

2025–26



Legislative Platform

Membership Categories

South Carolina

Association of School Administrators

- Superintendents
- Secondary Principals and Assistant Principals
- Middle Level Principals and Assistant Principals
- Elementary Principals and Assistant Principals
- Career and Technology Education Directors
- Adult Education Directors
- Personnel Administrators
- Education Specialist Administrators
- Instructional Leaders
- College of Education Deans

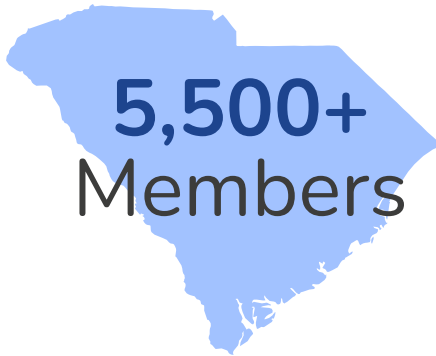
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SCASA at a Glance



200+
*Total Events
Annually*

116 Roundtables
16 Webinars
5 Conferences
54 CEEL Sessions
9 Seminars

Center for Executive Education Leadership (CEEL) Cohorts

- Assistant Principal Foundations (for early-career assistant principals)
- Assistant Principal Essentials (for experienced assistant principals)
- Aspiring Principals (for assistant principals preparing to be principals)
- Principals
- District Leaders
- Superintendents

SCASA's 32 Job-alike Roundtable Groups

Adult Education	Instructional Technology Leaders
Assistant Principals	Middle and Secondary Education Directors
Benefits Coordinators	Multilingual Learners Coordinators
Career and Technology Educators	Operations Directors
Directors of Special Education	Payroll Coordinators
Directors of Student Services	Personnel Administrators
District Communications Officers	Principals
Early Childhood	Procurement
Elementary Education Directors	Retirees
Federal Programs and Grants Coordinators	Security Specialists
Finance Directors	Superintendents
Gifted and Talented Coordinators	Technology Leaders
Hearing Officers	Testing and Accountability Leaders
Higher Education	Transportation
Homebound Coordinators	Virtual School Coordinators
Instructional Leaders	Visual and Performing Arts

Member Services Related to the General Assembly

- Weekly legislative updates during session
- Daily email with South Carolina education news
- In-person legislative updates and discussion at roundtable meetings

SCASA Legislative Platform

The Value of Public Education in South Carolina

Because education is the driving factor for the engine of economic development and quality of life, the South Carolina Association of School Administrators calls upon itself and all who care about South Carolina's future to focus on continued educational improvement, to set aside particular interests and address our shared responsibility, and once again, to engage our energies on our tomorrows.

A quality public school system is the chief component of successful economic development. Therefore, in a spirit of deep responsibility to the children of South Carolina and a desire to contribute to our State's well-being and the health of our communities, we call on all members of the General Assembly to partner with educators to provide the necessary resources to secure our future.

Educators across the State of South Carolina stand on behalf of all children to ensure each child learns to think, reason, exercise creativity and imagination, and use his or her mind to make personally satisfying contributions to civic, social, and economic life. Through a high-quality public school system, South Carolina will provide the necessary resources for all students to graduate with world-class knowledge, world-class skills, and the characteristics necessary for life and career success.

About SCASA

The South Carolina Association of School Administrators (SCASA) is the preeminent professional organization for public education leaders in South Carolina, with a membership of more than 5,500 educators across the State. SCASA members include assistant principals, principals, district leaders, district superintendents, retired school leaders, and college of education deans.

SCASA's 32 roundtable groups each meet multiple times throughout the year and serve as collaborative forums where school leaders can share insights, discuss emerging issues, receive updates from relevant organizations, and exchange best practices with their counterparts from other South Carolina school districts. SCASA's Seminar Series offers in-depth discussions on topics relevant to all school leaders and provides resources to promote innovative and effective leadership practices. The Center for Executive Education Leadership (CEEL) provides comprehensive, research-informed programming for education leader development and support. The content challenges cohorts of participants to learn from each other as they identify and master skills needed to engage faculty and staff and impact student achievement. Participants are provided an opportunity for development relevant to growth in their current position and in preparation for higher levels of responsibility.

