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## Meeting of the Board of Trustees

Monday, September 23, 2019

**6:00 p.m. – Central Office**

### **A G E N D A**

I. Call to Order – **Bailey Odom – India Hook Elementary School**

Approval of Agenda (Policy BEDB)

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

II. Recognitions

- A. Recognition of Officer Tonya Bennett, SC SRO of the Year
- B. Recognition of Atrium Partnership
- C. Recognition of School Safety Program Grant
- D. Recognition of Max SC Pass, SC Ready Scorers

III. Citizen Participation

IV. Consent Action Agenda

- A. Approval of Minutes
  - 1. August 12, 2019 work session
  - 2. August 26, 2019 business meeting
- B. Approval of Personnel Recommendations (Policy BDD)
- C. Approval of Out of Continental U.S. Field Study Request (NHS)

V. Action Agenda

- A. Approval of Policy **GBED** – Tobacco Free Workplace – 2<sup>nd</sup> read
- B. Approval of Policy **JICG** – Tobacco Use by Students – 2<sup>nd</sup> read
- C. Approval of Section “C” Policies – **General School Administration** - 2<sup>nd</sup> read
  - \***CA** – Administration Goals / Priority Objectives
  - \***CB** – School Superintendent
  - \***CBA** – Qualifications of the Superintendent
  - \***CBC** – Superintendent Powers and Responsibilities
  - \***CBD** – Superintendent’s Contract
  - \***CBG** – Superintendent’s Professional Development
  - \***CBI** – Evaluation of Superintendent
  - \***CC** – Administrative Organization
  - \***CCA** – Organization Chart
  - \***CCB** – Line and Staff Relations
  - \***CF** – School Building Administration
  - \***CFA** – School Principals / Building Administration

## One Team One Mission One Rock Hill

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

D. Approval of 1<sup>st</sup> Set of Section “D” Policies – **Fiscal Management** – 1<sup>st</sup> read

- \***DA** – *Fiscal Management Goals / Priority Objectives*
- \***DB** – *Annual Budget*
- \***DBD** – *Determination of Budget Priorities*
- \***DBF** – *Budget Hearings and Reviews*
- \***DBG** – *Budget Adoption Process*
- \***DFAC** – *Fund Balance*
- \***ED/DID, ED/DID-R, ED/DID-E(1), ED/DID-E(2)** – *Materials & Equip. Inventories Mgmt*
- \***DJGA** – *Sales Calls and Demonstrations*
- \***DKA** – *Payroll Procedures/Schedules*
- \***DM** – *Cash in School Buildings*
- \***DN** – *School Properties Disposition*

E. Naming Facilities

VI. Communications

VII. Report of the Superintendent

A. Announcements

VIII. Review of School Board Work Sessions – September 9

IX. Other and Future Business

X. Executive Session(s) – *(Policy BEC)*

~**Contractual Matters:**

*\*Intergovernmental Agreement*

XI. Action as required from Executive Session(s) - *(Policy BEC)*

XII. Adjournment

**One Team One Mission One Rock Hill**



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

## Memorandum

**TO:** Dr. Bill Cook  
**FROM:** Mychal Frost  
**DATE:** September 18, 2019  
**SUBJECT:** Call to Order at September 23<sup>rd</sup> School Board Meeting

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**Bailey Odom**, a 5th grader at India Hook Elementary School, will provide the "Call to Order" at the September 23<sup>rd</sup> school board meeting.

### **Bailey:**

- Is active in Showtime Theater Company and will perform in Madagascar, Jr. in Spring 2020
- He is involved in the school's Let Me Run club
- He is involved in FCA and is on its leadership council

**Parents:** Chris and Allison Odom

**Siblings in Rock Hill Schools:** Twin brother Carter is also a 5<sup>th</sup> grader at India Hook

**Principal:** Mr. Christopher Roorda

### **Mailing Address:**

252 Catoctin Road  
Rock Hill, SC 29732



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

## Memorandum

**TO:** Dr. Bill Cook  
**FROM:** Mychal Frost  
**DATE:** September 18, 2019  
**SUBJECT:** Recognitions for September 23<sup>rd</sup> School Board Meeting

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### A. Recognition of Officer Tonya Bennett, SC SRO of the Year

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

### B. Recognition of Atrium Healthcare

Identified as an opportunity to improve sports medicine support for our middle and high school athletics programs by the district's Athletics Equity Committee, Rock Hill Schools has entered into a partnership with Atrium Healthcare to meet the need. As part of our agreement, Atrium is providing a Certified Athletic Trainer to each high school. Atrium becomes the district's fourth stadium anchor partner and receives signage at our athletic facilities and opportunities to advertise at district stadium and gymnasium events. The additional trainers will provide support during the summer months and will be assist with middle school athletes as schedules permit. Ms. Jennifer Gardner, Director Atrium Health Musculoskeletal Institute Outreach is here to represent our new anchor partner, Atrium Health.

### C. Recognition of Safety and Security Team

We continue to focus on providing a safe and secure learning environment, and in the last year, our Safety and Security team wrote a grant to the South Carolina Department of Education seeking additional funding and support to expand our School Resource Officer Program. We have received notification that we have been awarded funding to hire four additional School Resource Officers, which is the maximum number of officers available to be paid for through the grant. We will now work with our partnering law enforcement agencies – Rock Hill Police Department and the York County Sheriff's Office – to secure the additional officers. When implemented, each of our high schools will be staffed by an additional SRO and our middle schools will be supported by an additional officer on a rotating schedule. Thank you to members of our team

Mr. Tony Cox, Mr. Michael Johnson, Mrs. Jill Watts, and former director of safety and security Mr. Kevin Wren for working behind the scenes to make this expansion possible.

#### **D. Recognition of Students who Earned Maximum Raw Score on SC READY and SC PASS**

SC READY and SC PASS are statewide assessments to measure college-and career-readiness. The standardized tests are aligned to the South Carolina College and Career Ready Standards for grades 3 through 8. On tests administered last spring, Rock Hill Schools had 19 students achieve a maximum raw score on the SC READY math assessment, 1 student earn maximum raw score on SC PASS Social Studies, and 17 students achieve a maximum raw score on the SC PASS Science assessment. Tonight, we recognize students who scored at the highest levels.

##### **Maximum Raw Score on SC READY Mathematics**

Trevor Mills	Phuc Nguyen	Jaren Lopez
Caleb Plummer	Rolando Ramirez-Ramos	Christopher Rollins
Audrey Nguyens	Osma Tanbouz	Chase Williams
Lukas Wendt	James Haas	Heath Hudson
Maxwell Brooks	Carter Hilton	Dave Mutuc
Cheyenne Ingle	Henry Futch	
Zachary Robbins	Annabel Covington	

##### **Maximum Raw Score on SC PASS Social Studies**

William Franklin

##### **Maximum Raw Score on SC PASS Science**

Dane Turck	Parker Guevara	Daniel Edge
Brayden Arrants	Grace Harvey	Braxton Townsend
Forest Deming	Williana White	Rachelle Anderson
Lucy Pollack	Bailey Odom	Lorien Greenlee
Hannah Andrychowski	McCoy Questelle	Caleb King
Rolando Ramirez-Ramos		Evan Youngman

## **ROCK HILL SCHOOL DISTRICT THREE BOARD OF TRUSTEES**

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### **School Board Work Session**

**Monday, August 12, 2019**

### **Central Office**

The Rock Hill School District Three Board of Trustees met this date at 4:00 p.m. with members present as follows: *Windy Cole, Mildred Douglas, Terry Hutchinson, Helena Miller, Robin Owens, and Ann Reid*. *Brent Faulkenberry* participated via conference call. Chairman Miller called the meeting to order and led in a moment of silence and the Pledge of Allegiance.

A motion was made by Terry Hutchinson, seconded by Ann Reid, to approve the agenda. *Contract Negotiations* was added to the first Executive Session under Contractual Matters. The agenda was unanimously approved as amended, 7-0.

Chairman Miller stated the local news media was notified of the agenda, in writing, on Friday, June 7, 2019.

### **Executive Session**

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

~**Personnel Matters** – *Hirings*

~**Contractual Matter** – *Intergovernmental Agreement, Contract Negotiations*

This motion was unanimously passed, 7-0.

A motion was made by Terry Hutchinson, seconded by Robin Owens, to adjourn executive session and reconvene open session. This motion was unanimously passed, 7-0.

### **Action as Required from Executive Session**

A motion was made by Robin Owens, seconded by Terry Hutchinson, to adopt and approve a resolution and consent to execute certain documents in connection with US Environmental Protection Agency's General Notice Letter and Tolling agreement for the Bennett Landfill Fire Superfund Site in Chester, South Carolina, of 09 July 2019, and specifically authorize Superintendent Dr. William "Bill" Cook, Jr. of Rock Hill School District Three of York County to execute such documents on behalf of the district.

This motion was unanimously passed, 7-0.

A motion was made by Windy Cole, seconded by Ann Reid, to accept the administration's recommendation for Hearing Officer.

This motion was unanimously passed, 7-0.

## **Recognitions**

### **~York Electric Cooperative**

Markeus Farrand, key accounts representative, and Marc Howie, vice president of Community Development with York Electric Cooperative presented to the District a capital credit check in the amount of \$5,896.60.

### **~Batson-Cook Construction**

Batson-Cook Construction was recognized for their partnership with the Rock Hill Schools Education Foundation. Through their second annual billiards tournament, friends and contractors came together and raised \$25,000 to benefit the Back the Pack program.

