	\$0.00	\$1,946.06	\$1,946.06
IDES Kindergarten Field Trips	2	24.50	\$336.88	436.00	\$636.56	\$0.00	\$973.44	\$973.44
TOTAL	20	150.75	\$2,072.81	1708.00	\$2,493.68	\$0.00	\$4,566.49	\$4,566.49
IHES Field Trips	18	200.50	\$2,756.88	2087.00	\$3,047.02	\$0.00	\$5,803.90	\$5,803.90
IHES Instructional Field Trips	14	85.00	\$1,177.09	663.00	\$967.98	\$0.00	\$2,145.07	\$2,145.07
TOTAL	32	285.50	\$3,933.97	2750.00	\$4,015.00	\$0.00	\$7,948.97	\$7,948.97
LSES 1st Grade Field Trips	2	13.50	\$185.63	175.00	\$255.50	\$0.00	\$441.13	\$441.13
LSES 2nd Grade Field Trips	1	7.50	\$103.13	99.00	\$144.54	\$0.00	\$247.67	\$247.67
LSES 4th Grade Field Trips	2	23.50	\$323.13	268.00	\$391.28	\$0.00	\$714.41	\$714.41
LSES 5th Grade Field Trips	3	18.75	\$257.81	94.00	\$137.24	\$0.00	\$395.05	\$395.05
LSES Field Trips	1	16.00	\$220.00	328.00	\$478.88	\$0.00	\$698.88	\$698.88
LSES Instructional Field Trips	14	68.50	\$941.88	647.00	\$944.62	\$0.00	\$1,886.50	\$1,886.50
LSES Kindergarten Field Trips	2	9.75	\$134.06	87.00	\$127.02	\$0.00	\$261.08	\$261.08
TOTAL	25	157.50	\$2,165.63	1698.00	\$2,479.08	\$0.00	\$4,644.71	\$4,644.71
MGES Field Trips	8	54.75	\$752.81	675.00	\$985.50	\$0.00	\$1,738.31	\$1,738.31
MGES Instructional Field Trips	12	71.75	\$986.56	544.00	\$794.24	\$0.00	\$1,780.80	\$1,780.80
TOTAL	20	126.50	\$1,739.38	1219.00	\$1,779.74	\$0.00	\$3,519.12	\$3,519.12
MHES 1st Grade Field Trips	1	10.00	\$137.50	82.00	\$119.72	\$0.00	\$257.22	\$257.22
MHES 2nd Grade Field Trips	2	27.00	\$390.71	314.00	\$458.44	\$0.00	\$849.15	\$849.15
MHES 4th Grade Field Trips	1	8.50	\$116.88	166.00	\$242.36	\$0.00	\$359.24	\$359.24
MHES 5th Grade Field Trips	5	61.50	\$845.63	569.00	\$830.74	\$0.00	\$1,676.37	\$1,676.37
MHES Field Trips	5	45.25	\$638.87	512.00	\$747.52	\$0.00	\$1,386.39	\$1,386.39
MHES Instructional Field Trips	13	84.75	\$1,165.31	798.00	\$1,165.08	\$0.00	\$2,330.39	\$2,330.39
MHES Kindergarten Field Trips	2	26.00	\$357.50	442.00	\$645.32	\$0.00	\$1,002.82	\$1,002.82
MHES Music	2	30.25	\$415.94	217.00	\$316.82	\$0.00	\$732.76	\$732.76
TOTAL	31	293.25	\$4,068.33	3100.00	\$4,526.00	\$0.00	\$8,594.33	\$8,594.33
NSES ABC Grant	16	192.00	\$2,640.00	1497.00	\$2,185.62	\$0.00	\$4,825.62	\$4,825.62
NSES Field Trips	4	12.75	\$147.81	69.00	\$100.74	\$0.00	\$248.55	\$248.55

ELEMENTARY SCHOOLS	Number of Trips	Total Hours	Total Driver Cost	Total Miles	Total Mileage Cost	Other Costs	Total Due	Total Due for Account
NSES Instructional Field Trips	20	175.75	\$2,416.56	2139.00	\$3,122.94	\$0.00	\$5,539.50	\$5,539.50
TOTAL	40	380.50	\$5,204.38	3705.00	\$5,409.30	\$0.00	\$10,613.68	\$10,613.68
ODES Activity Field Trips	2	26.25	\$360.94	379.00	\$553.34	\$0.00	\$914.28	\$914.28
ODES Field Trips	8	64.75	\$890.31	579.00	\$845.34	\$0.00	\$1,735.65	\$1,735.65
ODES Instructional Field Trips	10	57.00	\$792.09	468.00	\$683.28	\$0.00	\$1,475.37	\$1,475.37
ODES SOC Field Trips	2	22.75	\$312.81	382.00	\$557.72	\$0.00	\$870.53	\$870.53
TOTAL	22	170.75	\$2,356.15	1808.00	\$2,639.68	\$0.00	\$4,995.83	\$4,995.83
OPES 1st Grade Budget Field Trips	1	9.50	\$130.63	122.00	\$178.12	\$0.00	\$308.75	\$308.75
OPES 2nd Grade Field Trips	6	40.00	\$550.00	173.00	\$252.58	\$0.00	\$802.58	\$802.58
OPES 3rd Grade Field Trips	2	32.25	\$443.44	538.00	\$785.48	\$0.00	\$1,228.92	\$1,228.92
OPES 4th Grade Field Trips	3	49.75	\$684.06	691.00	\$1,008.86	\$0.00	\$1,692.92	\$1,692.92
OPES 5th Grade Field Trips	7	99.25	\$1,364.69	1598.00	\$2,333.08	\$0.00	\$3,697.77	\$3,697.77
OPES Field Trips	2	17.00	\$233.75	71.00	\$103.66	\$0.00	\$337.41	\$337.41
OPES Instructional Field Trips	10	79.50	\$1,093.13	320.00	\$467.20	\$0.00	\$1,560.33	\$1,560.33
OPES K4 Field Trips	2	11.50	\$158.13	64.00	\$93.44	\$0.00	\$251.57	\$251.57
OPES Kindergarten Budget Field Trips	1	14.00	\$192.50	126.00	\$183.96	\$0.00	\$376.46	\$376.46
OPES Kindergarten Field Trips	3	31.50	\$433.13	206.00	\$300.76	\$0.00	\$733.89	\$733.89
TOTAL	37	384.25	\$5,283.44	3909.00	\$5,707.14	\$0.00	\$10,990.58	\$10,990.58
RDES Field Trips	27	210.25	\$2,890.94	2091.00	\$3,052.86	\$0.00	\$5,943.80	\$5,943.80
RDES Instructional Field Trips	13	86.75	\$1,192.81	556.00	\$811.76	\$0.00	\$2,004.57	\$2,004.57
TOTAL	40	297.00	\$4,083.75	2647.00	\$3,864.62	\$0.00	\$7,948.37	\$7,948.37
RWES Budget Field Trips	5	30.50	\$419.38	160.00	\$233.60	\$0.00	\$652.98	\$652.98
RWES Field Trips	10	103.00	\$1,431.35	1578.00	\$2,303.88	\$0.00	\$3,735.23	\$3,735.23
RWES Instructional Field Trips	20	130.25	\$1,790.94	738.00	\$1,077.48	\$0.00	\$2,868.42	\$2,868.42
TOTAL	35	263.75	\$3,641.66	2476.00	\$3,614.96	\$0.00	\$7,256.62	\$7,256.62
SCES Budget Field Trips	11	70.00	\$962.50	672.00	\$981.12	\$0.00	\$1,943.62	\$1,943.62
SCES Instructional Field Trips	9	45.50	\$625.63	248.00	\$362.08	\$0.00	\$987.71	\$987.71
TOTAL	20	115.50	\$1,588.13	920.00	\$1,343.20	\$0.00	\$2,931.33	\$2,931.33
SPES 1st Grade Field Trips	1	5.00	\$68.75	26.00	\$37.96	\$0.00	\$106.71	\$106.71
SPES 2nd Grade Field Trips	2	25.00	\$343.75	321.00	\$468.66	\$0.00	\$812.41	\$812.41
SPES 3rd Grade Field Trips	2	11.75	\$161.56	51.00	\$74.46	\$0.00	\$236.02	\$236.02
SPES 5th grade field trips	5	38.00	\$522.50	162.00	\$236.52	\$0.00	\$759.02	\$759.02