SCASA provides a unified voice for school leaders at the State House. With our full-time lobbying team, we are there each day the legislature meets to monitor debate, provide testimony, and speak personally with legislators on the issues that are important to public education.

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Public Education Funding

Guiding Thoughts

The General Assembly must set as its first priority providing equitable and adequate funding of preK-12 in order to ensure a quality public education for all students regardless of the level of their unique needs, where they live, or where they attend school.

SCASA believes that a comprehensive plan for educational funding and tax reform is essential to creating a revenue system that is stable, equitable, and funds a 21st century foundation program that equips students with world-class knowledge, world-class skills, and fosters the characteristics for life and career success as defined by [Section 59-1-150, Profile of the South Carolina Graduate](#).

Funding Structure Recommendations

- Codify the changes [enacted through proviso](#) to the education funding formula rather than continue to legislate the formula through the budget proviso process. The formula change was implemented in FY 2021-2022. Having been implemented for a period of three years, **districts are now able to identify obstacles and unintended consequences**. The codification process would bring those to light and provide an opportunity for legislators to receive feedback from those charged with implementing this formula.
- Fully fund across the board **teacher salary increases** for all teachers which ensure our teachers are compensated above the [Southeastern Teacher Salary Average](#).
- Fund educational services which [differentiate an amount based on specific student's needs](#).
- Maintain all [EIA appropriations at 100%](#) thus not requiring a 25% local match component for those funds.

Public Education Funding

Funding Structure Recommendations (Continued)

- **Repeal statutory provisions** enacted by the General Assembly that inhibit true flexibility of funds.
- Provide **funding for new and existing legislative initiatives** and instructional programs with necessary funding from the State to implement the requirements.
- **Consider the inclusion of specific line items for K-12 education from the Education Lottery revenue.** While the purchase of school buses, currently funded using lottery revenue, benefits the K-12 education system, providing funds for use in schools would provide needed **funding for nonrecurring facility or operational projects.** The early years of the implementation of [Act 59 of 2001](#) contained line item appropriations for both elementary and middle schools.

Tax Policy Recommendations

- **Complete a comprehensive review of South Carolina's tax structure** and identify the challenges "piecemeal" changes have created for the school districts of the State.
- Implement changes to the State's tax policies to **correct the challenges and unintended consequences** created by the implementation of previously codified changes such as those in Act 388 of 2006.
 - For example: [11-11-156\(A\)\(2\)](#) requires reimbursement to a school district based with an additional poverty weighting of .20 per student, while the district funding formula, found in Proviso 1.3, provides an additional poverty weighting of .50 per student in poverty.

Public Education Funding

Tax Policy Recommendations (Continued)

- Implement policies to generate **increased revenue for public education that is appropriate, stable, and recurring** and that will not be used to supplant any current funding appropriated.
- Provide assistance, through a **statewide public school facilities bond act, to school districts to meet the facility, technology, and infrastructure needs** necessary to provide safe and functional facilities and to administer the State's computer-based assessments. The assistance should be based on the compilation of information collected through the Facilities Assessment outlined in [Proviso 1.92 of the FY 2017-18 Appropriations Act: Facilities Tracking System and Assessment Assistance](#).
- **Include school districts in discussions that may result in the granting of [Fee in Lieu of Tax \(FILOT\)](#) agreements** and, prior to grant agreements, examine the impact of proposed agreements on school district revenue. There is currently no requirement to include school districts in discussions regarding the granting of a FILOT.

