



SCHOOL BOARD WORK SESSION

LOC. Central Office - 386 E. Black Street

LEADER: Helena Miller

TEAM: Board of Trustees

START: 4:00 p.m.

SCRIBE: Chris Gammons

DATE: August 12, 2019

FINISH: 7:15 p.m. approximately

ITEM	AGENDA TOPIC	DISCUSSION LEADER	TIME
1	Executive Session		4:00-5:00
	*Personnel Matters - Hirings		
	*Contractual Matter - Intergovernmental Agreement		
	<i>Break for Dinner</i>		5:00-5:30
2	<i>Call to Order</i>	Helena Miller	5 minutes
3	<i>Action as Required from Executive Session (Policy BEC)</i>		
4	Recognitions:	Bill Cook	10 minutes
	*York Electric Cooperative		
	*Batson-Cook Construction		
	*Rock Hill Symphony		
5	Admin. Rule JFAA-R - Admission of Resident Students	Keith Wilks	10 minutes
6	Policy GBED - Tobacco Free Workplace	Tanya Campbell	5 minutes
7	Policy JICG - Tobacco Use by Students	Tanya Campbell	5 minutes
8	Admin. Rule IKA-R Grading and Assessment Systems	Jen Morrison	10 minutes
9	1st Set of Section "C" Policies - 1st read (Policy BG/BGD)	Luanne Kokolis	20 minutes
	*Policy CA - Administration Goals / Priority Objectives		
	*Policy CB - School Superintendent		
	*Policy CBA - Qualifications of the Superintendent		
	*Policy CBC - Superintendent Powers and Responsibilities		
	*Policy CBD - Superintendent's Contract		
	*Policy CBG - Superintendent's Professional Development		
	*Policy CBI - Evaluation of Superintendent		
	*Policy CC - Administrative Organization		
	*Policy CCA - Organization Chart		
	*Policy CCB - Line and Staff Relations		
	*Policy CF - School Building Administration		
	*Policy CFA - School Principals / Building Administration		
	*Policy CFC - Assignment and Transfer of School Administrators		
	*Policy CHA/CHB - Development of Administrative Rules / Board Review		
	*Policy CH - Policy Implementation		
	*Policy CHC - Administration in the Absence of Policy		
	*Policy CM - School District Annual Report		
10	Bond Resolution - 8% SCAGO General Obligation Debt Issuance	Terri Smith	10 minutes
	<i>Break</i>		

11	e-Learning Days	John Jones	10 minutes
12	Mental Health Update	Nancy Turner	15 minutes
13	Other and Future Business:	Helena Miller	5 minutes
14	Executive Session(s): <i>(Policy BEC)</i>		
	*Succession Planning of Master Plan 2020-2030		
15	Action as Required from Executive Session <i>(Policy BEC)</i>		
16	Adjournment		

Executive Session

- **Personnel Matters**
 - *Hirings*
- **Contractual Matter**
 - *Intergovernmental Agreement*

Call to Order

Helena Miller

Action from Executive Session



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

Memorandum

TO: Dr. Bill Cook
FROM: Mychal Frost
DATE: August 8, 2019
SUBJECT: Recognitions for August 12th School Board Meeting

A. Recognition of York Electric Cooperative

Tonight, we welcome Markeus Farrand, key accounts representative, and Marc Howie, vice president of Community Development with York Electric Cooperative for a special presentation. Over the past year, Rock Hill Schools received credits from York Electric Cooperative in the amount of \$5,896.60. Tonight, Mr. Farrand and Mr. Howie are presenting the district with a capital credit check.

B. Recognition of Batson-Cook Construction

Tonight, we would like to recognize Batson-Cook Construction 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. Representatives with Batson-Cook conceptualized and coordinated the billiards tournament as a way to further connect with and give back to the school district while making a direct impact with students who benefit from the Back the Pack program.

We are grateful for their ongoing partnership and support, and again, say thank you for organizing the fundraising event to support our students. Please welcome David Hamilton, Tony Rolfes and Shelley Oppedisano.

C. Recognition of Rock Hill Symphony Orchestra

Tonight, would like to recognize representatives from the Rock Hill Symphony and announce a partnership that will directly benefit arts education in Rock Hill Schools. We are the recipient of a grant from the symphony that will place an Artist-in-Residence in each of the district's Title 1 elementary schools, allow symphony musicians to work with our middle school students, and afford an experience for our high school musicians to perform a combined concert with the Rock Hill Symphony Orchestra. We are ecstatic about the future and possibilities this partnership will provide for students in Rock Hill Schools.

Memo

TO: Dr. Bill Cook, Superintendent

FROM: Dr. V. Keith Wilks, Executive Director of Student Services

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

DATE: August 7, 2019

SUBJECT: Proposal for new Administrative Rule for JFAA Admission of Resident Students

Attached, please find a new Administrative Rule proposal to accompany Policy JFAA for Admission of Resident Students. Within the current Policy JFAA, as cited in South Carolina Code of Law Section 59-63-30 Qualifications for Attendance, a child who lives with a parent in the district is allowed to enroll in Rock Hill School District. There is no current Administrative Rule to provide specifications for establishing expectations and processes for documenting Proof of Residency in Rock Hill School District Attendance Zone. This newly proposed Administrative Rule for JFAA will provide the appropriate documentation we have accepted, in practice, for many years.

The Administrative Rule provides the process and documentation for families who reside in a location where they do not have one of the specified items to document Proof of Residence. The Administrative Rule also specifies documentation that will not be accepted for Proof of Residence for Rock Hill School District. It also stipulates what families must do if they move inside of or outside of Rock Hill School District Attendance Zone. Finally, the Administrative Rule provides possible consequences for not adhering to the Policy and Administrative Rule.

Putting these expectations in an Administrative Rule will provide needed consistency for our school community and schools alike.

Rock Hill Schools

AR JFAA-R Admission of Resident Students

Proposal 08/19

PROOF OF RESIDENCE (Required in accordance with Section 59-63-30, *Code of Laws of South Carolina*, Rock Hill School District, requires the parent, legal guardian, or adult resident (in accordance with Section 59-63-31, now noted as responsible caregiver) with whom the student resides must establish Proof of Residency. Proof of Residency will be provided prior to initial enrollment in Rock Hill School District, at the beginning of each school year, if the parent, legal guardian, or responsible caregiver changes residence during the school year, or when requested by the school because a discrepancy in the families residence has arisen because of returned mail, no marker on the GIS coding system, bus stop discrepancy, or other issues.

I. The school will only accept the following as Proof of Residence. Please provide One (1) of the following as Proof of Residence in the name of the parent, legal guardian, or responsible caregiver:

- Electric Bill, Gas Bill within the last 60 days
- Water/sewer Bill within the last 60 days
- Rental or Lease Agreement – this document must show the following:
 1. Address of the dwelling where the student resides with the parent, legal Guardian, or responsible caregiver
 2. the landlord's or agency's name,
 3. Landlord or agency's address,
 4. Landlord or agency's telephone number
 5. Signatures of the renter/person leasing and landlord or agency representative. (Statements from apartment complexes or other multiple family dwellings need to be on letterhead stationery showing appropriate information as mentioned above).

II. The schools do not accept the following items as Proof of Residence: Driver's license, telephone bill, cable bill, voter registration, vehicle receipt, Wills, Deeds, Mortgage Statement or Receipt, Property Taxes, Rent Receipts or other documents not listed in Section I.

III. If the parent, legal guardian, or responsible caregiver enrolling a student has chosen to reside in a location where he/she does not have one of the items specified in Section I as Proof of Residence, the adult must complete the Residency Verification Form (JFAA-E1) and provide the specified information on the form to establish Proof of Residence in the school district. The form is attached.

IV. Students who move out of Rock Hill School District attendance zone during the school year, between school semesters or school years must apply with the Office of Student Services to remain in Rock Hill School District. Failure to complete a formal written request with the Office of Student Service may result in the student being withdrawn and/or tuition being charged to the parent, legal guardian, or responsible caregiver.

V. If a parent, legal guardian, or responsible caregiver fails to provide all documentation requested for Proof of Residence when requested by a school or the school district and does not provide an appropriate explanation to the school or school district in writing when requested, the following may occur:

1. The student is subject to an interruption of participation in athletics;
2. The student is subject to an interruption of participation in extracurricular activities;
3. The student may be withdrawn from the school district;
4. Tuition may be charged to the parent, legal guardian, or responsible caregiver if it is determined that the student does not reside in the Rock Hill School District Attendance Zone (Policy JFAB Admission of Nonresident Students).

These guidelines do not apply to students in attendance under Policy JFABD-Admission of Homeless Students within its procedural guidelines.



Residency Verification Form for 2019-2020 School Year **For All Schools**

This request is only valid during the school year when it is submitted.

To enroll in a school in Rock Hill Schools the parent or legal guardian must provide proof of residence. If the parent or legal guardian does not have one of the required documents in his/her name, proof of Residency can be established with the following documents:

- Current Electric Bill, Gas Bill (portion showing the service address of the residence being confirmed) or Rental/ Lease Agreement in the homeowner's (or Host Family's) name.
- The school may request updated copies of any documentation relating to this process at any time prior to or during the school year.
- The guest parent/guardian must provide a driver's license as well as two current bills or official documents in the guest parent's name with the address of the host family.
 - If you have recently moved and have not changed your address, you have 30 days to bring this to the school.
- **When you change your address within the Rock Hill School District, you will not be eligible to participate in athletics for 365 days.**

If the person presenting this document provides false information, Rock Hill Schools reserves the right to withdraw your student(s) from his/her school(s). Please inform the school of changes in address within 3 school days of the change in your residence to ensure documentation can be shared with parents appropriately.

This is to confirm that _____ Parent(s) or legal guardian(s) of: (list all school age children below:
Parent(s)/Legal Guardian (s) (Guest Parent)

Student's Info: 1.Full Name: _____ **DOB:** _____ **Current Grade:** _____ **Currently Expelled or Suspended?** _____

Student's Info: 2.Full Name: _____ **DOB:** _____ **Current Grade:** _____ **Currently Expelled or Suspended?** _____

Student's Info: 3.Full Name: _____ **DOB:** _____ **Current Grade:** _____ **Currently Expelled or Suspended?** _____

Student's Info: 4. Full Name: _____ **DOB:** _____ **Current Grade:** _____ **Currently Expelled or Suspended?** _____

lives with me, _____, at _____
Name of the person responsible for the residence (Host Family) Address of residence

By signing this form I understand that this is a legal document. If the information above is not accurate, I understand that I may be prosecuted for falsifying information.

Signature of Host Family Date Contact Number

Signature of the Guest Parent /Legal Guardian Date Contact Number Email Address

Is this your **permanent residence**? ____ Yes ____ No. If this is not your permanent residence, how long do you anticipate living at this residence? _____

Please explain the reason(s) you and your school age children reside at the above listed residence:

The notarizing is for both the **Host Family's** signature and **Guest Parent's** signature.

Notary Seal

Notary signature/number _____ Notary expiration date _____

Attention Schools: A copy of this form and the Proof of Residence must be sent, by the school, to the Office of Student Services within 5 days of accepting this document at the school.