ELEMENTARY SCHOOLS	Number of Trips	Total Hours	Total Driver Cost	Total Miles	Total Mileage Cost	Other Costs	Total Due	Total Due for Account
SPES Field Trip - General Fund	1	8.50	\$116.88	34.00	\$49.64	\$0.00	\$166.52	\$166.52
SPES Field Trips	1	10.00	\$137.50	80.00	\$116.80	\$0.00	\$254.30	\$254.30
SPES Instructional Field Trips	12	69.75	\$959.06	397.00	\$579.62	\$0.00	\$1,538.68	\$1,538.68
SPES Kindergarten Field Trips	5	37.50	\$515.63	287.00	\$419.02	\$0.00	\$934.65	\$934.65
SPES Magnet Funds	1	4.25	\$58.44	20.00	\$29.20	\$0.00	\$87.64	\$87.64
TOTAL	30	209.75	\$2,884.06	1378.00	\$2,011.88	\$0.00	\$4,895.94	\$4,895.94
YRES - L Williams - Grant	1	13.50	\$185.63	298.00	\$435.08	\$0.00	\$620.71	\$620.71
YRES - RH Foundation Grant - Freedom Train	1	5.75	\$73.31	134.00	\$195.64	\$0.00	\$268.95	\$268.95
YRES 1st Grade	2	16.50	\$226.88	141.00	\$205.86	\$0.00	\$432.74	\$432.74
YRES 2nd Grade	2	11.00	\$151.25	119.00	\$173.74	\$0.00	\$324.99	\$324.99
YRES 3rd Grade	1	15.00	\$206.25	296.00	\$432.16	\$0.00	\$638.41	\$638.41
YRES 4th Grade	1	7.00	\$96.25	40.00	\$58.40	\$0.00	\$154.65	\$154.65
YRES 5th Grade	1	10.00	\$137.50	26.00	\$37.96	\$0.00	\$175.46	\$175.46
YRES Field Day Account	3	11.00	\$151.25	33.00	\$48.18	\$0.00	\$199.43	\$199.43
YRES Field Trips	4	12.75	\$175.31	66.00	\$96.36	\$0.00	\$271.67	\$271.67
YRES Field Trips (General Fund)	1	12.50	\$171.88	86.00	\$125.56	\$0.00	\$297.44	\$297.44
YRES Instructional Field Trips	7	46.75	\$642.81	164.00	\$239.44	\$0.00	\$882.25	\$882.25
YRES K-4 Field Trips	1	6.75	\$92.81	63.00	\$91.98	\$0.00	\$184.79	\$184.79
YRES Kindergarten	1	10.00	\$137.50	60.00	\$87.60	\$0.00	\$225.10	\$225.10
YRES Special Needs	3	18.50	\$137.50	166.00	\$242.36	\$0.00	\$379.86	\$379.86
TOTAL	29	197.00	\$2,586.13	1692.00	\$2,470.32	\$0.00	\$5,056.45	\$5,056.45
AVERAGE PER ELEMENTARY SCHOOL	28	225.03	\$3,074.42	\$2,294.24	\$3,350.02	\$0.00	\$6,424.43	\$6,424.43

MIDDLE SCHOOLS	Number of Trips	Total Hours	Total Driver Cost	Total Miles	Total Mileage Cost	Other Costs	Total Due	Total Due for Account
CHMS Athletics	43	212.00	\$2,703.00	1814.00	\$1,088.40	\$140.00	\$3,931.40	\$3,931.40
CHMS Band	5	78.25	\$1,075.94	568.00	\$829.28	\$0.00	\$1,905.22	\$1,905.22
CHMS Chorus	2	15.75	\$216.56	187.00	\$273.02	\$0.00	\$489.58	\$489.58
CHMS Field Trips	3	31.50	\$433.13	468.00	\$683.28	\$0.00	\$1,116.41	\$1,116.41
CHMS Field Trips (General Fund)	17	204.00	\$2,805.00	2807.00	\$4,098.22	\$0.00	\$6,903.22	\$6,903.22
TOTAL	70	541.50	\$7,233.63	5844.00	\$6,972.20	\$140.00	\$14,345.83	\$14,345.83
DCMS Art	2	13.50	\$89.38	261.00	\$381.06	\$0.00	\$470.44	\$470.44
DCMS Athletics	47	150.00	\$1,912.50	1944.00	\$1,166.40	\$280.00	\$3,358.90	\$3,358.90
DCMS Band	7	28.00	\$323.13	410.00	\$598.60	\$0.00	\$921.73	\$921.73
DCMS Chorus	5	41.25	\$567.19	224.00	\$327.04	\$0.00	\$894.23	\$894.23
DCMS FCA	1	0.00	\$0.00	269.00	\$392.74	\$0.00	\$392.74	\$392.74
DCMS General Fund Field Trips	1	16.00	\$220.00	280.00	\$408.80	\$0.00	\$628.80	\$628.80
DCMS Step Team	1	5.75	\$73.31	22.00	\$13.20	\$0.00	\$86.51	\$86.51
DCMS Strings/Orchestra	3	32.75	\$450.31	263.00	\$383.98	\$0.00	\$834.29	\$834.29
DCMS Sundry	4	32.50	\$453.83	221.00	\$322.66	\$0.00	\$776.49	\$776.49
DCMS Team 6-1	1	23.00	\$316.25	162.00	\$236.52	\$0.00	\$552.77	\$552.77
DCMS Team 6-2	1	26.50	\$364.38	164.00	\$239.44	\$0.00	\$603.82	\$603.82
DCMS Team 6-3	1	23.00	\$316.25	156.00	\$227.76	\$0.00	\$544.01	\$544.01
DCMS Team 7-4	4	99.50	\$1,368.13	1838.00	\$2,683.48	\$0.00	\$4,051.61	\$4,051.61
DCMS Theatre Arts	5	28.00	\$385.00	263.00	\$383.98	\$0.00	\$768.98	\$768.98
TOTAL	83	519.75	\$6,839.64	6477.00	\$7,765.66	\$280.00	\$14,885.30	\$14,885.30
RRMS 6th Grade Field Trips	4	44.00	\$605.00	503.00	\$734.38	\$0.00	\$1,339.38	\$1,339.38
RRMS 7th Grade Field Trips	2	37.50	\$515.63	414.00	\$604.44	\$0.00	\$1,120.07	\$1,120.07
RRMS 8th Grade Field Trips	8	63.75	\$876.56	629.00	\$918.34	\$0.00	\$1,794.90	\$1,794.90
RRMS Athletics	62	154.00	\$1,976.01	1263.00	\$757.80	\$650.00	\$3,383.81	\$3,383.81
RRMS Band	5	98.00	\$388.44	820.00	\$1,197.20	\$28.09	\$1,613.73	\$1,613.73
RRMS Chorus	2	71.25	\$979.69	706.00	\$1,030.76	\$30.44	\$2,040.89	\$2,040.89
TOTAL	83	468.50	\$5,341.32	4335.00	\$5,242.92	\$708.53	\$11,292.77	\$11,292.77
SLMS Athletic Fee	55	271.00	\$3,455.25	1914.00	\$1,148.40	\$210.00	\$4,813.65	\$4,813.65
SLMS Band	6	69.75	\$601.56	585.00	\$696.72	\$0.00	\$1,298.28	\$1,298.28
SLMS Baseball	1	4.75	\$60.56	45.00	\$27.00	\$0.00	\$87.56	\$87.56
SLMS Boys Soccer	1	4.25	\$54.19	49.00	\$29.40	\$0.00	\$83.59	\$83.59

MIDDLE SCHOOLS	Number of Trips	Total Hours	Total Driver Cost	Total Miles	Total Mileage Cost	Other Costs	Total Due	Total Due for Account
SLMS Chinese	1	4.50	\$61.88	20.00	\$29.20	\$0.00	\$91.08	\$91.08
SLMS Chorus	7	31.50	\$433.13	368.00	\$537.28	\$0.00	\$970.41	\$970.41
SLMS Field Trips	13	138.25	\$1,900.94	1879.00	\$2,743.34	\$0.00	\$4,644.28	\$4,644.28
SLMS Foundation Grants	2	9.75	\$134.06	79.00	\$115.34	\$0.00	\$249.40	\$249.40
SLMS Guidance - Incentives	1	3.00	\$41.25	12.00	\$17.52	\$0.00	\$58.77	\$58.77
SLMS Team 6-1	2	30.00	\$412.50	295.00	\$430.70	\$0.00	\$843.20	\$843.20
SLMS Team 7-1	2	34.00	\$467.50	278.00	\$405.88	\$0.00	\$873.38	\$873.38
SLMS Team 7-2	2	48.50	\$666.88	374.00	\$546.04	\$0.00	\$1,212.92	\$1,212.92
SLMS Team 7-3	1	15.00	\$206.25	124.00	\$181.04	\$0.00	\$387.29	\$387.29
SLMS Team 8-1	1	33.00	\$453.75	342.00	\$499.32	\$0.00	\$953.07	\$953.07
TOTAL	95	697.25	\$8,949.69	6364.00	\$7,407.18	\$210.00	\$16,566.87	\$16,566.87
STMS - STEAM	1	9.00	\$123.75	162.00	\$236.52	\$0.00	\$360.27	\$360.27
STMS 8th Grade Principal Field Trips	1	32.00	\$440.00	352.00	\$513.92	\$0.00	\$953.92	\$953.92
STMS Academic Team	2	18.75	\$257.81	278.00	\$405.88	\$0.00	\$663.69	\$663.69
STMS Athletics	51	271.00	\$3,455.25	2269.00	\$1,361.40	\$70.00	\$4,886.65	\$4,886.65
STMS Band - General Fund	3	22.00	\$302.50	154.00	\$224.84	\$0.00	\$527.34	\$527.34
STMS Chorus	2	12.50	\$171.88	176.00	\$256.96	\$0.00	\$428.84	\$428.84
STMS Foundation Grants	2	42.50	\$584.38	406.00	\$592.76	\$0.00	\$1,177.14	\$1,177.14
STMS Hamm	2	45.50	\$625.63	1062.00	\$1,550.52	\$0.00	\$2,176.15	\$2,176.15
STMS Math	3	15.50	\$213.13	123.00	\$179.58	\$0.00	\$392.71	\$392.71
STMS Science Club	1	8.25	\$113.44	82.00	\$119.72	\$0.00	\$233.16	\$233.16
STMS Step	1	3.00	\$41.25	21.00	\$30.66	\$0.00	\$71.91	\$71.91
STMS Sundry	3	18.00	\$247.50	99.00	\$144.54	\$0.00	\$392.04	\$392.04
STMS Team 6-3	1	17.00	\$233.75	162.00	\$236.52	\$0.00	\$470.27	\$470.27
STMS Theatre Arts	2	60.00	\$825.00	861.00	\$1,257.06	\$0.00	\$2,082.06	\$2,082.06
STMS Ulmer	3	35.50	\$488.13	1447.00	\$2,112.62	\$0.00	\$2,600.75	\$2,600.75
TOTAL	78	610.50	\$8,123.38	7654.00	\$9,223.50	\$70.00	\$17,416.88	\$17,416.88
AVERAGE PER MIDDLE SCHOOL	82	567.50	\$7,297.53	6134.80	\$7,322.29	\$281.71	\$14,901.53	\$14,901.53

