



Monthly Business Meeting of the Board of Trustees
Monday, February 25, 2019
6:00 p.m. – Central Office @ 386 E. Black Street
AG E N D A

I. Call to Order - Gabrielle Harvey – Dutchman Creek Middle School

A. Approval of Agenda (Policy BEDB)

(Under consent agenda, all action items will be voted on after one motion and second to approve them without

discussion. If a board member wants any action item discussed or voted on separately, the board member, before the agenda is approved, must ask that the action item be moved to the discussion item section.)

II. Recognitions

A. Recognition of Kristen Starcher, 2019 South Carolina ACT Champion

B. Recognition of All-State Band Students

C. Recognition of Math Counts Winner – Sullivan Middle School

D. Recognition of Deb Greenwood, Distinguished Literacy Administrator Award Finalist

E. Recognition of Digital Convergence Award

III. Citizen Participation

IV. Consent Action Agenda

A. Approval of Minutes (Policy BEDG)

1. January 14, 2018 Work Session (incl. Data Session)

2. January 17, 2018 Board Retreat

3. January 28, 2018 Business Meeting

B. Approval of Personnel Recommendations (Policy BDD)

V. Action Agenda

2nd Read Policies (Policy BG/BGD)

A. Approval of Policy **EB, EB-R** – Environmental Sustainability

B. Approval of Policy **EC** – Building/Grounds/Property Management

C. Approval of Policy **ECB** – Building & Grounds Maintenance

D. Approval of Policy **ECF, ECF-R** – Energy Conservation Management

E. Approval of Policy **EEA/EEAC** – Student Transportation, Bus Scheduling & Routing

F. Approval of Policy **EF, EF-R** – Student Meal Accounts & Food Services

G. Approval of Policy **EI** – Insurance Program/Risk Management

1st Read Policies (Policy BG/BGD)

H. Approval of Policy **ED, ED-R, ED-R -E(1),(2)** – Materials & Equipment Mgmt

I. Approval of Policy **EDE** – Resource Conservation/Waste Management & Recycling

J. Approval of Policy **EEAG** – Student Transportation in Private Vehicles

K. Approval of Policy **EFE, EFE-R, EFE-R -E(1),(2),(3)** – Competitive Food Sales/Vending Machines

One Team. One Mission. One Rock Hill.

- L. Approval of Charter School Renewal Application
- M. Approval of Strategic Plan Goals
- N. Approval of Request for Inclement Weather Waiver

- VI. Communications

- VII. Report of the Superintendent
 - A. Announcements

- VIII. Review of School Board Work Session – February 11

- IX. Other and Future Business

- X. Executive Session(s) (*Policy BEC*)
 - ~**Student Matter** – *Student Appeal*
 - ~**Contractual Matter** – *Intergovernmental Agreement*

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

- XII. Adjournment

One Team. One Mission. One Rock Hill.



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

Memorandum

TO: Dr. Bill Cook
FROM: Mychal Frost
DATE: February 18, 2019
SUBJECT: Call to Order at February 25th School Board Meeting

Gabrielle Harvey, an 8th grader at Dutchman Creek Middle School, will provide the “Call to Order” at the February 25th school board meeting.

Gabrielle:

- Recently won the middle school division of MLK, Jr. essay contest
- Is a member of the Beta Club
- Is a member of the 2-time York County Middle School Athletic Association Championship Basketball Team that has gone 28-0 over the past two years
- Is a member of the school’s track team
- Is a member of Student Council and Good Morning Gators

Parents: Gregory and Mecca Harvey

Siblings in Rock Hill Schools: Madison Harvey, 6th grade at DCMS, and Zuric Harvey, 12th grade at NWHS, who signed his National Letter of Intent to play basketball at Pfeiffer University earlier this month

Principal: Clayton Moton

Mailing Address:

2036 Covered Bridge Court
Rock Hill, SC 29732



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

Memorandum

TO: Dr. Bill Cook
FROM: Mychal Frost
DATE: February 20, 2019
SUBJECT: Recognitions for February 25th School Board Meeting

A. Recognition of Kristen Starcher, 2019 South Carolina ACT Champion

Congratulations to Kristen Starcher, our Rock Hill High School career counselor, who has been named South Carolina's 2019 ACT Champion! The ACT K-12 Champion is an individual who has created or led a program that positively impacts their organization and community through improved readiness for college and career opportunities. Ms. Starcher works with all 2,000 students at Rock Hill High every year, usually multiple times a year, through English classes conducting career exploration. She focuses on ninth graders to help retention and connect the value of education to their success in the future. Thank you to Ms. Starcher for her great work with our high school students!

B. Recognition of All-State Band Students

Rock Hill School District is pleased to celebrate our students who have been selected for All-State Band and All-State Jazz Band as some of the finest instrumentalists in South Carolina. These students were selected through an audition process in January that involved two rounds of auditions based on scales, prepared solo, and sight reading brand new music to test their musical abilities.

Tonight, we would like to recognize the following All-State Band students:

- Payton Altman, Northwestern High
- Diego Carey, Northwestern High
- Chandler Herron, Northwestern High
- Carlyle McDowell, Northwestern High
- Derek Thompson, Northwestern High
- Reagan Thomas, Rock Hill High
- Cristian Thompson, Rock Hill High (not able to attend meeting)
- Harry Charles, South Pointe High
- Emanuel Moreno, South Pointe High
- Jackson Shaw, Rawlinson Road Middle

While nine of our students received all-state status, a further 65 earned regional status. The fact that such a large number of Rock Hill School District students – 74 students in grades 7-12 total – were selected is a testament to the outstanding instruction happening in our classrooms each day. If we have any middle and high school band directors in attendance, please rise so we can recognize your good work on behalf of Rock Hill students.

C. Recognition of Math Counts Winner – Sullivan Middle School

For many years middle schools in Rock Hill Schools have competed in the MATHCOUNTS competition sponsored by the National Society of Professional Engineers (NSPE). The local tri-county “Catawba” Chapter of this organization hosts the competition here in Rock Hill, SC.

This year we are pleased to announce that Sullivan Middle School has won first place in MATHCOUNTS team competition held earlier this month.

More than 100 students from 13 regional middle schools competed in the first stage of the national-level mathematics competition, attempting to solve dozens of difficult math problems in two hours. Students study and practice individually and as a team with their teacher coaches for several months to prepare. While every student competes on the individual level, a four-student competition team from each school vies for the top team prize and a chance to compete at the state and then national levels.

The winning Sullivan Middle School Competition Team was:

- Parth Dave
- Heath Hudson
- Kyra Burton
- Gannon Rice

Sullivan Middle School’s competition team, which is coached by Ms. Sue Whitley, advanced to the state SCSPSE round in Columbia this Saturday, March 2.

D. Recognition of Deb Greenwood, Distinguished Literacy Administrator Award finalist,

Congratulations to Rosewood Elementary School principal Deb Greenwood. Earlier this month, she was named as a finalist for the Distinguished Literacy Administrator Award presented by the South Carolina State Council of the International Reading Association. Mrs. Greenwood was presented her award in Hilton Head, S.C., while attending the South Carolina State Council of the International Reading Association conference.

E. Recognition of Digital Convergence Award

While attending the National Council for Digital Convergence conference earlier this month, members of our team were recognized for their roles in helping our district achieve Stage 3 (of 5) in the work to personalize instruction in a modern learning environment. The Digital Convergence Framework Awards recognize school districts whose work in digital convergence is considered exemplary. Rock Hill Schools was one of 9 districts recognized for reaching Stage 3, which means we have achieved strategic transformation at a scale to transform learning for our students. We were also recognized for the integral role we are playing on the national stage to set the course for best practices, strategies, leadership and innovation in the area of digital convergence.