Safety and Transportation

Guiding Thoughts

SCASA supports comprehensive safety measures in schools and reliable, modern transportation systems to ensure students can access their education safely and efficiently. We recognize that a safe school environment is crucial in helping students learn and reach their full potential.

School Safety Recommendations

SCASA supports public school safety for all children and staff as a top priority. In order for students to achieve at higher levels academically, they must feel physically, socially, and emotionally safe in their schools. Therefore, SCASA supports

- providing **continued funding and support for the [Center for School Safety and Targeted Violence](#)** to serve as a clearing house for the dissemination of safety and security information that is research-based, and that provides training and technical assistance for K-12 schools by bringing together educators, school security administrators, and law enforcement;
- **providing law enforcement and school safety staff the tools necessary to proactively reduce and deter threats** to schools and school-sponsored events, to include reviewing additional consequences for individuals charged with a threat to a school or public school official;
- providing **research-based programs that create a culture of safety** where all students can achieve at their highest level; and
- **[funding designated to support school safety infrastructure](#)** measures to include but not be limited to fencing, controlled access, etc. to protect all students and staff.

Safety and Transportation

Public School Transportation Recommendations

SCASA believes the safe transportation of students to and from school is of utmost importance. Because of this belief, SCASA supports the statutory requirement enumerated in Section [59-67-580](#) specifying a **15-year replacement cycle for school buses**.

While the state’s bus fleet of more than 5,700 buses is currently on target to reach the 15-year replacement cycle through the efforts of the General Assembly and SC Department of Education for the upcoming year, **annual investments in a safe bus fleet is crucial to ensuring student safety in the future.**

Year	Projected Buses in Use Older Than 15 Years	Percent of Total Bus Fleet	Replacement Cost in 2024 Dollars (Nearest 100k)
January 2025	97	1.70%	Already funded
2026	0	0.00%	\$0
2027	0	0.00%	\$0
2028	2	0.04%	\$300,000
2029	330	5.79%	\$44,700,000
2030	211	3.70%	\$28,600,000
2031	326	5.72%	\$44,200,000
2032	75	1.32%	\$10,200,000
2033	1,346	23.61%	\$182,400,000

SCASA encourages the General Assembly to continue to provide funding for the replacement provisions enacted in 2007 to **stay ahead of the significant increase in buses coming up on the 15-year replacement cycle by 2033**. Additionally, SCASA encourages the General Assembly to provide additional funding to increase the fleet due to the growth of its student population and **State funding for video recording systems installed on the current and future buses**.

Instruction

Guiding Thoughts

SCASA believes in a comprehensive educational experience from early childhood through adult education that prepares all students for college, a career, or the military. With a focus on the vision of the Profile of the South Carolina Graduate, we support adequate funding and support for programs at all levels to ensure every student can be prepared with world-class skills, world-class knowledge, and life and career characteristics to succeed.

Early Childhood Education and Elementary Schools Recommendations

SCASA believes childhood development programs for four-year-old children are essential to overall academic and social progress in the State. The General Assembly should immediately enact legislation to provide full funding to ensure **that all four-year-old children in South Carolina have the opportunity to participate in an accredited early childhood program** that will strengthen the transition to all kindergarten programs.

SCASA supports continuation of the [suspension of DSS regulations](#) for 4K provided to public schools. Additionally, SCASA supports additional language to **specify that district 3K and non-CERDEP 4K programs are exempt from [DSS child care regulations](#).**

Instruction

Middle Schools and High Schools Recommendations

SCASA supports the belief that a student's education is a cumulative experience. A student's potential to graduate is not determined solely on the basis of the high school experience. Rather, the likelihood of a student graduating from high school is a systemic issue and should be addressed in grades pre-kindergarten through 12.

SCASA recommends the following:

- Increase funding designed to **strengthen the [Education and Economic Development Act \(EEDA\)](#).**
- **Provide adequate funding to Career and Technology Education** programs to enable students to be prepared to succeed in a complex and ever-changing economy. Support funding for physical expansions and updates for facilities to allow a **continued collaboration with business and industry** to align what we teach with what the economy demands.
- Ensure that students who complete a **state-approved alternative diploma program, certification, or credentialing** do not negatively affect high school report card ratings.