### **~Rock Hill Symphony Orchestra**

Representatives from the Rock Hill Symphony announced the District is a recipient of a grant from the symphony that will place an Artist-in-Residence in each of the district's Title 1 elementary schools.

### **Administrative Rule JFAA-R – *Admission of Resident Students***

New Administrative Rule **JFAA-R**, to accompany Policy **JFAA** – *Admission of Resident Students*, was presented for review and discussion.

### **Policy GBED – *Tobacco-free Workplace* and Policy JICG – *Tobacco Use by Students* – 1<sup>st</sup> read**

Policy **GBED** – *Tobacco-free Workplace* and Policy **JICG** – *Tobacco Use by Students* were presented for review. These policies will be on the Action Agenda at the August 26 business meeting for 1<sup>st</sup> read.

### **Administrative Rule IKA-R – *Grading/Assessment Systems***

Administrative Rule **IKA-R** – *Grading/Assessment Systems* was presented for review and discussion.

## **Section “C” Policies – 1<sup>st</sup> read**

The following Section C policies were presented for review:

- \*Policy CA** – *Administration Goals/Priority Objectives*
- \*Policy CB** – *School Superintendent*
- \*Policy CBA** – *Qualifications of the Superintendent*
- \*Policy CBC** – *Superintendent Powers and Responsibilities*
- \*Policy CBD** – *Superintendent's Contract*
- \*Policy CBG** – *Superintendent's Professional Development*
- \*Policy CBI** – *Evaluation of Superintendent*
- \*Policy CC** – *Administrative Organization*
- \*Policy CCA** – *Organization Chart*
- \*Policy CCB** – *Line and Staff Relations*
- \*Policy CF** – *School Building Administration*
- \*Policy CFA** – *School Principals / Building Administration*
- \*Policy CFC** – *Assignment and Transfer of School Administrators*
- \*Policy CHA/CHB** – *Development of Administrative Rules / Board Review*
- \*Policy CH** – *Policy Implementation*
- \*Policy CHD** – *Administration in the Absence of Policy*

**School Board Work Session – Page 3**  
**Monday, August 12, 2019**  
**Central Office**

**\*Policy CM – School District Annual Report**

These policies will be on the Action Agenda at the August 26 business meeting for 1<sup>st</sup> read.

**Bond Resolution – 8% SCAGO General Obligation Debt Issuance**

Chief Finance Officer Mrs. Terri Smith stated this bond resolution is authorizing the issuance and sale of not to exceed \$10,750,000 General Obligation Bonds, in one or more series, and will utilize out 8% debt capacity. This bond resolution is for the purpose of providing funds to pay for the acquisition and installation of technology, capital improvements and upgrades, student activity equipment as recommended in the 2017 Student Activity Study, and the annual 2016 Acquisition, Use and Security Agreement payment. This bond resolution will not require an increase in tax millage. Our Debt Service millage will remain at 52 mills. This item will be on the Action Agenda at the August 26 business meeting.

**e-Learning Days**

Chief of Academics and Accountability Dr. John Jones stated Rock Hill Schools has been selected as one of ten school districts in the state to be granted the opportunity to participate in the eLearning Pilot.

**Mental Health Update**

Director of Exceptional Student Education Dr. Nancy Turner provided the Board with an update on Mental Health Services.

**Other and Future Business**

The Board discussed other and future business.

**Executive Session**

A motion was made by Robin Owens, seconded by Windy Cole, to adjourn open session and enter executive session for the following:

- ~Continuation of **Personnel Matters – Hirings** from the earlier executive session and
- ~**Succession Planning of Master Plan 2020-2030**

This motion was unanimously passed, 7-0.

A motion was made by Terry Hutchinson, seconded by Windy Cole, to adjourn executive session and reconvene open session. This motion was unanimously passed, 7-0.

**Action as Required from Executive Session**

A motion was made by Mildred Douglas, seconded by Windy Cole, to accept the administration's recommendation for Elementary District Math Coach.

This motion was unanimously passed, 7-0.

**Adjournment**

A motion was made by Robin Owens, seconded by Ann Reid, to adjourn the meeting. This motion was unanimously passed 7-0.



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## Meeting of the Board of Trustees

Monday, August 26, 2019

6:00 p.m. - Central Office

### **I. Call to Order and Approval of Agenda**

The Rock Hill School District Three Board of Trustees met this date at 6:00 p.m. with members present as follows: *Windy Cole, Mildred Douglas, Brent Faulkenberry, Terry Hutchinson, Helena Miller, Robin Owens, and Ann Reid.*

Kennedi Carpenter, a fourth grader at Independence Elementary School, provided the “*Call to Order*” for the meeting.

Chairman Miller stated that the local news media had been notified of the agenda for this meeting, in writing, on Friday, August 23, 2019.

A motion was made by Terry Hutchinson, seconded by Windy Cole, to approve the agenda. The agenda was unanimously approved as presented, 7-0.

### **II. Recognitions**

#### **A. Introduction of New Administrators**

Dr. Cook introduced the district’s newest administrators.

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

Officer Bennett was not able to attend the meeting and will be recognized at a future meeting.

#### **C. Recognition of Mrs. Robin Owens, Boardmanship Institute – Level 2**

Mrs. Robin Owens was recognized for reaching Level 2 in the SCSBA Boardmanship Institute.

#### **D. Recognition of Mrs. Helena Miller, Boardmanship Institute – Level 4**

Mrs. Helena Miller was recognized for reaching Level 4 in the SCSBA Boardmanship Institute.

#### **E. Welcome Back to School Board Photo**

The Board of Trustees and Superintendent Cook participated in the SCSBA’s Back to School “Your Voice, Your Board” campaign with a group photo using the hashtag #schoolboardstrong.

### **III. Citizen Participation - None**

#### **IV. Consent Action Agenda**

On a motion by Mildred Douglas, seconded by Terry Hutchinson, the following topics on the consent action agenda were unanimously approved, 7-0: the minutes of the July 22 combined work session/business meeting; and, the personnel recommendations as submitted by the administration.

#### **V. Action Agenda**

##### **A. Approval of Policy GBED – Tobacco Free Workplace – 1<sup>st</sup> read**

A motion was made by Windy Cole, seconded by Terry Hutchinson, to approve Policy **GBED – Tobacco Free Workplace** for 1<sup>st</sup> read. This motion was unanimously passed, 7-0.

##### **B. Approval of Policy JICG – Tobacco Use by Students – 1<sup>st</sup> read**

A motion was made by Terry Hutchinson, seconded by Ann Reid, to approve Policy **JICG – Tobacco Use by Students** for 1<sup>st</sup> read. This motion was unanimously passed, 7-0.

##### **C. Approval of Section “C” Policies – 1<sup>st</sup> read**

A motion was made by Mildred Douglas, seconded by Ann Reid, to approve, as a group, the following Section “C” policies for 1<sup>st</sup> read: **CA, CB, CBA, CBC, CBD, CBG, CBI, CC, CCA, CCB, CF (replace with CFA), CFA, CFC, CHA/CHB, CH, CHD (eliminate, covered in CBC), CM**. This motion was unanimously approved, 7-0.

##### **D. Approval of 8% CAGO General Obligation Debt Issuance**

A motion was made by Terry Hutchinson, seconded by Windy Cole, to approve the 8% SCAGO General Obligation Debt Issuance in a not to exceed amount of \$14,250,000.

The bond resolution has been revised since the August 12, 2019 work session to reflect this \*new\* not to exceed amount of \$14,250,000. The revised bond resolution will not require an increase in tax millage. Debit Service millage calculation remains at 52 mills. This motion was unanimously passed, 7-0.

#### **VI. Communications - None**

#### **VII. Report of the Superintendent**

##### **A. Announcements**

Superintendent Cook made the following announcements:

- Over the past week, our team successfully supported the opening of the 2019-2020 school year. We look forward to sharing with you at our September 9<sup>th</sup> meeting video highlights of our first week. You are encouraged to connect with the school district on social media and follow our hashtag #OneTeamOneMissionOneRockHill where pictures and video clips are shared highlighting our vision for 2020, “Can you see it?”
- Earlier this evening, it was a pleasure to welcome more than 50 community partners and volunteers to a reception that was held in their honor for their contributions and service to our schools over the past year. We appreciate each group represented this evening and say thank you once again for their efforts to partner with our schools and departments to serve the students and teachers of our district.
- The school district will be closed on Monday, September 2 for Labor Day.
- On September 10, district leaders will be hosting the first Lunch and Learn in a series of informational sessions that will be scheduled throughout the year with key stakeholder

groups in our community. Our first session welcomes area real estate agents for an opportunity to engage in dialogue about our school district and our unique programs that set our district apart from others in our area. Additional sessions will be scheduled with representatives from our civic and faith community as well as government leaders.

- You are encouraged to visit the district's capital building program, "Build on the Rock," website – [www.rock-hill.k12.sc.us/BuildOnTheRock](http://www.rock-hill.k12.sc.us/BuildOnTheRock) - for more information. This website provides status updates on active and planned construction projects in the district. On the page, viewers can see project descriptions, before and after photographs, and construction timelines.
- The School Board will next meet on Monday, September 9 for its work session and on Monday, September 23 for its business meeting. Both meetings will be streamed on our website and available for viewing on-demand immediately following each broadcast. We invite our community to watch meetings live on our Facebook broadcasts at [Facebook.com/RockHillSchools](https://Facebook.com/RockHillSchools).