ROCK HILL SCHOOL DISTRICT THREE BOARD OF TRUSTEES

School Board Work Session
Monday, January 14, 2019
Central Office

Call to Order

The Rock Hill School District Three Board of Trustees met this date at 4:00 p.m. with members present as follows: Windy Cole, Mildred Douglas, Brent Faulkenberry, Terry Hutchinson, Helena Miller, Robin Owens, and Ann Reid. Mrs. Miller the meeting to order.

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

Mrs. Miller stated the local news media was notified of the agenda, in writing, on Friday, January 11, 2019.

Data Session

The following Focus Five Areas - *Safe & Secure Environments; Recruitment & Retention; Student Achievement; Organizational Culture & Effectiveness; and, Communications with All Stakeholders* – were presented by the “driver” of that area.

Student Call to Order

Mrs. Miller led in a moment of silence and the Pledge of Allegiance. Khamren Vongsay, a fifth grader at Independence Elementary School, told the Board a little about his school.

Northwestern High School Improvement Council

Mr. Hezekiah Massey, principal of Northwestern High School, and the Northwestern High School Improvement Council (SIC) members presented the SIC’s goals for this school year.

Third Set Section “E” Policies – 1st read

The following policies were presented to the Board for review and discussion:

- ***Policy EB, EB-R** - *Environmental Sustainability*
- ***Policy EC** – *Building / Grounds / Property Management*
- ***Policy ECB** – *Building & Grounds Maintenance*
- ***Policy ECF, ECF-R** – *Energy Conservation Management*
- ***Policy EEA/EEAC** – *Student Transportation, Bus Scheduling, and Routing*
- ***Policy EF, EF-R** – *Student Meal Accounts & Food Services*
- ***Policy EFE, EFE-R, EFE-E (1), EFE-E (2)** – *Competitive Food Sales / Vending Machines*
- ***Policy EI** – *Insurance Program / Risk Management*

These policies will be on the Action Agenda at the January business meeting for 1st reading.

Financial Audit & Report

Mr. Andrew Coleman, with Green Finney, LLP, provided to the Board the district's financial audit results. The Board had received, in the board packet, a copy of the final audit report, management letter, and presentation.

The district was issued an *unmodified opinion*, which is the best that can be received. The total fund balance increased \$4.0M over last year to \$38.2M.

This item will be on the Consent Action Agenda at the January business meeting.

Community Visits

Superintendent Dr. Bill Cook stated that principals have been asked to shared 3-4 events (dates/times) as opportunities for the Board to choose the events that fit into their schedules and make visits to those schools. A schedule of these events will be included in an upcoming Hotline. Board members were asked to inform Mr. Frost which events they plan to attend.

Construction Update

Mr. Brian Vaughan, Exec Director of Facilities, presented a construction update as information to the Board.

Other and Future Business

The Board discussed other and future business.

Executive Session

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

~Personnel Matters – Breach of Contract (2)

This motion was unanimously approved, 7-0.

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

Action as Required from Executive Session

- (1) A motion was made by Windy Cole, seconded by Terry Hutchinson, to grant the request of a professional employee to be released from the employee's contract with the District and that we direct the administration to make a formal complaint to the State Board of Education regarding the employee's breach of contract. This motion was unanimously approved, 7-0.

- (2) A motion was made by Mildred Douglas, seconded by Ann Reid, to grant the request of a professional employee to be released from the employee's contract with the District and that we direct the administration to make a formal complaint to the State Board of Education regarding the employee's breach of contract. This motion was unanimously approved, 7-0.

Adjournment

A motion was made by Robin Owens, seconded by Mildred Douglas, to adjourn the meeting. This motion was unanimously approved, 7-0.

ROCK HILL SCHOOL DISTRICT THREE BOARD OF TRUSTEES

Board Retreat

Monday, January 17, 2019

Central Office

The Rock Hill School District Three Board of Trustees held a retreat on Thursday, January 17, 2019, at 8:30 a.m. at the Central Office. Members present were as follows: Windy Cole, Mildred Douglas, Brent Faulkenberry, Terry Hutchinson, Helena Miller, Robin Owens, and Ann Reid. Superintendent Bill Cook and Ms. Gwen Hampton, SCSBA Director of Leadership were also present. Ms. Hampton facilitated the retreat.

The meeting was called to order by Chairman Miller who stated the local news media had been notified of the retreat in writing on Friday, January 11, 2019.

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

The purpose of the retreat was Board and Superintendent Roles and Responsibilities and District Staff Orientation.

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

Secretary

APPROVED: _____
Chairman



Meeting of the Board of Trustees

Monday, January 28, 2019

6:00 p.m. - Central Office

I. Call to Order and Approval of Agenda

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

Chairman Miller opened the meeting and Ethan McWhorter, a fifth grader at Ebinport Elementary School led in a moment of silence and the Pledge of Allegiance.

Ms. Miller stated that the local news media had been notified of the agenda for this meeting, in writing, on Thursday, January 24, 2019. Amanda Harris, from *The Herald*, was present.

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

II. Recognitions

A. Recognition of Dr. Christi Beard, PESH Distinguished Alumni Award

Dr. Christi Beard was presented the PESH Distinguished Alumni Award from Winthrop University on November 14, 2018. This award recognizes graduates who have brought honor to the University, the Richard W. Riley College of Education, and the Department of Physical Education, Sport and Human Performance. Dr. Beard was chosen because of her tireless efforts to get children of all ages active. Dr. Beard infuses physical education and a healthy lifestyle in all she does. In addition to receiving this award, Dr. Beard gave the Julia H. Post lecture.

B. Recognition of McKenzie McCrorey, National Academy of Future Physicians and Medical Scientists

The medical Advisory board of the National Academy of Future Physicians and Medical Scientists confers honor and distinction upon McKenzie McCrorey for outstanding academic performance, leadership potential and dedication to serving humanity through the profession of medicine. The Congress of Future Medical Leaders 2018 presented McKenzie with this recognition in Boston, Massachusetts. With this recognition comes all rights, honors, and privileges thereunto pertaining to the National Academy of Future Physicians and Medical Scientists.

C. Recognition of Susan Fields, Samsung Solve for Tomorrow State Finalist

South Pointe High School and environmental science teacher Susan Fields are among the nation's 250 state finalists in the Samsung Solve for Tomorrow Contest, a nationwide competition that challenges students in grades 6-12 to apply STEM (science, technology, engineering and math) skills to find creative solutions for real-world issues impacting their communities.

Finalists were chosen based on their creative and strategic proposals to solve complicated issues that affect their communities by using STEM learning.

All 250 teachers selected as state finalists will receive one Samsung tablet for their classroom and have the opportunity to advance through future phases of the contest to win additional prizes and educational opportunities.

D. Recognition of Hayden Joyner and Michelle Soto, ATC Digital Art & Design

Hayden Joyner is a senior at Northwestern High School. He is an ATC Digital Art and Design Completer as well as a Media Technology Completer. He designed the graphic #OneTeamOneMissionOneRockHill, which was recently published on Rock Hill Schools mugs. He also designed the SAT/ACT flyer for the district and is the social media design manager for Northwestern High School Athletic Department working with Lauren West. You can see more of Hayden's work on Instagram @northwesternrojans. Hayden's mom teaches first grade at York Road Elementary and his teacher, Michelle Soto, is one of two Digital Art and Design Instructors at the Applied Technology Center.

E. Recognition of ATC Culinary Arts Program Students

ATC Culinary Arts Management Program is the 2018 Keystone 1st People's Choice winners at the annual Chocolate Extravaganza held November 8. Congratulations to Chef Jenkins and Culinary Arts Students on winning first place for the People's Choice Award at the Manchester Village Chocolate Extravaganza! The event is a fundraiser held by Keystone to support individuals in need of rehabilitation and drug abuse counseling. Recognized tonight were Chef Tyrone Jenkins, Jasmine Lopez (former SPHS), Amaya Johnson (RHHS), Saddiya Simril (RHHS), Serenity Bowser (RHHS), Ha'Kim Godley (NHS).