Instruction

Adult Education Recommendations

SCASA firmly believes South Carolina's **Adult Education Programs should remain a part of the local school districts** and, as such, a part of the State Department of Education. In South Carolina, individuals without a high school credential are best served by the current structure that fulfills the individuals' educational needs as well as **providing assistance to students whose goal is to pursue post-secondary education**. With over 250 Adult Education sites across our state, educational services for populations lacking a high school credential are adequate and conveniently accessible and provided at minimal cost to those most disadvantaged.

SCASA believes that Adult Education must be adequately funded and requests **annual increases in funding to support teacher/staff pay increases**. Continued support of Adult Education will enable approved adult education providers to **provide successful dropout retrieval and assistance with graduation rates and the five-year Student Success Rate**, as well as academic and workforce preparation activities to all adults including the non-English speaking population and Family Literacy participants.

SCASA supports including [high school equivalency diploma](#) recipients as **high school graduates**. These efforts will enhance the economic development of South Carolina.

Staffing

Guiding Thoughts

SCASA recognizes the vital importance of recruiting, retaining, and supporting quality educators through competitive compensation, professional development, and removal of barriers to entering the profession. We advocate for policies that will help address the educator shortage while maintaining high professional standards.

Educator Recruitment and Retention Recommendations

SCASA supports initiatives designed to attract and retain teacher preparation candidates. [Title 2 enrollment trend data](#) indicates the number of young people choosing teaching as a career continues to decrease. The reasons given for this decision are low salaries, high loan debt, and roadblocks to program admission. Based on this information, we support such initiatives as follows:

- Adjusting and funding **increases to the [salary schedule](#)** to aid in the recruitment of teachers.
- **Maintaining the current [defined benefits retirement system](#)** rather than instituting a new defined contribution retirement system for newly hired educators. The current South Carolina retirement system is a recruitment tool for attracting new educators.
- Increasing funds for [South Carolina Teacher Loan Forgiveness Program](#) as well as **expanding the eligibility and forgiveness provisions of the Program.**
- Providing **incentives for teaching in rural and Title I schools;**
- **Supporting teacher residency programs** that are co-created by higher education institutions and school districts.
- **Expanding the [Teaching Fellows](#)** program to other interested institutions to enhance recruitment efforts.
- **Supporting coaching and mentoring programs** created by higher education institutions for new teachers.

Staffing

Educator Recruitment and Retention Recommendations (Continued)

- Allowing for **flexibility in teacher education admission requirements** by allowing a college or university educator preparation provider to develop and submit a plan for approval by the State Board of Education for ensuring teacher candidate proficiency in reading, writing, and mathematics using multiple measures.
- **Continuing to provide LIFE or Palmetto Fellows Scholarship stipends** to individuals majoring in education.
- Providing funding to **expand the [Teacher Cadet Program](#) to all high schools and the [ProTeam Program](#) to all middle schools**. These are nationally recognized programs that provide districts with a “grow your own” model of recruiting students into the teaching profession. Program expansion could have a direct impact on our teacher shortage challenge.

Retired Educators Returning to Work Recommendations

SCASA is concerned that fully staffing schools and districts will continue to increase in difficulty. Currently, **the state produces far fewer educators and school leaders than required to fully staff schools and districts**, and that trend will continue without changes made in supports, requirements, and processes.

[Current law limits retirement benefits](#) if “return to work” earnings are greater than \$10,000 while continuing to contribute to the retirement system, reducing their retirement disbursement significantly, and fulfilling a crucial need in the education system.

