

handbook

south
carolina
school
boards
association

2014
delegate
assembly

annual business meeting december 6, 2014

hilton head/sonesta resort



handbook

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2014
delegate
assembly

introduction

The Board of Directors is pleased

to present the 2014 Delegate Assembly Handbook in preparation for the South Carolina School Boards Association's annual business meeting. The meeting will be held at 2 p.m., Saturday, December 6, 2014, at the Sonesta Resort on Hilton Head Island.

As a school board member and public official in South Carolina, you play a critical role in the decisions of this official Delegate Assembly. Delegates will convene on December 6 to make important decisions on behalf of governing boards and students in all 81 school districts. They will elect the association's leadership and adopt positions on educational issues that reflect the philosophies of the membership. Take time to read the annual report and financial data. Encourage your board to review the resolutions presented in this booklet as an agenda item at your next meeting. Your discussion will offer valuable guidance to those serving as your delegates at the Delegate Assembly. Finally, plan to attend the annual business meeting on December 6. Even if you are not an official delegate, you are invited to observe the meeting in a special visitor's section. Your involvement enables SCSBA to serve as the leading voice for public education and for public school governance in South Carolina.

agenda

2014 Delegate Assembly Agenda

Sonesta Resort, Hilton Head Island, SC
Saturday, December 6, 2014 – 2 p.m.

Beth Branham, President, South Carolina School Boards Association, presiding

Call to Order	Beth Branham
Pledge of Allegiance	Kathy Coleman <i>SCSBA Vice President</i>
Credentials Report	Wesley Hightower <i>SCSBA Secretary</i>
Approval of Agenda (page 2)	Beth Branham
Approval of 2013 Minutes (pages 3-9).....	Beth Branham
Approval of Rules of Procedure (pages 10-11)	Beth Branham
2013-14 Annual Report (pages 12-14).....	Beth Branham
Finance Committee Report (pages 15-16)	Queenie Boyd, Chair <i>SCSBA Finance Committee and SCSBA Audit Committee SCSBA Treasurer</i>
Nominating Committee Report (page 17)	Jamie Devine <i>SCSBA Nominating Committee</i>
Election of Officers and Directors	Beth Branham
2014-15 Resolutions (pages 19-39)	Robert Gantt, Chair
Section 1 – Current Statements of Belief	<i>SCSBA Legislation Committee</i>
Section 2 – New Statements of Belief	<i>SCSBA President-Elect</i>
Section 3 – Legislative Priorities	
Section 4 – Recommended for Deletion	
Installation of Officers and Directors	John Hughes <i>SCSBA Past President</i>
Adjournment	

minutes

Minutes of the 2013 Delegate Assembly

December 7, 2013

Time and place

The 2013 meeting of the South Carolina School Boards Association Delegate Assembly was held at the Sonesta Resort on Hilton Head Island, South Carolina on December 7, 2013. President John Hughes called the meeting to order at 2:06 p.m. After welcoming the delegates, President Hughes called on SCSBA Vice President Robert Gantt to lead the group in the Pledge of Allegiance.

Credentials report

SCSBA Secretary Queenie Boyd announced that there were 151 delegates from 76 school boards present, which represented 94 percent of the 81 member school boards.

Approval of agenda

The agenda was approved by general consent.

Approval of minutes

The minutes from the 2012 Delegate Assembly were approved by general consent.

Rules of procedure

The rules of procedure were approved by general consent. The chair appointed Tracie Ifkovits, Frank Vail and Kim Anderson to serve as tellers during any voting situation



Beth Branham, *President*



Robert Gantt, *President-Elect*



Kathy Coleman, *Vice-President*

minutes

where a tabulated vote is required. The chair also appointed Helen McFadden to serve as parliamentarian for this year's Delegate Assembly.

President's report

President Hughes introduced the members of the Board of Directors. He then gave the President's Report.



Queenie Boyd, *Treasurer*

Finance Committee report

President Hughes called upon SCSBA Treasurer, Dr. Kathy Coleman to present the finance committee report. Dr. Coleman announced 100 percent membership in SCSBA of the 81 school boards in the state for the 37th year in a row. She reported the association's financial situation was in sound condition. She further indicated that a copy of the association's annual audit conducted by the independent auditing firm of DeLoach and Williamson was available to any delegate upon request.



Wesley Hightower, *Secretary*

Nominating Committee report

President Hughes, chairman of the Nominating Committee, gave the Nominating Committee report. President Hughes reminded the delegates that the SCSBA Constitution calls for the President-elect to automatically become the President upon the conclusion of the Delegate Assembly. Therefore, Ms. Beth Branham was not listed among the individuals on the slate of officers. The slate of officers and directors as found on page 23 of the Delegate Assembly Handbook include:

minutes

- President-elect: Robert Gantt (Lexington/Richland Five board)
- Vice President: Kathy Coleman (Saluda County board)
- Treasurer: Queenie Boyd (Lee County board)
- Secretary: Wesley Hightower (Aiken County board)
- Director, Region 1: Tony Folk (Dorchester Four board)
- Director, Region 5: Glenn Odom (Florence District One board)
- Director, Region 9: Cheryl Burgess (Lexington Three board)
- Director, Region 13: Bobby Parker (Lancaster County board)
- Director, Region 16: Tom Dobbins (Anderson Four board)

The motion to approve the nominating committee report was passed by a voice vote.

Policy and Constitution report

Doug Cooper, chair of the Policy and Constitution Committee, gave the Policy and Constitution Committee's report and moved to adopt the recommended change to SCSBA's constitution to allow the immediate past president to stay on the board even if he/she did not serve on a local board. President Hughes called for a vote to adopt the recommended change that would reinstate the language deleted from Article 6, section 3, and Article 8, section 2 in 2009. The motion passed by a voice vote.



Tony Folk, *Region 1 Director - Beaufort; Colleton; Dorchester 2, 4; Jasper*



Craig Ascue, *Region 2 Director (Left board in November) - Charleston*



Doug Cooper, *Region 3 Director (Left board in October) - Berkeley; Georgetown*

minutes

Legislation Committee report

Beth Branham, SCSBA President-elect and chair of the Legislative Committee, gave the Legislative Committee report and moved to adopt the committee's report. President Hughes called for a block vote on Section 1-2013 Statements of Belief. Section 1, Statements of Belief numbers 32 and 25 were pulled for separate consideration. A motion was made to accept the Statements of Belief in Section 1, with the exception of numbers 32 and 25. The motion to accept the Statements of Belief in Section 1, with the exception of numbers 32 and 25 passed by a voice vote.

Keith Liner of Aiken asked that Statement of Belief number 32 be pulled and made a motion to amend the bulleted statement "authorizing boards of education to raise local revenue, to include levying a one-percent sales and use tax for certain non-recurring educational purposes" as follows: "authorizing boards of education to raise local revenue, to include equal access and ability for all districts to fund capital improvement projects and/or non-recurring educational needs through the use of a one-percent sales and use tax." Chuck Saylor of Greenville seconded the motion. Number 32, as amended, was passed by a voice vote.

Beth Watson of Lexington/Richland 5 asked that Statement of Belief number 25 be pulled for further explanation. After an explanation and no further discussion, President Hughes called for a vote on Statement of Belief number 25, which passed by a voice vote.

Elizabeth Moffley of Charleston made a motion to reconsider the amendment about Statement of Belief 31 regarding alternative diplomas. A board member from Horry



Betty Jo Johnson, *Region 4 Director - Dillon 4; Horry; Latta Schools; Marion County*



Glenn Odom, *Region 5 Director - Clarendon 1, 2, 3; Florence 1-5; Williamsburg*



Charles Govan, *Region 6 Director - Chesterfield; Darlington; Kershaw; Lee; Marlboro*

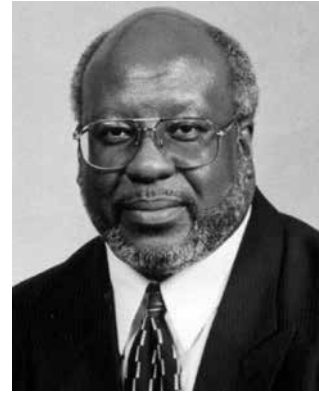
minutes

seconded her motion, but it failed by a voice vote.