F. Recognition of Middle School Battle of the Books Winner

Rock Hill Schools hosted its second annual Middle Grades Battle of the Books on Thursday, November 29 at Sullivan Middle School. Five teams competed for the trophy, which our district passes from winning school to winning school. In the final round, Rawlinson Road middle School battled Saluda Trail Middle School and took home the trophy for the year. The winning team recognized tonight were: Ms. Randye Polk, Media Specialist, Alexa Foy, Kaleis Gibson, Mariah Grant, Dmitri Putman.

G. Recognition of Dutchman Creek Middle Schools to Watch

Dutchman Creek Middle School has been designated a "School to Watch" by the National Forum to Accelerate Middle Grades Reform. This is the third designation for Dutchman Creek and by design, the toughest to achieve. Each designation carries with it the expectation of continuous systematic growth in all domains measured and monitored by the Schools to Watch teams of quality assessors. In other words, it is not simply enough to maintain a level of success;

schools must demonstrate continuous progression towards the excellence for which the award represents.

H. Recognition of Sullivan Middle School – IB Reauthorization

As part of its participation in the International Baccalaureate Middle Years Programme, Sullivan Middle School recently completed all requirements to be “reauthorized” by the International Baccalaureate Organization. The grueling two-year reauthorization process challenges administration, faculty, staff, and students to ensure all criteria are met. In the Middle Years Programme, students engage in an internationally-focused, SC standards-based education, while developing a sense of self-identity and culture. Throughout the program, students have opportunities for unique off-campus field studies. Students are encouraged to become well-rounded citizens, while progressing through a rigorous program of study, which includes second language instruction throughout the entire three years of middle schools

I. Recognition of Moe’s Southwest Grill

For the fourth consecutive year, Rock Hill Schools partnered with Moe’s Southwest Grill to offer “\$3 Burrito Day.” In October, the one-day event was once again very successful with \$1 from each burrito sold directly benefitting the Rock Hill Schools Education Foundation. Tonight K.C. Campbell, area catering manager with Bullard Restaurant Group, presented a check in the amount of \$1,422 to the Foundation.

J. Recognition of Board of Trustees by York County Education Association

Andra Mack, representing the South Carolina Education Association and the York County Education Association, recognized the RHS’ Board of Trustees as part of School Board Recognition Month.

K. Recognition of School Board Recognition Month

As part of School Board Recognition Month, Chairman Miller recited the Board Member Ethical Principles as provided by the South Carolina School Boards Association. Following the reading, each board member signed the SCSBA Ethical Principles poster.

III. Citizen Participation - None

IV. Consent Action Agenda

On a motion by Windy Cole, seconded by Terry Hutchinson, the following topics on the consent action agenda were unanimously approved, 7-0: the minutes of the November 12 work session (incl. data session); the minutes of the November 26 business meeting; the minutes of the December 17 work session (no data session); the minutes of the December 17 business meeting; the personnel recommendations as submitted by the administration; and, the FY17-18 Audit Report.

V. Action Agenda

A-G. Approval of Section “E” Policies – 1st read

A motion was made by Robin Owens, seconded by Mildred Douglas, to approve the following policies for 1st read:

**Policy EB, EB-R – Environmental Sustainability*

**Policy EC – Building/Grounds/Property Management*

- *Policy ECB – *Building & Grounds Maintenance*
- *Policy ECF, ECF-R – *Energy Conservation Management*
- *Policy EEA/EEAC – *Student Transportation, Bus Scheduling & Routing*
- *Policy EF, EF-R – *Student Meal Accounts & Food Services*
- *Policy EI – *Insurance Program/Risk Management*

This motion was unanimously approved, 7-0.

VI. Communications –None

VII. Report of the Superintendent

A. Announcements

Superintendent Dr. Bill Cook made the following announcements:

- Safety and Security is the number one priority for our students, staff, and families. As a follow-up and continuation of our School Safety Summit held in November, we look forward to hosting our second summit tomorrow, Tuesday, January 29 from 6:30-8:00p.m. at the Central Office in partnership with our law enforcement partners the Rock Hill Police Department and York County Sheriff’s Office. We look forward to sharing feedback from our first summit and continuing the dialogue to seek solutions to help keep our schools safe.
- On Saturday, February 9 from 9am-12pm at South Pointe High School, we will be hosting our annual teacher recruitment fair. We look forward to meeting with teacher candidates at this event, and we invite board members to attend and offer encouragement and support to our prospective employees.
- District leaders hosted the fifth Teacher Listen and Learn informational session for teachers from across the district on Friday, January 18. This series of meetings is providing a rich opportunity to engage in dialogue with teachers about celebrations, issues and concerns for our school district. To view detailed responses to questions and concerns from past Teacher Listen and Learn sessions, you are invited to visit www.rock-hill.k12.sc.us/tll.
- Next Friday, on February 1st, school-level teachers of the year will come together for the third Teacher Forum meeting of the school year. Co-chairs Susan Snyder of Northwestern High and Melissa Tucker of Rock Hill High, along with district leadership enjoy working together with this group of teacher leaders to address areas of concern while building capacity in teacher leaders to celebrate each other and be advocates for the profession.
- Next Friday, on February 1st, student leaders from each high school, the Applied Technology Center and Phoenix Academy will come together for the third Superintendent Student Advisory Council meeting of the school year. It is always a joy to work directly with our students to address areas of concern and importance to them.
- You are encouraged to visit the district’s capital building program, “Build on the Rock,” website – www.rock-hill.k12.sc.us/BuildOnTheRock - for more information. This website provides status updates on active and planned construction projects in the district. On the page, viewers can see project descriptions, before and after photographs, and construction timelines.
- The School Board will next meet on Monday, February 11 for a work session. The meeting will begin at 4pm. Our next business meeting will be Monday, February 25th at 6pm in the Central Office. Meetings are streamed on our website and are available for

viewing on-demand immediately following each broadcast. We invite our community to watch meetings live on our Facebook broadcasts at Facebook.com/RockHillSchools.

VIII. Review of School Board Work Session

Chairman Miller reviewed, for the viewing audience, the topics discussed at the December 17 work session, the January 14 work session, and the January 17 Board retreat.

IX. Other and Future Business

The board discussed other and future business.

X. Executive Session

A motion was made by Windy Cole, seconded by Terry Hutchinson, to adjourn open session and enter executive session to discuss the following:

- ~**Student Matter** – *Appeal*
- ~**Personnel Matter** – *Hiring*
- ~**Contractual Matter** – *Agreement*

This motion was unanimously approved, 7-0.

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

XI. Action as Required from Executive Session

A motion was made by Robin Owens, seconded by Windy Cole, to overturn the district administration’s recommendation in the case of “Student X”, allowing “Student X” to return to a Rock Hill School District High School. This motion was unanimously approved, 7-0.