Staffing

Retired Educators Returning to Work Recommendations (Continued)

SCASA supports the following program extensions:

- **Extend the \$50,000 earnings limitation waiver [\(Act 102 of 2021\)](#) for educators returning to the K-12 public education system** without a return-to-work limitation or break-in-service requirement.
- **Extend critical needs certification area exceptions set in Section [9-1-1795](#) to principals and assistant principals** to ensure that schools are able to maintain experienced leaders.

SCASA supports the following structural changes to allow for a greater pool of educator talent:

- **Increase the permanent earnings limitation set in Section [9-1-1790](#) from \$10,000 to \$50,000** to encourage retirees to fill the educator shortage.
- **Remove the [12-month required break-in-service](#) limitation to allow retirees to fill needed positions immediately.**

With these changes, the State could immediately increase the number of qualified candidates without creating an increased cost to the retirement system, as well as significantly strengthen every district's ability to operate at full capacity. If the earnings limitation is not lifted and the break-in-service requirement is not reduced, vast numbers of retired educators who could help during the shortage will choose not to return to work in education-related fields, and districts will lose the ability to use these experienced school leaders to fill vacant classroom and leadership positions.

Staffing

Educator Quality and Effectiveness Recommendations

SCASA supports the appropriate funding of programs and incentives to ensure quality educators and leaders are identified, recruited, developed, and retained for the benefit of all students of South Carolina.

SCASA supports effective instruction and leadership as a means of promoting continuous student growth. SCASA further supports the implementation of an [evaluation model](#) for all educators that focuses on the professional development of the educators and impacts the growth and development of students for whom the educator has direct instructional contact.

SCASA believes that, as life-long learners, required educator professional development is necessary annually to stay abreast of successful teaching strategies and changes to curriculum. **We support the continuation of state-level recertification requirements** to ensure consistency across school districts and neighboring states. We continue to support awarding recertification credit through participation in local school district professional development or higher education institution coursework. SCASA also supports the expansion of the [retired educator teaching certificate program \(59-26-45\)](#) and **offering additional certification-based incentives for retirees to return to the classroom.**

SCASA supports the use of an evaluation model in personnel decisions only when the model is demonstrated to be valid and reliable and can be implemented with fidelity in a timely manner such that it may impact contract decisions.

Accountability

Guiding Thoughts

SCASA supports an accountability system focused on continuous improvement and innovation rather than punitive measures, with emphasis on authentic assessment of student growth and achievement. We support public school choice that meets the needs of students and parents without placing undue hardships on schools while opposing the subsidizing of K-12 private, religious, or home schools with public funds.

Public School Accountability Recommendations

SCASA supports an accountability system with a focus on **innovation, continuous improvement, and College and Career Readiness standards**. SCASA continues to support the efforts of the General Assembly and the SC Department of Education to **streamline the data collection and reporting process for school districts**.

The accountability system must shift from the over reliance on external summative assessment measures to a focus on continuous quality improvement practices. The assessment system should provide an **accurate view of student achievement and growth comparable to national assessments of like students, commensurate with the Profile of the South Carolina Graduate, and one that provides valid measures of school, district, and state quality**. The State accountability system, which meets state and federal guidelines, should provide timely data to improve student learning and professional practice, as well as **ensure that the burden of testing does not unreasonably reduce prime instructional time**. To accurately assess local district performance for accountability and accreditation purposes, the State must use authentic measures of district performance (i.e., performance-based assessments) rather than compliance checklists. SCASA does not support a letter grade or overall rating assigned to districts and/or schools in the State's accountability model.

Accountability

Public School Choice Recommendations

SCASA supports a public-school choice plan that is fair, equitable, and meets the needs of students and parents without placing undue hardships on districts and schools.

- SCASA supports public school choice that is designed specifically to **increase the opportunities for all children** to learn in ways that best meet their abilities and needs.
- SCASA supports public school choice that **does not discriminate** based on a child's race, creed, religion, socio-economic status, national origin, or disabling conditions.
- SCASA supports the right of **local school districts to determine choice options within their own districts or between districts**, based on the needs of students in their districts along with available resources and community input.
- SCASA supports legislation that provides **flexibility to local school districts to promote personalization and blended models of public-school choice** based on innovative practices.