President Hughes called for consideration of three new statements of belief listed in Section 2, numbered 38-40. Elizabeth Moffley of Charleston asked for Statements of Belief numbers 38, 39, and 40 to be pulled for consideration. After some discussion from Moffley, a vote was called by President Hughes, and Statement of Belief 38 was passed by a voice vote. Moffley then withdrew her request to pull Statement of Belief 39. Statement 39 passed by voice vote. Moffley then discussed Statement of Belief 40. Lisa Wells of Greenville also asked for further discussion on Statement of Belief 40, which SCSBA General Counsel Scott Price expanded upon. President Hughes then called for a vote, and Statement of Belief 40 was passed by a voice vote.

President Hughes then directed the delegates to priorities numbered 41-43 in Section 3 and called for a block vote. Jim Turner of Lexington/Richland 5 asked to pull number 42. A motion to accept the Statements of Belief with the exception of number 42 was made. The motion to accept the Statements of Belief, with the exception of number 42, was passed by a voice vote. Scott Price then called on Region 3 Director Doug Cooper of Berkeley to explain the effect that impact fees have had on Berkeley County. President Hughes then called for a vote. Resolution 42 was passed by a voice vote.

President Hughes then directed the delegates to Section 4, resolution 44 for deletion. Beth Branham gave a brief explanation as to the rationale for this deletion. The motion to delete this resolution was passed by voice vote.



Larry Addison, *Region 7 Director (Left board in November) - Calhoun; Orangeburg 3, 4, 5; Sumter*



Jamie Devine, *Region 8 Director - Richland 1, 2*



Cheryl Burgess, *Region 9 Director - Lexington 1-5*

Installation of officers

President Hughes asked for SCSBA Executive Director Dr. Paul Krohne to conduct the installation of newly-elected officers. Dr. Krohne called the names of the newly-elected officers and directors and asked that they come forward to receive the oath of office. Officers and board of directors installed included:

- President: Beth Branham (Lexington 2 board)
- President-elect: Robert Gantt (Lexington/Richland 5 board)
- Vice President: Kathy Coleman (Saluda County board)
- Treasurer: Queenie Boyd (Lee County board)
- Secretary: Wesley Hightower (Aiken County board)
- Past President: John Hughes (Marion area 2 board)
- Director, Region 1: Tony Folk (Dorchester Four board)
- Director, Region 5: Glenn Odom (Florence One board)
- Director, Region 9: Cheryl Burgess (Lexington Three Board)
- Director, Region 13: Bobby Parker (Lancaster County board)
- Director, Region 16: Tom Dobbins (Anderson Four board)

President Hughes presented a plaque to retiring board member Ann Reid, Region 13 Director.

President Hughes then introduced Beth Branham as the new president of SCSBA.

President Branham then presented the

VACANT

Region 10 Director - Aiken; Allendale; Bamberg 1, 2; Barnwell 19, 29, 45; Hampton 1, 2



Doug Atkins, Region 11 Director - Abbeville; Anderson 1 - 3; Edgefield; Greenwood 50, 51, 52; McCormick, Saluda



Jantzen Childers Region 12 Director - Cherokee; Chester; Fairfield; Laurens 55, 56; Newberry; Union

minutes

president's plaque to John Hughes and thanked him for his service to SCSBA.

Adjournment

With no further business, President Branham declared the 2013 Delegate Assembly of the South Carolina School Boards Association adjourned at 3:16 p.m.



Dr. Paul Krohne, Executive Director



Bobby Parker, *Region 13*
Director - Lancaster, York 1;
Clover 2; Rock Hill 3; Fort
Mill 4



Connie Smith, *Region 14*
Director - Spartanburg 1-7



Danna Rohleder, *Region 15*
Director - Greenville

rules of procedure

The following meeting rules of procedure are recommended for adoption by the Delegate Assembly pursuant to Article V, Section 2, of the SCSBA Constitution which provides: The Delegate Assembly adopts rules of procedure for the conduct of meetings of the Delegate Assembly. The rules are adopted at the outset of the deliberation of the Delegate Assembly, at which time they are subject to discussion and amendment.

1. The latest edition of *Robert's Rules of Order* is the official parliamentary authority for all business sessions of the association except where such rules conflict with the constitution or rules adopted by the Delegate Assembly.
2. Any candidate being nominated from the floor at the Delegate Assembly must have notified the association president in writing at least 15 days prior to the Delegate Assembly. In such cases, the presiding officer will announce the names of individuals who have submitted such notification immediately after the chairman of the nominating committee has read the slate of officers and directors being presented by the board of directors. Nominations from the floor require a second from a certified delegate representing a school board other than the board from which the candidate is a member. Before the nomination can be accepted, the presiding officer must receive written endorsement of the nominee from the nominee's board, along with a letter of confirmation that the nominee will serve if elected. After all those wishing to make nominations are recognized, the presiding officer will allow each nominee in a contested race to speak in alphabetical order. The candidate and a supporting speaker may speak for a combined total of no more than three minutes. The presiding officer will strictly enforce the three-minute limit. Association elections are to be conducted by secret ballot. The counting of the ballots will be completed by three impartial and independent individuals excluding SCSBA staff, members of the SCSBA Board, SCSBA delegates, or any school board member in attendance other than delegates. The announcement of the results of elections will be limited to name of the successful candidate only with no reference to the actual votes tabulated by each candidate. Tabulation records will be maintained by the independent counters until the end of the Delegate Assembly at which time they will be destroyed. Candidates will be allowed to review the vote tabulations prior to them being destroyed. In the event three or more candidates offer for an office, and if a majority vote is not received by any candidate for such office, a run-off election will take place between the two candidates receiving the largest number of votes.
3. In speaking to a motion, a delegate will be limited to three minutes. A delegate must come to the microphone to be recognized.

rules of procedure

4. A delegate, who has once spoken on a question, will not be recognized again for the same question until others who wish to speak have spoken. A delegate is limited to speaking twice on a pending motion.
5. All matters except contested elections shall be decided by voice vote or a tabulated vote. A tabulated vote may be called for by a single delegate if supported by four other delegates from boards other than the board of the delegate requesting the tabulated vote. A voice vote is a verbal expression of "yea" or "nay" with no recognition to the weighted votes. A tabulated vote is the tabulation of all weighted votes assigned to each school board.
6. Once a resolution, an amendment or a constitutional change has been adopted by the Delegate Assembly, consideration of that same subject matter at a subsequent time during the same Delegate Assembly will be out of order unless the Delegate Assembly votes to reconsider the item in question. A motion to reconsider must be made by an individual who voted on the prevailing side of the original motion, and a simple majority vote will be necessary for the item to be reconsidered.
7. All substantive floor amendments to a proposed resolution or constitutional change shall be made in writing on the official amendment forms provided at the Assembly and submitted to the president at the time the amendment is proposed. The presiding officer is granted authority to accept minor amendments in verbal form or may require such amendments to be submitted in writing prior to consideration.
8. Proposed resolutions or constitutional changes that are not presented in advance in the Delegate Assembly handbook by the board of directors may be presented to the Delegate Assembly if two-thirds of the delegates vote to allow the presentation of same. Consideration of each such resolution or constitutional change shall be voted on separately. Such resolutions or constitutional changes must be presented in writing to the president when a delegate makes the motion to allow presentation. Proposed resolutions or constitutional changes submitted under these circumstances will only be allowed when written verification is provided that the action is requested by a majority vote of the submitting board.
9. Although informal advice and explanation may be sought of SCSBA staff, only delegates and members of the board of directors who are not delegates may speak at the Delegate Assembly. All rulings concerning assembly or parliamentary procedure shall be made exclusively by the chair. The ruling of the chair shall be final unless there is an appeal of the decision of the chair by a delegate and there is a second. In this case the chair speaks first and last and any delegate may speak once. A majority vote is required to sustain the decision of the chair.
10. Subsequent to initial approval by the Delegate Assembly, any of these rules may be suspended by a two-thirds vote of the Delegate Assembly.

annual report

SCSBA mission

To be the leading voice advocating for quality public education while ensuring excellence in school board performance through training and service.