Memo

TO: Dr. William Cook

FROM: Dr. Tanya Campbell

DATE: August 7, 2019

SUBJECT: Policy Revisions for First Read

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

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

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

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

TOBACCO FREE WORKPLACE

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

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

For purposes of this policy:

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

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

The board commits to the following:

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

Notice

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

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

Enforcement

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

SCSBA

(see next page)

PAGE 2 - GBED - TOBACCO FREE WORKPLACE

Students

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

Staff

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

Contract or other workers

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

Visitors, volunteers, or members of the public

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

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

Education and Assistance

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

Tobacco Industry Marketing or Sponsorship

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

Cf. ADC, JICG

Adopted ^

SCSBA

(see next page)

PAGE 3 - GBED - TOBACCO FREE WORKPLACE

Legal References:

A. United States Code of Laws, as amended:

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

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

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

Current

Policy

TOBACCO-FREE SCHOOLS/STAFF

Code GBED Issued 11/17

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

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

Goal

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

Procedures

~~The District will do the following:~~

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

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

Enforcement

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

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

Tobacco industry marketing or sponsorship

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

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

~~Legal references:~~

~~A. United States Code:~~

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

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

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

TOBACCO USE BY STUDENTS

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

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

For purposes of this policy:

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

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

The board commits to the following:

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

Notice

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

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

Enforcement

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

PAGE 2 - JICG - TOBACCO USE BY STUDENTS

Students

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

Staff

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

Contract or other workers

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

Visitors, volunteers, or members of the public

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

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

Education and Assistance

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

Tobacco Industry Marketing or Sponsorship

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

Cf. ADC, GBED

Adopted ^

SCSBA

(see next page)

PAGE 3 - JICG - TOBACCO USE BY STUDENTS

Legal References:

- A. United States Code of Laws, as amended:
 - 1. Pro-Children Act of 2001, 20 U.S.C.A. Section 7972, *et seq.*
- B. S.C. Code of Laws, 1976, as amended:
 - 1. Section 16-17-490 - Prohibits contributing to the delinquency of a minor.
 - 2. Section 16-17-500, *et seq.* - Youth Access to Tobacco Prevention Act of 2006.
 - 3. Section 44-95-10, *et seq.* - Clean Indoor Air Act of 1990.
 - 4. Section 59-1-380 - Requires a written district policy prohibiting the use of tobacco products and alternative nicotine products on school property or at school-sponsored events.
 - 5. Section 59-67-150 - Prohibits use of tobacco products on school buses.

Current

Current

Policy JICG Tobacco Use by Students

Issued 5/16

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

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

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

Goal

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

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

Education and Assistance

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

Tobacco Industry Marketing or Sponsorship

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

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.

Memo

TO: Dr. Bill Cook, Superintendent

FROM: Jennifer Morrison
Executive Director of Secondary Education

DATE: August 7, 2019

SUBJECT: Requested Revisions to Policy IKA-R

In May 2019 after approval by the South Carolina State Board of Education, the South Carolina Department of Education (SCDE) released a fourth set of revisions to the state's Uniform Grading Policy (UGP), which is authorized under S.C. Code Ann. § 59-5-68. Rock Hill Schools and all South Carolina school districts are required to comply with the revisions beginning in the 2019-20 school year.

The May 2019 revisions to the UGP are primarily technical and focused on providing clarifying language to certain sections. For ease of future changes and clarifications, grading scales and procedures for calculating GPA have been moved out of the UGP policy document to a separate administrative procedures document. Technical assistance regarding changes was provided to districts via a statewide webinar in May 2019.

After a thorough review SCDE technical assistance, as well as the newly issued guidelines in the May 14 versions of the *South Carolina Uniform Grading Policy* document and the *Administrative Procedures South Carolina Uniform Grading Policy* document, requested revisions to Rock Hill School Policy IKA-R (Grading/Assessment Systems) are attached.

Changes to IKA-R align with revisions and current language in state guidelines. In addition to minor language modifications, requested changes reflect:

- Inclusion of additional letter grades outlined state guidelines including FA (Failure due to Absence), P (Passing), NP (Not Passing), WF (Withdrawal Failure), WP (Withdrawal Passing), and AU (Audit) along with information about numerical values and how these grades should appear on a student's transcript;
- Clarification that students in grades 9-12 are allowed to retake courses at the same level of difficulty if they earn a grade of D, P, NP, WP, FA, WF, or F (not just a D or F) in the original course;
- Revision of the conversion process used when students transfer into Rock Hill Schools with numerical and/or non-numerical grades;
- Inclusion of the condition that honors courses approved beginning in 2017-18 must meet criteria outlined in the *South Carolina Honors Framework* published by the South Carolina Department of Education;

- Inclusion of the requirement that permission must be granted by the student's home high school prior to the student's enrollment in an institution of higher education for dual credit; and
- Clarification that a student who has taken a course for a Carnegie unit prior to his/her ninth grade year may retake that course regardless of the grade earned and that the student's record will reflect all courses taken and the grades earned.

AR IKA-R Grading/Assessment Systems

Issued 6/16

Grading Scales

Kindergarten through second grade

Student progress in kindergarten and grades one and two is reported for all subjects using a district-developed report card which denotes when students are below expectation, meet expectation, or exceed expectation.

Grades three through 12

Student progress in grades three through 12 is reported for all subjects as follows:

Letter grade	Numerical average
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	Below 60

Add row with letter grade WF and numerical grade 50.

Add row with letter grade FA and numerical grade 50.

Add row with letter grade P and numerical grade *No value*.

Add row with letter grade NP and numerical grade *No value*.

Add row with letter grade WP and numerical grade *No value*.

Add row with letter grade AU and numerical grade *No value*.

State Uniform Grading Scale (Grades Nine through 12)

Numerical breaks for letter grades, weightings for specified courses, and a conversion chart for computing grade point ratios follow:

South Carolina Uniform Grading Scale Conversions				
Numerical average	Letter grade	College Prep	Honors	AP/IB/Dual credit
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200

91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000

79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000

69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000

59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100
0-50	F	0.000	0.000	0.000
WF	F	0.000	0.000	0.000
WP	-	0.000	0.000	0.000

Remove current WF and WP rows.

Add row with numerical average 50, letter grade WF, and conversions 0.000, 0.000, and 0.000.

Add row with numerical average 50, letter grade FA, and conversions 0.000, 0.000, and 0.000.

Add row with numerical average “-“, letter grade WP, and conversions 0.000, 0.000, and 0.000.

Additional letter grades are used so that appropriate grades can be displayed for students who recover or do not recover a credit, who audit a course, or for students who have specific transfer credits from out-of-state or non-public schools:

- P – Pass
- NP – Not Passing
- AU – Audit

The course and grade information (for these letter grades of P, NP, or AU) will display on the student’s transcript for students as follows:

- A student who has successfully recovered the credit for a failed course will receive a “P” as the letter grade.
- A student who does not successfully recover the credit for a failed course will receive “NP” as the letter grade.
- A transfer student whose transcript indicates the student earned a failing grade in any course in which s/he had a numerical average 60 or above will receive an “NP” as the letter grade.
- A student who is allowed to audit a course per local school/district policies will receive an “AU” for the letter grade.

Conversion Process

All report cards and transcripts will use numerical grades for courses carrying Carnegie units. Transcripts and report cards will show course title and level/type of course taken. The grading scale must be printed on the report card.

When transcripts are received from accredited out-of-state schools (or in-state from accredited sources other than the public schools) and numerical averages are provided, those averages must be used in transferring the grades to the student's record. If letter grades with no numerical averages are provided, this conversion will apply:

A = 95

B = 85

C = 75

D = 65

F = 50

~~Grades lower than 60 received from another school that are indicated as "passing" from the sending institution will be converted to a 65 numerical grade.~~ If the transcript indicates that the student has earned a passing grade in any course in which he or she had a numerical average lower than 60, the grade will be recorded as a "P" on the transcript. If the transcript indicates that the student has earned a failing grade in any course in which he or she had a numerical average 60 or above, the grade will be recorded as an "NP" on the transcript. State Board Regulation 43-273 will be used for complete information on transfers and withdrawals.

~~A grade of "P" (passing) received from another school will be converted to a numerical grade based upon information secured from the sending institution as to the approximate numerical value of the P. If no numerical average can be obtained from the sending institution, the student's cumulative transfer grade point average (GPA) will be calculated and the corresponding number equivalent will be assigned to replace the P. (For example, if a student transfers with a cumulative GPA of 3.5 on the CP scale, the grade of P would be converted to an 85. Grades of P, in other words, will neither positively nor negatively impact the student's transfer GPA.)~~

If the transcript shows that the student has earned a letter grade of P (passing) or F (failing), that grade will be converted to a numerical designation on the basis of information secured from the sending institution as to the appropriate numerical value of the "P" or the "F."

If no numerical average can be obtained from the sending institution for the "P" as the letter grade, an earned credit will be awarded, the grade will be exempted from the GPA calculation, and the letter grade of "P" will display on the transcript.

If no numerical average can be obtained from the sending institution for the "F" as the letter grade, no earned credit will be awarded for the course, the grade will be exempted from the GPA calculation, and the letter grade of "NP" will display on the transcript.

Weightings

The following two categories of weights are allowed:

- an additional .5 for honors courses
- 1.0 for Advanced Placement, International Baccalaureate, and dual credit courses leading to a baccalaureate or associate degree

Those weightings are built into the conversion table outlined in this administrative rule.

Honors Courses

Honors courses are intended for students exhibiting superior abilities in the particular course content area. The honors curriculum will place emphasis on critical and analytical thinking, rational decision-making, and inductive and deductive reasoning. Honors courses should not encourage a student to graduate early, but should extend course opportunities at the high school level.

The district will designate honors courses and give the assigned weighting under the following conditions:

- An honors course must have a published syllabus that verifies rigor that is sufficiently beyond the College Preparatory (CP) requirements.
- Textbooks and/or other course materials must be differentiated and more rigorous than those used in CP courses.
- Honors courses may be offered in English, mathematics, science, and social studies. Additionally, honors courses may be designated in other content areas for courses where students are earning their third or fourth Carnegie unit in the content area, provided the standards listed above are met. Honors weighting may not be designated in any physical education courses.
- Honors courses approved beginning in 2017-18 must meet criteria outlined in the *South Carolina Honors Framework* published by the South Carolina Department of Education.

Students taking courses for high school credit in middle school grade levels may receive honors weighting when calculating the high school GPA. These must meet the conditions listed above.

One-half of a quality point (.5) will be added to the CP weighting for honors courses that meet all three criteria listed above. These criteria apply to all courses, including those offered online and in other nontraditional settings, as well as those recorded on a transcript from an out-of-state-school accredited under the board of education of that state or the appropriate regional accrediting agency. Transcripts will reflect honors designation for any honors course taken.

Dual Credit Courses

Dual credit courses, whether the course is taken at the school site where the student is enrolled or at a post-secondary institution, are defined as those courses for which the student has received permission from his/her home school to receive both Carnegie units and post-secondary credit for those particular courses. One quality point will be added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by accredited institutions.