**B. Rock Hill Symphony Presentation**

Dr. Sarah Lynn Hayes and Dr. Elda Franklin, with the Rock Hill Symphony, made a presentation to the Board of Trustees on their Symphony in the Schools program.

**C. Nursing Services Update**

Mrs. Sadie Kirell, the district's lead clinical nurse, provided an update on nursing services within the district.

**D. Summer Programs Update**

Mrs. Mabra Wayman, assistant principal at Belleview Elementary, and Ms. Jaime Cochrane, assistant principal at Finley Road Elementary, provided a Read to Succeed Summer Reading Camp report for 2018-2019.

Mrs. Jen Morrison, executive director of secondary education, provided a secondary summer school report for 2018-2019.

**E. Graduation Coaches and Family Outreach Coordinators Update**

Ms. Della Barrett, one of the district's Family Outreach Coordinators, and Ms. Kiely Blake, Graduation Coach at South Pointe High School, shared highlights of their respective reports in the Community and Student Services Update.

**VIII. Review of School Board Work Sessions – July 22 and August 12**

Chairman Miller reviewed, for the viewing audience, the topics discussed at the July 22 and the August 12 work sessions.

**IX. Other and Future Business**

The board discussed other and future business.

**X. Executive Session**

A motion was made by Terry Hutchinson, seconded by Ann Reid, to adjourn open session and enter executive session for

**Contractual Matters:** *Intergovernmental Agreement; Succession Planning for Master Plan.*

This motion was unanimously approved, 7-0.

A motion was made by Terry Hutchinson, seconded by Windy Cole, to adjourn executive session and reconvene open session. This motion was unanimously approved, 7-0.

**XI. Action as Required from Executive Session**

There was no action taken from executive session.

**XII. Adjournment**

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

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Secretary

APPROVED: \_\_\_\_\_  
Chairman

## **PERSONNEL MATTERS – August 2019**

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

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

## **AS INFORMATION TO THE BOARD**

### **Resignations – Certified**

Stephanie Clark ..... Applied Technology Center  
Amanda Leaphart ..... Belleview  
Anne Love ..... Castle Heights  
Samantha Feagin ..... Exceptional Student Education  
Kelsey Shoemaker ..... Northwestern  
Julie Cornwell..... Oakdale  
Valerie Dixon ..... Oakdale  
Maquita Hinson ..... Rawlinson Road  
Noreen Hershelman ..... Rawlinson Road  
Gloria Fiedler ..... Rock Hill High  
Kristine M. Reid..... Saluda Trail  
Justin Sutton ..... South Pointe  
Sara Zee..... South Pointe

### **Transfers – Certified**

Janetta Morrison ..... India Hook  
Lihua Tan ..... Northwestern  
Ina Pascal..... Phoenix Academy  
Jennifer Cannon..... Sylvia Circle/T3 Program  
Tiffany Burris ..... York Road

### **New Employees – Non-Certified**

Page Putnam ..... Administrative Services  
Carol-Lynn Quinn ..... Ebenezer Avenue Montessori  
Aimee Anderson..... Exceptional Student Education  
Jasmyn McDonald ..... Finley Road  
Derrick Amos ..... Mt. Holly  
Gary Miller ..... Northwestern  
Keenen Littlejohn ..... Northwestern  
Ebony Able..... Old Pointe  
Jada Wilson ..... Old Pointe  
Ninoska Rodriguez ..... ParentSmart  
Shnetha Dickerson..... Rawlinson Road  
Katherine Jackson..... Rock Hill High  
DeLawrence Whitlock..... Rock Hill High  
Melody Minor..... Saluda Trail  
Rhonda Gamble ..... South Pointe  
Melissa Payne..... Sullivan  
Erin Thorne..... Sunset Park  
Edward White..... Sylvia Circle/T3 Program

### **Position Eliminated – Non-Certified**

Lindsay Jones ..... Ebenezer Avenue

### **Resignations – Non-Certified**

Kim D. Bailey..... Central Office / Finance  
Alex Fair..... Cherry Park  
Ricky Marshall ..... Facilities Services  
Larry Stewart..... Facilities Services

Kisha Lockhart ..... Finley Road  
Winter Albohaire ..... Mt. Holly  
Patricia Shipman..... Northwestern  
Deedra Witherspoon..... Rawlinson Road

**Transfers – Non-Certified**

Nnaemeka Hardy-Wilson ..... ParentSmart  
Alphonso Jones..... Rawlinson Road

**EMPLOYEES WORKING THROUGH SCECG**

**Administrative/Certified Staff**

Brenda Martin..... Belleview  
Angelia Green..... Central Office / Personnel  
Janet Morris ..... Central Office / Personnel  
Melanie Burnette ..... Ebinport  
Juliene Jackson ..... Finley Road  
Karen Roof ..... India Hook  
Dr. Jean Dickson ..... Lesslie  
Michael Clarkson ..... Rock Hill High

**Non-Certified Staff**

Timothy Boan..... Facilities Services  
Donnie Hill ..... Facilities Services

**MONTHLY BOARD REPORT**

**SEPTEMBER 23, 2019**

**PERSONNEL DEPARTMENT**

**SUMMARY**

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

1. BOARD ACTION REQUIRED

CERTIFIED

New Employees .....(14)

2. AS INFORMATION TO THE BOARD

ADMINISTRATIVE

Resignation.....(1)

CERTIFIED

Resignation.....(1)

3. NON-CERTIFIED

New Employees .....(11)

Resignations.....(3)

Transfers .....(3)

4. EMPLOYEE WORKING THROUGH SCECG

Administrative .....(1)

## **BOARD ACTION REQUIRED**

### **NEW EMPLOYEES – CERTIFIED (14)**

Thomas Monza	Castle Heights	Grade six social studies teacher
Kelly Sporney	Exceptional Student Education	Special education teacher/spec. prog. behavior
Meshia Williams	Exceptional Student Education	Mental health counselor
Cassady Caudle	Finley Road	Kindergarten teacher
Anita Sprague	Flexible Learning Center	School nurse
Kacy Johnson	Mt. Gallant	School nurse
Sandra Jeter	Mt. Holly	Kindergarten assistant
Courtney Young	Northside	Grade five teacher
Heather Dillingham	Raven Academy	Behavior intervention teacher
Katrina Harris	Rawlinson Road	Special education teacher/unique pathway II
Ellen McKinnon	Richmond Drive	School nurse
Dorris Frazier	South Pointe	Math teacher
Justice Martin	South Pointe	.5 FTE English teacher
Kizzy Thompson	South Pointe	Science teacher

## **AS INFORMATION TO THE BOARD**

### **RESIGNATION – ADMINISTRATIVE (1)**

William E. Robinson	Facilities Services	Trades manager
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### **RESIGNATION – CERTIFIED (1)**

William Chapman	Rawlinson Road	Special education teacher/unique pathway II
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### **NEW EMPLOYEES – NON-CERTIFIED (11)**

Eric Little	Bellevue	Special education assistant/multi-cat I
Letitia Brannen	Central Office/Finance	Administrative assistant
Katherine Ventura-Irizarry	Central Office/Instruction	Administrative assistant/ESOL welcome center
Sara Basurto	Dutchman Creek	Special education assistant/multi-cat I
Heidi Hunsucker	Cherry Park	Behavior management assistant
Jefflyn Cooper	Dutchman Creek	Secretary/guidance clerk
Christopher Ard	Facilities Services	General services worker
Joseph Bridges	Facilities Services	Security systems technician
Stephanie Woody	Mt. Holly	Kindergarten assistant
Wayne Hinton	Northwestern	Media assistant
Nicole Drakeford	Rosewood	Kindergarten assistant

### **RESIGNATIONS – NON-CERTIFIED (3)**

Barbara Puckett	Central Child Development Ctr.	Special education assistant/resource
Wendi Bojanowski	Cherry Park	Special education assistant/resource
Carol Westbrook	Rosewood	Special education assistant/multi-cat I

TRANSFERS – NON-CERTIFIED (3)

Ernestine Green	Finley Road	Special education assistant/multi-cat II
Kimberly Woods	Rosewood	Special education shadow assistant
Lisa Waters	York Road	Kindergarten assistant

EMPLOYEE WORKING THROUGH SCECG

ADMINISTRATIVE (1)

William E. Robinson	Facilities Services	Trades manager
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# FIELD STUDY REQUEST

Field Trip System Data Entry Completed:

Revised  
9/27/2012

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

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



## Barcelona and Le Midi

REQUEST INFO

### Your Adventure, Day by Day

**Day 1 : Start Tour**

**Day 2 : Hola Barcelona**

**Day 3 : Barcelona landmarks**

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

## Day 4 : Barcelona

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

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

## Day 5 : Barcelona - Provence

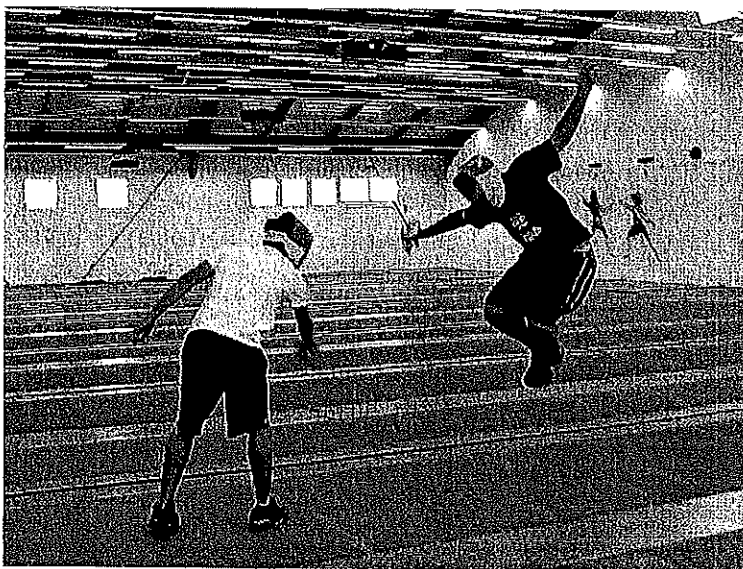
- **Travel to Provence via Carcassonne:**

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

## Day 6 : Provence

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

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



## LEAP Activity | En Garde!

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

## Day 7 : Provence - Nice

- LEAP Painter's Provence:

- Travel to Nice:

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

## Day 8 : Nice

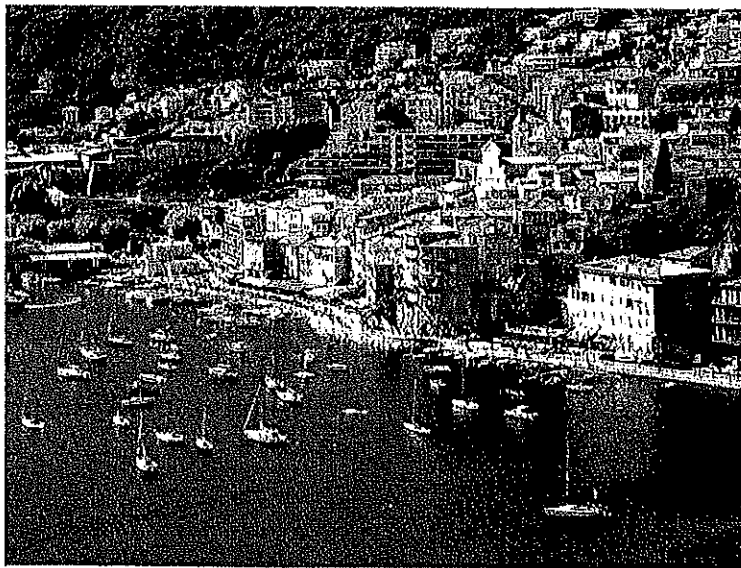
- **St. Paul de Vence city walk:** St. Paul de Vence is a beautifully preserved 16th-century hill-village with ramparts, terracotta roofs and cypresses. But the town's unique appeal is that it teems with the work of famous artists—such as Braque, Leger and Picasso—who lived or stayed here and paid their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

- LEAP Cuisine Provencal:

- Dinner on your own:

## Day 9 : Return Home OR Extend Your Stay

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



## Extend your stay | Extra day in Nice

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

# GET OUT OF THE CLASSROOM AND EXPLORE YOUR WORLD

[REQUEST INFO](#)

[BROWSE PROGRAMS](#)

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**From:** Sylvia Berry  
**Sent:** Monday, September 16, 2019 2:36 PM  
**To:** Terri Smith  
**Cc:** Christine Gammons  
**Subject:** RE: Policy Feedback

Thanks Terri, for providing feedback...it make sense to me now.  
Have a wonderful day and week.  
Sylvia

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**From:** Terri Smith  
**Sent:** Monday, September 16, 2019 2:31 PM  
**To:** Sylvia Berry <[SBerry@rhmail.org](mailto:SBerry@rhmail.org)>  
**Subject:** RE: Policy Feedback

Good afternoon Sylvia,

Thank you for reviewing and providing feedback regarding Policy DM. The amount of petty cash for Food Service is dependent on the number of cash registers. The majority of elementary schools only have one register. The elementary schools have been allowed to have \$50 in petty cash since 2017. However, they have only needed and requested half that amount (\$25). In addition, there are more choices at the secondary level then there is at the elementary level.

I greatly appreciate you taking the time to review these policies and to provide me feedback. I hope you have a great afternoon.

Terri

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**From:** Christine Gammons  
**Sent:** Wednesday, September 11, 2019 11:52 AM  
**To:** William "Bill" Cook, Jr. <[WCook@rhmail.org](mailto:WCook@rhmail.org)>; Terri Smith <[TRSmith@rhmail.org](mailto:TRSmith@rhmail.org)>  
**Subject:** Policy Feedback

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**From:** Sylvia Berry <[SBerry@rhmail.org](mailto:SBerry@rhmail.org)>  
**Sent:** Wednesday, September 11, 2019 9:32 AM  
**To:** Christine Gammons <[CGammons@rhmail.org](mailto:CGammons@rhmail.org)>  
**Subject:** FW: Sylvia, share your feedback

Hi,

Everything looks good! However, I do feel that under Policy DM "Cash in School Buildings" that Elementary schools need more money in their Food Service Petty Cash (to me the amount of \$50.00 is not enough- maybe move it up to \$100.00 or make it the same as middle schools, \$150.00), please remember you are dealing with the same parents!!!! Just something to think about.

Sylvia

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**Subject:**

FW: Policy Feedback: Janus

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**From:** Luanne Kokolis <LKokolis@rhmail.org>

**Sent:** Monday, September 16, 2019 11:30 AM

**To:** Tanya Campbell <TCampbel@rhmail.org>; Tina Janus <TJanus@rhmail.org>

**Cc:** Christine Gammons <CGammons@rhmail.org>

**Subject:** RE: Policy Feedback: Janus

Yes, our bus drivers receive training of behavior and student discipline every year.

Lkokolis

**Dr. Luanne L. Kokolis**

Chief of Strategic Planning,  
Engagement, and Program  
Support

Office: 803-981-1045



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

[www.rock-hill.k12.sc.us](http://www.rock-hill.k12.sc.us)

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**From:** Tina Janus <[TJanus@rhmail.org](mailto:TJanus@rhmail.org)>

**Sent:** Monday, September 09, 2019 7:03 AM

**To:** Christine Gammons <[CGammons@rhmail.org](mailto:CGammons@rhmail.org)>

**Subject:** Feedback: Janus

Hi  
I read through the documents and have a few comments or question-type comments.

With the rampant use of vaping in our high schools (I am not sure if it has penetrated the middle schools) I feel we have to be non-negotiable and send out a stronger message through the consequences. This is becoming a major health issue with people losing lung capacity. I like that there will be a program for helping students. However, I would list the consequences as the following:

**Students (as it is currently written)**

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

I would list it in order of how the consequences would be enacted and write this in the sentence before the list.

## Students

- Parent/legal guardian conferences
- Parent/legal guardian education program (I add this because many parents defend vaping because they believe it is better than cigarettes. They purchase it for their children).
- Community service
- In-school suspension
- Out of school suspension
- Suspension from extracurricular activities (sometimes sports, band etc...are a catalyst for changing a student's behavior. This should come almost as a last resort, but should be used as a deterrent)
- Possible expulsion (This needs to be added in my view because even if it is not used – it is a major deterrent for many students who have goals but give in to peer pressure)

My other concern is about the bus drivers. In this contract, the wording is (I paraphrase) **a bus driver is the same as a teacher when the teacher is not around**. What training do they have in reference to behavior management? Teachers have college level classes in child psychology and classroom management. If the district provides training – shouldn't it be worded that way? It appears as written that a bus driver has the same qualifications as a teacher. I wonder if something happened on a bus- this contract as written will make the district liable because they are in essence, by omission as it is currently written, putting in writing that a bus driver has the same expertise and training as a teacher. Just a thought.

Thank you for reading my comments. Have a nice day!

Bests,  
**Tina Janus Ed.D**  
RHHS English Dept.  
*GT*  
*NBCT*  
*Literacy Coach*

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**From:** Donna Williamson  
**Sent:** Monday, September 16, 2019 7:36 PM  
**To:** Christine Gammons  
**Subject:** I have read and agree to the changes.



# Memo

**TO:** Dr. William Cook

**FROM:** Dr. Tanya Campbell

**DATE:** September 16, 2019

**SUBJECT:** Policy Revisions for Second Read

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

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

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

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

# TOBACCO FREE WORKPLACE

Code **GBED** Issued **MODEL/19**

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

For purposes of this policy:

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

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

The board commits to the following:

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

## Notice

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

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

## Enforcement

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

**SCSBA**

(see next page)

## PAGE 2 - GBED - TOBACCO FREE WORKPLACE

### *Students*

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

### *Staff*

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

### *Contract or other workers*

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

### *Visitors, volunteers, or members of the public*

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

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

### **Education and Assistance**

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

### **Tobacco Industry Marketing or Sponsorship**

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

Cf. ADC, JICG

Adopted ^

**SCSBA**

(see next page)

## PAGE 3 - GBED - TOBACCO FREE WORKPLACE

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### Legal References:

#### A. United States Code of Laws, as amended:

1. Pro-Children Act of 2001, 20 U.S.C.A. Section 7972, *et seq.*

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

1. Section 16-17-490 - Prohibits contributing to the delinquency of a minor.
2. Section 16-17-500, *et seq.* - Youth Access to Tobacco Prevention Act of 2006.
3. Section 44-95-10, *et seq.* - Clean Indoor Air Act of 1990.
4. Section 59-1-380 - Requires a written district policy prohibiting the use of tobacco products and alternative nicotine products on school property or at school-sponsored events.
5. Section 59-67-150 - Prohibits use of tobacco products on school buses.