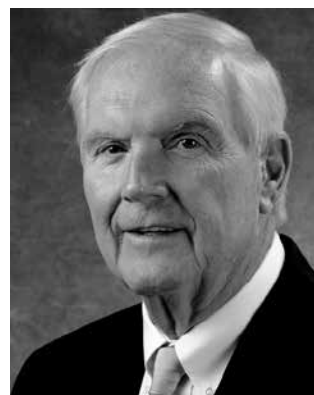
2013-2014 annual report

For South Carolina and SCSBA, this has been a year to set new directions. At the state level, the governor put public schools in the spotlight with an education plan that included funding for technology and increased funding weights for students in poverty. At SCSBA, Dr. Paul Krohne, who has led the association for the past 15 years, announced he would retire June 30, 2015. Following a national search, the board of directors unanimously selected Scott Price to take over the leadership reins as executive director-elect in 2013/14. SCSBA was there to lead, advocate, train and support the locally elected and appointed school boards in the state's 81 school districts. While many organizations and individuals advocate for public education, the South Carolina School Boards Association is the only statewide organization that represents locally-elected and appointed school boards and their districts.

Following is a snapshot of the foremost efforts this year — some quietly behind the scenes and others highly publicized — but all aimed at promoting and supporting local school boards as the voice for public education.

SCSBA helped shape education policy with local school boards in mind

- Working up to the last day of the 2014 legislative session, legislative staff lobbied for the successful passage of sales tax for school construction bill and opened up to more school districts the ability to seek voter approval for a one-cent local sales tax for capital needs.



Dr. Paul Krohne, *Executive Director*



Scott Price, Esquire, *Executive Director-elect, General Counsel*



Debbie Elmore, *Director of Governmental Relations and Communications*

annual report

- After years of championing education funding reform, the SC Jobs, Education and Tax (SCJET) Act was introduced, which addresses badly needed education funding reform, as well as comprehensive tax reform.

SCSBA ensures the local school district voice is heard at the federal and state levels

- Through our Advocacy Network, members were connected to lawmakers and other state policy leaders on issues including Common Core State Standards legislation, Read to Succeed bill, state budget, proposed teacher and principal evaluation changes and more. Email and phone alerts urged members to contact their legislators and provided them with talking points and direct links to legislators' e-mails and phone numbers.

SCSBA connected with members in their districts and statewide

- Our leadership development staff visited school districts across the state working with local school boards on a variety of topics, from basic roles and responsibilities of the school board to working with the media to ensure school board effectiveness.
- Through the year-round training program, Boardmanship Institute, we recognized 129 school board members for reaching one of six levels with certificates of achievement and lapel pins.
- Information on timely subjects, including prayer at board meetings, open meeting and records laws, meeting management and more, were features at statewide conferences throughout the year.

SCSBA was there to help you tackle tough issues

- The Policy and Legal Services team answered tough policy questions and addressed concerns to assist board



Gwen Hampton, MSW, CMP, *Director of Leadership Development*



Dr. Frank Vail, *Director of SC School Boards Insurance Trust*



Tracie Ifkovits, *Director of Finance*

annual report

members in making the best, most informed decisions and offered specialized policy training and board workshops.

- Along with the annual Policy and Legislative Update, the new “Policy and Legal Services Advisory” kept members informed of new laws affecting education and judicial opinions throughout the year.
- The number of districts subscribing to the policies online services increased, allowing districts to conserve resources by using tools such as Schoolboardnet and BoardDocs for paperless board meetings. We continue to offer our policy update services and manual customization.



Tiffany Richardson, Esquire,
Director of Policy and Legal Services

SCSBA services supported members

- We supported member boards with timely informative briefs on legislative changes, training on the board’s crucial governance role and by serving as a trustworthy partner in meeting your needs for policy updates, superintendent searches, referendum consulting, insurance services and more.
- About 80% (65 of 81) of South Carolina school districts chose the South Carolina School Boards Insurance Trust (SCSBIT) as their insurance partner for workers’ compensation and/or property and casualty insurance services. SCSBIT is the only not-for-profit, member-owned insurance company for the state’s school districts.
- SCSBIT member districts benefitted from having full-time risk control services staff, at no additional charge. Their combined efforts have resulted in a 17% decrease in workers’ compensation claim frequency statewide since 2009 and allowed members to experience decreased premiums and other savings.
- Our communications team made sure members were informed and kept up to date on important education issues and association events through a redesigned scsba.org, e-Focus, e-Clippings, Legislative Update, Capitol Pulse, a new SCSBA app, and other email updates.

Your association board of directors and staff are committed to providing services to our member school boards that make us leaders, not only in our state, but in the nation. We will remain visible and involved with organizations at the state and national levels, making our voice heard through presentations, committee service and task forces. We proudly stand ready to assist you in any way we can. Thank you for your support.

financials

Statement of financial position

As of June 30, 2014

Assets	June 30, 2014
Current assets	
Cash and cash equivalents	\$ 363,626
Accounts receivable	34,871
Investments	4,788,280
Accrued interest receivable	12,684
Prepaid expenses and other assets	328,317
Total current assets	\$ 5,527,778
Property and equipment	
Land	\$ 215,713
Land improvements	187,779
Building and improvements	3,183,480
Furniture and office equipment	513,957
Vehicles	27,780
Total property and equipment	4,128,709
Less accumulated depreciation	(644,794)
Net property and equipment	3,483,915
Total assets	\$ 9,011,693
Liabilities and Net Assets	
Current liabilities	
Accounts payable	41,249
Other accrued expenses	381,257
Mortgage payable - current portion	85,025
OPEB liability - current portion	4,901
Total current liabilities	\$ 512,432
Mortgage payable - long-term portion	2,263,348
OPEB liability - long-term portion	1,002,006
Total long-term liabilities	3,265,354
Total liabilities	3,777,786
Net assets	
Temporarily restricted	492,122
Unrestricted - net equity in property & equipment	3,483,915
Unrestricted - OPEB liability	(1,006,907)
Unrestricted - other	2,264,777
Total net assets	5,233,907
Total liabilities and net assets	\$9,011,693

financials

Statement of activities

June 30, 2014

	June 30, 2014
Revenue	
Membership dues	\$ 1,351,199
Conferences and meetings	421,035
Policy services	231,421
Investment income	86,546
Consulting	60,985
Publication sales and advertising	10,475
Administrative fees	2,953,452
Other income	11,362
Total revenue	\$ 5,126,475
Expenses	
Program services:	
Member services	\$ 2,910,542
Conferences, meetings and training seminars	502,989
Policy and other services	499,727
Total program services	3,913,258
General and administrative expenses	1,175,107
Total expenses	\$ 5,088,365
Increase in net assets	38,110
Net assets, beginning of year	5,195,797
Net assets, end of year	\$5,233,907

proposed slate

Proposed slate of officers and directors

The SCSBA Board of Directors presents this slate of officers and directors for 2014-15. Officers serve one-year terms. Directors serve four-year terms representing regions containing similar numbers of students.