College orientation classes for dual credit will be weighted as CP.

Students may not take college courses on their own time at an institution of higher education with the expectation that the course would be transcribed back to the high school transcript without first consulting the district to determine if the course is a part of the agreement between the high school and institution of higher education. Permission must be granted by the student's home high school prior to the student's enrollment in an institution of higher education.

Advanced Placement and International Baccalaureate Courses

The following criteria apply to the College Board's Advanced Placement (AP) courses and to International Baccalaureate (IB) courses - including these courses when offered online and in other non-traditional settings and when recorded on transcripts from accredited out-of-state schools and in-state from sources other than the public schools that are accredited by the six accrediting agencies identified in State Board [Regulation 43-273](#), Transfers and Withdrawals:

- Only AP or IB courses can be awarded for a full quality point above the CP weighting. Seminar **or** support courses for AP or IB may be weighted as honors but not as AP or IB courses.
- An AP course can carry only *one* quality point.
- A standard level (SL) IB course **which requires a minimum of 120 hours of instruction** can carry only one quality point. However, two quality points of IB credit can be granted for higher-level (HL) courses in the IB program that require a minimum 240 hours of instruction.

End of Course Examination Program (EOCEP) Courses and the Credit Recovery Option

Students who are enrolled in courses requiring state end-of-course examinations must take the examinations and follow all requirements outlined in [Regulation 43-262.4](#). Students will be allowed to take the examination only *once* during the completion of the course. The student must take the EOCEP test at the end of the regular course duration and not at the end of an extended period granted through the credit recovery option. Students who repeat the course must be treated as though they are taking the course for the first time and all requirements, including the credit recovery option, apply.

Grade Point Averages

The uniform grading scale and system for figuring GPA and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school level.

As applicable, the district will recalculate GPAs already earned by students based on the three-decimal-point scale as outlined in this administrative rule.

Grade point averages will be figured uniformly in all schools using the following formula. The formula will yield each student's GPA which can then be ranked from highest to lowest rank in the class. Computations will not be rounded to a higher number. All diploma candidates are included in the ranking.

All South Carolina public schools will use the following formula to compute GPA:

$$\text{GPA} = \frac{\text{sum (quality points x units)}}{\text{sum of units attempted}}$$

The criteria for determining honor graduates, to include valedictorian or salutatorian, is a local decision. LIFE Scholarships are determined at the conclusion of the spring semester of the senior year. All high schools will determine valedictorian, salutatorian, and honor graduates in accordance with board policy [IKD](#) (Honor Rolls/Honor Graduates) and administrative rule [IKD-R](#).

Course Withdrawals

With the first day of enrollment as the baseline, students who withdraw from a course within three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course will do so without penalty.

Students who withdraw from a course after the specified time of three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course will be assigned a WF and the F will be calculated in the student's overall grade point average/ratio.

The three, five, and 10-day limitations for withdrawing from a course without penalty do not apply to course or course level changes initiated by the administration of a school. The district will establish withdrawal limitations for distance learning courses.

Students who drop out of school or are expelled after the allowed period for withdrawal, but before the end of the grading period, will be assigned grades in accordance with the following:

- The student will receive a WP if he/she was passing the course. The grade of WP will carry no Carnegie units and no quality points to be factored into the student's GPA.
- The student will receive a WF if he/she was failing the course. The grade of WF will carry no Carnegie units but will be factored into the student's GPA as a 50.

If a student fails a course due to excessive absences, an FA will be recorded on his/her transcript. The grade of FA will carry no Carnegie units but will be factored into the student's GPA as a 50.

Retaking Courses

Students in grades nine through 12 may retake a course at the same level of difficulty if they earned a D, **P**, **NP**, **WP**, **FA**, **WF**, or F in that course. The student's record will reflect all courses taken and the grades earned.

The student may retake the course either during the current school year or during the next school year but no later than that second year. In addition, the student must retake the course before he/she has enrolled in the next sequential course (unless granted approval by the school administration to do so).

A student who has taken a course for a Carnegie unit prior to his/her ninth grade year may retake that course regardless of the grade earned. ~~In this case, only the retake grade will be used in figuring the student's GPA and only the retake attempt will show on the transcript. This rule will apply whether the retake grade earned is higher or lower than the grade previously earned by the student.~~ The student's record will reflect all courses taken and the grades earned.

Issued 2/14/07; Revised 5/27/14, 6/13/16, **8/26/2019**



Planning Department
Phone: 803-981-1045

Memo

TO: Dr. Bill Cook, Superintendent

FROM: Dr. Luanne Kokolis

DATE: August 8, 2019

SUBJECT: **First Read Policies**

Attached are Section "C" policies for 1st read review and discussion.

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	No SCSBA Model; This area may be addressed through contract
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

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

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

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

The board expects the administration to specialize in the following:

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

Adopted ^

Current

Policy CA Administration Goals/Priority Objectives

Issued 6/99

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

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

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

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

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

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

The board expects the administration to specialize in the following.

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

Adopted 6/99

York 3/Rock Hill School District

SCHOOL SUPERINTENDENT

Recommended Model

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

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

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

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

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

Adopted ^

SCHOOL SUPERINTENDENT

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

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

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

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

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

Adopted ^

Current

Policy CB School Superintendent

Issued 6/99

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

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

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

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

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

Adopted 6/99

York 3/Rock Hill School District

QUALIFICATIONS OF SUPERINTENDENT

Recommended Model

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

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

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

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

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

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

Adopted ^

Legal References:

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

QUALIFICATIONS OF SUPERINTENDENT

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

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

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

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

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

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Adopted ^

Legal References:

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

Current

Policy CBA Qualifications of Superintendent

Issued 6/99

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

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

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

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

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

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

Legal references:

S. C. Code, 1976, as amended:

[Section 59-13](#)-20 - Qualifications of superintendents.

State Board of Education Regulations:

[R-43-66](#) - Qualifications of superintendents.

York 3/Rock Hill School District

SUPERINTENDENT'S DUTIES AND RESPONSIBILITIES

Recommended Model

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

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

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

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

Administration in the Absence of Policy

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

SUPERINTENDENT'S DUTIES AND RESPONSIBILITIES

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

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- 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.

Current

Policy CBC Superintendent Powers and Responsibilities

Issued 7/99

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

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

The superintendent's specific responsibilities will include the following.

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

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

York 3/Rock Hill School District

SUPERINTENDENT'S CONTRACT

Recommended Model

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

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

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

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

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

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

Adopted ^

Legal References:

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

SUPERINTENDENT'S CONTRACT

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

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

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

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

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

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

Adopted ^

Legal References:

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

Current

Policy CBD Superintendent's Contract

Issued 7/99

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

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

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

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

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

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

Legal references:

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

[Section 30-4-10 et seq.](#) - South Carolina Freedom of Information Act.

State Board of Education regulations:

[R-43-161](#) - Appointment of superintendent.

