

# **SOUTH CAROLINA ASSOCIATION OF SCHOOL ADMINISTRATORS**

## **2019 Legislative Platform and Position Statements**

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 collective 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 American Democracy, we call to action all Legislators to partner with the education community 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 to use his or her mind to make personally satisfying contributions to civic, social, and economic life. Through an equitable 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.

2019

## Legislative Platform Issue

For the 2019 legislative session, SCASA will focus its energy on one major **Platform Issue**:

### Public Education Funding Reform

**SCASA urges the General Assembly to 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 21<sup>st</sup> century foundation program that equips students with world class knowledge, world class skills and fosters the characteristics for life and career success our General Assembly requires.

SCASA supports the following comprehensive actions by the General Assembly to:

- Fund the “base student cost” at the level currently prescribed by law.
- Fully fund across the board teacher salary increases which insure our teachers are compensated above the Southeastern Teacher Salary Average.
- Complete a comprehensive review of South Carolina’s tax structure and identify the challenges “piece meal” 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.
- 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.

## 2019 SCASA Legislative Platform

- Review the program vision for the “Profile of the SC Graduate” and insure that no student is denied access and opportunity to meet the standards, skills and characteristics prescribed due to a lack of state funding.
- Provide assistance, through a State 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.

## 2019 Position Statements

The additional **Position Statements** clarify our **Legislative Platform** and address some of the many other important issues that affect public education in South Carolina.

### Accountability

**SCASA supports a state accountability system with a focus on innovation, continuous improvement, and College and Career Readiness standards. The accountability system must shift from the overreliance 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 should ensure there is one required accountability system that meets State and federal guidelines which provides timely data to improve student learning and professional practice, and 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 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.**

## Public School Choice

**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 is equitable for all children and 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 boards 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 boards to promote personalization and blended models of public school choice based on innovative practices.
- SCASA opposes legislation designed to subsidize K-12 private, religious, or home schools with public funds. This opposition includes pilot programs such as vouchers and tax credits.

## Educator Quality and Effectiveness

**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 will support 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.**

## **Early Childhood Education**

**SCASA believes childhood development programs for four-year-olds 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-olds in South Carolina have the opportunity to participate in an accredited early childhood program that will strengthen the transition to all kindergarten programs.**

## **High Schools**

**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 prekindergarten-12.**

*SCASA recommends the following:*

- Provide full funding for continuation of the Education and Economic Development Act (EEDA).
- Eliminate the "seat time" requirement of a Carnegie system and move toward a proficiency-based progression that enables students to proceed through high school and college.
- Provide full 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 do not negatively affect high school report card ratings.

## Adult Education

**SCASA firmly believes South Carolina's Adult Education Programs should remain a part of the local school districts and as such, 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 need 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 that funding be restored to the 2007-2008 level, incrementally over a five-year period. This funding will enable approved adult education providers to provide successful dropout retrieval, as well as academic and employability/career readiness skills 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.

## Public School Safety

**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 research-based programs that create a culture of safety where all students can achieve at their highest level. In addition, SCASA supports legislative changes which are fully funded and will protect all students and staff.**

**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 §59-67-580 specifying a 15-year replacement cycle for school buses. Currently 38% (1,918) of the state's bus fleet is older than 15 years. SCASA encourages the General Assembly to adhere to funding the replacement provisions enacted in 2007. Additionally, SCASA encourages the General Assembly to provide additional funding to increase the fleet due to the growth of its student population.**

## District Governance/Organization

**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. 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 setting the opening date for students as a local decision with the stipulation that the earliest date for the first day of school should not be before the 15<sup>th</sup> day of August so long as students can receive 90 days of instruction before the winter holiday. If an inadequate number of days are available to achieve the 90 days of instruction, SCASA supports giving school boards of trustees, by majority vote of the board, flexibility to adjust the start date by a maximum number of five days.**

## Educator Retention

**SCASA is concerned that fully staffing schools and districts will increasingly become more difficult. The state produces far fewer educators than is currently required to fully staff schools and districts in the future. The TERI program ended in 2018 and individuals who participated in the program will be subject to a \$10,000 earnings limitation. With this earnings limitation in place, most retired TERI educators will choose not to return to work contributing to a school district's inability to fill vacant slots. SCASA supports lifting the earnings limitation for school and school district employees. Doing so will provide a greater availability of individuals to ensure that districts can begin each school year fully staffed.**

## Educator Recruitment

**SCASA supports initiatives designed to attract and retain teacher preparation candidates including 1) adjusting the salary schedule; 2) increasing funds for teacher loan forgiveness; 3) provide incentives for teaching in rural and Title I schools; 4) supporting teacher residency programs that are co-created by IHEs and school districts; 5) allowing for flexibility in teacher education admission**

**requirements including allowing the Praxis Core composite score to be used. Based on the Title 2 enrollment trend data, 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.**