Kathy Coleman
President-Elect
Saluda County Schools
Current Vice President



Queenie Boyd
Vice President
Lee County Schools
Current Treasurer



Wesley Hightower
Treasurer
Aiken County Schools
Current Secretary



Tony Folk
Secretary
Dorchester School
District 4
Current Region 1
Director

Todd Garrett
Region 2 Director
Charleston County
Schools



Charles Govan
Region 6 Director
Darlington County
Schools



Libby Murdaugh
Region 10 Director
Hampton District One



Garry Harper
Region 14 Director
Spartanburg District
Five



resolutions

Guide to resolutions

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Section 1: Current Statements of Belief

1. Advocacy efforts

Belief: SCSBA strongly encourages local school boards to take a leadership role in developing support for public education at all levels of government. When local boards participate in SCSBA advocacy efforts, they strengthen SCSBA's efforts to represent public school governance at the state and federal levels.

Rationale: When local school boards exercise an active advocacy role, they can positively affect legislation for elementary and secondary education. School boards are encouraged to develop and maintain a working relationship with local legislators. School board members must stay up-to-date on pertinent legislation, regulations and judicial rulings that affect their districts. Board members must also mobilize the pressure necessary for effective education policy changes. Boards should actively participate in SCSBA's Grassroots Advocacy Program. The Fourth Circuit Court of Appeals, in *Page v. Lexington County School District One*, upheld a school board's right to be an advocate for public schools in the legislative arena, stating, "It is therefore appropriate for the school district to defend public education in the face of pending legislation that it views as potentially threatening of public education."

History: adopted 1993; revised 1994, 1996, 1998, 2002, 2003, 2009

2. Board hiring of superintendent

Belief: SCSBA believes that the superintendent, as the district's chief executive officer, should be hired by the board of trustees. The board should relinquish other staffing decisions to the superintendent with policies in place to assure equitable hiring, promotion and dismissal practices. The board would award staff contracts as provided in policy and act on the superintendent's recommendations for personnel.

Rationale: SCSBA believes the best use of the board's time is to govern with excellence. The perceptions of micromanagement by a board are primarily in the area of staffing. In South Carolina, some boards interpret state law to empower them to interview and hire on behalf of the district. This leads to divided loyalties among staff and a chief executive officer who cannot select those he/she feels would work best with the administrative team. The board's appropriate role is to hire the superintendent, assure that policies are in place to provide fairness in staffing practices, and monitor the superintendent's job performance in relationship to previously established criteria (i.e., goals and limits). When the board believes the superintendent does not merit its trust, it has the authority to seek new leadership.

History: adopted prior to 1993; revised 1996, 2001, 2002, 2009

resolutions

3. Board member legal actions

Belief: SCSBA supports legislation prohibiting a school board member from instituting in his or her capacity as a citizen, taxpayer, or a school board member, any legal proceeding before any court or governmental agency opposing or challenging any action taken by the school board of which he or she is a member. This prohibition does not affect a school board member's right in his or her capacity as a private individual to seek redress for a personal grievance resulting from board action.

Rationale: A school board's power lies in its action as a group, and individual board members exercise their authority over district affairs only as they vote to take action at a legal meeting of the board. Further, the policy-making function of a school board involves the interaction of competing ideas that eventually resolve themselves in a decision that may not satisfy all of the board's members. This is the essence of the legislative process and should not be compromised by ready access to the courts or some other forum for dissenting members who are disappointed in the outcome, which could present a significant public policy concern. Finally, board members in general enjoy qualified immunity from legal liability for their actions taken in their role as a school board member; this means, however, that a school board has no legal remedy against a fellow board member who files a lawsuit in his or her official capacity challenging board actions that may cause economic damage to the district. On the other hand, when acting as a private individual pursuing a personal grievance against the school board, a school board member has no such immunity. A board member must, however, be able to seek a remedy for injuries to his or her private, individual, personal rights or property – even if the wrong for which he or she seeks remedy occurred as a result of an action taken by the school board on which he or she is a member.

History: adopted 2011

4. Board training in at-risk districts

Belief: SCSBA believes that state-funded training programs for school boards in districts rated at-risk should be mandatory as part of the effort under the Education Accountability Act to focus on actions that support increasing student achievement. The State Superintendent of Education is strongly encouraged to require such programs in any recommendation for school district improvement.

Rationale: Under state law, state-funded board training is one option to the state superintendent prior to the declaration of emergency in a district labeled at-risk. SCSBA believes that board training must be a key element of any recommendation by the state superintendent regarding district improvement well before the takeover stage.

History: adopted 2004; revised 2008, 2011

resolutions

5. Charter schools

Belief: SCSBA believes that all non-conversion charter schools in South Carolina should be sponsored and funded by the state.

Rationale: South Carolina’s charter school law was enacted in 1996 and has been amended numerous times over the years. In 2006, the SC Public Charter School District was established as another avenue for charter school applicants to apply for a charter. In the past, charter applicants had to obtain approval from the local school district board of trustees. Under the 2006 law, charter schools authorized by the state charter school district are open to students throughout the state – similar to schools such as the Governor’s School for Science and Mathematics or the Governor’s School of the Arts – and accountable to the state district’s board of trustees. Numerous conflicts have arisen over the years between charter schools and their local board sponsors, most pertaining to funding and local districts’ inability to exercise oversight of charter schools. The clearest way to resolve these ongoing issues between districts and charter schools is to place all charter schools under the state district’s sponsorship, allowing an exception for local board-sponsored charter schools to finish their contract term.

History: adopted 2010; revised 2012, 2013

6. Consolidation

Belief: SCSBA believes in consolidation or deconsolidation of school districts provided that in each district affected a referendum is held and a majority of the voters voting in the referendum in each affected district authorizes consolidation or deconsolidation. Each district shall have equal voice in the consolidation or deconsolidation question.

Rationale: A major consolidation of South Carolina school districts took place in the early 1950s. Since then, other districts have consolidated into larger systems. Currently our 81 school districts range in sizes from 1,000 to 61,000 students. A statewide study to determine, among other things, the relationship between school district size in South Carolina and student performance and the cost of providing educational services reached no conclusion on the district size/student performance relationship.

History: adopted prior to 1993; revised 2001, 2002, 2009

7. Constitutional amendment

Belief: SCSBA believes the South Carolina Constitution should be amended to require the General Assembly to provide a high quality system of free public schools open to all children and allowing each student to reach his highest potential.

Rationale: The adequacy of education funding is the issue in a lawsuit originally filed in 1993 by 40 South Carolina school districts. In 1999, the

Supreme Court set a new baseline standard for the public education clause of the state's constitution. The Court said that the constitution broadly outlines the parameters of a "minimally adequate education" in South Carolina. The case was remanded to the trial level to determine the issue of adequacy as it relates to the plaintiff districts and went to trial in July 2003. The judge's December 2005 ruling in the education-funding lawsuit held, among other things, that the state was not meeting its constitutional duty to provide the opportunity for a minimally adequate education in several poor, rural districts because of its failure to effectively and adequately fund early childhood intervention programs. The ruling was appealed to the Supreme Court which heard oral arguments in June 2008 and September 2012. SCSBA does not believe that the General Assembly should be satisfied with or proud of a state constitution that only requires a "minimally adequate education."

History: adopted 1999; revised 2002, 2004, 2008, 2013

8. Early childhood education

Belief: SCSBA believes that the South Carolina General Assembly should enact legislation and provide adequate funding to ensure that all four-year-olds in South Carolina have the opportunity to attend a child development program at a public school. Preschool services should be expanded at the state level within already existing structures in the State Department of Education, appropriate state and federal agencies providing services to at-risk families and in local school districts.

Rationale: Research shows that early childhood education is a significant step toward preparing children for the first grade and an overall enhancement of their grade school experience. Although South Carolina has made gains in early childhood education, funding levels from the state only provide enough to serve the most at-risk students. The General Assembly in 2006 established a pilot program for four-year-old kindergarten expansion in the trial districts from the decade-long funding adequacy lawsuit. The 2013 General Assembly approved increased funding to expand the pilot program to 17 additional districts.