York 3/Rock Hill School District

Current

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

Current— No Model Recommended - Recommended to Eliminate

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

EVALUATION OF SUPERINTENDENT

Recommended Model

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

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

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

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

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

Adopted ^

EVALUATION OF SUPERINTENDENT

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

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

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

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

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

Adopted ^

Current

Policy CBI Evaluation of Superintendent

Issued 10/98

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

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

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

York 3/Rock Hill School District

ADMINISTRATIVE ORGANIZATION

Recommended Model

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

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

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

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

Adopted ^

ADMINISTRATIVE ORGANIZATION

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

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

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

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

Adopted ^

Current

Policy CC Administrative Organization

Issued 7/99

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

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

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

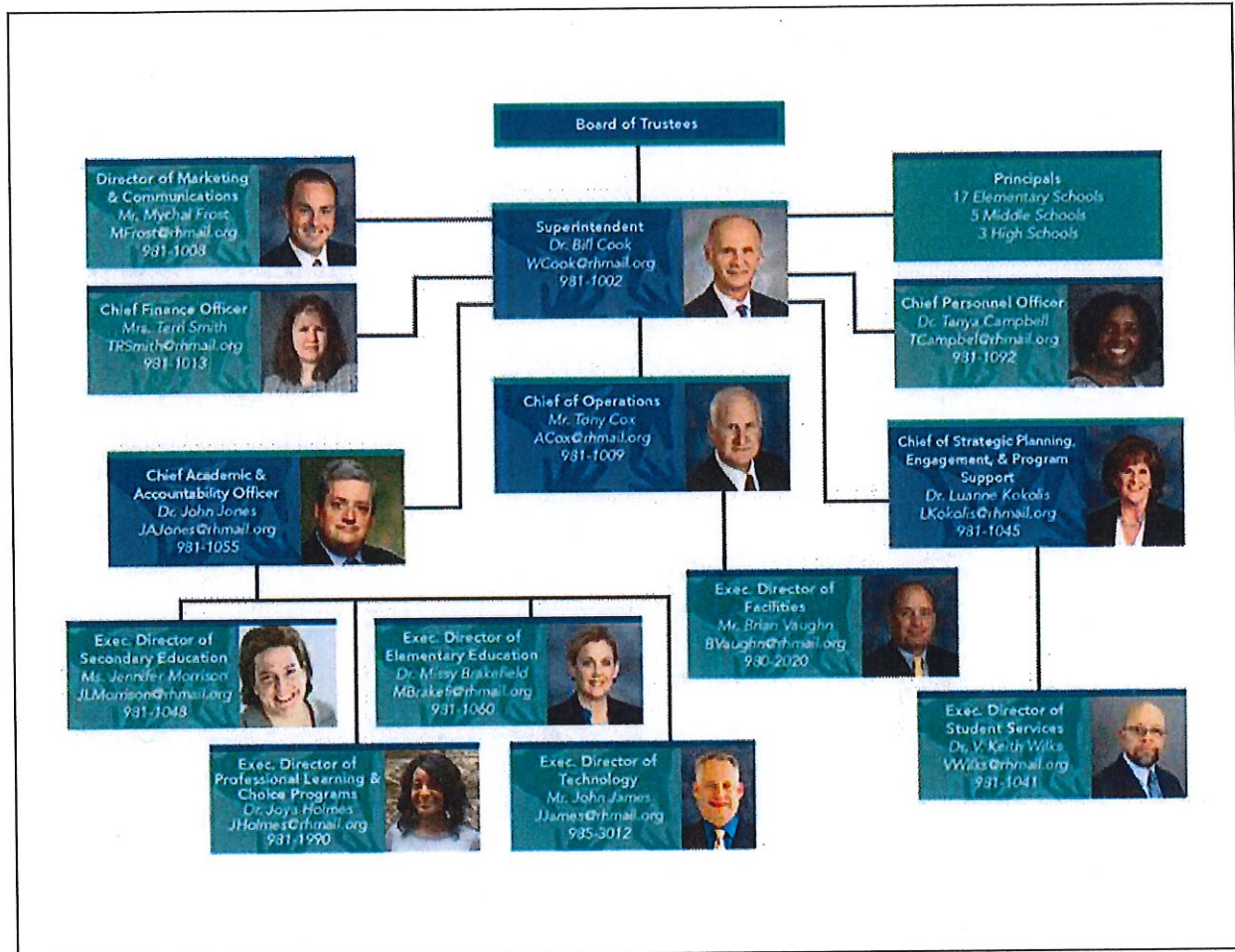
Adopted 7/99

York 3/Rock Hill School District

ORGANIZATION CHART

Model Recommended

Code **CCA** Issued **MODEL**



LINE AND STAFF RELATIONS

Recommended Model

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

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

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

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

Support Staff Interrelationships

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

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

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

General Power and Authority of the Teacher

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

Teacher's Relationship with Other Staff Members

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

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

Teacher's Relationship with the Principal

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

PAGE 2 - CCB - LINE AND STAFF RELATIONS

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

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

Teacher's Relationship with the Superintendent

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

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

Board and Teacher Relations

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

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

Board and Principal Relations

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

Adopted ^

LINE AND STAFF RELATIONS

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

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

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

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

Support Staff Interrelationships

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

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

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

General Power and Authority of the Teacher

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

Teacher's Relationship with Other Staff Members

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

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

Teacher's Relationship with the Principal

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

PAGE 2 - CCB - LINE AND STAFF RELATIONS

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

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

Teacher's Relationship with the Superintendent

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

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

Board and Teacher Relations

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

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

Board and Principal Relations

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

Adopted ^

Current

Policy CCB Line and Staff Relations

Issued 7/99

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

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

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

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

General power and authority of the teacher

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

Teacher's relationship with the superintendent

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

Teacher's relationship with the principal

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

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

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

Board and principal relations

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

Board and teacher relations

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

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

Teacher's relationship with other employees

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

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

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

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

Adopted 7/99

York 3/Rock Hill School District

Current

No Model – Recommend to Replace with CFA Model

Policy CF School Building Administration

Issued 2/07

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

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

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

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

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

York 3/Rock Hill School District

SCHOOL PRINCIPALS/BUILDING ADMINISTRATORS

Recommended Model

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

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

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

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

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

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

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

Adopted ^

Legal References:

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

SCHOOL PRINCIPALS/BUILDING ADMINISTRATORS

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

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

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

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

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

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

Adopted ^

Legal References:

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

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

Current

Policy CFA School Principals/Building Administrators

Issued 7/99

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

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

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

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

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

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

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

Prime responsibilities of the principal include the following.

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

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

ASSIGNMENT AND TRANSFER OF SCHOOL ADMINISTRATORS

No Current Policy - Recommend Model

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

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

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

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

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

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

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

Adopted ^

Legal References:

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

ASSIGNMENT AND TRANSFER OF SCHOOL ADMINISTRATORS

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

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

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

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Legal References:

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

Current – No Model

Recommend No Revision Needed

Policy CHA/CHB Development of Administrative Rules/Board Review

Issued 7/99

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

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

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

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

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

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

(Cf. (BGC/BGD)

Adopted 10/24/88; Revised 7/99

York 3/Rock Hill School District

POLICY IMPLEMENTATION

Recommended Model

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

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

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

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

Adopted ^

POLICY IMPLEMENTATION

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

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

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Adopted ^

Current

Policy CH Policy Implementation

Issued 7/99

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

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

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

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

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

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

Adopted 10/24/88; Revised 7/99

York 3/Rock Hill School District

Current

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

Issued 7/99

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

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

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

Adopted 7/99

York 3/Rock Hill School District

SCHOOL DISTRICT ANNUAL REPORTS

Recommended Model

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

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

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

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

Adopted ^

Legal References:

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

1. Section 59-18-900(E) - School report cards.
2. Section 59-18-1300, *et seq.* - District strategic and school renewal plans.
3. Section 59-20-60(3) - Comprehensive five-year plans and annual updates.
4. Section 59-139-05, *et seq.* - Long-range planning.

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

1. R43-261 - District and school planning.

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3. Section 59-20-60(3) - Comprehensive five-year plans and annual updates.
4. Section 59-139-05, *et seq.* - Long-range planning.

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

1. R43-261 - District and school planning.

Current

Policy CM School District Annual Report

Issued 7/99

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

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

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

Adopted 7/99

York 3/Rock Hill School District

Current

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Issued 7/99

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Adopted 7/99

York 3/Rock Hill School District

Memo

TO: Dr. Bill Cook

FROM: Terri Smith

DATE: August 7, 2019

SUBJECT: Bond Resolution – 8% SCAGO General Obligation Debt for FY 2019-2020

Our bond counsel in cooperation with our financial advisor has prepared the attached bond resolution for the Board of Trustees approval at the August 26, 2019 business meeting. A copy of the Building Program Funding report, prepared by Compass Municipal Advisors, is also attached.

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 our 8% debt capacity. This bond resolution is for the purpose of providing funds to pay for the acquisition and installation of technology, capital improvements and upgrades, student activity equipment as recommended in the 2017 Student Activity Study, and the annual 2016 Acquisition, Use and Security Agreement payment. This bond resolution will not require an increase in tax millage. Our Debt Service millage will remain at 52 mills.

Our financial advisor has reviewed our projected debt service fund balance for June 30, 2019, June 30, 2020 and December 31, 2020. As stated in Policy DFAC, the debt service sinking fund will have a balance equal to or at least 20 percent or 18 months of debt service payments for the district. Any accumulation in the debt service fund is the difference between our budgeted value of a mill and the actual collectable value of a mill. The budgeted number is always conservative to ensure there is enough monies to make the payments of full faith and credit General Obligation bonds.

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

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

A RESOLUTION

AUTHORIZING THE ISSUANCE AND SALE OF NOT EXCEEDING \$10,750,000 GENERAL OBLIGATION BONDS, IN ONE OR MORE SERIES, IN ONE OR MORE YEARS, WITH APPROPRIATE SERIES DESIGNATIONS, INCLUDING A TAX-EXEMPT SERIES AND A TAXABLE SERIES, IF APPROPRIATE, OF ROCK HILL SCHOOL DISTRICT NO. 3 OF YORK COUNTY, SOUTH CAROLINA; AUTHORIZING THE SOUTH CAROLINA ASSOCIATION OF GOVERNMENTAL ORGANIZATIONS TO FACILITATE THE SALE OF THE BONDS UNDER ITS GENERAL OBLIGATION DEBT PROGRAM; PRESCRIBING THE TERMS AND CONDITIONS UNDER WHICH THE BONDS MAY BE ISSUED; AUTHORIZING THE SUPERINTENDENT OF THE SCHOOL DISTRICT TO DETERMINE CERTAIN MATTERS RELATING TO THE BONDS; PROVIDING FOR THE PAYMENT OF THE BONDS AND THE DISPOSITION OF THE PROCEEDS THEREOF; AND OTHER MATTERS RELATING THERETO.

Adopted: August 26, 2019

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

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

“Acquisition Agreement” shall mean the Acquisition, Use and Security Agreement between the School District and Banc of America Public Capital Corp. dated December 27, 2016.

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

“Board” shall mean the Board of Trustees of Rock Hill School District No. 3 of York County, South Carolina.

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

“Bondholder” or the term “Holder” or any similar term shall mean the registered owner of the Bond.

“Bonds” shall mean the total aggregate principal amount of general obligation bonds authorized and issued pursuant to this Resolution.

“Books of Registry” shall mean the registration books maintained by the Registrar in accordance with Section 7 hereof.

“District Superintendent” shall mean the Superintendent of the School District.

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

“Paying Agent” shall mean the School District.

“Registrar” shall mean the School District.

“Resolution” shall mean this Resolution.

“SCAGO” shall mean the South Carolina Association of Governmental Organizations.

“SCAGO Certificates” shall mean certificates of participation evidencing undivided proportionate interests in the GO Debt of the participating school districts issued by SCAGO pursuant to the SCAGO Trust Agreement.

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

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

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

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

“State” shall mean the State of South Carolina.

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

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

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

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

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

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

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

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

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

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

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

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

(i) It is in the best interest of the School District to participate in the SCAGO GO Program and to provide for the issuance and sale of the Bonds of the School District pursuant to the aforesaid provisions of the Constitution and laws of the State in the principal amount not exceeding \$10,750,000 for the purposes of providing funds to pay some or all of the 2019-2020 fiscal year Acquisition Payments, to defray the costs of capital improvements and upgrades as shall be determined by the Board in accordance with the School District’s capital financing plan (the “Projects”) and to pay costs of issuance of the Bonds.

SECTION 3. Authorization and Details of Bonds. Pursuant to the aforesaid provisions of the Constitution and laws of the State, there is hereby authorized to be issued not exceeding \$10,750,000 general obligation bonds of the School District to obtain funds for the purposes mentioned in Section 2(i) above, including any financial and legal fees relating thereto and other incidental costs of issuing the Bonds. The Bonds will be issued in one or more series, in one or more years, each with an appropriate series designation, and, if necessary, one or more of the series of Bonds may be designated as Taxable Bonds.

Each of the Bonds shall be issued as single fully-registered Bonds; shall be dated as of the date on which each Bond is delivered to the initial purchaser thereof or such other date as the District Superintendent determines; shall be in denominations equal to the respective par amount of each Bond not exceeding \$10,750,000 in the aggregate; shall bear interest (calculated on the basis of a 360-day year comprising twelve 30-day months) from their respective dates payable on the maturity date thereof, at such rates as may be determined by the District Superintendent at the time of the sale thereof; and shall mature on such dates as determined by the District Superintendent.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- (a) comply with the applicable provisions of Section 103 and Sections 141 through 150 of the IRC so long as the Tax-Exempt Bonds are outstanding;
- (b) establish such funds, make such calculations and pay such amounts, in the manner and at the times required in order to comply with the requirements of the IRC relating to required arbitrage rebates of certain amounts to the United States; and
- (c) make such reports of information at the time and places required by the IRC.

SECTION 15. Exemption from State Taxes. Both the principal of and interest on the Bonds shall in accordance with the provisions of Section 12-2-50 of the S.C. Code be exempt from all State, county, municipal, school district, and all other taxes or assessments, except estate or other transfer taxes, direct or indirect, general or special, whether imposed for the purpose of general revenue or otherwise.

SECTION 16. Events of Default. The School District agrees that each of the following events may be considered an “Event of Default” under the SCAGO Trust Agreement:

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

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

SECTION 17. Remedies. The School District agrees that each of the following may be included as remedy for an “Event of Default” under the SCAGO Trust Agreement:

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

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

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

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

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

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

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

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

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

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

[Signature page follows]

Adopted this 26th day of August, 2019.

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

Chair, Board of Trustees

(SEAL)

ATTEST:

Secretary, Board of Trustees

EXHIBIT A

FORM OF BOND

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

No. R-1

<u>INTEREST RATE</u>	<u>MATURITY DATE</u>	<u>BOND PAYMENT DATE</u>	<u>ORIGINAL ISSUE DATE</u>
----------------------	----------------------	--------------------------	----------------------------

PRINCIPAL AMOUNT:

REGISTERED HOLDER: South Carolina Association of Governmental Organizations

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

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

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

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

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

This Bond is not subject to redemption prior to maturity.