Current

*Policy*

**TOBACCO-FREE SCHOOLS/STAFF**

*Code GBED Issued 11/17*

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

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

**Goal**

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

**Procedures**

~~The District will do the following:~~

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

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

**Enforcement**

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

## PAGE 2 – GBED – TOBACCO-FREE SCHOOLS/STAFF

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

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### ~~Tobacco industry marketing or sponsorship~~

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

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

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#### Legal references:

A. ~~United States Code:~~

- ~~1. 20 U.S.C. 6081 Pro-Children Act of 1994.~~

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

- ~~2. Section 44-95-10 et seq. Clean Indoor Air Act of 1990 and penalties for violations.~~
- ~~3. Section 16-17-490 Contributing to the delinquency of a minor (school board rules and regulations may be exempt under certain circumstances).~~
- ~~4. Section 16-17-500 Supplying minors with tobacco or cigarettes.~~
- ~~5. Section 59-67-150 Qualifications of bus driver; drinking or smoking on bus.~~
- ~~6. Sections 16-17-500 and 501 Youth Access to Tobacco Prevention Act of 2006.~~

## TOBACCO USE BY STUDENTS

Code **JICG** Issued **MODEL/19**

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

For purposes of this policy:

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

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

The board commits to the following:

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

### Notice

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

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

### Enforcement

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

## PAGE 2 - JICG - TOBACCO USE BY STUDENTS

### *Students*

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

### *Staff*

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

### *Contract or other workers*

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

### *Visitors, volunteers, or members of the public*

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

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

### **Education and Assistance**

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

### **Tobacco Industry Marketing or Sponsorship**

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

Cf. ADC, GBED

Adopted ^

**SCSBA**

(see next page)

## PAGE 3 - JICG - TOBACCO USE BY STUDENTS

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### Legal References:

#### A. United States Code of Laws, as amended:

1. Pro-Children Act of 2001, 20 U.S.C.A. Section 7972, *et seq.*

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

1. Section 16-17-490 - Prohibits contributing to the delinquency of a minor.
2. Section 16-17-500, *et seq.* - Youth Access to Tobacco Prevention Act of 2006.
3. Section 44-95-10, *et seq.* - Clean Indoor Air Act of 1990.
4. Section 59-1-380 - Requires a written district policy prohibiting the use of tobacco products and alternative nicotine products on school property or at school-sponsored events.
5. Section 59-67-150 - Prohibits use of tobacco products on school buses.

Current

**Current**

## **Policy JICG Tobacco Use by Students**

Issued 5/16

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

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

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

### **Goal**

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

- prohibiting the use and/or possession of all tobacco products or paraphernalia including, but not limited to, cigarettes, cigars, pipes, smokeless tobacco, snuff, and alternative nicotine products such as e-cigarettes by all students, staff, contractor or other workers, and visitors
- exhibiting healthy behavior for all students, staff, contractor or other workers, vendors, visitors, and the entire community
- utilizing proven and effective science-based tobacco use prevention curricula
- providing access to cessation counseling or referral services for all students and staff

### **Education and Assistance**

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

### **Tobacco Industry Marketing or Sponsorship**

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

Cf. ADC, GBED

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

#### **Legal references:**

Federal Law:

Pro-Children Act of 2001, [20 U.S.C.A. Sections 7182-7184](#).

S.C. Code, 1976, as amended:

[Section 16-17](#) 490 – Contributing to the delinquency of a minor.

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

[Section 44-95](#) 10, *et seq.* – Clean Indoor Air Act of 1990.

[Section 59-67](#) 150 – Qualifications of bus driver; drinking or smoking on bus.



**TO:** Dr. William Cook  
**FROM:** Luanne Kokolis  
**CC:** Board Members  
**DATE:** September 19, 2019  
**SUBJECT: C Policies for 2<sup>nd</sup> Read**

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Attached are the C policies for Board review for 2nd read.

**Section C**  
**SCHOOL DISTRICT ADMINISTRATION**

CA	Administration Goals/Priority Objectives Last Revision 1999	Recommending SCSBA Model
CB	School Superintendent – Last Revision 1999	Recommending SCSBA Model
CBA	Qualifications of the Superintendent – Last Revision 1999	Recommending SCSBA Model
CBC	Superintendent Powers and Responsibilities – Last Revised 1999	Recommending SCSBA Model
CBD	Superintendent’s Contract – Last Revised 1999	Recommending SCSBA Model
CBG	Superintendent’s Professional Development – Last Revised 1999	Recommending Current
CBI	Evaluation of Superintendent – Last Revised 1998	Recommending SCSBA Model
CC	Administrative Organization - Last Revised 1999	Recommending SCSBA Model
CCA	Organization Chart - New	Recommending SCSBA Model
CCB	Line and Staff Relations – Last Revised 1999	Recommending SCSBA Model
CF	School Building Administration – Last Revised 2007	No SCSBA Model – Recommending Replace with CFA
CFA	School Principals/Building Administration – Last Revised 1999	Recommending SCSBA Model
CFC	Assignment and Transfer of School Administrators	No current policy – Recommending SCSBA Model
CHA/CHB	Development of Administrative Rules/Board Review – Last Revised 1999	Current – No Model; Recommend No Revisions Needed
CH	Policy Implementation – Last Revised 1999	Recommending SCSBA Model
CHD	Administration in the Absence of Policy – Last Revised 1999	No Model; Covered in Policy CBC; Recommend Eliminate
CM	School District Annual Report – Last Revised 1999	Recommending SCSBA Model

## ADMINISTRATION GOALS/PRIORITY OBJECTIVES

### *RECOMMENDED MODEL*

Code **CA** Issued **MODEL**

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

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

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

The board expects the administration to specialize in the following:

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

Adopted ^

## ADMINISTRATION GOALS/PRIORITY OBJECTIVES

Code **CA** Issued **MODEL**

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

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

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

The board expects the administration to specialize in the following:

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

Adopted ^

# Current

## Policy CA Administration Goals/Priority Objectives

Issued 6/99

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

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

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

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

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

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

The board expects the administration to specialize in the following.

- the processes of decision making and communication
- the planning, organization, implementation and evaluation of educational programs and services
- the coordination of various centers of power within the school system and the community so as to enable people to do things together for education that they might never be able to do separately
- the demonstration of leadership
- the development and maintenance of close working relationships and channels of communication within the school system and community
- the prevention of misunderstandings and development of cooperation toward attaining the educational goals adopted by the board

Adopted 6/99

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**York 3/Rock Hill School District**

## SCHOOL SUPERINTENDENT

### *Recommended Model*

Code **CB** Issued **MODEL**

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

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

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

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

Adopted ^

## SCHOOL SUPERINTENDENT

Code **CB** Issued **MODEL**

---

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

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

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

Adopted ^

# Current

## Policy CB School Superintendent

Issued 6/99

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

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

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

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

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

Adopted 6/99

**York 3/Rock Hill School District**

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## QUALIFICATIONS OF SUPERINTENDENT

### *Recommended Model*

Code **CBA** Issued **MODEL**

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

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

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

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

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

Adopted ^

#### Legal References:

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

## QUALIFICATIONS OF SUPERINTENDENT

Code **CBA** Issued **MODEL**

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

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

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

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

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

Adopted ^

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### Legal References:

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

## Current

### Policy CBA Qualifications of Superintendent

Issued 6/99

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

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

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

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

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

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

Legal references:

S. C. Code, 1976, as amended:

Section 59-13-20 - Qualifications of superintendents.

State Board of Education Regulations:

R-43-66 - Qualifications of superintendents.

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**York 3/Rock Hill School District**

## **SUPERINTENDENT'S DUTIES AND RESPONSIBILITIES**

### *Recommended Model*

Code **CBC** Issued **MODEL**

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

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

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

### **Administration in the Absence of Policy**

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

## **SUPERINTENDENT'S DUTIES AND RESPONSIBILITIES**

Code **CBC** Issued **MODEL**

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

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

### **Administration in the Absence of Policy**

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

## Current

### Policy CBC Superintendent Powers and Responsibilities

Issued 7/99

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

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

The superintendent's specific responsibilities will include the following.

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

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

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**York 3/Rock Hill School District**

## SUPERINTENDENT'S CONTRACT

### *Recommended Model*

Code **CBD** Issued **MODEL**

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

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

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

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

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

Adopted ^

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#### Legal References:

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

# SUPERINTENDENT'S CONTRACT

Code **CBD** Issued **MODEL**

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

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

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

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

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

Adopted ^

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## Legal References:

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

## Current

### Policy CBD Superintendent's Contract

Issued 7/99

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

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

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

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

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

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

Legal references:

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

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

State Board of Education regulations:

R-43-161 - Appointment of superintendent.

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**York 3/Rock Hill School District**

# Current Recommended

## Policy CBG Superintendent's Professional Development Opportunities

Issued 6/99

Update August 2019

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

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

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

Adopted 10/24/88; Revised 6/99

Legal references:

S.C. Code, 1976, as amended:

[Section 8-15-60](#) - Professional development opportunities.