History: adopted 2003; revised 2006, 2012, 2013, 2014

9. Economic development tax incentives

Belief: SCSBA believes that a school district's tax base should not be eroded by economic development incentives, and that all revenue generated or determined by local school district tax millage must be preserved for use by school districts for school purposes. SCSBA believes that school districts should be active participants in the negotiation process as related to economic development incentives provided to developers and industry and, in the case of multi-county industrial or commercial parks, that they receive negotiated fees in at least the same

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percentage as general taxes are to school taxes, and statewide reporting for all economic development incentives should be implemented.

Rationale: Almost 100 percent of the local share of school districts' budgets comes from property taxes. School districts, however, are finding it increasingly difficult to preserve school tax millage for use exclusively for school purposes due to the erosion of the local tax base. Economic development incentives such as fee in lieu of taxes and multi-county industrial parks are two examples of the erosion of school districts' tax base. All revenue generated from taxable property, to include all special taxing districts, represented by assessed valuation of a school district, as determined by school tax millage, must be used by school districts for school purposes. Finally, no statewide data exists on multi-county industrial park agreements and related incentives such as special source revenue bonds and tax credits. No one is monitoring how economic development incentives are impacting school district tax revenue, and the lack of data makes it impossible to estimate the financial impact at the local district level.

History: revised 2000, 2001, 2002, 2003, 2004, 2006, 2010

10. Education achievement gap

Belief: SCSBA believes in meaningful, research-based national, state and local initiatives with measurable outcomes that close the educational achievement gap for all students.

Rationale: South Carolina continues to show steady improvement in the academic achievement of its public school students. However, a significant gap exists between students of different demographic and socioeconomic groups. The achievement gap presents a unique challenge for schools: raising the achievement of their lower scoring students while maintaining or expanding the levels of achievement of their higher-scoring students.

History: adopted 2007

11. Education innovation

Belief: SCSBA supports the collaborative exploration and implementation of innovative ways to transform the assessment and delivery of public education in South Carolina.

Rationale: ~~SCSBA is part of a coalition of South Carolina business, education, policy and community leaders, including SCSBA, have formed a coalition,~~ under the auspices of New Carolina, South Carolina's Council on Competitiveness, devoted to identifying and launching new learning models in the state's public schools and to helping foster the conditions in which they can thrive. This public-private movement – TransformSC – seeks to:

- create an innovation network of schools and districts that are committed to transformative practices;
- advocate for regulatory relief to encourage and foster the testing of innovative practices;
- catalogue in-state and out-of-state best educational practices; and
- assist districts with implementing those programs that best meet the needs of the students they serve.

History: adopted 2013, revised 2014

12. Fiscal autonomy/affairs

Belief: SCSBA believes that all elected school boards should have full fiscal autonomy, and opposes legislation that would remove a local board of trustees' power over the district's fiscal affairs.

Rationale: Taxing authority is a logical requirement and natural extension of the funding partnership between the state legislature and the local school board. Nationally, nearly all school boards have taxing authority. Twenty-six districts in South Carolina have no taxing authority at all. Following passage of the Property Tax Relief Act of 2006, no South Carolina school district has full fiscal autonomy. As elected officials, school board members need authority for financial decisions to enable them to bear the accountability for the district's instructional programs. State law currently establishes the powers and duties of local boards of trustees, including the authority to govern fiscal affairs of school districts. Transfer of this authority from a governing school board inherently conflicts with many existing powers and duties of a local board of trustees, including the authority to hire staff, enter into contracts and borrow funds as needed.

History: adopted prior to 1993; revised 1998, 2000, 2001, 2002, 2007, 2013

13. Freedom of information

Belief: SCSBA believes the South Carolina Freedom of Information Act (FOIA) should be amended to further protect from public disclosure private materials relating to an applicant for a public position.

Rationale: Under the FOIA, information on the final three candidates for any public employment position must be disclosed to the public. SCSBA believes this provision is having detrimental effects on school districts seeking qualified candidates for positions ranging from superintendents to teachers. SCSBA believes that, although those choosing to devote themselves to public service enter a certain realm of openness, information on job applicants must be protected from disclosure.

History: adopted 1998; revised 1999, 2002, 2003, 2009

14. Full funding of education programs (combined with #44)

Belief: SCSBA believes that the General Assembly must meet its com-

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mitment to fully fund state-mandated educational programs for public schools. SCSBA believes that the South Carolina Constitution should be amended to prohibit state mandates on local units of government unless that mandate is fully funded by the state.

Rationale: While it is critical for the General Assembly to reform how South Carolina funds its public schools, of equal importance is for the state to fully fund the system it has in place. When state funds are not adequate to meet the true cost of a required program, the fiscal burden falls to local taxpayers to cover the deficit, or districts must sacrifice in other areas such as classroom size and personnel. For example, the Education Finance Act (EFA) was enacted in 1977. The heart of the EFA is the base student cost (BSC), a per-pupil amount set annually by the State Board of Economic Advisors as that necessary to fund the basic educational program. For ~~2014-2015~~ 2013-2014, the BSC should be ~~\$2,742~~ ~~\$2,771~~ per child; the General Assembly is funding the BSC at ~~\$2,120~~ ~~\$2,101~~, which is ~~\$622~~ ~~\$670~~ below the statutorily required amount per student. To fully fund the EFA would require in excess of \$500 million. With last year's BSC funded at \$2,012, a legislative requirement that districts give teachers at least a one-step salary increase in the current budget year will require some districts to subsidize it with local funding and/or make sacrifices elsewhere. While the EFA's base student cost is not the only state funding allocated to public schools, it provides the clearest example of legislators' failure to meet their commitment to K-12 public education.

The issue of unfunded and underfunded mandates arises each legislative session as programs and directives are proposed at the state level with the knowledge that state funds are not available and that in most instances local taxpayers will feel the fiscal impact. Cities and counties enjoy statutory protection from unfunded state mandates, with certain exceptions. While a statutory prohibition of unfunded mandates for school districts would be appropriate, such legislative enactments are often subject to political or other power shifts. A constitutional amendment, on the other hand, carries the weight of the state's electorate.

History: adopted 2013, revised 2014

15. Funding/program flexibility

Belief: SCSBA believes in maximum funding and program flexibility for school districts.

Rationale: Only the General Assembly can suspend the mandates and regulations that encumber education funding. School districts must have maximum funding and program flexibility in order to manage and protect the instructional needs of their students as well as meet essential operational purposes.

History: adopted 2008; revised 2009, 2011, 2013

16. Harassment, discrimination and equal opportunity

Belief: SCSBA believes that school boards should commit to non-discrimination in all education and employment activities. The board should ensure that students and employees are not subjected to any form of prejudicial discrimination or harassment, or denied equal educational or employment opportunities.

Rationale: Racial and sexual harassment are forms of discrimination, and SCSBA opposes discrimination of all types. No school district should tolerate a hostile working or learning environment, whether it is racial, sexual or denial of equal opportunity to work and learn.

History: adopted 2002; revised 2007

17. Local district fiscal impact statements

Belief: SCSBA believes the General Assembly should provide individual school district fiscal impact statements before passage of any legislation which requires a local district financial match or use of local funds for any reason.

Rationale: The state government must become sensitive to the impact of mandated programs on local taxpayers. Any new requirement that has a financial impact on local school districts falls unequally on economically rich or poor districts unless it is made a part of the base student cost. Education-related legislation should never be considered and enacted until there is a clear understanding by lawmakers of the fiscal impact on each local school district. Current state statute requires such fiscal impact statements for laws impacting cities and counties.

History: adopted 2006; revised 2009

18. Local governance of school districts

Belief: SCSBA believes in local decision making in the governance of school districts.