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

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

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

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

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

Chair, Board of Trustees

(SEAL)

ATTEST:

Secretary, Board of Trustees

REGISTRAR'S CERTIFICATE OF AUTHENTICATION

Date of Authentication:

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

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

By: _____
Secretary, Board of Trustees

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

TEN COM - as tenants in common

UNIF GIFT MIN ACT -

TEN NET - as tenants by the
entireties

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

JT TEN - as joint tenants with
right of survivorship
and not as tenants in
common

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

EXHIBIT B

FORM OF SUMMARY NOTICE OF SALE

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

[PRINCIPAL AMOUNTS AND NAMES OF
PARTICIPATING SCHOOL DISTRICTS]

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

Sale Date: _____, 20__

Sale Time: _____ a.m., South Carolina time

Bonds Dated: _____, 20__

Interest Payment: March ____, 20__

Maturity: March ____, 20__

Redemption provisions: The Certificates and Bonds are not subject to redemption.

Book-Entry-Only: The Certificates will be book-entry-only.

Legal Opinion: Burr & Forman LLP, Columbia, South Carolina

Financial Advisor: Compass Municipal Advisors, LLC, Columbia, South Carolina

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

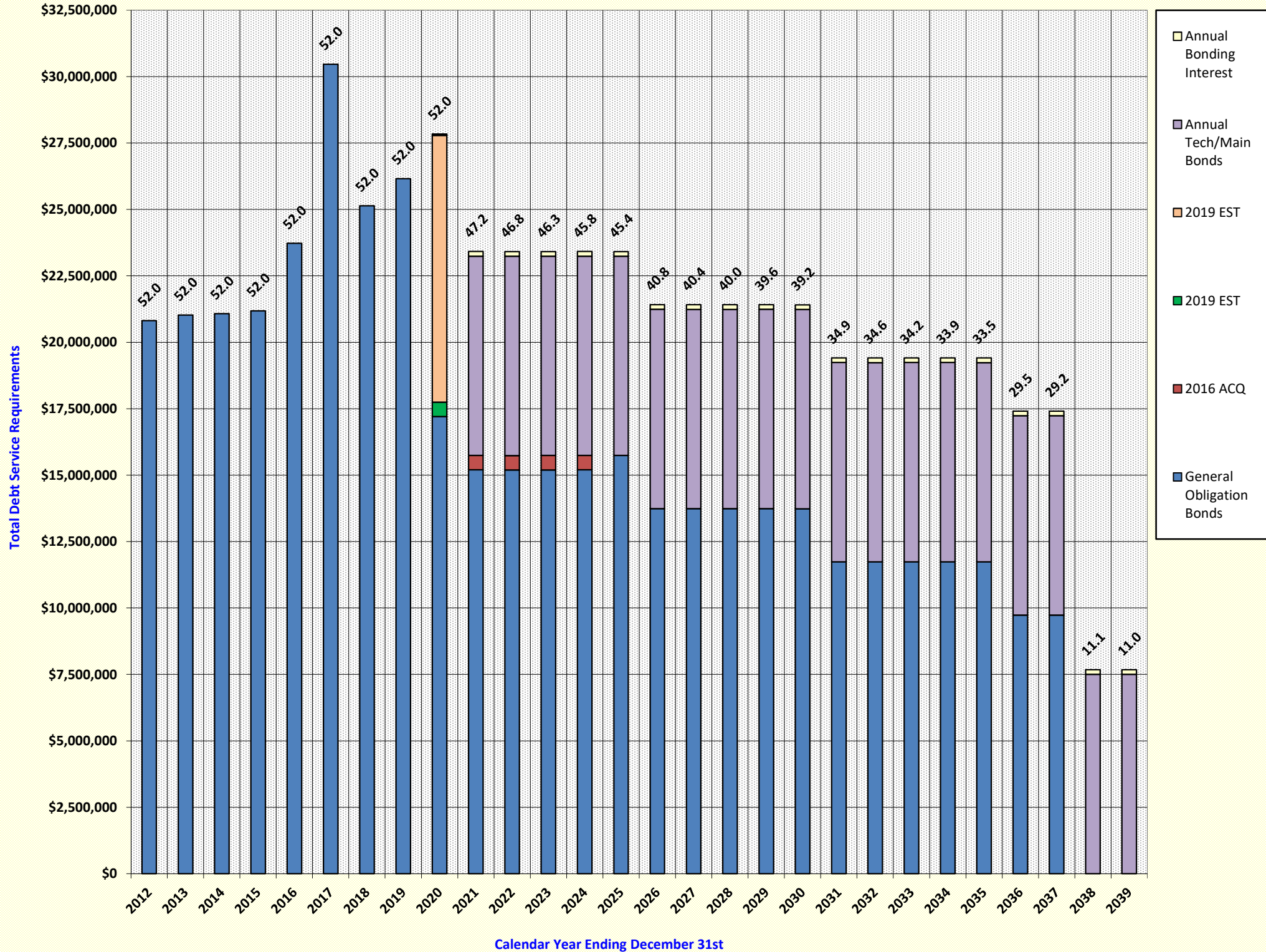
For additional information, please contact the School Districts’ Bond Counsel, Francenia B. Heizer, Esquire, Burr & Forman LLP (Burr Forman McNair), telephone (803) 799-9800; e-mail: fheizer@burr.com or the School Districts’ financial advisor, Brian Nurick, Managing Director, Compass Municipal Advisors,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

*Preliminary, subject to change.

York County School District No. 3 (Rock Hill)
(Building Program Funding Report)

Debt Capsule Report

(A)	(B)	(C)	(D)	(E)	(F)	(G)
Bond Series	Original Par Amount	Current Amount Outstanding	Borrowing Interest Rate	Refundable Bonds Interest Rate	Final Maturity	Call Information
2014A REF	\$16,170,000	\$10,970,000	2.172%	---	2025	Non-Callable
2015A REF	\$53,810,000	\$48,415,000	2.673%	3.345%	2032	Mar 2025 @ 100%
2016C REF	\$11,665,000	\$11,665,000	1.769%	2.470%	2029	Mar 2026 @ 100%
2016 ACQ	\$3,525,000	\$2,560,000	1.855%	---	2023	Non-Callable
2017B	\$110,000,000	\$103,825,000	2.999%	4.266%	2037	Mar 2027 @ 100%
Totals:	\$195,170,000	\$177,435,000	---	---	---	---



Debt Service Structure Report

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)
		(Bonded)	(ACQ Pmt)	(New Money)				
Calendar Year	General Obligation Bonds	Series 2016 ACQ Bonds	Series 2019 EST Bonds	Series 2019 EST Bonds	Reserved	Annual Tech/Main Bonds	Bonding Interest	Total Payments
2012	\$20,813,145							\$20,813,145
2013	\$21,025,930							\$21,025,930
2014	\$21,076,698							\$21,076,698
2015	\$21,183,950							\$21,183,950
2016	\$23,725,887							\$23,725,887
2017	\$30,464,850							\$30,464,850
2018	\$25,134,710							\$25,134,710
2019	\$26,156,044							\$26,156,044
2020	\$17,202,175		\$541,000	\$10,041,000			\$57,687	\$27,841,862
2021	\$15,199,875	\$541,343				\$7,500,000	\$175,000	\$23,416,218
2022	\$15,197,725	\$541,012				\$7,500,000	\$175,000	\$23,413,737
2023	\$15,198,550	\$540,515				\$7,500,000	\$175,000	\$23,414,065
2024	\$15,199,175	\$540,850				\$7,500,000	\$175,000	\$23,415,025
2025	\$15,739,825					\$7,500,000	\$175,000	\$23,414,825
2026	\$13,739,775					\$7,500,000	\$175,000	\$21,414,775
2027	\$13,736,600					\$7,500,000	\$175,000	\$21,411,600
2028	\$13,738,538					\$7,500,000	\$175,000	\$21,413,538
2029	\$13,739,250					\$7,500,000	\$175,000	\$21,414,250
2030	\$13,735,200					\$7,500,000	\$175,000	\$21,410,200
2031	\$11,736,075					\$7,500,000	\$175,000	\$19,411,075
2032	\$11,735,425					\$7,500,000	\$175,000	\$19,410,425
2033	\$11,737,300					\$7,500,000	\$175,000	\$19,412,300
2034	\$11,736,400					\$7,500,000	\$175,000	\$19,411,400
2035	\$11,734,000					\$7,500,000	\$175,000	\$19,409,000
2036	\$9,735,200					\$7,500,000	\$175,000	\$17,410,200
2037	\$9,735,900					\$7,500,000	\$175,000	\$17,410,900
2038						\$7,500,000	\$175,000	\$7,675,000
2039						\$7,500,000	\$175,000	\$7,675,000
Totals:	\$430,158,202	\$2,163,720	\$541,000	\$10,041,000	\$0	\$142,500,000	\$3,382,687	\$588,786,608

Millage Cash Flow Report

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)
Calendar Year	Budgeted Per Mill Valuation	Growth Adjustment	Interest Earnings	Fund Balance	State Sources	Debt Service	Millage Target	Millage Levied	Remaining Millage
2012*	\$400,816		\$26,723	\$0	\$1,225,282	\$20,813,145		52.0	
2013*	\$401,832	0.25%	\$24,007	\$0	\$1,269,778	\$21,025,930		52.0	
2014*	\$414,509	3.15%	\$17,897	\$0	\$1,298,728	\$21,076,698		52.0	
2015*	\$420,735	1.50%	\$46,135	\$0	\$1,428,330	\$21,183,950		52.0	
2016*	\$435,261	3.45%	\$104,996	\$0	\$1,426,332	\$23,725,887		52.0	
2017*	\$448,998	3.16%	\$106,367	\$5,549,486	\$1,461,116	\$30,464,850		52.0	
2018*	\$452,773	0.84%	\$140,811	\$0	\$1,505,967	\$25,134,710		52.0	
2019	\$452,773		\$100,000	\$1,011,835	\$1,500,000	\$26,156,044		52.0	
2020	\$457,301	1.00%	\$100,000	\$2,462,211	\$1,500,000	\$27,841,862	52.0	52.0	\$0
2021	\$461,874	1.00%	\$100,000		\$1,500,000	\$23,416,218	52.0	47.2	\$2,201,230
2022	\$466,493	1.00%	\$100,000		\$1,500,000	\$23,413,737	52.0	46.8	\$2,443,885
2023	\$471,158	1.00%	\$100,000		\$1,500,000	\$23,414,065	52.0	46.3	\$2,686,134
2024	\$475,869	1.00%	\$100,000		\$1,500,000	\$23,415,025	52.0	45.8	\$2,930,175
2025	\$480,628	1.00%	\$100,000		\$1,500,000	\$23,414,825	52.0	45.4	\$3,177,827
2026	\$485,434	1.00%	\$100,000		\$1,500,000	\$21,414,775	52.0	40.8	\$5,427,804
2027	\$490,289	1.00%	\$100,000		\$1,500,000	\$21,411,600	52.0	40.4	\$5,683,405
2028	\$495,191	1.00%	\$100,000		\$1,500,000	\$21,413,538	52.0	40.0	\$5,936,417
2029	\$500,143	1.00%	\$100,000		\$1,500,000	\$21,414,250	52.0	39.6	\$6,193,204
2030	\$505,145	1.00%	\$100,000		\$1,500,000	\$21,410,200	52.0	39.2	\$6,457,329
2031	\$510,196	1.00%	\$100,000		\$1,500,000	\$19,411,075	52.0	34.9	\$8,719,129
2032	\$515,298	1.00%	\$100,000		\$1,500,000	\$19,410,425	52.0	34.6	\$8,985,081
2033	\$520,451	1.00%	\$100,000		\$1,500,000	\$19,412,300	52.0	34.2	\$9,251,161
2034	\$525,656	1.00%	\$100,000		\$1,500,000	\$19,411,400	52.0	33.9	\$9,522,696
2035	\$530,912	1.00%	\$100,000		\$1,500,000	\$19,409,000	52.0	33.5	\$9,798,437
2036	\$536,221	1.00%	\$100,000		\$1,500,000	\$17,410,200	52.0	29.5	\$12,073,311
2037	\$541,584	1.00%	\$100,000		\$1,500,000	\$17,410,900	52.0	29.2	\$12,351,446
2038	\$546,999	1.00%	\$100,000		\$1,500,000	\$7,675,000	52.0	11.1	\$22,368,970
2039	\$552,469	1.00%	\$100,000		\$1,500,000	\$7,675,000	52.0	11.0	\$22,653,409
Totals:	---	---	\$2,566,936	\$9,023,531	\$41,115,533	\$588,786,608	---	---	\$158,861,049