HIGH SCHOOLS	Number of Trips	Total Hours	Total Driver Cost	Total Miles	Total Mileage Cost	Other Costs	Total Due	Total Due for Account
NWHS AP/IB	1	0.00	\$0.00	108.00	\$157.68	\$0.00	\$157.68	\$157.68
NWHS Band	6	0.00	\$0.00	1702.00	\$1,021.20	\$364.38	\$1,385.58	\$1,385.58
NWHS Band -General Fund	12	0.00	\$0.00	3373.00	\$2,023.80	\$96.25	\$2,120.05	\$2,120.05
NWHS Boys Basketball	22	47.75	\$559.78	1491.00	\$894.60	\$590.00	\$2,044.38	\$2,044.38
NWHS Boys Soccer	8	46.50	\$592.88	318.00	\$190.80	\$0.00	\$783.68	\$783.68
NWHS Boys Track	9	36.75	\$468.56	1496.00	\$897.60	\$340.00	\$1,706.16	\$1,706.16
NWHS Boys/Girls Cross Country	6	29.50	\$376.13	391.00	\$234.60	\$20.00	\$630.73	\$630.73
NWHS Cheerleaders	13	110.25	\$1,405.69	1451.00	\$870.60	\$0.00	\$2,276.29	\$2,276.29
NWHS Dance	1	10.75	\$137.06	59.00	\$35.40	\$0.00	\$172.46	\$172.46
NWHS Drama Club	1	43.75	\$601.56	107.00	\$156.22	\$0.00	\$757.78	\$757.78
NWHS Environmental Science Club	1	8.50	\$116.88	58.00	\$84.68	\$0.00	\$201.56	\$201.56
NWHS FCA	1	0.00	\$0.00	252.00	\$367.92	\$0.00	\$367.92	\$367.92
NWHS Field Trips	5	35.75	\$326.56	351.00	\$512.46	\$0.00	\$839.02	\$839.02
NWHS Football	57	50.25	\$640.69	5075.00	\$3,045.00	\$2,870.00	\$6,555.69	\$6,555.69
NWHS General Fund	4	53.50	\$735.63	926.00	\$1,351.96	\$0.00	\$2,087.59	\$2,087.59
NWHS Girls Basketball	12	74.50	\$949.88	833.00	\$499.80	\$50.00	\$1,499.68	\$1,499.68
NWHS Girls Golf	1	3.00	\$38.25	2.00	\$1.20	\$0.00	\$39.45	\$39.45
NWHS Girls Soccer	14	89.75	\$1,144.31	1283.00	\$769.80	\$20.00	\$1,934.11	\$1,934.11
NWHS Girls Tennis	11	51.75	\$659.81	357.00	\$214.20	\$0.00	\$874.01	\$874.01
NWHS Home Economics	3	13.25	\$182.19	172.00	\$251.12	\$0.00	\$433.31	\$433.31
NWHS Junior Civitans	1	22.00	\$302.50	413.00	\$602.98	\$0.00	\$905.48	\$905.48
NWHS JV/V Baseball	34	40.25	\$513.19	2395.00	\$1,437.00	\$990.00	\$2,940.19	\$2,940.19
NWHS JV/V Softball	1	0.00	\$0.00	73.00	\$43.80	\$50.00	\$93.80	\$93.80
NWHS JV/V Volleyball	20	135.25	\$1,724.44	1231.00	\$738.60	\$20.00	\$2,483.04	\$2,483.04
NWHS Literacy Magazine	1	0.00	\$0.00	143.00	\$208.78	\$0.00	\$208.78	\$208.78
NWHS Mentoring Program	2	0.00	\$0.00	186.00	\$271.56	\$0.00	\$271.56	\$271.56
NWHS Model UN	1	29.25	\$402.19	473.00	\$690.58	\$0.00	\$1,092.77	\$1,092.77
NWHS ROTC	15	22.00	\$0.00	1480.00	\$2,160.80	\$0.00	\$2,160.80	\$2,160.80
NWHS Special Ed	1	6.00	\$82.50	20.00	\$29.20	\$0.00	\$111.70	\$111.70
NWHS Student Council	2	7.75	\$106.56	79.00	\$115.34	\$0.00	\$221.90	\$221.90
NWHS Swim Team	1	6.00	\$76.50	85.00	\$51.00	\$0.00	\$127.50	\$127.50
NWHS Tennis	9	40.25	\$513.19	532.00	\$319.20	\$0.00	\$832.39	\$832.39

HIGH SCHOOLS	Number of Trips	Total Hours	Total Driver Cost	Total Miles	Total Mileage Cost	Other Costs	Total Due	Total Due for Account
NWHS Wrestling	16	135.25	\$1,724.44	1229.00	\$737.40	\$0.00	\$2,461.84	\$2,461.84
TOTAL	292	1149.50	\$14,381.34	28144.00	\$20,986.88	\$5,410.63	\$40,778.85	\$40,778.85
RHHS - Model UN Field Trips-General Fund	2	40.50	\$556.88	422.00	\$616.12	\$0.00	\$1,173.00	\$1,173.00
RHHS Annual	1	10.50	\$144.38	132.00	\$192.72	\$0.00	\$337.10	\$337.10
RHHS Athletics-General Fund	1	12.25	\$156.19	173.00	\$103.80	\$0.00	\$259.99	\$259.99
RHHS Band - 216	6	0.00	\$0.00	1731.00	\$1,038.60	\$0.00	\$1,038.60	\$1,038.60
RHHS Band Trips -100	4	0.00	\$0.00	1810.00	\$1,086.00	\$0.00	\$1,086.00	\$1,086.00
RHHS Beta Club	2	16.00	\$220.00	373.00	\$544.58	\$0.00	\$764.58	\$764.58
RHHS Boys Basketball	18	33.00	\$420.75	1271.00	\$762.60	\$440.00	\$1,623.35	\$1,623.35
RHHS Boys Soccer	10	63.75	\$812.81	1039.00	\$623.40	\$0.00	\$1,436.21	\$1,436.21
RHHS Boys Track	10	122.50	\$1,485.38	1154.00	\$692.40	\$0.00	\$2,177.78	\$2,177.78
RHHS Boys/Girls Cross Country	8	6.00	\$84.84	819.00	\$491.40	\$360.00	\$936.24	\$936.24
RHHS BPA 100	1	0.00	\$0.00	146.00	\$213.16	\$0.00	\$213.16	\$213.16
RHHS Cheerleaders	5	31.25	\$334.69	329.00	\$197.40	\$70.00	\$602.09	\$602.09
RHHS Chorus	6	43.25	\$594.69	946.00	\$1,381.16	\$0.00	\$1,975.85	\$1,975.85
RHHS Drama Club	2	50.00	\$687.50	379.00	\$553.34	\$0.00	\$1,240.84	\$1,240.84
RHHS FCA 230	1	6.00	\$0.00	88.00	\$128.48	\$0.00	\$128.48	\$128.48
RHHS Football	30	112.50	\$1,195.31	3754.00	\$2,252.40	\$1,570.00	\$5,017.71	\$5,017.71
RHHS General Fund Pupil Activities	9	46.50	\$443.44	1283.00	\$1,873.18	\$0.00	\$2,316.62	\$2,316.62
RHHS Girls Basketball	15	22.25	\$283.69	1788.00	\$1,072.80	\$440.00	\$1,796.49	\$1,796.49
RHHS Girls Soccer	11	84.25	\$1,083.92	1384.00	\$830.40	\$70.00	\$1,984.32	\$1,984.32
RHHS Girls Tennis	3	17.25	\$219.94	193.00	\$115.80	\$0.00	\$335.74	\$335.74
RHHS Golf	12	30.50	\$388.88	713.00	\$427.80	\$190.00	\$1,006.68	\$1,006.68
RHHS Guidance Pupil Activities	3	9.00	\$48.13	86.00	\$125.56	\$0.00	\$173.69	\$173.69
RHHS JAG/Fund 827	2	12.25	\$168.44	221.00	\$322.66	\$0.00	\$491.10	\$491.10
RHHS JV/V Baseball	18	12.25	\$156.19	1460.00	\$876.00	\$590.00	\$1,622.19	\$1,622.19
RHHS JV/V Softball	11	41.25	\$525.94	845.00	\$507.00	\$220.00	\$1,252.94	\$1,252.94
RHHS NHS 240	1	0.00	\$0.00	61.00	\$89.06	\$0.00	\$89.06	\$89.06
RHHS ROTC	5	23.50	\$323.13	230.00	\$335.80	\$0.00	\$658.93	\$658.93
RHHS Strings/Orchestra	1	21.00	\$288.75	382.00	\$557.72	\$0.00	\$846.47	\$846.47
RHHS Swim Team	2	11.50	\$146.63	105.00	\$63.00	\$0.00	\$209.63	\$209.63
RHHS Tennis	12	59.25	\$765.86	676.00	\$405.60	\$0.00	\$1,171.46	\$1,171.46