Rationale: One of the key strengths of high-quality public education is the emphasis on local decision-making. The local school board is the body closest to the community and reflects the community's commitment to its schools. One of the four major roles of a school board is accountability for the mission of the district. When school boards are able to exercise appropriate governance, they become accountable to their community for results. The school board, speaking as one, must reflect the interests of the community in the governance of the district.

History: adopted prior to 1993; revised 1995, 1998, 2001, 2002, 2006, 2007

19. Local legislation

Belief: SCSBA believes that members of the General Assembly, prior to introducing any local legislation, should be required to attach a statement that the local affected school board as a whole was notified of

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the intent to file the bill and stating if the board supports the proposed legislation.

Rationale: South Carolina’s current system of lawmaking provides for the authority of local legislative delegations to pass laws that apply only to a specific school district. Because members of the South Carolina Senate and House of Representatives as a practice do not vote as a body on a local bill, it can pass both legislative chambers in a matter of days. Local laws can change the makeup of a district board; change board election procedures; forgive missed days from the defined minimum plan requirement; and impact on a board’s authority to set and fund its budget. Too often, these bills are filed without the knowledge and consent of the affected board. Additionally, some question exists about the legality of local laws as being unconstitutional special legislation under Article III, Section 34 of the South Carolina Constitution. The end result of local laws is a state whose variety of school district and board governance structures does not easily lend itself to statewide initiatives relating to public education. Local school boards as the governmental body elected or appointed to operate a school district must, at the very least, be consulted prior to the filing of a local bill or, at the most, should be the driving force behind such bill’s introduction.

History: adopted 2002; revised 2004

20. Mandatory kindergarten participation

Belief: SCSBA believes that all children who are five years of age on or before the first day of September must attend a kindergarten program.

Rationale: Currently, state law allows a parent to “opt out” of enrolling their child in a K5 program if they are not six years old by September 1 of the school year. Students that do not attend structured K5 programs often begin the first grade severely delayed in their cognitive and social development. While many students do get what they need from their homes, there are many that do not. Once this gap in learning is created, it becomes harder to overcome. All students attending a structured K5 program will certainly help level the playing field of student preparation for the first grade.

History: adopted 2009

21. Nonpartisan election of school board members

Belief: SCSBA believes in the popular nonpartisan election of all school board members.

Rationale: Nationally, nearly all school boards are elected. Only an elected board can have taxing authority. Presently, only Dillon and Marion counties have appointed school board members. Clarendon County has one appointed board, one elected board, and one board with a combination of elected and appointed. Trustees elected in partisan elections often have to respond to the demands of their party

rather than to the needs of the school children. Two school boards in this state, Horry County and Lee County, are elected in partisan elections. A board member losing in a June primary serves as a lame duck board member for five months. If several lose in June, the entire board is affected until the November general election.

History: adopted prior to 1993; revised 1998, 1999, 2002, 2008, 2011

22. Procurement process flexibility

Belief: SCSBA believes that the South Carolina State Procurement Code should be amended in order to give local governments, in particular the large school districts that must follow state procurement guidelines, maximum flexibility in awarding contracts by means other than the competitive sealed bidding process.

Rationale: Nationally, states have adopted legislation allowing governmental entities greater freedom in awarding contracts based on criteria other than the low bid requirement. South Carolina's statutory procurement process includes many tools for procuring other than by competitive sealed bidding, including competitive best value bidding and competitive sealed proposals. Any additional express authority to use alternative methods would be advantageous to the school districts and should not negatively affect opportunities for small business and minority contracts.

History: adopted 2007

23. Public school choice

Belief: SCSBA believes in public school choice options, particularly when designed to increase opportunities for all children to learn in ways that best meet their abilities and needs. SCSBA believes in the right of local boards to determine school choice options within their own districts or between districts. Mandated choice programs must be driven by local flexibility, remain within the public school system, and reflect a focus on academic achievement.

Rationale: Recognizing that school choice is a matter of great interest in the state, as well as the fact that South Carolina is a target state for out-of-state proponents of vouchers and tuition tax credits whose idea of choice includes private schools – an idea long opposed by SCSBA – it is critical that, for the benefit of its membership, SCSBA occupy a seat at the table concerning any initiatives relating to school choice. SCSBA's focus on choice initiatives, mandated or discretionary, will be on flexibility and local decision-making authority, academic achievement, public school involvement and adequate funding.

History: adopted 2007; revised 2009, 2012

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24. Road management for schools

Belief: SCSBA believes that the state should bear fiscal and managerial responsibility for roads that are located at or near public schools.

Rationale: The State Department of Transportation (DOT) is charged with the responsibility of road management including the systematic planning, design, construction, maintenance and operation of the state highway system and roads, including roads located at or near public schools. While SCSBA recognizes that roads located near or at schools are critical for school traffic flow and safety, districts and schools do not receive funds to design and manage these roads. Further, SCSBA believes that school districts are increasingly being required to fund the management of roads that are located near or at schools due to DOT shifting its funding responsibility to the districts. SCSBA believes that road management, including funding, is the state's responsibility.

History: adopted 2011

25. School bus privatization

Belief: SCSBA believes that the General Assembly must conduct a thorough review of the current state transportation system to determine if it is the most efficient, effective and economical service model. Any review as well as any efforts at privatizing school bus transportation for South Carolina's public schools must ensure the following:

- student safety is the top priority;
- adequate state funding is available for operation, maintenance and replacement on a recurring basis, with no financial burden falling to the local districts; and,
- the unique needs of all districts are met.

Rationale: While South Carolina is one of the few remaining states to operate a school bus system, it has been recognized nationally for its efficiency. Under the current state-operated system, even children living on a dirt road in a rural community can expect bus service. If privatization is pursued in South Carolina, certain basic elements of the current state-run system must be preserved without additional costs to the districts. School districts currently have the ability to contract with private companies for transportation services.

History: adopted 2004; revised 2005, 2007, 2010

26. School start date

Belief: SCSBA believes that state law regarding when public schools may start the school year in South Carolina should be changed to give districts the flexibility to begin classes as soon as the second Monday in August.

Rationale: Following a lengthy legislative debate, the General Assembly in 2006 enacted a uniform starting date for South Carolina's

public schools stating that – with few exceptions – no school could begin classes prior to the third Monday in August annually. Over the ensuing years, some districts have found it to be increasingly difficult to complete school business before the semester break and still meet the requirements of the uniform starting date. For example, schools that are operated on a block schedule are unable to complete the semester and exams before the holiday break. Further, an earlier starting date allows for increased instructional time prior to students taking high stakes federal and state testing. Community and parent frustration with the holiday break schedule is evident. Determining the local school calendar should be a core function of the locally elected school board of trustees.

History: adopted 2012

27. State graduation rate

Belief: SCSBA believes in meaningful statewide efforts directed at improving South Carolina’s graduation rate that are based on proven, research-based methods to ensure students complete high school. SCSBA believes that state accountability and reporting measures and the state’s compulsory attendance laws should be consistent. SCSBA supports the continued full funding of the state Education and Economic Development Act.

Rationale: South Carolina’s public schools have made great strides to improve student achievement under the Education Accountability Act of 1998. South Carolina’s graduation requirements, including the number of credits and assessments, remain among the highest in the nation. However, a significant concern remains: far too many students do not complete high school on time. South Carolina should annually set ambitious targets for improving graduation rates. State lawmakers took a major step in 2005 to address the graduation rate with the passage of the Education and Economic Development Act (EEDA), which requires high schools to provide multiple career pathways for students.

History: adopted 2006; revised 2007, 2009, 2010

28. Takeover exit strategy

Belief: SCSBA believes that there should exist in regulations a clear process to return control to the local school board if a school or district takeover occurs under state or federal law. SCSBA believes that, upon request of the local school board, the State Department of Education should be authorized to provide technical assistance to districts experiencing financial difficulty.