XII. Adjournment

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

Secretary

APPROVED: _____
Chairman

PERSONNEL MATTERS – January 2019

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

Megan Diamond Belleview
Donna Workman..... Belleview
Amanda Ramsey Cherry Park
Bryan Hainsel Dutchman Creek
La'Porchia Graham..... Ebinport
Michaela Chefren..... Independence
Darrell Brevard Lesslie/India Hook
Joshua Walker..... Northwestern
Pamela Broussard Oakdale
Sarah Kohlman Phoenix

AS INFORMATION TO THE BOARD

Resignations – Certified

Brett S. Taylor Adult Education
Teresa C. Cook..... Belleview
Nancy Shapiro Belleview
Anne B. Tinsley..... Belleview
Holly B. Achenbreg..... Cherry Park
Brian Ringer Dutchman Creek
Ashlyn Lake Ebinport
Christina N. Nassy..... Ebinport
Hannah W. Simmons..... Ebinport
Rachael Thompson Exceptional Student Education
Susan T. Womack..... Exceptional Student Education
Rachel R. Pavone Independence
Ashley C. Trimnal Independence
Diane E. English..... Lesslie
Jacqueline G. Ard Mt. Gallant
Barbara J. Whitesides Mt. Gallant
Shaquana Huguley-Jenkins Mt. Holly
Corinne DeAngelis Northwestern
Marsha J. Gross Northwestern
Dawn L. Pursley Northwestern
Kimberly W. Ruff..... Northwestern
Anquinita A. Cochran..... Phoenix Academy
Lynn V. Hathcock Phoenix Academy
Rose Jones Phoenix Academy
Denise Ice Phoenix Academy
Katrina Harris Rawlinson Road
Elaine Roberts Rawlinson Road
Jennifer L. Baughman Renaissance

Lynn F. Morgan..... Richmond Drive
Rebecca Pollack Richmond Drive
Harry Grantham..... Rock Hill High
Angela N. Jackson..... Rock Hill High
Terry Phillips..... Rock Hill High
Jennifer Greene..... Saluda Trail
Frank S. Herron South Pointe
Herbert L. Johnson South Pointe
Darrell Newman Sullivan
Laila Soomar Sullivan
Kristy S. Marler-Weiner..... Sullivan
Enola F. West Sullivan
Chantelle Moore Sunset Park
Alexandrea Herndon..... York Road

Termination – Certified

Caitlin Hayes Castle Heights
Chasity Brooks Cherry Park
Susan Dixon Cherry Park
Martha Miller Cherry Park
Cameron Y. Figueroa Richmond Drive/Oakdale

New Employees – Non-Certified

Shanta Shelton..... Castle Heights
Joseph Jackson Cherry Park
David Wade Gaston..... Facilities
Quadrena McDowell Mt. Holly
April Ellis Northside
Dale Giles Northside
Patrick Matlack..... Northwestern
Alphonso Jones..... South Pointe

Resignations – Non-Certified

Timothy Boan..... Facilities Services
Michael Helms Northwestern
Kenney Wright Ebenezer Avenue Montessori

Termination – Non-Certified

Jacqueline Chalk..... Dutchman Creek

Transfers – Non-Certified

Ariana Barbaran Cherry Park
Wendi Bojanowski Cherry Park
Giancinta DeAngelis Cherry Park
Rebeca Garcia..... Cherry Park
Marie Josee Gignac Cherry Park
Shya Maheswaranathan..... Cherry Park
Angela Malone Cherry Park
Angela Neal..... Cherry Park
Elizabeth Sturgis..... Cherry Park
Gail Williams Cherry Park
Lennot Jordan..... Dutchman Creek

MONTHLY BOARD REPORT

FEBRUARY 25, 2019

PERSONNEL DEPARTMENT

SUMMARY

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

1. BOARD ACTION REQUIRED

CERTIFIED

New Employees(2)

2. AS INFORMATION TO THE BOARD

CERTIFIED

Resignations.....(12)

Transfers(4)

NON-CERTIFIED

New Employees(4)

Resignations.....(3)

BOARD ACTION REQUIRED

NEW EMPLOYEES – CERTIFIED (2)

Patricia Schellbach	Exceptional Student Education	School psychologist
C. Devonte Holloman	South Pointe	Business ed. teacher/head football coach

AS INFORMATION TO THE BOARD

RESIGNATIONS – CERTIFIED (12)

Mary E. Barrett	Castle Heights	Grade 6 English/LA teacher
Laura L. Ashe	Independence	Art teacher
Katrina L. Harris	Rawlinson Road	Special education teacher/resource
Donna L. Goodwin	Rawlinson Road	Grade 6 math/science teacher
Christen T. Wade	Rawlinson Road	Music teacher/choral
Alayna L. Anderson	Rosewood	Grade 3 teacher
Emily F. Beadle	Rosewood	K4 teacher
Alyson M. Hoppe	Rosewood	Grade 5 teacher
Chasidy Winters	Rosewood	Grade 2 teacher
Cindy E. Bradley	Saluda Trail	Grade 6 math teacher
Rebecca Bridges	Saluda Trail	Grade 8 Language arts/social studies teacher
Jimmy E. Staton	South Pointe	Business education teacher

TRANSFERS – CERTIFIED (4)

Rachel Faille	Exceptional Student Education	Vision teacher
Jan Lee	Rock Hill High	Special education resource teacher
Melissa C. Remus	Saluda Trail	Grade 6 English/LA teacher
Kelsey J. Overbeck	Saluda Trail	Grade six math teacher

NEW EMPLOYEES – NON-CERTIFIED (4)

Laurin Headley	Bellevue	.42 FTE behavior management assistant
Glenda Hopkins	Central Office/Finance	Special revenue accounting specialist
Laquisha Gregory	Dutchman Creek	Custodian
Jarvis Davis	Northwestern	Security associate

RESIGNATIONS – NON-CERTIFIED (3)

Paula Moree	Central Office/Finance	Federal projects assistant
Lily Blake	Ebenezer Avenue	Custodian
Donnie Hill	Facilities	HVAC foreman

Memo

TO: Dr. Bill Cook
FROM: Anthony Cox, P.E.
DATE: February 20, 2019
SUBJECT: Approval for Second Read: "E" Policies (Support Services / Business Management) – Third Batch
CC: E Policy Revision Team / Luanne Kokolis / John Jones

A stakeholder team has been chartered to update and revise the subject set of 21 board policies. The team's third "batch" of revised policies and administrative rules is attached.

For the convenience of the Board, a summary table of revisions made is also attached. The team as a whole group has been advised by Dr. Tiffany Richardson, of the SCSBA Policy Services Division.

The team presents the attached revised policies to the Board of Trustees approved for first read at the Business Meeting on January 28th, 2019. The team presents these policies for 2nd read approval at its February 25th, 2019 Business meeting.

- *Policy EB, EB-R - Environmental Sustainability
- *Policy EC - Building / Grounds / Property Management
- *Policy ECB - Building & Grounds Maintenance
- *Policy ECF, ECF-R - Energy Conservation Management
- *Policy EEA/EEAC - Student Transportation, Bus Scheduling, and Routing
- *Policy EF, EF-R - Student Meal Accounts & Food Services
- *Policy EI - Insurance Program/Risk Management

**Section E (Batch Three)
SUPPORT SERVICES**

Note: The purpose statement has been deleted from each policy.

Code	Heading	Notes
EB, -R	Environmental Sustainability	Our district created the current policy EZ, Environmental Sustainability, which was adopted by the state as Model policy EB, Environment and Safety Program. Minor editorial revisions have been made by the state as it was established. Proposed policy is the same as the Model. Proposed rule is revised to allow for alternative “green” commercial rating systems.
EC	Buildings/Grounds/Property Management	The proposed is the model. Our district does not currently have this policy and recommends adoption.
ECB	Building and Grounds Maintenance	The proposed is the model. Our district does not currently have this policy and recommends adoption.
ECF, -R	Energy Conservation Management	The district created this policy. The state has no model. Revisions to the policy include the frequency of reports to reflect the current procedure. Revisions to the Rule include adjustments to temperature settings and humidity control criteria, to reflect current practices.
EEA/EEAC	Student Transportation, Bus Scheduling, And Routing	The district merged these two policies and adopted in our Batch #1 in October 2018. Additional language was needed to include recommended information on federal requirements for Special Needs Transportation. We are confirming that SCSBA has included this information in its model policy also.
EF, -R	Food Services	The model reflects changes in state and federal laws and regulations and incorporates district changes made in 2017 for outsourced operations. Added language on free and reduced price meals. Responsibility for cafeteria operation clarified. Includes link for complaint procedures. Revised legal references. Rule is your information revised in June 2017, and includes notification to graduates the option to transfer surplus funds to students with negative balances. Specific nutritional and meal offerings removed; to be covered by contract specification and guidelines.
EI	Insurance Program/Risk Management	Minor editorial revisions. Added paragraph on authorization of purchase of other insurance protection, sentence on provision of workers’ compensation, and sentence on selection of property and casualty insurance.