* Actual Collectable Value per Audited Financial Statements

Constitutional Debt Limitation Report

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)
June 30th	General Obligation Bonds	Series 2019 EST Bonds	Reserved	Reserved	Ongoing Tech/Main Bonds	Estimated Assessed Valuation	Growth Adjustment	Debt Limitation	Eight Percent Capacity
2012	\$4,015,000					\$444,648,313		\$35,571,865	
2013	\$4,324,000					\$433,199,025	-2.57%	\$34,655,922	
2014	\$4,685,000					\$444,648,313	2.64%	\$35,571,865	
2015	\$5,072,000					\$453,976,788	2.10%	\$36,318,143	
2016	\$7,633,000					\$443,495,358	-2.31%	\$35,479,629	
2017	\$19,441,000					\$456,604,705	2.96%	\$36,528,376	
2018	\$9,400,000					\$470,443,657	3.03%	\$37,635,493	
2019	\$9,053,000					\$475,148,094	1.00%	\$38,011,847	\$27,429,847
2020		\$10,582,000				\$479,899,575	1.00%	\$38,391,966	\$30,341,966
2021					\$8,050,000	\$484,698,570	1.00%	\$38,775,886	\$30,725,886
2022					\$8,050,000	\$489,545,556	1.00%	\$39,163,644	\$31,113,644
2023					\$8,050,000	\$494,441,012	1.00%	\$39,555,281	\$31,505,281
2024					\$8,050,000	\$499,385,422	1.00%	\$39,950,834	\$32,450,834
2025					\$7,500,000	\$504,379,276	1.00%	\$40,350,342	\$32,850,342
2026					\$7,500,000	\$509,423,069	1.00%	\$40,753,845	\$33,253,845
2027					\$7,500,000	\$514,517,299	1.00%	\$41,161,384	\$33,661,384
2028					\$7,500,000	\$519,662,472	1.00%	\$41,572,998	\$34,072,998
2029					\$7,500,000	\$524,859,097	1.00%	\$41,988,728	\$34,488,728
2030					\$7,500,000	\$530,107,688	1.00%	\$42,408,615	\$34,908,615
2031					\$7,500,000	\$535,408,765	1.00%	\$42,832,701	\$35,332,701
2032					\$7,500,000	\$540,762,853	1.00%	\$43,261,028	\$35,761,028
2033					\$7,500,000	\$546,170,481	1.00%	\$43,693,638	\$36,193,638
2034					\$7,500,000	\$551,632,186	1.00%	\$44,130,575	\$36,630,575
2035					\$7,500,000	\$557,148,508	1.00%	\$44,571,881	\$37,071,881
2036					\$7,500,000	\$562,719,993	1.00%	\$45,017,599	\$37,517,599
2037					\$7,500,000	\$568,347,193	1.00%	\$45,467,775	\$37,967,775
2038					\$7,500,000	\$574,030,665	1.00%	\$45,922,453	\$38,422,453
2039					\$7,500,000	\$579,770,971	1.00%	\$46,381,678	\$46,381,678
Totals:	\$63,623,000	\$10,582,000	\$0	\$0	---	---	---	---	---

York County School District No. 3 (Rock Hill)
Debt Service Fund Millage Levy Summary
(Tax Year 2019)

DRAFT

Estimated Revenues

Beginning Balance on June 30, 2019:			\$11,200,000.00
1000 Revenues from Local Sources:	\$457,300.98	52.00	\$23,779,651.09
3000 Revenues from State Sources:			\$1,500,000.00
Interest Earnings:			\$100,000.00
Other:			\$0.00
Total Revenues:			<u><u>\$36,579,651.09</u></u>

Estimated Expenditures

<u>Due Date</u>	<u>Bond Series</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>	<u>Grand Total</u>
09/01/19	2014A		\$181,950.00	\$181,950.00	
09/01/19	2015A REF		\$965,400.00	\$965,400.00	
09/01/19	2016C REF		\$243,162.50	\$243,162.50	
09/01/19	2017B		\$2,346,725.00	\$2,346,725.00	\$3,737,237.50
03/01/20	2014A	\$1,670,000.00	\$181,950.00	\$1,851,950.00	
03/01/20	2015A REF	\$2,645,000.00	\$965,400.00	\$3,610,400.00	
03/01/20	2016C REF	\$955,000.00	\$243,162.50	\$1,198,162.50	
03/01/20	2017B	\$4,690,000.00	\$2,346,725.00	\$7,036,725.00	
03/01/20	2019 EST	\$10,582,000.00	\$57,686.60	\$10,639,686.60	\$24,336,924.10
09/01/20	2014A		\$156,900.00	\$156,900.00	
09/01/20	2015A REF		\$899,275.00	\$899,275.00	
09/01/20	2016C REF		\$219,287.50	\$219,287.50	
09/01/20	2017B		\$2,229,475.00	\$2,229,475.00	<u>\$3,504,937.50</u>
Total Expenditures:					<u><u>\$31,579,099.10</u></u>
Ending Balance on June 30, 2020:					\$8,505,489.49
Ending Balance on December 31, 2020:					\$5,000,551.99
Target Ending Balance:					<u>\$5,000,000.00</u>
Variance:					\$551.99



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Memorandum

To: Dr. Bill Cook

From: John Jones, Jr.

RE: **Board Presentation for eLearning**

Date: August 8, 2019

As 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, the attached presentation allows for questions and answers related to our work in this project for the year ahead. The presentation reviews “our why” in the work and highlights the qualities and attributes associated with this opportunity. We look forward to sharing more details with the Board of Trustees on Monday, August 12, 2019.

Please let me know if you have any questions.



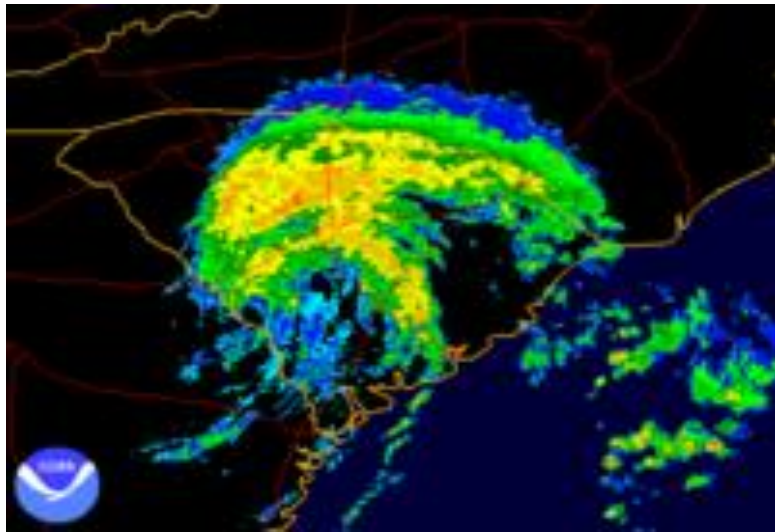
Countdown for eLearning Days In Rock Hill Schools: Top 10 Questions

Board of Trustees Meeting
August 12, 2019





Question:
What is an
eLearning Day ?





Proviso 1A.83. of the 2019-20 General Appropriation bill, H.4000, as recommended by the Conference Committee on May 20, 2019 and adopted by the House and Senate, **requires the Education Oversight Committee (EOC) to oversee implementation of the second year of a pilot program for alternative methods of instruction for school make-up days.** The eLearning pilot will expand from the original five districts that participated in school year 2018-19 (Anderson 5; Kershaw; Pickens; Spartanburg 1 and Spartanburg 7), which are referred to as Cohort 1, to an additional five to ten districts that will comprise Cohort 2.