Rationale: The EAA outlines criteria that can lead to a state takeover of a school district and removal of the local school board’s authority. The State Board of Education has no guidelines or regulations regarding

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the state takeover of school districts in South Carolina and the return of authority to local boards. SCSBA believes that the State Board in collaboration with education policy makers, including SCSBA, should establish specific criteria, conditions, timelines and procedures for a state takeover. Prior to state intervention, the following should occur:

- provision of the necessary resources, support and timeframe under which local schools and districts should improve;
- provision for a comprehensive training program for the local board developed and implemented by SCSBA; and,
- provision for the return of the local board to authority.

History: adopted 2001; revised 2002, 2004, 2008, 2013

29. Tax reform/relief

Belief: SCSBA believes the state should conduct an immediate review of the property tax relief plan enacted in 2006 to determine necessary changes that support high quality public schools and preserve local districts' ability to meet their operational and school facility needs.

Changes should include, but not be limited to:

- ensuring that local district funds are held harmless or replaced with a stable, predictable, funding source that will fully and equitably fund the public schools;
- amending the state constitution to increase the general obligation debt limit from eight to at least 12 percent; and,
- authorizing boards of education to raise local revenue, to include levying a one percent sales and use tax for certain non-recurring educational purposes.

SCSBA opposes state-driven sales, residential and personal property tax relief without adequate study of, or provision for, replacement of locally collected property taxes and consideration of implications at the local school district level. SCSBA supports sales tax exempt status for all local school districts.

SCSBA believes that a review of components of the state's tax structure, as well as any new tax relief measures must be done in conjunction with comprehensive tax reform in South Carolina.

Rationale: With the passage of the property tax relief act (Act 388) in 2006, the General Assembly significantly impaired the ability of local school boards to raise operational millage. Act 388 removed owner occupied homes from being taxed for school operations purposes and put in place a hard cap on a local board's ability to raise millage on the remaining classes of property. Locally funded programs and community driven school initiatives have suffered. It now becomes the Legislature's responsibility to provide every district the funding necessary to meet the operational and programmatic requirements in state law and at the local level. Districts need more funding tools to address operational

and capital needs. The funding of technology, school construction or other special non-recurring needs for school districts is a continuing concern. Current funding options, i.e. referenda or budgeted operations costs, do not lend themselves to addressing this concern. Special legislation is needed to assist willing school communities in funding special needs. Article X of the South Carolina Constitution limits school districts' bonded debt to eight percent of the assessed valuation of property subject to taxation in the school district. In order to exceed the eight percent limit, a school district must hold a referendum. The eight percent limit became effective in 1982 and significantly affected a district's ability to sell bonds. SCSBA believes that at least 12 percent would give districts increased flexibility and reduce the need for many to go to referendum, which can be costly and time consuming. South Carolina's tax code over the years has become a disjointed, unbalanced structure that caters to special interests and is not supportive of local governments, including school districts. Comprehensive tax reform is long overdue.

History: adopted 2006, revised 2007, 2008, 2009, 2010, 2012, 2013

30. Teacher salaries

Belief: SCSBA believes in raising teacher pay to the national average for teacher salaries and establishing a salary structure that would be appropriate considering differentiated responsibilities so as to compensate teacher leaders in relation to skills and performance.

Rationale: In the state's quest to improve student achievement, we must not overlook the importance of qualified, effective teachers in every classroom. If South Carolina is serious about raising student achievement, then a salary structure must be developed that is competitive with neighboring states and will allow us to hire and retain qualified teachers. A plan to compensate teachers on a differentiated scale according to responsibilities, skills and performance will allow districts to keep master teachers and teacher leaders in the classroom.

History: adopted 1999; revised 2002, 2009

31. Threats and assaults on school employees

Belief: SCSBA supports changing criminal laws so that anyone who commits assault and battery on a school employee faces penalties that are consistent with or greater than the penalties that apply for making threats to school employees.

Rationale: Currently, someone who threatens a government official (including school employees) with violence can be charged with a felony and receive a sentence of five years in prison or a \$5,000 fine (S.C. Code of Laws, Section 16-3-1040). However, that same individual could actually walk into a classroom and strike a teacher in front of a classroom of children and face only 30 days in jail for third degree assault and bat-

tery. A third law, which applies only to students enrolled in school (S.C. Code of Laws, Section 16-3-612), creates a third set of penalties for assaults on school employees that include one year in jail or a \$1,000 fine. It is obvious these laws are inconsistent and changes in law are needed to ensure penalties for physical attacks on school employees by anyone must be as great as or greater than the penalties for making threats.

History: adopted 2010

32. Title I funding formula

Belief: SCSBA believes that Congress should take steps to ensure that federal Title I funds are distributed to school districts so that all eligible students receive an appropriate share of per pupil funding.

Rationale: Title I, as part of the Elementary and Secondary Education Act first passed in 1965, is the federal program that provides funding to local school districts to improve the academic achievement of disadvantaged students. SCSBA believes that there are unintended inequities in the formula used to distribute federal funds under Title I. For nearly a decade, some of the federal funds provided to local school districts under Title I have been distributed through “weighted” formulas.

History: adopted 2012

33. Tobacco, alcohol and drug-free school districts and school property

Belief: SCSBA believes school districts, schools, school property and school-related activities should be free from tobacco, electronic cigarettes, free and free from alcohol, anabolic/androgenic steroids, mind or behavior altering substances, and all unauthorized drugs.

Rationale: SCSBA believes that students must have safe and supportive climates and learning environments that support their opportunities to learn and that are free of harmful substances including alcohol, tobacco, and other drugs including synthetic marijuana products and other herbal substitutes for marijuana. SCSBA believes school districts should ban synthetic marijuana products and other herbal substitutes for marijuana from district and school property. The General Assembly should take action to ban the sale and possession of synthetic marijuana products in South Carolina. Tobacco and smoking/second-hand smoke are hazardous to the health and well being of our students, teachers and families.

History: adopted 2006; revised 2009, 2010, 2011, 2014

Section 2: Recommended New Statements of Belief

34. State superintendent of education referendum

Belief: SCSBA believes that a statewide constitutional referendum should be conducted to determine if the office of the state superintendent of education should remain an elected position or should become one that is appointed by the governor with the advice and consent of the Senate. If appointed, the state superintendent of education should meet certain qualifications outlined in law.

Rationale: The issue of whether the office of state superintendent of education should continue as a constitutionally elected position or should become one appointed by the governor is often debated in the General Assembly. The state superintendent of education oversees a highly important and specialized core function of government: public education. The selection method for this critical position should be put to the people of South Carolina through a popular vote. Any gubernatorial appointee should at least meet certain standards set forth in statute that make him/her uniquely qualified for the position.

History: adopted 2014

35. Teacher appeals process

Belief: SCSBA believes that the state's Teacher Employment and Dismissal Act should be amended with the goal of providing greater flexibility in the appeals process to better serve the interests of teachers, school districts and the taxpayers.

Rationale: South Carolina's Teacher Employment and Dismissal Act (TEDA) sets forth a detailed process for notifying teachers about their contract status for the ensuing school year as well as a board's intent not to renew. Due process under the law requires that teachers not re-employed for the next school year be given the opportunity to appeal before the local school board. While SCSBA supports the appeals process, some districts can experience significant case backlogs relating to teacher appeals causing increased expense for the district and taxpayers and a prolonged process that serves none of the parties in a fair manner. A comprehensive review of the TEDA is long overdue.