ENVIRONMENTAL SUSTAINABILITY

Code **EB** *Issued* **DRAFT/18**

General Principles

The board recognizes the importance of environmental sustainability in today's changing world and its critical role in ensuring a successful future for our children.

The board is committed to fostering the complementary and synergistic principles of environmental, economic, and social stewardship through the incorporation of sustainable practices throughout the school district.

Regarding this stewardship, the board views proper sustainable practices as conserving financial and managerial resources as well. Benefits to district funds and other resources should outweigh costs in the long term for a potential practice to be implemented.

The board authorizes the superintendent to prescribe and publish separate administrative procedures required for the implementation of this policy.

Sustainable Practices

The board supports and encourages the development and implementation of sustainable practices throughout the district including, but not limited to:

- energy and water conservation and management
- solid waste minimization through reduction, re-use, and recycling
- efficient and healthy design and construction of school buildings and grounds
- conservation of natural resources through low-impact grounds maintenance and land use
- operation and maintenance of the transportation fleet and promotion of alternative transportation to and from school in a manner which helps prevent air pollution
- environmentally responsible purchasing of products and services
- continuous efforts to educate faculty, staff, students, and parents on sustainability awareness

Adopted 6/25/2013; Revised ^

ENVIRONMENTAL SUSTAINABILITY

Code **EB** *Issued* **DRAFT/18**

General Principles

The board recognizes the importance of environmental sustainability in today's changing world and its critical role in ensuring a successful future for our children.

The board is committed to fostering the complementary and synergistic principles of environmental, economic, and social stewardship through the incorporation of sustainable practices throughout the school district.

Regarding this stewardship, the board views proper sustainable practices as conserving financial and managerial resources as well. Benefits to district funds and other resources should outweigh costs in the long term for a potential practice to be implemented.

The board authorizes the superintendent to prescribe and publish separate administrative procedures required for the implementation of this policy.

Sustainable Practices

The board supports and encourages the development and implementation of sustainable practices throughout the district including, but not limited to:

- energy and water conservation and management
- solid waste minimization through reduction, re-use, and recycling
- efficient and healthy design and construction of school buildings and grounds
- conservation of natural resources through low-impact grounds maintenance and land use
- operation and maintenance of the transportation fleet and promotion of alternative transportation to and from school in a manner which helps prevent air pollution
- environmentally responsible purchasing of products and services
- continuous efforts to educate faculty, staff, students, and parents on sustainability awareness

Adopted 6/25/2013; Revised ^

Issued 6/13

Purpose: to provide a safe and healthy learning environment and workplace through environmentally sustainable practices.

A. General Principles.

The Board of Trustees of Rock Hill School District Three recognizes the importance of environmental sustainability in today's changing world and its critical role in ensuring a successful future for our children.

The Board is committed to fostering the complementary and synergistic principles of environmental, economic, and social stewardship through the incorporation of sustainable practices throughout the school district.

Regarding this stewardship, the Board views proper sustainable practices as conserving financial and managerial resources as well. Benefits to district funds and other resources should outweigh costs in the long term for a potential practice to be implemented.

The Board authorizes the Superintendent to prescribe and publish separate administrative procedures required for the implementation of this policy.

B. Sustainable Practices.

The Board of Trustees of Rock Hill School District Three supports and encourages the development and implementation of sustainable practices throughout the district including, but not limited to:

1. Energy and water conservation and management.
2. Solid waste minimization through reduction, re-use and recycling.
3. Efficient and healthy design and construction of school buildings and grounds.
4. Conservation of natural resources through low-impact grounds maintenance and land use.
5. Operation and maintenance of the transportation fleet and promotion of alternative transportation to and from school in a manner which helps prevent air pollution.
6. Environmentally responsible purchasing of products and services.
7. Continuous efforts to educate faculty, staff, students and parents on sustainability awareness.

Adopted 6/25/2013

ENVIRONMENTAL SUSTAINABILITY

Code **EB-R** Issued **DRAFT/18**

General Rule

Under Policy EZB, the board authorizes the superintendent to prescribe and publish these separate administrative procedures required for the development and implementation of environmentally sustainable practices.

Rock Hill School District Three recognizes the importance of environmental sustainability in today's changing world and its critical role in ensuring a successful future for our children.

Environmental sustainability is defined as the capacity of an endeavor to endure through perpetual maintenance of environmental responsibility and stewardship of economic, social and natural resources.

Holding stewardship of taxpayer resources paramount, the district will demonstrate that the financial, educational, and operational benefits of any sustainable practices outweigh costs in the long term prior to the implementation or adoption of the practice.

Areas of Practice in Sustainability

The district will develop, implement, and manage environmentally sustainable practices throughout the district in the following areas, in order of implementation:

- energy and water conservation and management
- solid waste minimization through reduction, re-use and recycling
- efficient and healthy design and construction of school buildings and grounds
- conservation of natural resources through low-impact grounds maintenance and land use
- operation and maintenance of the transportation fleet and promotion of alternative transportation to and from school in a manner which helps prevent air pollution
- environmentally responsible purchasing of products and services

A foundational effort will be made prior to and throughout the implementation of these practices to continuously educate faculty, staff, students, and parents on sustainability awareness.

Specific Practices in Environmental Sustainability

Energy management

- Maintain a team-based and properly managed energy conservation management program to eliminate utility waste, increase efficiency, enhance the quality of the learning environment and allow utility costs to be avoided which can be re-directed for improving student achievement.
- Pursue certification as an Energy Star labeled school at as many district campuses as possible.

Solid waste minimization

- Minimize the amount of solid waste sent to the landfill by maintaining a team-based and properly managed solid waste minimization and recycling program, including but not limited to all school building, administration, and support facilities.

PAGE 2 - EZB-R - ENVIRONMENTAL SUSTAINABILITY

- Operate an effective surplus property disposal process, including school-based fixed and consumable assets inventory accountability and online resources for sale for re-use by others.

School building design and construction

- Require that all new construction projects and major modernization or renovation projects be designed and constructed to a minimum LEED (Leadership in Energy and Environmental Design) Certified level (or equivalent level of recognized alternate rating systems).
- Adopt building operations and maintenance practices that proactively address and continuously improve indoor environmental quality in our schools.

Low impact grounds and land use

- Adopt multi-level standards of grounds maintenance, including designated areas of reduced service frequency and fertilization, secession areas and “managed meadow” areas.
- Encourage self-help programs for Parent-Teacher Organizations and schools which focus on sustainable landscaping techniques with ongoing maintenance of grounds improvements.
- Expand the function of storm water retention systems toward the “teaching rain garden” concept.
- Engage in proactive, environmentally based best management practices for land use, promoting Clean Air and Clean Water Acts.

Transportation

- Increase the number of alternative fuel vehicles in the district transportation fleet, to include fuel-efficient and hybrid vehicles, compressed natural gas and bio-diesel powered vehicles, and support facilities.
- Expand efforts to incorporate alternate transportation methods in all schools and offices, including establishment of School Travel Plans at all schools under the South Carolina “Safe Routes To Schools” Program.
- Continue the no-idle policy for school buses and “Breathe Better” campaign for all vehicles on campuses.