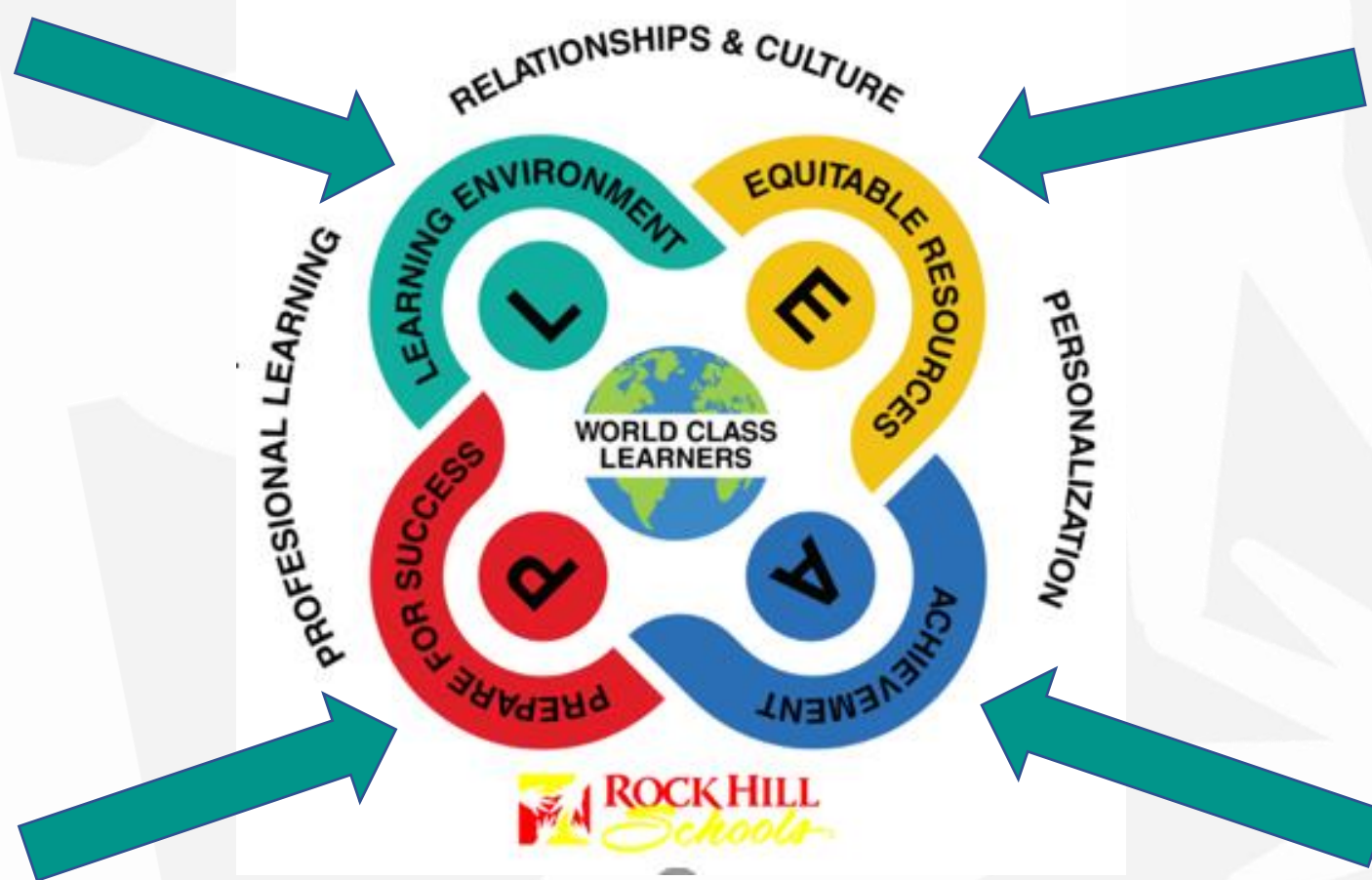
Ten school districts added to Year 2 of eLearning pilot

Columbia -- Today, the Education Oversight Committee (EOC) announced that ten additional school districts have been approved to use eLearning days for school make-up days.

Year 1 Districts School Years 2018-19 and 2019-20	Year 2 Districts School Year 2019-20
Anderson 5 Kershaw Pickens Spartanburg 1 Spartanburg 7	Anderson 1 Anderson 2 Anderson 3 Berkeley Florence 1 Georgetown Lexington 2 Lexington 3 York 2 York 3



eLearning pilot fits our LEAP Model



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2

Question:

When will eLearning days take place?

Rock Hill Schools is approved for

2

eLearning days during the
2019-2020 **Spring** Semester





Question:

Who will be included in the eLearning pilot?

The pilot will address the following groups:

- Students
- Teachers & Administrators
- Teacher Assistants
- Other Classified Staff
 - Bus Drivers, Child Nutrition, Maintenance Staff, Support Staff
- Design staff will consider offering options to stakeholder groups.



4



Question:

**Is RHS trying to
take away the joy
of a snow day?**



No



The lessons will be designed that work can be completed up to 5 days after the eLearning day so that attendance credit may be awarded to students.





Question:
**How will the
eLearning day
take place?**



- **Teachers, parents and students will be communicated with regarding the eLearning day for information prior to the actual day as well as communication on the morning of the eLearning day.**
- **District communication tools will be utilized to communicate with stakeholders (telephone messaging system, social media, media outlets).**
- **Lessons and eLearning materials will be prepared and reviewed with students prior to the eLearning day.**





Question:
**How will students
be informed about
assignments
during an
eLearning Day?**

In grades 3-12, RHS will explore teachers posting their assignments on Canvas or other resources as well as students downloading their assignments to their HP devices ahead of time at school.

In grades PreK – 3, students in these grades do not have take-home devices. When an eLearning Day looks likely, RHS will explore activities that may be sent home.

The district will continue to explore internet opportunities as well as how teachers can provide support on the eLearning day.

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Question:
Do students with identified special learning needs have an alternative means to access their education on eLearning days?



Yes, individual supports, services and accommodations for students with an Individual Education Program (IEP), English Learners or a Section 504 Plan will be followed as a part of eLearning.

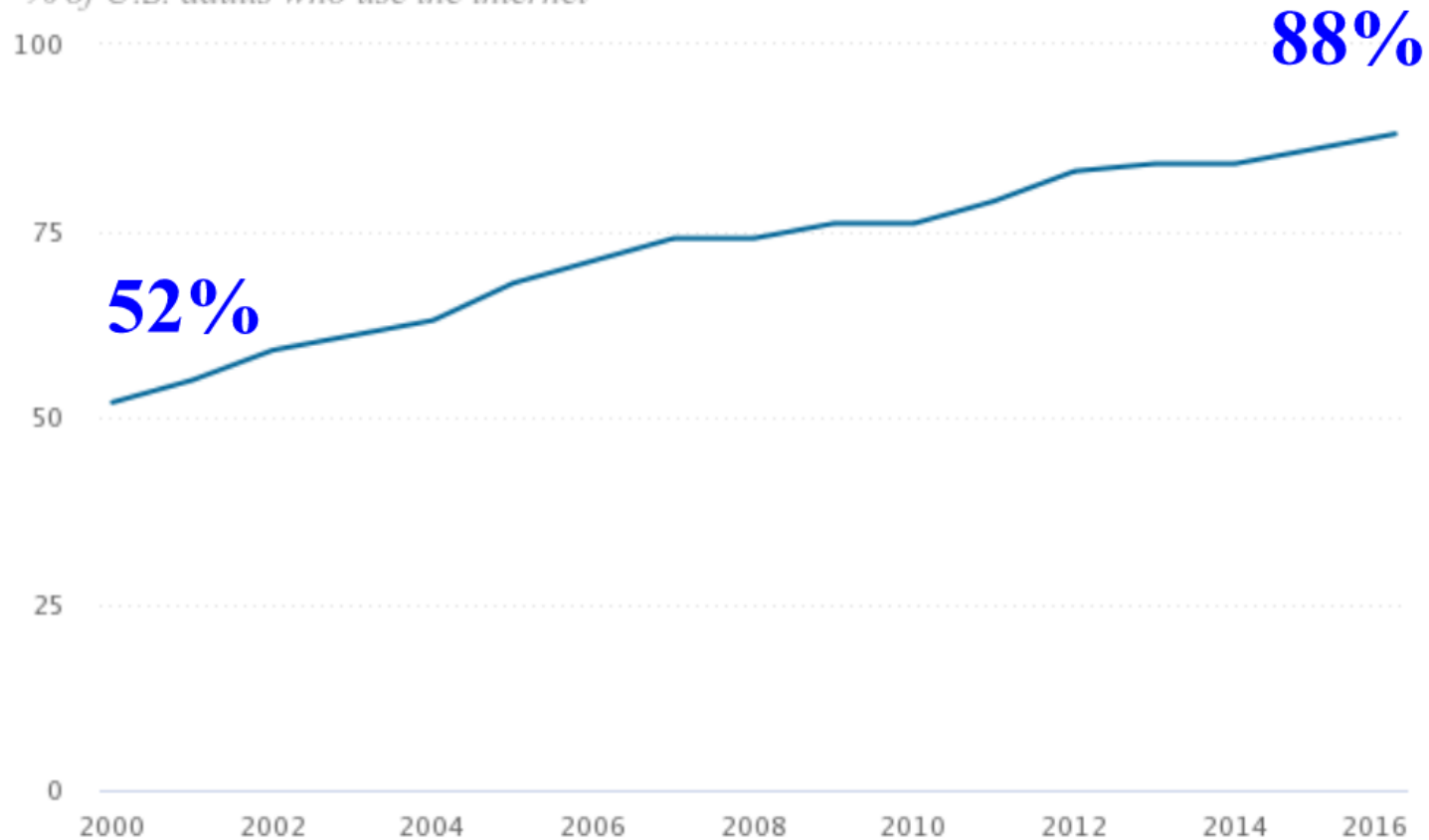


Question:
**Again, will
students who do
not have internet
at home be
penalized?**



Internet Use

% of U.S. adults who use the internet

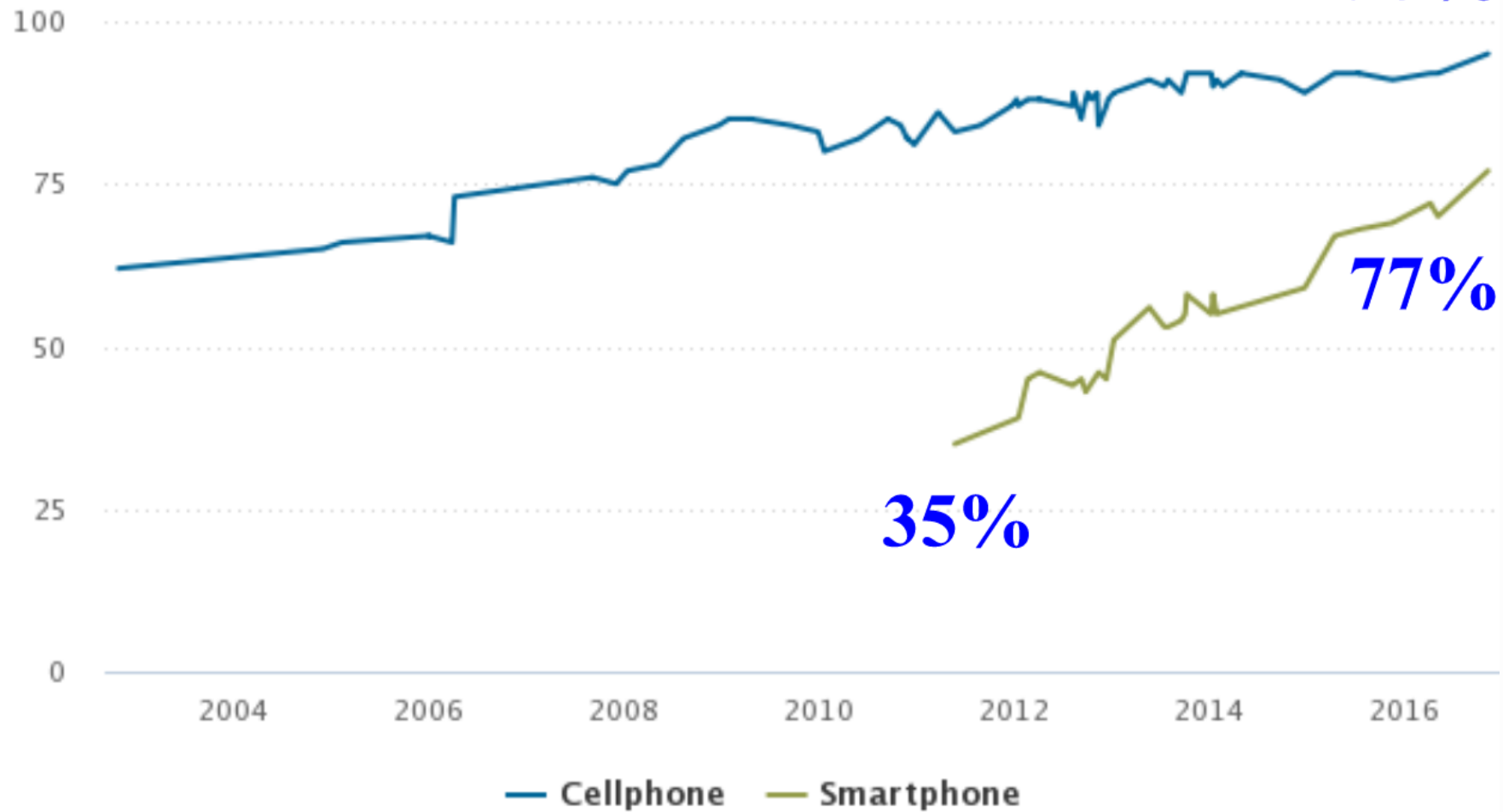


Source: Surveys conducted 2000–2016. Data for each year based on a pooled analysis of all surveys conducted during that year.