Accountability

Education Scholarships for Private School Tuition Recommendations

SCASA continues to oppose legislation designed to subsidize K-12 private, religious, or home schools with public funds and any federal dollars designated for education. While the General Assembly recently codified the Education Scholarship Trust Fund, portions of [Act 8 of 2023](#) have been [ruled unconstitutional](#) by the South Carolina Supreme Court. Should further attempts be undertaken by the General Assembly to institute a scholarship program, **SCASA believes the legislation must include the following:**

- All students receiving public or federal funds from a scholarship granting authority **must be enrolled in either a public or private school to receive funds.**
- Any entity receiving funds from a scholarship-granting authority for the benefit of a student must demonstrate the educational value their scholarship students' have received by **annually requiring each student to take a national norm-referenced test.**
- Any entity receiving funds from a scholarship-granting authority must **submit annual audits for scholarship accounts** and, if applicable, random audits for any education service providers furnishing services to scholarship students.
- Establish **family income qualifications for eligibility in receiving scholarships** to ensure scholarships are awarded to those least able to afford tuition.

Governance and School Organization

Guiding Thoughts

SCASA strongly supports local control in educational governance and the right of communities to determine their organizational structure. We support flexibility in academic calendars and other operational decisions to best serve local community needs and student outcomes.

Organization Recommendations

SCASA supports local control in the governance of school districts. SCASA supports any efforts that local school districts and communities undertake to improve the efficient and effective delivery of educational services and opportunities to students in a safe and healthy environment.

We support the right of local school districts and communities to collaborate and examine consolidation, deconsolidation, or any organizational framework that improves the district's ability to meet the educational needs of students and expectations of the local community. SCASA supports the continuation of funding to implement these efforts.

Governance and School Organization

Academic Year Recommendations

SCASA supports giving school districts the authority to set the [opening date for students](#). School calendars are developed with community input and reflect the desires of the community; therefore, that decision should remain at the local level.

SCASA supports local school districts' implementation of modified school calendars to support academic achievement and teacher recruitment and retention. SCASA also supports actions by the General Assembly to **support additional transportation costs and salary supplements for teachers choosing to participate in remediation days associated with the modified calendar.**

SCASA supports allowing local districts' boards and the State Board of Education the ability to each **waive two additional school or professional development days exclusively in the event of a major disaster declaration in an impacted county.**

SCASA Legislative Team

Dr. Quincie L. Moore, Executive Director

Dr. Quincie L. Moore is the Executive Director of the South Carolina Association of School Administrators. Dr. Moore is from Gaffney, South Carolina, and attended Cherokee County Schools. Dr. Moore started her career as a high school math teacher and went on to serve as assistant principal, principal, and assistant superintendent. Quincie spent six years as the District Superintendent for the Cherokee County School District before being selected to lead the office of Early Learning and Literacy and later the Office of Career and Technical Education at the SC Department of Education (SCDE). While at the SCDE, she directed a pilot for the state's Science of Reading initiative for elementary students and the implementation of an Artificial Intelligence career pathway for secondary students. Dr. Moore holds PhD and BS degrees from the University of South Carolina as well as an EdS degree and an MBA from Winthrop University.



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Ryan Bailey is the Director of Membership and Communications for the South Carolina Association of School Administrators. He grew up in Summerville, South Carolina, and attended Dorchester District Two schools. He has a bachelor's degree in political science and a master's degree in economics from the University of South Carolina. Before joining SCASA in 2018, Ryan worked in data and communications for the Tennessee Department of Education, as a page in the South Carolina Senate, as a communications and governmental affairs intern at SCASA, and he served as Student Body Vice President at the University of South Carolina. He and his wife have been married for eight years and have a one-year-old son named Brooks.



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