Sustainable purchasing practices

- Incorporate “Green Seal” (or equivalent program) certified cleaning products in conjunction with environmentally sustainable cleaning practices throughout the district.
- Procure Energy Star rated appliances and electronics when possible.
- As a minimum, purchase 30% recycled content paper in lieu of standard office paper for all purchases as long as this is cost neutral.
- Adopt methods to reduce paper consumption and save energy by: electronic filing, two-sided copying, web-based conferencing, and the transfer of data via online portals.

Issued 6/25/13; Revised ^

ENVIRONMENTAL SUSTAINABILITY

Code **EB-R** Issued **DRAFT/18**

General Rule

Under Policy EZ, the board authorizes the superintendent to prescribe and publish these separate administrative procedures required for the development and implementation of environmentally sustainable practices.

Rock Hill School District Three recognizes the importance of environmental sustainability in today's changing world and its critical role in ensuring a successful future for our children.

Environmental sustainability is defined as the capacity of an endeavor to endure through perpetual maintenance of environmental responsibility and stewardship of economic, social and natural resources.

Holding stewardship of taxpayer resources paramount, the district will demonstrate that the financial, educational, and operational benefits of any sustainable practices outweigh costs in the long term prior to the implementation or adoption of the practice.

Areas of Practice in Sustainability

The district will develop, implement, and manage environmentally sustainable practices throughout the district in the following areas, in order of implementation:

- energy and water conservation and management
- solid waste minimization through reduction, re-use and recycling
- efficient and healthy design and construction of school buildings and grounds
- conservation of natural resources through low-impact grounds maintenance and land use
- operation and maintenance of the transportation fleet and promotion of alternative transportation to and from school in a manner which helps prevent air pollution
- environmentally responsible purchasing of products and services

A foundational effort will be made prior to and throughout the implementation of these practices to continuously educate faculty, staff, students, and parents on sustainability awareness.

Specific Practices in Environmental Sustainability

Energy management

- Maintain a team-based and properly managed energy conservation management program to eliminate utility waste, increase efficiency, enhance the quality of the learning environment and allow utility costs to be avoided which can be re-directed for improving student achievement.
- Pursue certification as an Energy Star labeled school at as many district campuses as possible.

Solid waste minimization

- Minimize the amount of solid waste sent to the landfill by maintaining a team-based and properly managed solid waste minimization and recycling program, including but not limited to all school building, administration, and support facilities.

PAGE 2 - EZ-R - ENVIRONMENTAL SUSTAINABILITY

- Operate an effective surplus property disposal process, including school-based fixed and consumable assets inventory accountability and online resources for sale for re-use by others.

School building design and construction

- Require that all new construction projects and major modernization or renovation projects be designed and constructed to a minimum LEED (Leadership in Energy and Environmental Design) Certified level.
- Adopt building operations and maintenance practices that proactively address and continuously improve indoor environmental quality in our schools.

Low impact grounds and land use

- Adopt multi-level standards of grounds maintenance, including designated areas of reduced service frequency and fertilization, secession areas and “managed meadow” areas.
- Encourage self-help programs for Parent-Teacher Organizations and schools which focus on sustainable landscaping techniques with ongoing maintenance of grounds improvements.
- Expand the function of storm water retention systems toward the “teaching rain garden” concept.
- Engage in proactive, environmentally based best management practices for land use, promoting Clean Air and Clean Water Acts.

Transportation

- Increase the number of alternative fuel vehicles in the district transportation fleet, to include fuel-efficient and hybrid vehicles, compressed natural gas and bio-diesel powered vehicles, and support facilities.
- Expand efforts to incorporate alternate transportation methods in all schools and offices, including establishment of School Travel Plans at all schools under the South Carolina “Safe Routes To Schools” Program.
- Continue the no-idle policy for school buses and “Breathe Better” campaign for all vehicles on campuses.

Sustainable purchasing practices

- Incorporate “Green Seal” certified cleaning products in conjunction with environmentally sustainable cleaning practices throughout the district.
- Procure Energy Star rated appliances and electronics when possible.
- As a minimum, purchase 30% recycled content paper in lieu of standard office paper for all purchases as long as this is cost neutral.
- Adopt methods to reduce paper consumption and save energy by: electronic filing, two-sided copying, web-based conferencing, and the transfer of data via online portals.

Issued 6/25/13; Revised ^

Issued 6/13

I. General Rule.

Under Policy EZ, the Board authorizes the Superintendent to prescribe and publish these separate administrative procedures required for the development and implementation of environmentally sustainable practices.

Rock Hill School District Three recognizes the importance of environmental sustainability in today's changing world and its critical role in ensuring a successful future for our children.

Environmental sustainability is defined as the capacity of an endeavor to endure through perpetual maintenance of environmental responsibility and stewardship of economic, social and natural resources.

Holding stewardship of taxpayer resources paramount, the District will demonstrate that the financial, educational and operational benefits of any sustainable practices outweigh costs in the long term prior to the implementation or adoption of the practice.

II. Areas of Practice in Sustainability.

Rock Hill School District Three will develop, implement and manage environmentally sustainable practices throughout the district in the following areas, in order of implementation:

- A. Energy and water conservation and management.
- B. Solid waste minimization through reduction, re-use and recycling.
- C. Efficient and healthy design and construction of school buildings and grounds.
- D. Conservation of natural resources through low-impact grounds maintenance and land use.
- E. Operation and maintenance of the transportation fleet and promotion of alternative transportation to and from school in a manner which helps prevent air pollution.
- F. Environmentally responsible purchasing of products and services.

A foundational effort shall be made prior to and throughout the implementation of these practices to continuously educate faculty, staff, students and parents on sustainability awareness.

III. Specific Practices in Environmental Sustainability.

A. Energy Management.

- 1. Maintain a team-based and properly managed energy conservation management program to eliminate utility waste, increase efficiency, enhance the quality of the learning environment and allow utility costs to be avoided which can be re-directed for improving student achievement.
- 2. Pursue certification as an Energy Star labeled school at as many district campuses as possible.

B. Solid Waste Minimization.

- 1. Minimize the amount of solid waste sent to the landfill by maintaining a team-based and properly managed solid waste minimization and recycling program, including but not limited to all school building, administration, and support facilities.
- 2. Operate an effective surplus property disposal process, including school-based fixed and consumable assets inventory accountability and online resources for sale for re-use by others.

C. School Building Design and Construction.

- 1. Require that all School District new construction projects and major modernization or renovation projects be designed and constructed to a minimum LEED (Leadership in Energy and Environmental Design) Certified level.
- 2. Adopt building operations and maintenance practices that proactively address and continuously improve indoor environmental quality in our schools.

D. Low impact Grounds and Land Use.

1. Adopt multi-level standards of grounds maintenance, including designated areas of reduced service frequency and fertilization, secession areas and "managed meadow" areas.
2. Encourage self-help programs for Parent-Teacher Organizations and schools which focus on sustainable landscaping techniques with ongoing maintenance of grounds improvements.
3. Expand the function of storm water retention systems toward the "teaching rain garden" concept.
4. Engage in proactive, environmentally based best management practices for land use, promoting Clean Air and Clean Water Acts.

E. Transportation.

1. Increase the number of alternative fuel vehicles in the district transportation fleet, to include fuel-efficient and hybrid vehicles, compressed natural gas and bio-diesel powered vehicles and support facilities.
2. Expand efforts to incorporate alternate transportation methods in all schools and offices, including establishment of School Travel Plans at all schools under the South Carolina "Safe Routes To Schools" Program.
3. Continue the no-idle policy for school buses and "Breathe Better" campaign for all vehicles on campuses.