PEW RESEARCH CENTER

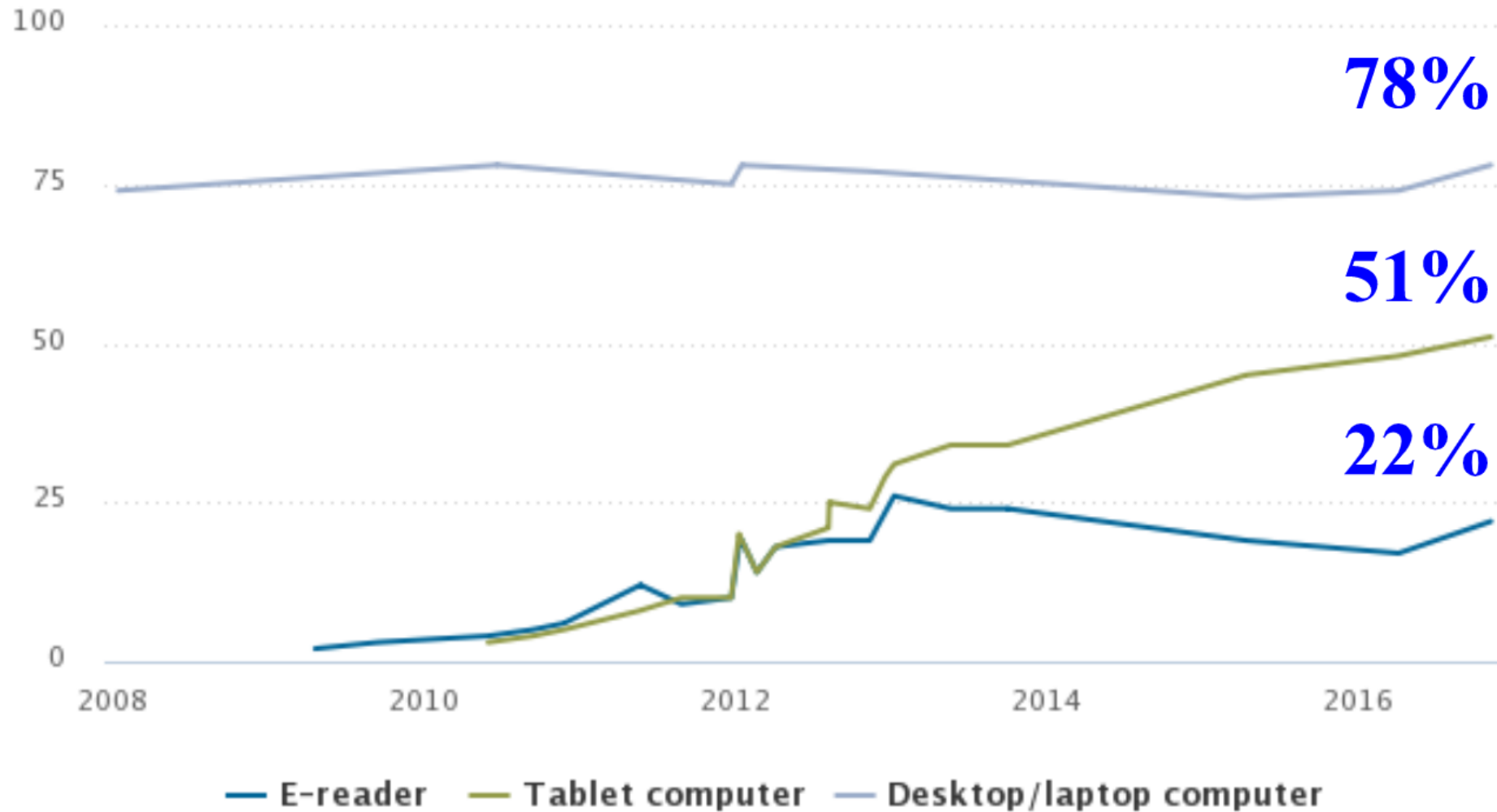
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% of U.S. adults who own the following devices



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% of U.S. adults who own the following devices



Answer: No, students who do not have internet at home will not be penalized.



Question:

Will students have a chance to review the eLearning day process at school?



The district will work with schools and teachers to explore opportunities for practicing eLearning at school during the late fall semester.

10

Question:
**Who are the
leaders and what
are next steps?**





Dr. Bill Cook: Superintendent

Dr. John Jones and Mr. Chris Odom: Instruction Co-Chairs

Mr. Mychal Frost: Communications

Spartanburg District 7: Mentoring District

**Instruction Department Executive
Directors and Staff, Coaches, Coordinators,
Specialists, PowerSchool, Technology
Services**

Teacher and District Staff Representatives

RHS Safety and Security

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Memorandum

To: Dr. Bill Cook

From: John Jones, Jr.

RE: **Board Presentation for Mental Health**

Date: August 8, 2019

Rock Hill Schools continues its work in supporting teachers and students in strategies that address mental health. Partnerships, grants, training, and resources continue to serve as areas of focus in our efforts. The presentation attached highlights where the system is in implementing new supports, a committee, and personnel to assist with student wellness strategies and mental health. We look forward to presenting this to the Board of Trustees on Monday, August 12, 2019.

Please let me know if you have any questions.



UPDATE – MENTAL HEALTH SERVICES

**Mental Health Services, Partnerships, Grants,
Upcoming Training & ACE's Conference
2019-2020**

Mental Health Services /Advisory Committee

- Interviews for RHS Mental Health Service Providers were held and 5 selected to fill positions/
In process
- 2019-2020 –Scheduled to serve in 5 catchment areas based on 2018-2019 suicide assessments (349 all schools)/BMA data collection (406 Elem on caseload)
- Must have parental permission; may not serve current Catawba clients ; new referral process
- Increase of 1 additional Catawba Mental Health Provider – 17 total for 2019-2020
 - *Last year over 500 Rock Hill Students seen by Catawba Mental Health Service Providers*
- Mental Health Advisory Committee 2019-2020
 - 20 selected community stakeholders; 10 selected RHS administration/teachers/Cabinet & School Board Members invited
 - Tuesday, September 17 – 6:00 – 8:00 Central Office - light meal/heavy discussion
 - Organized as a “Listen and Learn” with active participation for problem-solving

University Partnerships

- **Winthrop University – Rock Hill, SC**
 - **MOU with Department of School Psychologists –interns/field study**
 - **MOU with Department of Social Work – Intern**
- **University of Maryland- National Center for School of Mental Health/Univ. of Maryland; School of Medicine**
- **Social –Emotional Learning (SEL) Grant –Spring, 2019 – successful!**
 - **All Elementary Schools and CCDC/67 selected staff trained in SEL (BMA's, guidance counselors, gen. ed., ESE staff, school psychologists, speech pathologists)**
 - **Flexible Curriculum included SEL lessons, activities and assessment options**
 - **University of Maryland will present the results of the SEL Grant to the RHS School Board as well as scheduling/presenting professional development for the Rock Hill Schools throughout the 2019-2020 school year**

Partnerships and Grants 2019-2024

❑ ***National Center for School Mental Health -Division of Child and Adolescent Psychiatry-University of Maryland; School of Medicine & University of South Carolina & Rock Hill Schools have submitted the School Climate Transformation Grant titled:***

- ***Transforming School Climate through Resilience & Relationships Utilizing a Multi-Tiered Systems of Support.*** The SCTG is worth **\$750,000.00** each year for 5 years, with a total of **\$3,750,000.00** for the full 5 years (2019-2024). We will know early October, 2019.

❑ ***University of South Carolina (USC) & RHS - Institute of Education Sciences (IES) Grant titled:***

- ***Improving Social, Emotional, Behavioral and Academic Functioning of Elementary School Students through the Interconnected Systems Framework for School Mental Health (SMH).*** This grant proposal would merge the PBIS/SEL foundation with community mental health supports presents an opportunity to improve the district's capacity to meet many more of the needs of students at risk for or receiving special education services. The IES is worth **\$208,000.00** and the timeline is July 1, 2021 to June 30, 2024. We will know in spring of 2020.

MH Professional Development – 2019-2020

- ACE's Awareness for new RHS staff
- Emotional Resilience Training – All Schools/District trained Emotional Resilience Coaches (20) scheduled to offer monthly staff training (Winthrop train the trainers – 6-2019)
- Social-Emotional Learning – Curriculum including lessons/activities
- 321 Insights – on-line training modules– open license for all RHS employees (licensed/non-licensed)
- PBIS – Training for all new RHS staff (all schools); includes PBIS school visits, quarterly training, data review, strategies & interventions
- Restorative Practices – Training for secondary administrators includes key practices:
 - To understand the harm and develop empathy for all involved in the infraction
 - To listen and respond to the needs of the person harmed as well as the individual(s) who harmed
 - To encourage accountability and responsibility through personal reflection within a collaborative planning process
 - Teaching self-discipline
 - Teaching self-regulation

York County ACE's Task Force, Conferences & Symposiums

☐ York County ACE's Task Force – led by Ms. Sylvia Echols

- Participants include: **Queenie Hall, Dr. Nancy Turner, Cindy Taubenkimel, Judge David Guyton, Ouida Dest, Senator Wes Climer, Chief Chris Watts, Dr. Marth Edwards, Judy Rauppius (NAMI), Dr. Kori Bloomquist (Winthrop University)**
- **Monthly meetings at RHS Central Office**

☐ ACE's Conference – Rock Hill, SC

- **“Building Resilience through Relationships to Combat Childhood Trauma”**
 - **September 6, 2019 9:00 – 3:00 First Baptist Church, Rock Hill, SC**

☐ Two Mental Health Symposiums will be planned for the 2019-2020 school year (TBA)

Other and Future Business

Helena Miller

Executive Session

- Succession Planning of Master Plan 2020-2030

Adjournment