**York 3/Rock Hill School District**

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## Current

### Policy CBG Superintendent's Professional Development Opportunities

Issued 6/99

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

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

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

Adopted 10/24/88; Revised 6/99

Legal references:

S.C. Code, 1976, as amended:

Section 8-15-60 - Professional development opportunities.

**York 3/Rock Hill School District**

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## EVALUATION OF SUPERINTENDENT

### *Recommended Model*

Code **CBI** Issued **MODEL**

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

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

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

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

Adopted ^

## EVALUATION OF SUPERINTENDENT

Code **CBI** Issued **MODEL**

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

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

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

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

Adopted ^

## **Current**

### **Policy CBI Evaluation of Superintendent**

Issued 10/98

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

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

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

**York 3/Rock Hill School District**

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## ADMINISTRATIVE ORGANIZATION

### *Recommended Model*

Code **CC** Issued **MODEL**

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

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

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

Adopted ^

## ADMINISTRATIVE ORGANIZATION

Code **CC** Issued **MODEL**

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

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

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

Adopted ^

## **Current**

### **Policy CC Administrative Organization**

Issued 7/99

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

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

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

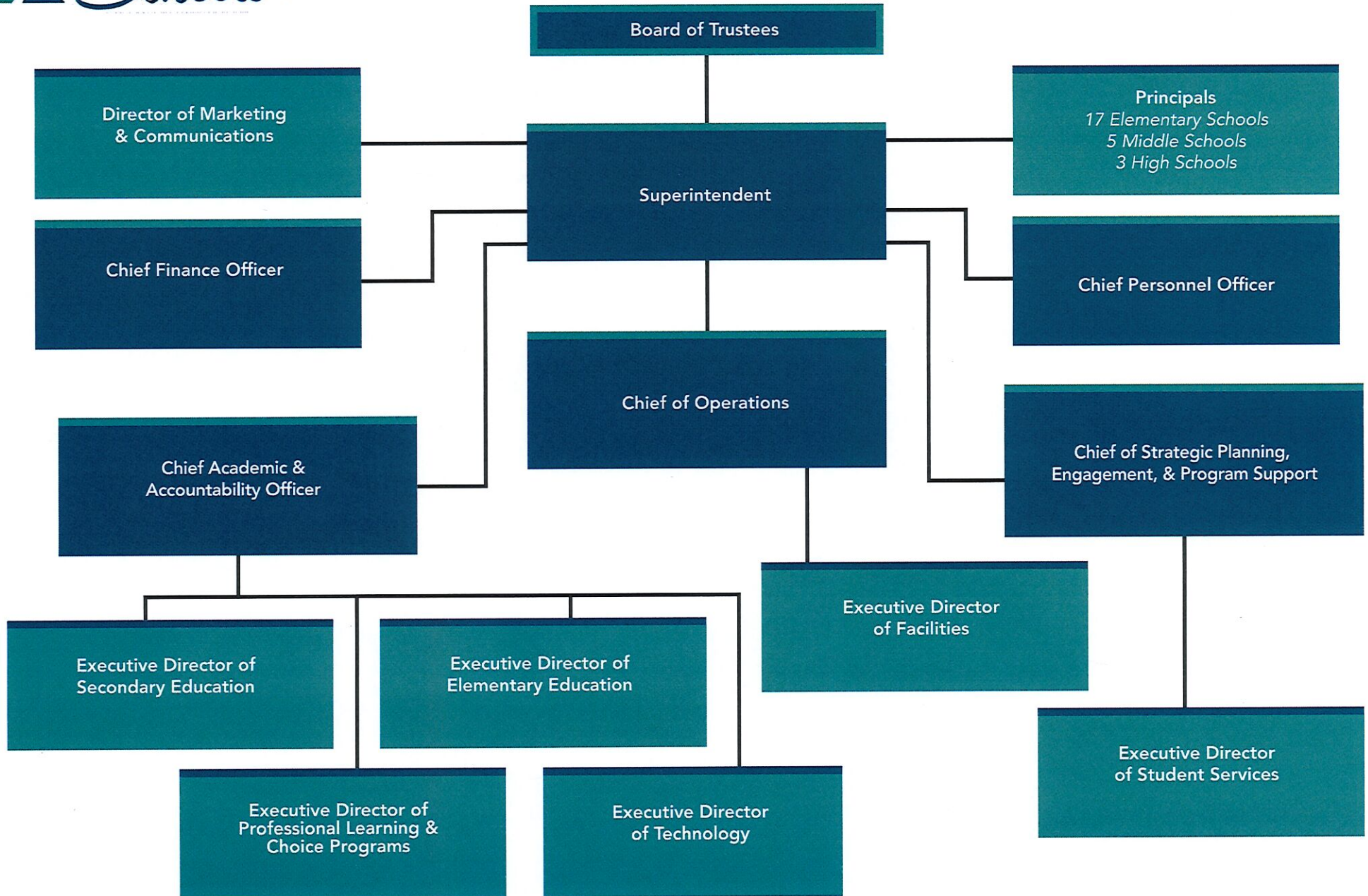
Adopted 7/99

**York 3/Rock Hill School District**

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# District Organization Chart

Updated August 2018



## LINE AND STAFF RELATIONS

### *Recommended Model*

Code **CCB** Issued **MODEL**

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

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

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

### **Support Staff Interrelationships**

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

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

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

### **General Power and Authority of the Teacher**

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

### **Teacher's Relationship with Other Staff Members**

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

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

### **Teacher's Relationship with the Principal**

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

## **PAGE 2 - CCB - LINE AND STAFF RELATIONS**

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

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

### **Teacher's Relationship with the Superintendent**

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

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

### **Board and Teacher Relations**

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

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

### **Board and Principal Relations**

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

Adopted ^

## LINE AND STAFF RELATIONS

Code **CCB** Issued **MODEL**

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

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

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

### **Support Staff Interrelationships**

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

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

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

### **General Power and Authority of the Teacher**

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

### **Teacher's Relationship with Other Staff Members**

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

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

### **Teacher's Relationship with the Principal**

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

## **PAGE 2 - CCB - LINE AND STAFF RELATIONS**

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

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

### **Teacher's Relationship with the Superintendent**

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

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

### **Board and Teacher Relations**

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

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

### **Board and Principal Relations**

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

Adopted ^

# Current

## Policy CCB Line and Staff Relations

Issued 7/99

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

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

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

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

### General power and authority of the teacher

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

### Teacher's relationship with the superintendent

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

### Teacher's relationship with the principal

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

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

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

### Board and principal relations

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

### Board and teacher relations

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

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

### Teacher's relationship with other employees

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

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

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

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

Adopted 7/99

### **York 3/Rock Hill School District**

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## **Current**

### **No Model – Recommend to Replace with CFA Model**

#### **Policy CF School Building Administration**

Issued 2/07

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

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

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

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

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

**York 3/Rock Hill School District**

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## SCHOOL PRINCIPALS/BUILDING ADMINISTRATORS

### *Recommended Model*

Code **CFA** Issued **MODEL**

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

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

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

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

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

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

Adopted ^

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#### Legal References:

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

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

# SCHOOL PRINCIPALS/BUILDING ADMINISTRATORS

Code **CFA** Issued **MODEL**

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

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- evaluating the effectiveness of the educational program as it is being implemented in the school, including evaluating the effectiveness of individual staff members
- arranging opportunities for staff members to improve their competencies as facilitators of learning
- managing the school budget, class and building schedules, and the care of the facility
- communicating the goals, objectives, and achievements of the school to students, parents/legal guardians, and staff

Adopted ^

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## Legal References:

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

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

# Current

## Policy CFA School Principals/Building Administrators

Issued 7/99

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

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

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

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

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

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

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

Prime responsibilities of the principal include the following.

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

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

**York 3/Rock Hill School District**

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## ASSIGNMENT AND TRANSFER OF SCHOOL ADMINISTRATORS

*No Current Policy - Recommend Model*

Code **CFC** Issued **MODEL**

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

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

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

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

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

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

Adopted ^

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### Legal References:

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

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

# ASSIGNMENT AND TRANSFER OF SCHOOL ADMINISTRATORS

Code **CFC** Issued **MODEL**

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

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Adopted ^

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## Legal References:

- A. S.C. Code of Laws, 1976, as amended:
1. Section 59-25-410 - Notification of employment for ensuing year; notification of assignment.

## **Current – No Model Recommend No Revision Needed**

### **Policy CHA/CHB Development of Administrative Rules/Board Review**

Issued 7/99

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

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

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

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

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

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

(Cf. (BGC/BGD)

Adopted 10/24/88; Revised 7/99

**York 3/Rock Hill School District**

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## POLICY IMPLEMENTATION

### *Recommended Model*

Code **CH** Issued **MODEL**

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

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

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

Adopted ^

## POLICY IMPLEMENTATION

Code **CH** Issued **MODEL**

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

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

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

Adopted ^

## Current

### Policy CH Policy Implementation

Issued 7/99

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

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

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

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

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

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

Adopted 10/24/88; Revised 7/99

**York 3/Rock Hill School District**

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## **Current**

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

Issued 7/99

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

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

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

Adopted 7/99

**York 3/Rock Hill School District**

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## SCHOOL DISTRICT ANNUAL REPORTS

### *Recommended Model*

Code **CM** Issued **MODEL**

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

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

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

Adopted ^

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#### Legal References:

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

## SCHOOL DISTRICT ANNUAL REPORTS

Code **CM** Issued **MODEL**

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

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

Adopted ^

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### Legal References:

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

## Current

### Policy CM School District Annual Report

Issued 7/99

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

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

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

Adopted 7/99

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York 3/Rock Hill School District

# Memo

**TO:** Dr. Bill Cook  
**FROM:** Terri Smith  
**DATE:** September 19, 2019  
**SUBJECT:** Revision of “D” Board Policies (Fiscal Management) Batch 1 for 1<sup>st</sup> Read

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

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

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

The policies listed below were presented at the September 9<sup>th</sup> board work session. There has been additional revisions since the September 9<sup>th</sup> board work session which are shown in blue text, as well as listed below in the recommendation column in blue text. Administration requests approval of batch 1 of D Policies for 1<sup>st</sup> read.