HIGH SCHOOLS	Number of Trips	Total Hours	Total Driver Cost	Total Miles	Total Mileage Cost	Other Costs	Total Due	Total Due for Account
RHHS Volleyball	13	25.75	\$328.31	1567.00	\$940.20	\$300.00	\$1,568.51	\$1,568.51
RHHS Volleyball Camp	1	3.25	\$41.44	103.00	\$61.80	\$0.00	\$103.24	\$103.24
RHHS Wrestling	23	44.50	\$567.38	3032.00	\$1,819.20	\$830.00	\$3,216.58	\$3,216.58
TOTAL	249	1011.75	\$12,473.43	28695.00	\$21,301.14	\$5,080.00	\$38,854.57	\$38,854.57
SPHS - Invalid Account	2	17.50	\$223.13	181.00	\$108.60	\$0.00	\$331.73	\$331.73
SPHS Annual	3	5.00	\$68.75	683.00	\$997.18	\$0.00	\$1,065.93	\$1,065.93
SPHS Athletics - Activity Fund	8	61.25	\$780.94	1656.00	\$993.60	\$120.00	\$1,894.54	\$1,894.54
SPHS Athletics - General Fund	98	325.50	\$4,150.13	11394.00	\$6,836.40	\$2,430.36	\$13,416.89	\$13,416.89
SPHS Band Trips	9	0.00	\$0.00	2015.00	\$1,209.00	\$0.00	\$1,209.00	\$1,209.00
SPHS Boys Soccer	6	43.00	\$548.25	490.00	\$294.00	\$0.00	\$842.25	\$842.25
SPHS Boys Tennis	3	0.00	\$0.00	373.00	\$223.80	\$150.00	\$373.80	\$373.80
SPHS Boys Track	11	145.25	\$1,851.94	2330.00	\$1,398.00	\$120.00	\$3,369.94	\$3,369.94
SPHS Boys/Girls Cross Country	4	0.00	\$0.00	509.00	\$305.40	\$120.00	\$425.40	\$425.40
SPHS Cheerleaders	6	30.50	\$388.88	563.00	\$337.80	\$0.00	\$726.68	\$726.68
SPHS Drama	1	57.50	\$790.63	415.00	\$605.90	\$0.00	\$1,396.53	\$1,396.53
SPHS Field Trips	17	152.75	\$2,000.39	1737.00	\$2,536.02	\$0.00	\$4,536.41	\$4,536.41
SPHS Football	15	38.50	\$490.88	2699.00	\$1,619.40	\$1,020.00	\$3,130.28	\$3,130.28
SPHS Girls Soccer	2	0.00	\$0.00	244.00	\$146.40	\$70.00	\$216.40	\$216.40
SPHS Girls Tennis	5	19.25	\$245.44	325.00	\$195.00	\$50.00	\$490.44	\$490.44
SPHS JV/V Baseball	5	43.25	\$551.44	731.00	\$438.60	\$0.00	\$990.04	\$990.04
SPHS JV/V Softball	8	56.00	\$714.00	645.00	\$387.00	\$0.00	\$1,101.00	\$1,101.00
SPHS JV/V Volleyball	12	14.50	\$184.88	1412.00	\$847.20	\$40.00	\$1,072.08	\$1,072.08
SPHS ROTC	5	11.75	\$161.56	327.00	\$477.42	\$0.00	\$638.98	\$638.98
SPHS Sundry	2	36.00	\$495.00	588.00	\$858.48	\$0.00	\$1,353.48	\$1,353.48
SPHS Swim Team	5	39.75	\$506.81	500.00	\$300.00	\$0.00	\$806.81	\$806.81
SPHS Wrestling	3	0.00	\$0.00	627.00	\$376.20	\$150.00	\$526.20	\$526.20
TOTAL	230	1097.25	\$14,153.02	30444.00	\$21,491.40	\$4,270.36	\$39,914.78	\$39,914.78
AVERAGE PER HIGH SCHOOL	257	1086.17	\$13,669.26	29094.33	\$21,259.81	\$4,920.33	\$39,849.40	\$39,849.40

OTHER SPECIAL SCHOOLS/PROGRAMS	Number of Trips	Total Hours	Total Driver Cost	Total Miles	Total Mileage Cost	Other Costs	Total Due	Total Due for Account
Alternative School Transportation	6	18.00	\$247.50	186.00	\$271.56	\$0.00	\$519.06	\$519.06
ATC Field Trips	11	97.00	\$1,333.75	1122.00	\$1,638.12	\$0.00	\$2,971.87	\$2,971.87
ATC HOSA	1	10.75	\$147.81	145.00	\$211.70	\$0.00	\$359.51	\$359.51
CBI	27	89.26	\$1,199.21	644.00	\$940.24	\$0.00	\$2,139.45	\$2,139.45
CCDC Field Trips	16	100.00	\$1,375.00	1276.00	\$1,862.96	\$0.00	\$3,237.96	\$3,237.96
Dr. Kokolis - Planning	12	81.34	\$1,118.43	970.00	\$1,416.20	\$0.00	\$2,534.63	\$2,534.63
Facilities Services Trips	3	12.00	\$165.00	65.00	\$94.90	\$0.00	\$259.90	\$259.90
Instruction Department Field Trips	9	47.00	\$646.25	234.00	\$341.64	\$0.00	\$987.89	\$987.89
Middle School Honors Choir	1	7.75	\$106.56	64.00	\$93.44	\$0.00	\$200.00	\$200.00
Parent Smart - Contributions	1	3.50	\$48.13	45.00	\$65.70	\$0.00	\$113.83	\$113.83
Phoenix Academy Sundry	1	7.75	\$106.56	77.00	\$112.42	\$0.00	\$218.98	\$218.98
Planning-Special Trips	10	74.50	\$1,024.38	592.00	\$864.32	\$0.00	\$1,888.70	\$1,888.70
Reimbursement Account	10	161.25	\$2,381.66	750.00	\$1,395.00	\$250.00	\$4,026.66	\$4,026.66
TPTN Falcon Zone Transportation	211	503.00	\$10,060.00	4802.00	\$7,635.18	\$10,200.00	\$27,895.18	\$27,895.18
TPTN India Hook Pirates Program	46	138.00	\$2,760.00	1105.00	\$1,756.95	\$2,300.00	\$6,816.95	\$6,816.95
TPTN Reimbursement Account	1	80.00	\$1,181.60	240.00	\$446.40	\$25.00	\$1,653.00	\$1,653.00
YMCA - Reimbursement Account	3	0.00	\$0.00	284.00	\$528.24	\$75.00	\$603.24	\$603.24
TOTAL	369	1431.10	\$23,901.83	12601.00	\$19,674.97	\$12,850.00	\$56,426.80	\$56,426.80
Grand Total	2026	11352.60	\$153,662.34	169560.00	\$177,016.17	\$29,019.51	\$359,698.02	\$359,698.02

Policy and/or Action	Community Visit	Single Board Member Visit
Board Members must visit all schools within a School Calendar	Complies	Complies
Individual Board members exercise authority over district affairs only when voting to take action	Reinforces the board acts by majority	Could imply individual authority
Inconvenience to schools for school visits	One day a year	Up to 7 days a year
Board must evaluate administration of the district	Complies	Complies
Board must ensure compliance with state laws and directives	Complies	Complies
Board must evaluate effectiveness of policies and the implementation of policies	Complies	Complies
Board is responsible for requiring reliable information from responsible sources	Complies	Complies
Board is responsible for being informed of the wishes of the public	Complies if schools have good community representation	Does not comply
Board deals with administration through the superintendent	Complies	More difficult to comply
Function as a board rather than individuals	Complies	Does not comply
Present the needs of the schools before the community	Complies	Complies
Allow the superintendent to administer the schools	Complies	Could Comply

The board will continually study and evaluate execution of policies to determine adequacy and effectiveness

Complies

Complies

Parent Collaboration

Complies

Does Not Comply

Appropriate Observations; new programs such as one to one, schools of choice; New construction and/or equipment; Safety and health issues.