F. Sustainable Purchasing Practices.

1. Incorporate "Green Seal" certified cleaning products in conjunction with environmentally sustainable cleaning practices throughout the district.
2. Procure Energy Star rated appliances and electronics when possible.
3. As a minimum, purchase 30% recycled content paper in lieu of standard office paper for all purchases as long as this is cost neutral.
4. Adopt methods to reduce paper consumption and save energy by: electronic filing, two-sided copying, web-based conferencing, and the transfer of data via online portals.

Adopted 6/25/13

York 3/Rock Hill School District

BUILDINGS/GROUNDS/PROPERTY MANAGEMENT

Code **EC** Issued **DRAFT/18**

The care, custody, and safekeeping of school property are the general responsibility of the superintendent. Within separate schools, the principal will be responsible for the proper care and maintenance of the buildings, equipment, and grounds.

The principal will establish procedures to accomplish the following:

- Provide accurate information in regard to the nature, condition, location, and value of school property.
- Safeguard schools against loss, damage, or undue depreciation.
- Recover and restore to usefulness any school property which may be lost, stolen, or damaged.
- Ensure the proper maintenance and safekeeping of school property.
- Immediately report any physical deficiency or repair needs related to any school property.

Adopted ^

Legal References:

- A. S. C. Code, 1976, as amended:
1. Section 59-23-210 - Construction, improvement, and renovation of public schools; compliance with the South Carolina School Facilities Planning and Construction Guide; committee members; submission of plans.

BUILDINGS/GROUNDS/PROPERTY MANAGEMENT

Code **EC** Issued **DRAFT/18**

The care, custody, and safekeeping of school property are the general responsibility of the superintendent. Within separate schools, the principal will be responsible for the proper care and maintenance of the buildings, equipment, and grounds.

The principal will establish procedures to accomplish the following:

- Provide accurate information in regard to the nature, condition, location, and value of school property.
- Safeguard schools against loss, damage, or undue depreciation.
- Recover and restore to usefulness any school property which may be lost, stolen, or damaged.
- Ensure the proper maintenance and safekeeping of school property.
- Immediately report any physical deficiency or repair needs related to any school property.

Adopted ^

Legal References:

- A. S. C. Code, 1976, as amended:
1. Section 59-23-210 - Construction, improvement, and renovation of public schools; compliance with the South Carolina School Facilities Planning and Construction Guide; committee members; submission of plans.

BUILDINGS AND GROUNDS MAINTENANCE

Code **ECB** Issued **DRAFT/18 PROPOSED**

The board is aware of the tremendous investment in school facilities. Therefore the district must establish a continuing program for the maintenance of all district property.

The superintendent is responsible for the overall maintenance of buildings and grounds. The school district will maintain schools and equipment in first class condition and in compliance with state safety regulations by a continuous program of repair, reconditioning, and remodeling.

Each building principal is responsible for the operation and maintenance of his/her school and will supervise custodial staff members as they carry out regular operational and normal maintenance duties. Except in emergencies, the district will provide additional maintenance services only upon approval of the superintendent.

The board, acting on recommendations from the superintendent, must approve the remodeling, reconditioning, and improvement of school buildings.

All construction, ~~improvement~~, and renovation of district property will comply with standards and specifications set forth in the South Carolina Department of Education's *South Carolina School Facilities Planning and Construction Guide*.

Adopted ^

Legal References:

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

1. Section 59-23-210 - Construction, improvement, and renovation of public schools; compliance with the *South Carolina School Facilities Planning and Construction Guide*; committee members; submission of plans.

BUILDINGS AND GROUNDS MAINTENANCE

Code **ECB** Issued **DRAFT/18**

The board is aware of the tremendous investment in school facilities. Therefore the district must establish a continuing program for the maintenance of all district property.

The superintendent is responsible for the overall maintenance of buildings and grounds. The school district will maintain schools and equipment in first class condition and in compliance with state safety regulations by a continuous program of repair, reconditioning, and remodeling.

Each building principal is responsible for the operation and maintenance of his/her school and will supervise custodial staff members as they carry out regular operational and normal maintenance duties. Except in emergencies, the district will provide additional maintenance services only upon approval of the superintendent.

The board, acting on recommendations from the superintendent, must approve the remodeling, reconditioning, and improvement of school buildings.

All construction, improvement, and renovation of district property will comply with standards and specifications set forth in the South Carolina Department of Education's *South Carolina School Facilities Planning and Construction Guide*.

Adopted ^

Legal References:

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

1. Section 59-23-210 - Construction, improvement, and renovation of public schools; compliance with the *South Carolina School Facilities Planning and Construction Guide*; committee members; submission of plans.

ENERGY CONSERVATION MANAGEMENT

Code **ECF** Issued **DRAFT/18**

The Board of Trustees of Rock Hill Schools believes that a properly managed energy conservation program will achieve financial savings through the elimination of utility waste and the increase of school building efficiency, which will allow costs avoided to be re-directed toward improving student achievement and sustain or improve the quality of the learning environment.

A strong commitment by the board, the district administration, and all school faculty and staff is the foundation of an effective energy conservation management program. The program will establish or promote, at a minimum, the following:

- *Ethical energy use.* A staff development curriculum on energy management basic principles and district administrative procedures will be implemented to train all district employees (including new hires and substitutes), contractors and outside groups using district facilities. It will be the responsibility of each district employee to actively practice energy conservation and to follow guidelines and rules to manage energy consumption and reduce energy waste.
- *Efficiency of energy systems.* Operation and maintenance of electrical, mechanical, plumbing and technology systems and the building envelope will be consistent with this policy and the goals of the energy conservation management program. The district will operate an effective preventive maintenance program for all systems in support of this program.
- *Equity of energy conservation in procurement.* Contracts and billing for utilities services by commercial or governmental sources will be routinely reviewed to ensure accuracy of charges and best terms for rates. Energy efficiency will be a prime consideration in the acquisition of buildings, equipment and other goods and services by the district. An accurate energy management accounting system will measure and verify energy use and cost according to recognized industry protocol. ~~A monthly~~ **Annual** reports from this system will be submitted to each principal or site director showing energy costs avoided and the performance of each school campus compared to an established baseline.

The energy manager will be in charge and facilitate implementation of the energy conservation management program for Rock Hill Schools and will direct, monitor, evaluate and report the energy conservation efforts of the district to the board through the superintendent.

Each principal will be accountable for energy conservation management on his/her campus, ensuring an efficient operating condition is maintained daily. ~~Energy management in the school will be part of the principal's annual evaluation.~~

The superintendent will establish detailed administrative procedures for district and school/site roles and responsibilities and for guidelines to be followed in each major area of energy management.

Adopted 11/24/14; Revised ^

ENERGY CONSERVATION MANAGEMENT

Code **ECF** Issued **DRAFT/18**

The Board of Trustees of Rock Hill Schools believes that a properly managed energy conservation program will achieve financial savings through the elimination of utility waste and the increase of school building efficiency, which will allow costs avoided to be re-directed toward improving student achievement and sustain or improve the quality of the learning environment.

A strong commitment by the board, the district administration, and all school faculty and staff is the foundation of an effective energy conservation management program. The program will establish or promote, at a minimum, the following:

- *Ethical energy use.* A staff development curriculum on energy management basic principles and district administrative procedures will be implemented to train all district employees (including new hires and substitutes), contractors and outside groups using district facilities. It will be the responsibility of each district employee to actively practice energy conservation and to follow guidelines and rules to manage energy consumption and reduce energy waste.
- *Efficiency of energy systems.* Operation and maintenance of electrical, mechanical, plumbing and technology systems and the building envelope will be consistent with this policy and the goals of the energy conservation management program. The district will operate an effective preventive maintenance program for all systems in support of this program.
- *Equity of energy conservation in procurement.* Contracts and billing for utilities services by commercial or governmental sources will be routinely reviewed to ensure accuracy of charges and best terms for rates. Energy efficiency will be a prime consideration in the acquisition of buildings, equipment and other goods and services by the district. An accurate energy management accounting system will measure and verify energy use and cost according to recognized industry protocol. A monthly report from this system will be submitted to each principal or site director showing energy costs avoided and the performance of each school campus compared to an established baseline.