Policy	Recommendation
DA – Fiscal Management Goals/Priority Objectives	Remove purpose statement. Recommend adopting model policy.
DB – Annual Budget	Remove purpose statement. Recommend adopting model policy with a few minor changes for general fund balance and millage increase limitations. Added legal references. <a href="#">One change from 9/9/19 work session to reflect “prior year’s budget” instead of “last year’s budget”.</a>
DBD – Determination of Budget Priorities	No individual model policy. Recommend eliminating policy as information is combined with model and proposed policy DB.
DBF – Budget Hearings and Reviews	No individual model policy. Recommend eliminating policy as information is combined with model and proposed policy DB.
DBG – Budget Adoption Process	No individual model policy. Recommend eliminating policy as information is combined with model and proposed policy DB.
DFAC – Fund Balance	Remove purpose statement. Revised the necessity for a sufficient fund balance. Revised general fund balance target and debt service sinking fund balance. Added legal references.
ED/DID – Materials and Equipment Inventories Management	Add ‘his/her designee’ after superintendent in each paragraph.
ED/DID-R – Materials and Equipment Inventories Management	No proposed changes.
ED/DID-E(1) – Rock Hill Schools Inventory Control Decision Tree	No proposed changes.
ED/DID-E(2) – Materials and Equipment Check Out Form	No proposed changes.
DJGA – Sales Calls and Demonstrations	Remove purpose statement. Recommend adopting model policy.
DKA – Payroll Procedures/Schedules	Remove purpose statement. No other proposed changes.
DM – Cash in School Buildings	Remove purpose statement. Few revisions to clarify locations, food service required bank deposits, and all money collected during the day must be given to school office. <a href="#">One change since 9/9/19 to add “classrooms, offices” and replace “shall” with “must”.</a>
DN – School Properties Disposition	Remove purpose statement. No other proposed changes. <a href="#">One change since 9/9/19 to remove legal references within the body of the policy per Dr. Tiffany Richardson.</a>

## Policy DA Fiscal Management Goals/Priority Objectives

Issued 9/99

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

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

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

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

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

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

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

York 3/Rock Hill School District

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## FISCAL MANAGEMENT GOALS AND OBJECTIVES

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

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

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

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

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

Adopted ^

## **Policy DA Fiscal Management Goals/Priority Objectives**

Issued 9/99

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

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

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

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

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

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

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

**York 3/Rock Hill School District**

## Policy DB Annual Budget

Issued 9/99

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

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

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

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

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

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

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

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

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

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

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

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

### Notice of Budget Adoption

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

The notice must include the following:

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

## Limitations on Millage Increases

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

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

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

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

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

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

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

### Legal References:

- A. S.C. Code of Laws, 1976, as amended:
1. Section 6-1-80 - Budget adoption.
  2. Section 6-1-300, *et seq.* - Authority of local governments to assess taxes and fees.
  3. Section 59-20-90 - Districts must maintain at least one (1) month of general fund operating expenditures of the previous two (2) completed fiscal years in order to avoid a declaration of fiscal watch.

B. S.C. Acts and Joint Resolutions:

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

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

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York 3/Rock Hill School District

# ANNUAL BUDGET

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

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

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

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

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

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

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

## Notice of Budget Adoption

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

The notice must include the following:

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

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

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

## PAGE 2 - DB - ANNUAL BUDGET

### Limitations on Millage Increases

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

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

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

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

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

Adopted ^

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### Legal References:

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

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

B. S.C. Acts and Joint Resolutions:

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

## Policy DB Annual Budget

Issued 9/99

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

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

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

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

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

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

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

**York 3/Rock Hill School District**

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## **Policy DBD Determination of Budget Priorities**

Issued 9/99

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

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

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

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

**York 3/Rock Hill School District**

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## Policy DBF Budget Hearings and Reviews

Issued 11/06

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

### Notice of budget adoption

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

The notice must include the following.

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

### Limitations on millage increases

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

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

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

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

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

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

Legal references:

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

Section 6-1-80 - Budget adoption.

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

Acts and Joints Resolutions:

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

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

**York 3/Rock Hill School District**

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## Policy DBG Budget Adoption Process

Issued 9/99

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

The superintendent has the overall responsibility for budget planning.

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

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

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

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

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

Legal references:

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

Section 6-1-80 - Budget adoption.

Acts and Joints Resolutions:

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

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

**York 3/Rock Hill School District**

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## Policy DFAC Fund Balance

Issued 9/16

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

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

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

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

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

### General Fund Balance Target

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

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

### Debt Service Sinking Fund

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

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

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

### Legal References:

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

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

#### B. Other References:

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

**York 3/Rock Hill School District**

# FUND BALANCE

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

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

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

## General Fund Balance Target

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

*(Option: Insert district-specific goals here.)*

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

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

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

Adopted ^

## Legal References:

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

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

### B. Other References:

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

## **Policy DFAC Fund Balance**

Issued 9/16

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

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

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

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

### **General Fund Balance Target**

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

### **Debt Service Sinking Fund**

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

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

**York 3/Rock Hill School District**

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## Policy ED/DID Materials and Equipment Inventories Management

*Issued 3/19*

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

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

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

### Legal References:

S.C. Code, 1976, as amended:

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

Section 59-19-140 - Use of equipment.

Section 59-19-150 - Maintenance of equipment.

**York 3/Rock Hill School District**

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## INVENTORIES/FIXED ASSETS

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

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

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

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

### **Depreciation GASB 34**

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

*Option:*

### ***Property Management***

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

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

Adopted ^

## Policy ED/DID Materials and Equipment Inventories Management

*Issued 3/19*

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

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

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

### Legal References:

S.C. Code, 1976, as amended:

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

Section 59-19-140 - Use of equipment.

Section 59-19-150 - Maintenance of equipment.

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**York 3/Rock Hill School District**

## AR ED/DID-R Materials and Equipment Inventories Management

Issued 3/19

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

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

### Definition of District Materials and Equipment

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

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

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

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

Figure 1 Types of Equipment

### Equipment Inventory Control Procedure

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

Duties of the ETM include:

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

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

Duties of the BIM include:

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

### Requisition of New Materials and Equipment

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

### Ownership Management and Transfer of Materials and Equipment

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

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

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

### **Loaned Equipment**

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

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

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

### **Responsibility for Non-District Equipment**

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

### **Use and Care of Equipment**

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

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

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

### **Loss or Damage of Equipment**

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

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

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**York 3/Rock Hill School District**

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

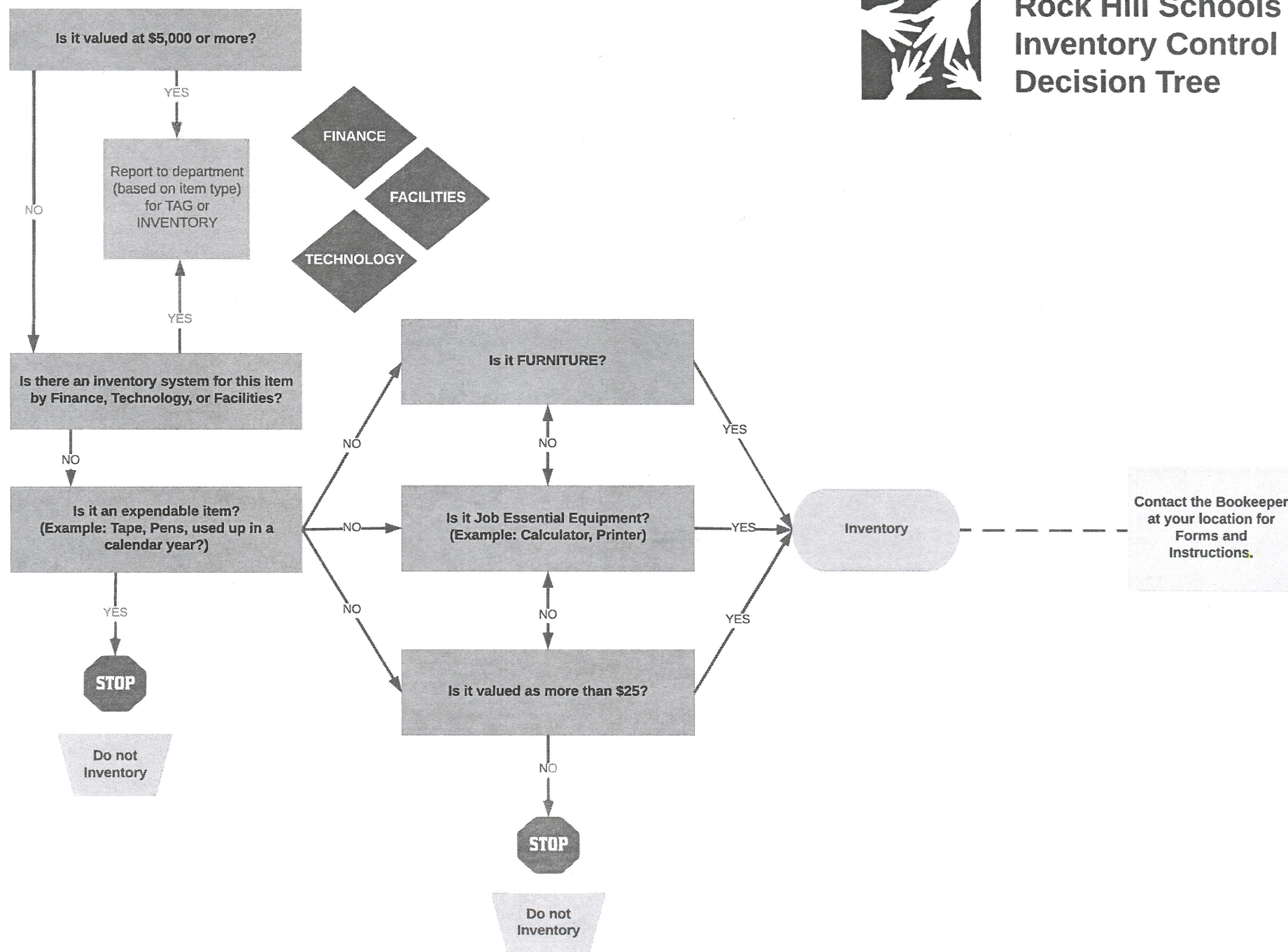
View or print [ROCK HILL SCHOOLS INVENTORY CONTROL DECISION TREE.](#)