YORK 3 /ROCK HILL SCHOOL DISTRICT**B - School Board Operations****Policy BBA/BBAA Board Powers, Duties and Authority****Policy BBA/BBAA Board Powers, Duties and Authority**

Issued 9/14

Purpose: To establish the basic legal structure in which the board operates and the authority and responsibility of the board and its members.

The law of the state requires district boards to discharge certain duties and confers upon them many legislative, judicial and executive powers.

The board takes a broad view of its required functions. It sees them as the following.

Legislative/Polycymaking

The legislative authority includes polycymaking action and the review of rules and regulations established to put policies into operation. The board is responsible for the development and adoption of policy. The policies will be put in written form and continually re-evaluated in terms of the changing needs and functions of public education.

Executive

The board will employ a superintendent to serve as the chief executive officer. In that role, the superintendent performs administrative duties for the board by virtue of the powers delegated to him/her. The board will hold the superintendent accountable for the proper and efficient administration of the district.

Quasi-judicial

The board serves in a quasi-judicial function when it acts on appeals of parents/legal guardians, students or employees on decisions made by the superintendent or his/her designee.

Operational action

The board is responsible for carrying on board business, such as adopting procedures for meetings, electing board officers and ensuring compliance with state laws and directives of the South Carolina Department of Education.

Appraisal and approval

The board is responsible for evaluating the effectiveness of its policies and the implementation of its policies. The board will appraise the value and importance of the superintendent's recommendations and act on each proposal. The board will hold the superintendent accountable for furnishing complete information necessary for the board's evaluation.

Educational planning and evaluation

The board is responsible for establishing educational goals which will guide both the board and the staff in working together toward the continued improvement of the educational programs in the district. Programs will be evaluated regularly as measured through the goals and objectives set forth by the

board. The board is responsible for requiring and acquiring reliable information from responsible sources to make informed decisions.

Provision of financial resources

The board will adopt the annual budget which will provide the resources in terms of facilities, personnel, materials, equipment and programs to enable the school system to carry out its mission.

Staffing

The board is responsible for employing the professional and support staff necessary for carrying out the district's instructional program. The board is also responsible for establishing salary schedules, terms of employment and other personnel policies districtwide and for the evaluation process of its personnel.

Reviewing action

The board has final authority within the law for the operation of schools. No section of these policies and procedures may be construed to limit the statutory powers of the board to exercise its own judgment on the basis of the recommendation of the superintendent.

Visits to schools

Board members should make visits to the school only under board authorization and with the full knowledge of staff including the superintendent, principals and other supervisors.

Board members may make visits to schools or classrooms after making arrangements for visitations through the principals of the various schools. Such visits will be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes.

Public relations

The board is responsible for providing adequate and direct means for keeping the community informed about the schools, and for keeping itself and the staff informed about the wishes of the public. All planning, related or not related to the budget, should be communicated to the public if citizens are to support the mission of the district.

Board authority and responsibility

The board has the authority to act only when a quorum is present at a legal meeting of the board. Because all powers of the board of trustees lie in its action as a group, individual board members exercise authority over district affairs only when voting to take action.

Board members acting as individuals have no authority over personnel or school affairs except when such authority is specifically delegated to a member by the board. Such authority will be given to an individual board member, including the chair, by a majority vote of the board. The board will not be bound in any way by any action or statement on the part of any individual board member not delegated by the board.

The board and its members will deal with administrative services through the superintendent and will not give orders to any subordinates of the superintendent either publicly or privately, but may make suggestions and recommendations.

Questions, requests, complaints and other information presented to individual board members outside of a board meeting by members of the public should be referred to the superintendent.

The board will make its members, district employees and the public aware through its actions and policies that only the board acting as a whole has authority to take official action.

The members of the board of trustees are officers of the state. Constitutional provisions which apply to officers apply to school board members.

Adopted 4/27/78; Revised 9/26/88, 3/22/93, 9/28/98, 9/22/14

Legal references:

S. C. Constitution:

Article XVII, Sections 1 & 1A - Qualifications for office and prohibition against dual office holding.

S.C. Code, 1976, as amended:

Section 59-19-10, *et seq.* - School trustees.

Title 8 - Public officers and employees.

Attorney General's Opinion:

S.C. Op. Att'y Gen. 164 (1961) - Any action taken by the board of trustees must be taken at a regularly called and assembled meeting with a quorum present.

ROCK HILL SCHOOL DISTRICT THREE OF YORK COUNTY

YORK 3 /ROCK HILL SCHOOL DISTRICT

B - School Board Operations

Policy BDD Board-Superintendent Relationship

Policy BDD Board-Superintendent Relationship

Issued 11/14

Purpose: To establish the basic structure for the board's legislation of policies and the execution of those policies by the superintendent and staff.

The board believes that an important function is formulation and adoption of policy. The superintendent's function is the execution of the policies. The board delegates certain of its executive powers to the superintendent to manage the schools within the established policies.

The board's delegation of its executive powers to the superintendent provides freedom for the superintendent to manage the schools within the board's policies and frees the board to devote its time to policymaking and appraisal functions.

The board holds the superintendent responsible for the administration of its policies, the execution of board decision, the operation of the internal machinery designed to serve the school program and the provision of information to the board about school operations and problems.

The relationship that exists between a board and its superintendent is an intrinsic part of the educational process within a community. Knowledge of what each can reasonably expect of the other can help substantially in promoting sound working relationships.

The board will do the following.	The superintendent will do the following.
Select a competent, established educational leader as superintendent and support that person in the discharge of assigned duties.	Administer effectively and provide the professional educational leadership necessary. All district employees are responsible directly or indirectly to the superintendent.
Serve as a policymaking body.	Recommend sound policy and enforce the policies by establishing rules and regulations.
Allow the superintendent to administer the schools.	Implement board policy effectively through efficient administration.
Adopt an annual budget.	Prepare and submit an annual budget to the board for consideration.
Exercise sound judgment in business affairs of the school corporation.	Keep the board informed on financial matters, do sound long-range planning and keep current expenditures within the approved budget.
Deal always in an ethical, honest, straight-forward, open-and-above-board manner with the superintendent and the community.	Deal always in an ethical, honest, straight-forward, open-and-above-board manner with the board, the staff and the community.
Approve an organizational pattern for the administration.	Make assignments for each position with the board's authorization.
Employ or dismiss certified personnel upon the recommendation of the superintendent	

	Recommend certified candidates for employment or dismissal. Accept or deny the voluntary resignation of certified or classified employees and report the resignations to the board. Formulate and administer means of evaluating staff members and report the process to the board. Duties and responsibilities may be delegated, but the superintendent has final responsibility for actions of subordinates.
Establish salary schedules and other personnel policies.	Recommend salary schedules and other personnel policies for adoption by the board. Responsible for the assignment of all personnel.
Receive and review reports of the superintendent concerning the progress of the schools.	Provide accurate and complete reports to the board regarding the progress of the schools.
Function as a board rather than as individuals.	Deal with the board as a whole rather than as individual members.
Communicate with staff members through the superintendent.	Ensure necessary staff communication through the superintendent with the board.
Remember that schools exist for the benefit of the students and the community.	Remember that schools exist for the benefit of the students and the community.
Hear appeals of school employees and citizens of the community.	Make decisions in line with board policy. Appeals from such decisions may be heard and decided by the board.
Present the needs of the schools before the citizens of the community.	Plan means of keeping the community informed about school matters. Serve as a representative of the schools before the public.
Adopt school standards, textbooks and annual school calendar.	Recommend for board action school standards, textbooks and annual school calendar.

Adopted 4/27/78; Revised 10/24/88, 10/21/98, 11/24/14

ROCK HILL SCHOOL DISTRICT THREE OF YORK COUNTY

YORK 3 /ROCK HILL SCHOOL DISTRICT**B - School Board Operations****Policy BG/BGD Board Policy Process/Board Review of Administrative Rules****Policy BG/BGD Board Policy Process/Board Review of Administrative Rules**

Issued 11/14

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

The board considers policy development one of its chief functions. The board will develop written policies to serve as guidelines for its own operations and for the successful and efficient functioning of the public schools. Written policies are guides for the discretionary action of those to whom the board delegates authority and are a source of information and guidance for all those who are interested in and affected by the district schools.