History: adopted 2014

Section 3: Current Legislative Priorities

36. Education funding reform

Priority: SCSBA supports legislation to reform the state's education funding structure. Any revision should be based upon specific analysis and recommendations on (1) the current tax structure and the state's taxing policy, (2) the current education funding formulas and their abil-

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ity to equalize educational opportunities statewide, and (3) a realistic means of computing the base student cost, which is aligned with state-imposed student performance standards and expectations. Recommendations for reforming the method of fully funding public education in South Carolina must do the following:

- expand local district revenue-raising authority;
- generate revenue that is adequate, stable and recurring;
- ensure equitable and timely distribution, to include direct distribution from the state to a district;
- provide adequate funding for other operational needs such as transportation and fringe;
- include state-driven initiatives to ensure that every public school student has the opportunity to learn in permanent school facilities that are safe, structurally sound and conducive to a good learning environment; and,
- ensure that districts are held harmless from receiving less money through a new funding plan.

Rationale: An in-depth review of our state’s tax system and how public education is funded is long overdue. However, the plan must include certain components as follows:

- It must generate adequate revenue for schools.
- It must set a base student cost (BSC) reflecting what it actually costs to educate a child.
- It must expand local initiative and the ability for districts to exceed the state minimum requirements.
- It must include equitable components to lessen or erase the impact that a child’s residence has on the quality of the education he/she receives.

The funding adequacy lawsuit involving school districts primarily along the I-95 corridor has evidenced woefully inadequate ~~deplorable~~ school facility conditions for students and teachers. Just as South Carolina should not be satisfied with a constitutional requirement for a “minimally adequate” education for children, the state must take steps to ensure that all children attend schools that are safe and comfortable. SCSBA supports the proposed South Carolina Jobs, Education and Tax Act of 2013.

History: revised 2001, 2002, 2003, 2004, 2005, 2007, 2011, 2012, 2013, 2014

37. Impact fees

Priority: SCSBA supports legislation to allow public schools to collect impact fees on new home and commercial development. School districts must be exempt from paying impact fees.

Rationale: State government must remain sensitive to the fact that existing taxpayers often face increased school debt-service property taxes to pay for the high growth that they did not cause. This may negatively impact the economy and potential taxpayer support for future school district referendums. Funding tools such as impact fees can help districts cope with community growth and unique educational demands.
History: adopted 2007; revised 2012, 2013

38. Tuition tax credits and vouchers

Priority: SCSBA strongly opposes state or federally-mandated efforts to directly or indirectly subsidize elementary or secondary private, religious or home schools with public funds.

Rationale: SCSBA believes that a strong public school system is the very bedrock of democracy and must not become viewed as a mere public service. Tuition tax credits, tax deductions, or vouchers for private schools undermine the principles of public education by encouraging the enrollment of children in private schools and raise constitutional problems. The original tuition tax credit proposal Put Parents in Charge Act and various subsequent proposals represent a complete abandonment of South Carolina's public schools. Studies by SCSBA and the State Budget and Control Board prove schools are negatively impacted financially by the loss of state funds due to declining enrollment of students transferring to private schools. Tuition tax credits or vouchers divert public funds to private entities with absolutely no accountability. Over the past decade, several studies have recommended a state increase in funds for public schools. South Carolina cannot afford further erosion of the funds available for public schools.

History: adopted 1996; revised 1998, 1999, 2002, 2005, 2006, 2012, 2014

Section 4: Resolutions Recommended for Deletion

39. Board evaluation

Belief: SCSBA believes all local school boards should undergo a comprehensive board self-evaluation and self-assessment every two years. Such efforts to improve local school board operations should be allowed in executive session under provisions of the Freedom of Information Act.

Rationale: The complex process of improving board operations is critical to the state's overall emphasis on assuring quality education in public schools. Such self-assessment efforts can most effectively be conducted in executive session to allow for unrestricted discussions by board members of their performance and that of their colleagues.

History: adopted 2002; revised 2003

40. Common Core State Standards

Belief: SCSBA supports South Carolina's adoption and implementation of the Common Core State Standards.

Rationale: In 2009, the Council of Chief State School Officers and the National Governors Association began leading the process for the development of Common Core State Standards (CCSS) in consultation with teachers, parents, experts and administrators. In 2010, the State Board of Education and the Education Oversight Committee approved the use of the CCSS as South Carolina's academic standards. To date, 46 states have voluntarily adopted the standards. Full implementation of CCSS, including an assessment component developed by a consortium of which South Carolina is a "governing state," is slated for the 2014-2015 school year. To this end, South Carolina school districts have heavily invested resources and time in training, professional development, technology and other key preparations for implementation. SCSBA believes that, among other things, the CCSS will unite the otherwise differing state academic standards that exist across the United States, strengthen student college preparation and career readiness, and ensure American students can compete in a global economy. The CCSS will be particularly helpful when the inevitable comparisons are made about how South Carolina's students are performing with other students across the country and internationally.

History: adopted 2013

41. Digital instructional materials

Belief: SCSBA supports the availability of digital choices in the provision of instructional materials, including textbooks, and believes that local school districts should have maximum flexibility with instructional materials' funding so as to allow for the purchase of electronic (e-)books and other technology in addition to standard textbooks.

Rationale: Under the current process, the State Department of Education purchases approved textbooks, including digital rights when available, and sends them to the local school districts. A district may use local funds to purchase textbooks as it sees fit - digital or otherwise. A recent state budget proviso provides funding as well as a limited process for districts to have digital materials approved for use by the State Board of Education. School boards and districts must be able to take full advantage of available technology that will enhance the educational environment of the classroom and help students achieve their maximum academic potential.

History: adopted 2012; revised 2013

42. Federal funds for education

Belief: SCSBA believes that state leadership must be aggressive and diligent in identifying and pursuing federal funds for, among other

things, improving and enhancing the state's public schools.

Rationale: While South Carolina public schools have struggled to manage more than \$800 million in state funding cuts during recent years, some in state leadership have fought or refused to pursue new federal education funding. Examples include the state's refusal to seek \$144 million allocated to South Carolina through the 2010 EduJobs bill, intended to assist districts in hiring and retaining teachers; the state's refusal in 2011 to apply for \$200 million in Race to the Top funds, open only to nine finalist states, including South Carolina; and the state's refusal in 2011 to apply for \$500 million in the Race to the Top Early Learning Challenge, which focused on expanding state early childhood education. While some federal programs may not be workable for South Carolina, an overall negative attitude toward federal assistance is unacceptable. South Carolina taxpayers pay federal taxes and should benefit from federal funds targeted at improving and enhancing the state's public schools.

History: adopted 2011

43. National standards

Belief: SCSBA opposes any federal efforts to make state adoption of any standards involving skills or content mandatory or as a condition for federal aid.

Rationale: South Carolina remains a national leader in its development of strong content standards, stemming from the enactment of the Education Accountability Act of 1998. In recent years, however, discussions have mounted concerning the development of common national standards, particularly with the reauthorization of the Elementary and Secondary Education Act (ESEA) on the horizon. SCSBA agrees with the National School Boards Association that, while opposed to the federal government developing standards, a common set of standards not mandated by the federal government but supported by it, can lead to raising student achievement.

History: adopted 2009; revised 2010

44. Unfunded/underfunded mandates (combined with #14)

Belief: SCSBA believes that the South Carolina Constitution should be amended to prohibit state mandates on local units of government unless that mandate is fully funded by the state. SCSBA strongly supports full funding of federal and state mandated education programs.

Rationale: The prohibition of unfunded and underfunded mandates is an issue that continues to arise during each legislative session as programs and directives are proposed at the state level with the knowledge that state funds are not available and that in most instances local taxpayers will feel the fiscal impact. Cities and counties enjoy statutory

resolutions

protection from unfunded state mandates, with certain exceptions. While a statutory prohibition of unfunded mandates for school districts would be appropriate, such legislative enactments are often subject to political or other power shifts. A constitutional amendment, on the other hand, carries the weight of the state's electorate. An amendment to the state constitution must first be approved by the voters as a referendum question in the general election. Then, having received the directive of the citizens of South Carolina, the legislature must then act to ratify such an initiative.
History: adopted 2002; revised 2004, 2008