**York 3/Rock Hill School District**

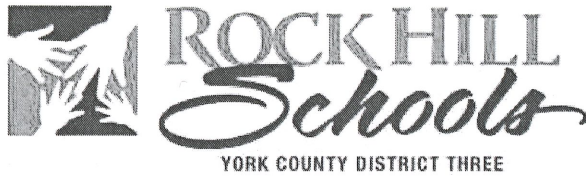
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# Rock Hill Schools Inventory Control Decision Tree



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



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

Signature of Administrator \_\_\_\_\_  
(sign)

Signature of Staff Member Checking Out Item \_\_\_\_\_  
(sign)

Copy To: Building Administrator, Technology Director, Staff Person

York 3/Rock Hill School District

## Policy DJGA Sales Calls and Demonstrations

Issued 9/99

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

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

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

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

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

**York 3/Rock Hill School District**

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## SALES CALLS AND DEMONSTRATIONS

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

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

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

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

Adopted ^

## **Policy DJGA Sales Calls and Demonstrations**

Issued 9/99

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

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

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

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

**York 3/Rock Hill School District**

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## Policy DKA Payroll Procedures/Schedules

Issued 4/17

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

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

### Payroll Procedures

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

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

### Payroll Schedules

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

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

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

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

**York 3/Rock Hill School District**

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## PAYROLL PROCEDURES/SCHEDULES

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

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

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

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

Adopted ^

## **Policy DKA Payroll Procedures/Schedules**

Issued 4/17

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

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

**York 3/Rock Hill School District**

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## Policy DM Cash in School Buildings

Issued 6/18

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

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

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

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

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

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

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

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

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

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

Food service managers may keep petty cash for the duration of the school year for use of operating the food service cash registers. The maximum amount of petty cash is \$50 for elementary schools, \$120 **\$150** for middle schools, and \$300 for high schools. Petty cash must be verified, evidenced by at least two signatures and dates, at the beginning and end of each day. All petty cash must be kept in a locked, secure place with limited access until deposited at the end of the school year. **Food service must make daily deposits, excluding petty cash, for monies received from food service operations.**

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

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

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

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

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

**York 3/Rock Hill School District**

## CASH IN SCHOOL BUILDINGS

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

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

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

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

Adopted ^

## Policy DM Cash in School Buildings

Issued 6/18

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**York 3/Rock Hill School District**

## Policy DN School Properties Disposition

Issued 10/17

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

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

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

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

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

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

Adopted 10/23/2017

### Legal References:

S. C. Code, 1976, as amended:

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

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

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

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

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

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York 3/Rock Hill School District

# SCHOOL PROPERTIES DISPOSITION

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

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

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

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

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

Cf. DID

Adopted ^

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## Legal References:

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

1. Section 59-19-125 - Leasing school property for particular purposes.
2. Section 59-19-190 - Purchase of land by trustees; reassignment or disposal of land purchased with State funds.
3. Section 59-19-250 - Sale or lease of school property by trustees.

## Policy DN School Properties Disposition

Issued 10/17

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

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

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

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

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

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

Adopted 10/23/2017

### Legal References:

S. C. Code, 1976, as amended:

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

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

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

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

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

**York 3/Rock Hill School District**

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# Memo

**TO:** Board of Trustees

**FROM:** Dr. Bill Cook, Superintendent

**DATE:** September 19, 2019

**SUBJECT:** Policy FF – *Naming Facilities*

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For the past 125 years Comporium has provided world-class telecommunication services to the people of Rock Hill, and Rock Hill Schools has provided world-class graduates to Rock Hill, the state and beyond. Our partnership is rooted in our common history, tradition and shared focus we have on building a better future for our community.

We were so excited to join the fabric of Old Town and have Comporium as our corporate neighbor when we moved into our Central Office building in 2018. We were also grateful for the corporate donation given to the school district in our first year at 386 East Black Street.

As discussed previously, the intent of the donation was to support the outfitting of our new district facility with the latest electronic equipment to support its' design functions of training our teachers and administering support to our schools. During discussions in 2017, Cabinet staff jointly envisioned using the donation for state-of-the-art equipment for our conference rooms, collaboration areas and our large training and board meeting rooms on the first floor. Specifically, the inclusion of a large screen video messaging system for our lobby and room-based video messaging panels to optimize event information, space management and emergency communication. We agreed to have these features powered by Hypersign® digital signage software.

Headquartered in South Carolina, this partner provides a superior solution which enables our entire building to be a “smart” center for educator preparedness and community engagement.

In recognition of the substantial donation and pursuant to Board Policy FF – Naming Facilities, we recommend the large first floor training and meeting rooms be named “Comporium Conference Center,” for a period of ten (10) years. Rooms A, B, and C remain named as Conference Rooms A, B, and C. With this agreement, Comporium would be allowed to use the space and rooms on an as-available and scheduled basis free of any facility use fees during this period.

We remain grateful to Comporium for their continued support of public education and the Rock Hill School District.

## Memorandum

**TO:** Dr. Bill Cook  
**FROM:** Mychal Frost  
**DATE:** September 18, 2019  
**SUBJECT:** Announcements for September 23<sup>rd</sup> School Board Meeting

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### National Merit Semi-Finalists

We are pleased to announce that for the second consecutive year, our district has three National Merit Semi-Finalist. The following students have recently received notice that they have advanced to the next step in the prestigious National Merit Scholarship Program:

- Benjamin Michael Gregory – Northwestern High School
- Courtney Stuart – Rock Hill High School
- Nolan Promin – Rock Hill High School

The National Merit Scholarship Program is an academic scholarship competition for recognition and university scholarships administered by the National Merit Scholarship Corporation, a privately funded, not-for-profit organization based in Evanston, Illinois. We wish each student well and look forward to recognizing them in the spring when finalists are announced.

### Teacher Listen and Learn Series

District leaders will host the first Teacher Listen and Learn informational session for teachers from across the district on Thursday, September 26 at Cherry Park Elementary School of Language Immersion. The series of meetings will continue each month and will provide a rich opportunity to engage in dialogue with teachers about celebrations, issues and concerns for our school district.

### Master Plan Community Input Presentations

In the weeks ahead, district leaders will continue seeking input on the 10-Year Facilities Master Plan through presentations to civic, community, and district organizations. Recently, presentations were shared with area real estate agents at our annual Realtor Lunch and Learn and at the Applied Technology Center Advisory Council. Upcoming presentations include tomorrow's District Leadership Meeting, the York County Regional Chamber of Commerce on October 1, the Rock Hill Economic Development Council on October 1, and the Rotary Club of Rock Hill on October 24. Additional meetings will be shared as schedules are finalized. We are actively working to share information and seek feedback from other groups.

### Follow Capital Program Updates

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

### **Upcoming Board Meetings**

The School Board will next meet on Monday, October 14 for its work session and on Monday, October 28 for its business meeting. Both meetings will be streamed on our website and available for viewing on-demand immediately following each broadcast. We invite our community to watch meetings live on our Facebook broadcasts at [Facebook.com/RockHillSchools](https://www.facebook.com/RockHillSchools).

At its work session on September 9, 2019, held at the Central Office, the Board:

- held a Board Professional Development session;
- held introductions and recognitions;
- received a report on Career & Technology Education and Programs;
- viewed the Back-to-School Video;
- reviewed Policies GBED and JICG;
- reviewed Section “C” Policies;
- reviewed Section “D” Policies
- reviewed an out of the continental U.S. field study request;
- received an Elementary Safety Security Officers Update;
- received an Exceptional Student Education update;
- discussed other and future business; *and*,
- held an executive session for personnel matters and contractual matters.

Other and Future Business

Helena Miller

## Executive Session

- Contractual Matters
  - *Intergovernmental Agreement*