Proposals regarding policies may originate with a member of the board, the superintendent, a staff member, parent/legal guardian, student, consultant, civic group, advisory committee or any resident of the district. Proposals from external sources will be presented in writing and given to the superintendent for review. Upon recommendation from the superintendent, the board will use a careful and orderly process in examining proposals prior to action upon them by the board.

The board will continually study and evaluate the written policies and the reports concerning the execution of its written policies to determine the adequacy and effectiveness of those policies. Changes in needs, conditions, purposes and objectives will require revisions, deletions and additions to the policies of present and future boards.

Each proposed policy (including proposals to amend policy) will require **two** readings at regular meetings or work sessions of the board. The formal adoption of the policies will be recorded in the minutes of the board. Only those written statements so adopted and so recorded will be regarded as official board policy.

Suspension or repeal of policy

In emergency situations, a majority of the board members present at a regular or special meeting may temporarily suspend the operation of any section or sections of board policy which are not established by law or contract. A proposal for such change must be listed on the agenda of the meeting. All members must be notified in writing of a meeting to discuss policy changes.

The board may also suspend a policy although such change was not listed on the agenda of the meeting if the favorable vote is unanimous.

Review of administrative rules

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

The board will approve administrative rules when such approval is required by law or otherwise advisable. The superintendent will have freedom, however, to amend or issue additional rules and procedures consistent with board policies and state and federal law.

The board may nullify any administrative rules determined to be inconsistent with the policies adopted by the board.

Adopted 10/24/88; Revised 10/21/98, 11/24/14

ROCK HILL SCHOOL DISTRICT THREE OF YORK COUNTY

Notes: All identifying names of schools etc. has been removed from the commentary section in order to not single out anyone.

Community Visits

Boardmember Survey Results

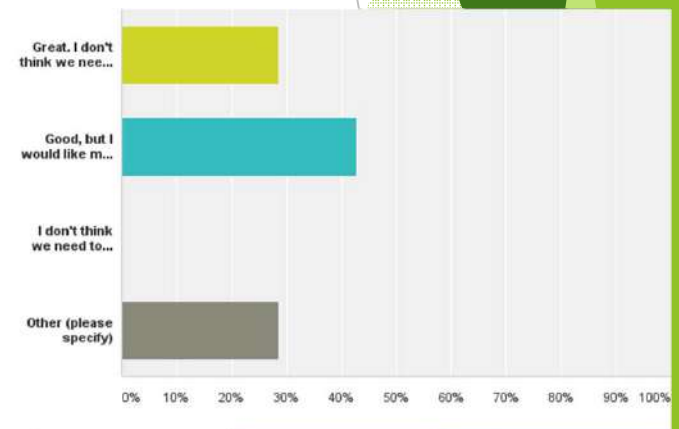
Powered by  SurveyMonkey

Q1: I feel like the community visits are.....

Answer Choices	Responses	
Great. I don't think we need to change anything.	28.57%	2
Good, but I would like more time at each location	42.86%	3
I don't think we need to continue with them	0.00%	0
Other (please specify)	28.57%	2
Total		7

"We are focused on academics. I would like to visit academic classes ."

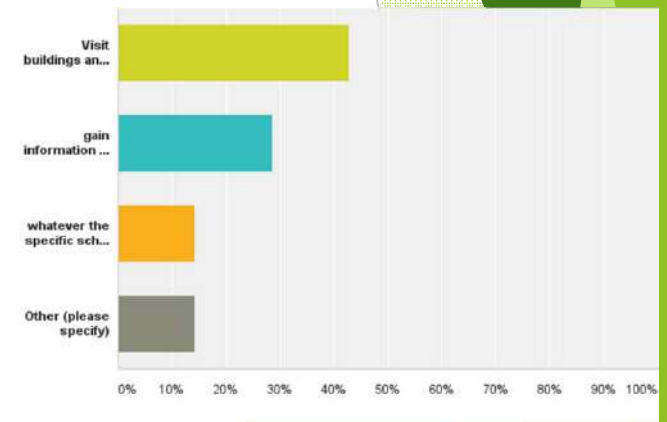
"I would add 30 minutes to the first one and lunch to the second one. "



Q2: What do you think should be the goal with the community visits?

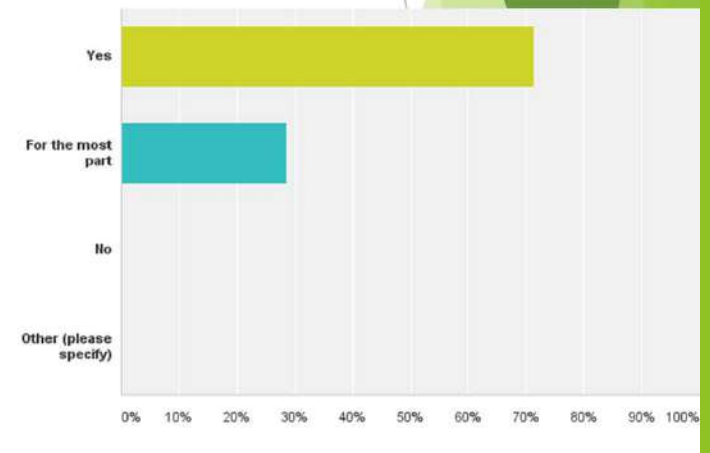
Answer Choices	Responses	
Visit buildings and see students and staff	42.86%	3
gain information and have an interactive forum with community members	28.57%	2
whatever the specific school wants them to be	14.29%	1
Other (please specify)	14.29%	1
Total		7

“A combination of the first two choices.”



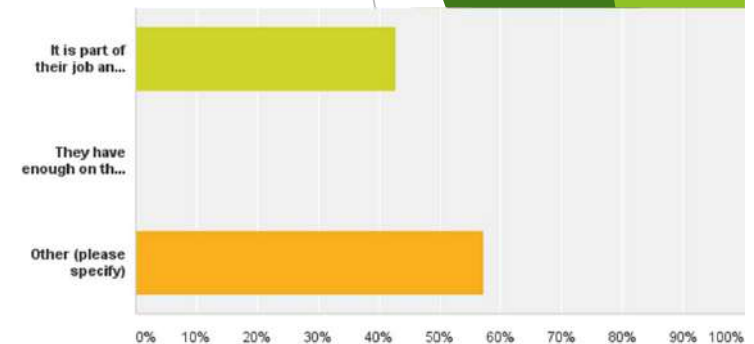
Q3: As a board member I feel comfortable and welcomed when I visit schools

Answer Choices	Responses	
Yes	71.43%	5
For the most part	28.57%	2
No	0.00%	0
Other (please specify)	0.00%	0
Total		7



Q4: Having community visits takes planning and a lot of work from the administration and staff at a school. What is your feeling about this?

Answer Choices	Responses
It is part of their job and it should not be a problem since it is only once a year ,	42.86% 3
They have enough on their plate without taking time away from classroom observations etc, to show us around.	0.00% 0
Other (please specify)	57.14% 4
Total	7



- ▶ They don't need to plan a dog and pony show. I just want to visit a sample
- ▶ The visits do not have to be elaborate. Visits should not take a lot of administration and staff time to prepare.
- ▶ We are required to visit, if we go all at once then it is only 1 interruption not 7.
- ▶ This is student lead most of the time and I think the students love talking about the many great things going on at their school.

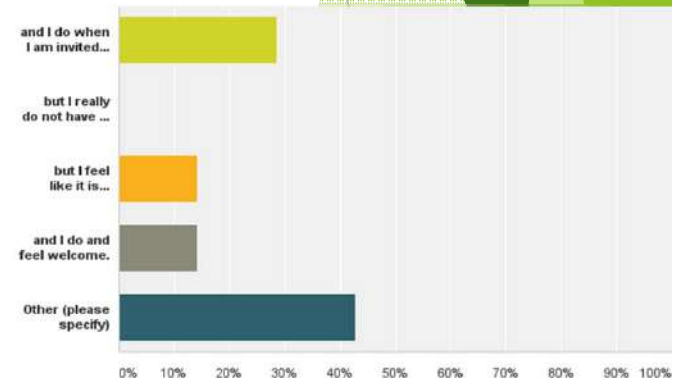
Q5: As a board member I would like to volunteer in schools,

Answer Choices	Responses	
and I do when I am invited to do so.	28.57%	2
but I really do not have the time.	0.00%	0
but I feel like it is discouraged by administration.	14.29%	1
and I do and feel welcome.	14.29%	1
Other (please specify)	42.86%	3
Total		7

"I don't know if it is encouraged or not. Once I am off the Board I plan to volunteer at the two elementaries closest to me. "

"when I have the time "

"There should be no expectation that board members should volunteer, but it is certainly fine for them to do so. "



Q6: Do you think schools are doing a good job advertising the community visits?

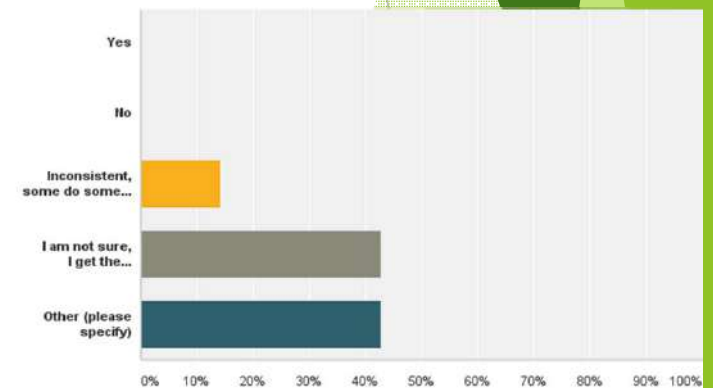
Answer Choices	Responses
Yes	0.00% 0
No	0.00% 0
Inconsistent, some do some do not.	14.29% 1
I am not sure, I get the information through hotline and do not know how/if it is done.	42.86% 3
Other (please specify)	42.86% 3
Total	7

"Some seem to have more parent/community participants than others. I assume this is a result of inconsistent advertising."

"At one school parents and SIC did not know about the visit. "

"I think the evidence is what is displayed on their signs and web site, plus the number of non parent community members who attend."

SurveyMonkey

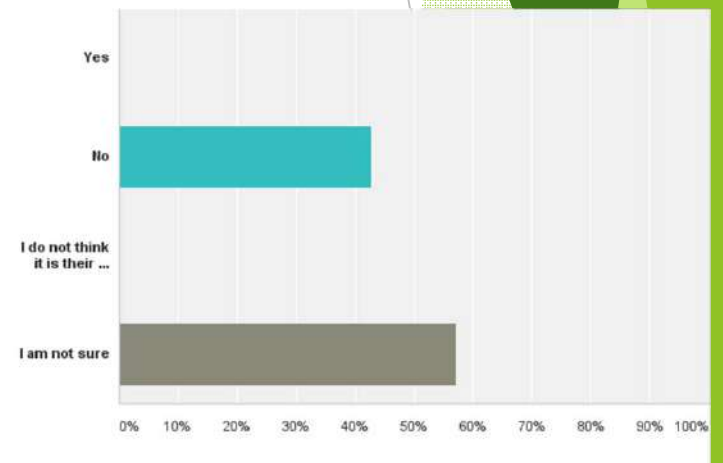


Q7: Do you feel schools are actively trying to get COMMUNITY MEMBERS to attend these (not parents or DO staff).

► Answered: 7 Skipped: 0

Answer Choices	Responses	
Yes	0.00%	0
No	42.86%	3
I do not think it is their job to look for attendees	0.00%	0
I am not sure	57.14%	4
Total		7

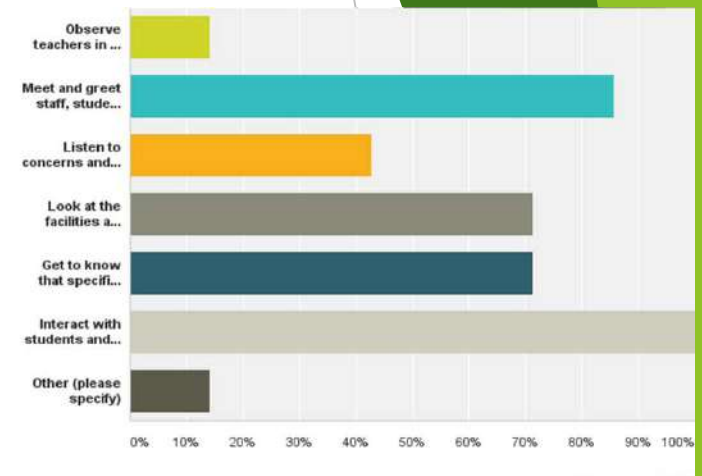
"I am not sure all of them see the value in building strong relationships outside of the immediate stakeholders."



Q8: What is the role of a Board Member during these visits? (more than one answer accepted)

► Answered: 7 Skipped: 0

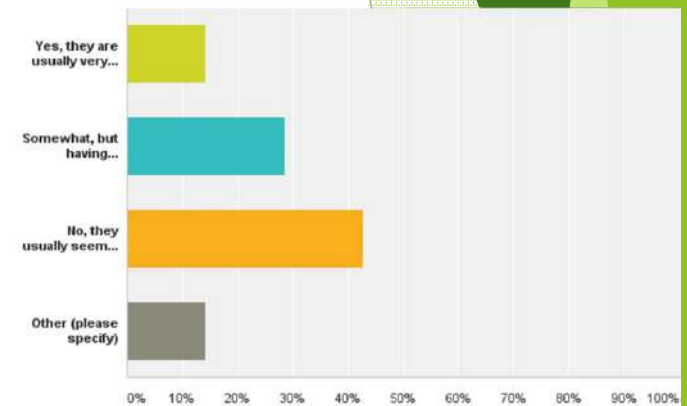
Answer Choices	Responses	
Observe teachers in the classroom	14.29%	1
Meet and greet staff, students and community members	85.71%	6
Listen to concerns and feedback from staff	42.86%	3
Look at the facilities and get a feel for the overall condition of the building(s)	71.43%	5
Get to know that specific school community	71.43%	5
Interact with students and hear about their learning experience	100.00%	7
Other (please specify)	14.29%	1
Total Respondents: 7		



Q9: Do you feel that you are seeing a true representation of a typical day during the Community visits?

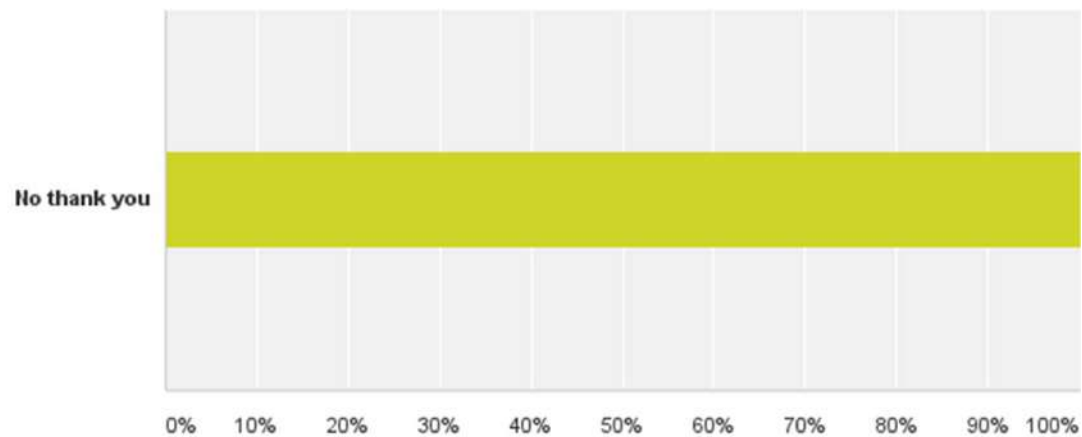
Answer Choices	Responses	
Yes, they are usually very relaxed and it is "business as usual".	14.29%	1
Somewhat, but having strangers in the building always makes things a little different.	28.57%	2
No, they usually seem very orchestrated and planned out.	42.86%	3
Other (please specify)	14.29%	1
Total		7

"Look for policy violations."



Q10: Anything else you would like to add?

► Answered: 2 Skipped: 5



Comments to Question 10

- ▶ I felt like I learned more from the visit with the students talking openly. I think that I could gather the most information through informal lunch visits with the students and teachers. With my work schedule, it would be easier for me to contact the schools and schedule my own visits, than to have scheduled days and times.
- ▶ I think each board member gets something different out of the visits. I am not qualified to evaluate teaching, nor do I think that is the role of the board.
- ▶ I think the visits should stay the same for school year 2016-17.
- ▶ I sometimes get the feeling that all we see is "the best of the best", not a true representation of what the school day is like.

Memo

TO: Dr. Kelly Pew
FROM: Luanne Kokolis
CC: Board Members
DATE: January 4, 2017
SUBJECT: Intra-district Transfer Rules

The athletic directors and high school principals have developed a set of intra-district transfer rules. The rules are in place to ensure that student athletes are aware of the eligibility consequences when moving from school to school within the district. The rules also address the responsibility of coaches as it relates to recruitment of student athletes.

The new rules go into effect at the start of the second semester. Coaches and student athletes at the middle schools and high schools are being made aware of the intra-district transfer rules through multiple communication methods. The rules follow a similar protocol of the SC High School League, where an appeals panel will be convened to hear student appeals. The intra-district rules are attached.

High school principals and athletic directors will be present to respond to any questions from the Board.

Intra-District Transfers
Rock Hill School District Athletic Rules
Effective January 1, 2017

1. Any student athlete who has an in district transfer of address (any type change of address) during the 2nd semester of the 8th grade year through the 12th grade year will result in ineligibility to participate in sports for 365 days from the date of change of address.
2. An appeal of eligibility may be made to the Athletic Appeals Committee within five days of ineligibility notification. Appeals committee consists of 3 high school principals, one middle school administrator, and the associate superintendent for athletics.
3. High school coaches will no longer meet with middle school athletes in the spring of the year. All athletic notices will be mailed to middle school students from the high school athletic offices.
4. High school coaches attending middle school events will attend as spectators. High school coaches will not be permitted on the middle school event sidelines, locker rooms, or team meeting spaces. High school coaches will not talk with middle school athletes or address middle school teams.
5. No middle school student or rising 9th grade student should try out for a high school team unless the student resides in the high school zone at the time of the tryout.
6. No middle school student or rising 9th grade student should practice with a team or workout with a team unless he/she resides in the high school zone at the time of the workout or practice.
7. If a coach, assistant coach, volunteer coach is found to be recruiting, or utilizing others in the community to recruit, he/she will be subject to losing his/her coaching position.

Memo

TO: Dr. Kelly Pew
FROM: Luanne Kokolis
CC: Board Members
DATE: January 3, 2017
SUBJECT: Pilot Drug Testing Athletes

The three high school athletic directors and administrators would like to pilot a program for athletes to have random drug tests beginning with fall sports in 2017.

An initial informational meeting was held with parents of athletes, students, and community members on October 17, 2016. The agenda for that meeting is attached. The athletic directors and administrators will be at the board meeting to present information related to the need and the positive impact programs like this have on student athletes.

This information is being shared with the Board prior to schools obtaining more stakeholder input. The Board will not be asked to take any action on this in January.

Drug Testing Informational Meeting

October 17, 2016

Agenda

- I. Welcome – Introductions – Goal
- II. Keystone Substance Abuse Services
Danielle Center, Prevention Director; Brian Butts, Facility Manager– Substance Abuse Trends

Bob Norwood, Executive Director, York County All on Board – Substance Abuse Prevention Coalition
- III. City of Rock Hill Substance Arrests/Trends
Major Steve Thompson, City of Rock Hill Police Department
- IV. Coach Bill Warren, Athletic Director Rock Hill High – School report
Mallorie Easlick, RHH Trainer
- V. Comments – Parents – Students
- VI. Wrap-up – Next steps

Pilot Drug Testing Program

Is there a need?

Parent complaints about our wrestling program, several athletes arrested at school with marijuana. Several athletes arrested in community with drugs. Pills are a common problem and have been addressed in baseball. Alcohol remains popular with teens. Current teen facts about drug use - alcohol - 68% of 12th graders have tried alcohol, 37.4% of 12th graders drank in the last month, 23.5% of 10th graders drank in the last month. Marijuana - 35.1% of 12th graders have smoked pot in the past year, 21.3% of 12th graders have smoked pot in the last 30 days, 16.6% of 10th graders have smoked pot in the last 30 days, 6% of 12th graders say they use marijuana every day, 81% of 12th graders say it would be easy to get marijuana, Only 32% of 12th graders feel that regular marijuana use is harmful. Other drug problems are prescription drugs - • Amphetamines, Adderall, Opioid painkillers, Synthetic marijuana, Tranquilizers, Cough medicine, Vicodin, Hallucinogens, OxyContin, Ecstasy (MDMA), Sedatives, and Cocaine (Teen Rehab Center)

Why test athletes?

Safety concern – sports require perception, reaction, speed and agility, physical and emotional balance, as well as coordination (all which are impaired by drugs and alcohol)
Examples: Cheer base under influence catching a flyer, baseball player having the ability to move out the way on a fast ball, football player controlling emotions – playing by rules.

Increase the possibility of sudden death – drugs effect the human body in different ways, especially under exertion when participating in sports. Stimulants increase heart rate, depressants hinder the ability of the central and peripheral nervous system to function properly.

Is it legal?

In 1995, the US Supreme Court ruled that testing of student athletes is constitutional (Veronia School District 47J v. Acton, 515 U.S.646 (1995))

In 2002, the U.S. Supreme Court ruled that random drug testing policies for all students participating in extracurricular activities was a reasonably effective means of meeting the school district's legitimate concerns regarding detecting, determining, and preventing illegal drug use by students (Board of Education of Independent School District No.92 of Pottawatomie County, Oklahoma vs Earls, 122 S.Ct.2559 (2002)) The testing of all students has not been currently ruled upon, but it is legal to random drug test students participating in extracurricular activities.

How to start a random program?

1. Form a committee to include parents, clergy, business people, students, administrators, and coaches to come up with guidelines for the program – number of tests, consequences, etc.
2. Test all the athletes of the particular sports season in one day – pick a day to test all fall athletes, another day for all winter, another day in the spring for all spring sport athletes. All of these athletes would be put into a pool for random testing.
3. Have random testing either monthly or bi-monthly to include maybe 10 to 15 tests of the athlete pool. This will be done by a computer program.
4. Have an outside group come in and issue the test, read and give the results. Positive tests will be sent off for confirmation to another agency. (groups that currently could test are Piedmont, Riverview, Keystone, etc)
5. Positive results would face mandatory drug counseling and further punishment established by the committee. Positive testers will be required to test at each random test.
6. Letters are sent home to each student athlete that test negative congratulating the parents on having a drug free child.

Cost to the district?

RHHS would fund the program – estimated first year cost would be about \$3,000.00 Roughly \$15-\$20 per test depending on what we are testing? Later could look for sponsorship assuming pilot worked.

What sports would be included in the pilot testing program?

Initially we would try year one on winter sports (three sports – boys and girls basketball and wrestling). Why this season – relatively small number of student athletes participate in the winter.

Benefits of a testing program?

Safety issue (been discussed) Testing opens a dialogue about alcohol and drug abuse between parent and child. When the child is tested, send home a letter that states, "Congratulations, your child is drug and alcohol free." This stimulates conversation between parent and child.

It gives student athletes a "way out" when peer pressure is involved. They can always say, "no thanks, I am getting tested."

Not used as punishment. Addresses getting help to those who need it.



Facilities Services
Telephone: 981-1150 - Fax: 981-1881

MEMORANDUM

To: Dr. Kelly Pew

From: Brian Vaughan

Date: January 5, 2017

Re: Transportation Update

The attached presentation is the Transportation update for the Board Work Session in January.



TRANSPORTATION UPDATE

January 9, 2017

Incentives

- The Transportation Department would like to thank the Rock Hill School District Board, Superintendent and Staff for their continued support and for the recent increase in pay for our bus drivers.
- The Rock Hill School District conducted a Job Fair at The Flexible Learning Center on June 30, 2016 to inform the public about job openings in the Transportation, Food Services and Custodial Departments.
- The Transportation Department was able to hire approximately 20 new CDL drivers.



SCHOOL OF CHOICE

- Our SOC buses will travel approximately 161,499 miles by the end of the 2016-2017 school year.
- Currently, we use 10 district-owned buses to transport 188 SOC students.
- For the convenience of families with students that attend Ebenezer Elementary and The Children's School, we provide shuttle service in the morning and afternoon.





REGULAR & HAZARDOUS ROUTES

- We currently operate 91 state-funded bus routes.
- In addition, we operate 3 independent hazardous routes for the district. This is necessary to avoid students having to cross Celanese Road, Cherry Road, Mt. Gallant Road and Anderson Road. These routes travel approximately 39,595 miles a year.



Drivers & State Buses

- We currently have 91 state buses and employ 119 drivers, which include reserve drivers and SOC drivers.
- Our average absentee rate is 10%.



Transportation & Mileage

- We provide transportation for a total of 7,677 students daily, which include students with disabilities and SOC students.
- During the 2015-2016 school year, our state buses traveled a total of 1,384,000 miles.
- We provide transportation for students in the following programs throughout the day:
 - T3
 - Renaissance Academy
 - Rebound
 - AES Students
 - 4K at Central and ATC
 - ATC shuttles for all high schools
 - After-school tutoring at our high schools

Activity Buses & Drivers

- During the 2015-2016 school year, our activity buses provided transportation for 2,533 trips.
- In the current school year, we have provided transportation for 1,633 trips and have traveled 64,187 miles.
- The average age of our activity bus fleet is 10.7 years. (This does not include the SOC buses)
- Our in-house automotive technicians maintain a total of 43 district-owned buses.
- In the current school year, we have 22 activity bus drivers, 52 coaches/teachers and 22 parent volunteers that are CDL certified drivers.





Questions?

*SCSBA Legislative Advocacy Update/

Elected Officials Forum

Douglas/Miller/Reid

*Other and Future Business

Jim Vining

***Executive Session:**

- Student Matter

***Action as Required from Executive Session:**