The energy manager will be in charge and facilitate implementation of the energy conservation management program for Rock Hill Schools and will direct, monitor, evaluate and report the energy conservation efforts of the district to the board through the superintendent.

Each principal will be accountable for energy conservation management on his/her campus, ensuring an efficient operating condition is maintained daily. Energy management in the school will be part of the principal's annual evaluation.

The superintendent will establish detailed administrative procedures for district and school/site roles and responsibilities and for guidelines to be followed in each major area of energy management.

Adopted 11/24/14; Revised ^

Policy ECF Energy Conservation Management

CURRENT

Issued 11/14

Purpose: To establish a program for energy conservation and management.

The Board of Trustees of Rock Hill Schools believes that a properly managed energy conservation program will achieve financial savings through the elimination of utility waste and the increase of school building efficiency, which will allow costs avoided to be re-directed toward improving student achievement and sustain or improve the quality of the learning environment.

A strong commitment by the board, the district administration and all school faculty and staff is the foundation of an effective energy conservation management program. The program will establish or promote, at a minimum, the following.

- *Ethical energy use.* A staff development curriculum on energy management basic principles and district administrative procedures will be implemented to train all district employees (including new hires and substitutes), contractors and outside groups using district facilities. It will be the responsibility of each district employee to actively practice energy conservation and to follow guidelines and rules to manage energy consumption and reduce energy waste.
- *Efficiency of energy systems.* Operation and maintenance of electrical, mechanical, plumbing and technology systems and the building envelope will be consistent with this policy and the goals of the energy conservation management program. The district will operate an effective preventive maintenance program for all systems in support of this program.
- *Equity of energy conservation in procurement.* Contracts and billing for utilities services by commercial or governmental sources will be routinely reviewed to ensure accuracy of charges and best terms for rates. Energy efficiency will be a prime consideration in the acquisition of buildings, equipment and other goods and services by the district. An accurate energy management accounting system will measure and verify energy use and cost according to recognized industry protocol. A monthly report from this system will be submitted to each principal or site director showing energy costs avoided and the performance of each school campus compared to an established baseline.

The energy manager will be in charge and facilitate implementation of the energy conservation management program for Rock Hill Schools and will direct, monitor, evaluate and report the energy conservation efforts of the district to the board through the superintendent.

Each principal will be accountable for energy conservation management on his/her campus, ensuring an efficient operating condition is maintained daily. Energy management in the school will be part of the principal's annual evaluation.

The superintendent will establish detailed administrative procedures for district and school/site roles and responsibilities and for guidelines to be followed in each major area of energy management.

Adopted 11/24/14

York 3/Rock Hill School District

ENERGY CONSERVATION MANAGEMENT

Code **ECF-R** Issued **DRAFT/18 PROPOSED**

Energy manager

The full time professional position of energy manager will be in charge and will facilitate implementation of an energy conservation management program for Rock Hill Schools. Primary responsibilities of the energy manager will be as follows:

- Direct, monitor, evaluate, and report the energy conservation efforts of the district to the superintendent, who will communicate these efforts to the board.
- Educate faculty and staff on conservation standards and practices.
- Make periodic visits during school hours, nights, and unoccupied hours to ensure practices are being followed and report results of visits to principals or designated site directors.
- Foster commitment to the program by providing information on benefits and measureable progress in energy conservation to all district employees and the Rock Hill community on a frequent, recurring basis.

Campus energy team

The principal is responsible for the total energy usage for his/her school campus. He/she serves as the leader of the campus energy team (CET) which will implement the energy management program on campus.

The energy manager and the principal will jointly appoint an on-site building energy manager (BEM) for each school campus. The principal and the BEM will be jointly responsible for the judicious use of the energy systems at their campus, ensuring an efficient operating condition is maintained daily.

The BEM will serve as the primary point of contact for campus energy issues, monitor the operation of the campus buildings and their systems, recommend energy saving changes to building systems operating procedures, and identify and implement energy conservation opportunities where possible. Within the CET, the BEM will serve as the central coordinator for the execution of the team's energy objectives. BEMs will receive specific training and support to implement their duties within the energy management program.

The membership of the CET is established by the principal and the BEM and additionally should include the following:

- the cafeteria manager
- the media center coordinator
- the P.E. teacher or athletic director
- the secretary or a school office representative
- a faculty representative.

Each teacher is responsible for implementing procedures prescribed in this rule for energy conservation during the time that he/she is present in the classroom.

PAGE 2 - ECF-R - ENERGY CONSERVATION MANAGEMENT

Each custodian is responsible during his/her operating shift for control of common areas, such as hallways, lobby, auditorium, etc., as assigned. Since the evening custodians are typically the last persons to leave a building for the night, their designated evening crew leader is responsible to verify proper nighttime shutdown of energy consuming systems.

Other positions included on the CET will be responsible for energy usage within their specific area of the school building. The media center coordinator's responsibilities may also include computer labs or other similar energy intensive areas at the discretion of the principal.

In central office buildings, directors are responsible for total energy usage for buildings or spaces within buildings or spaces assigned.

Staff development

A staff development curriculum on energy management basic principles and district administrative procedures will be implemented to train all district employees (including new hires and substitutes), contractors and outside groups using district facilities.

Energy shutdown procedures

Through staff development, the CET will implement a checklist (~~Appendix 4~~) for daily and weekend shutdown of each campus. Additionally, each CET will implement special checklists for shutdowns prior to Thanksgiving, winter, spring and summer breaks. Modifications and updates to these checklists may be made by the energy manager without amendment or re-issuance of this administrative rule. The energy manager may issue additional specific checklists for shutdown of specific systems or areas, such as cafeterias, athletic facilities, etc.

Energy management and verification system

An accurate energy management accounting system will measure and verify energy use and cost according to recognized industry protocol. A monthly report from this system will be submitted to each principal or designated site director showing energy costs avoided and the performance of each school campus compared to an established baseline.

Rules and Procedures

General building energy use

Classroom doors and windows will remain closed when HVAC equipment is operating. Ensure doors between conditioned space and non-conditioned space remain closed at all times, such as between hallways and gym or courtyard area.

Window blinds should be adjusted to allow the sun to warm the room during the heating season or to block out the sun during the cooling season. After school hours, blinds should be closed completely to preserve conditioned temperatures overnight.

Exterior doors should not be "choked" or propped open using objects which allow the door to remain open while unattended.

Exhaust fans should be turned off during unoccupied hours except in wiring closets housing IT equipment. Thermostatically controlled exhaust fans will be set to operate when temperatures exceed 90 degrees in mechanical rooms.

Scheduling and utilization of building rooms and spaces should closely match the size of the room to the size of the occupants. Close off and preserve vacant classrooms and other spaces

PAGE 3 - ECF-R - ENERGY CONSERVATION MANAGEMENT

instead of using them “because they are there”. Schedule after-hours and weekend/holiday activities in as few rooms as possible.

Technology equipment and classroom/office appliances and machine use

All office machines, such as copy machines, laminating equipment, label makers, shredders, etc., will be switched off each night and during unoccupied times. FAX machines and copy machines which serve as network printers are excluded.

Personal appliances

Limitation of personal appliances in school facilities provides a safe learning environment while resulting in reduced energy consumption and demand. “Personal appliances” are defined as any electrical device used for employee convenience, preparation of food, decoration or amusement in offices and instructional spaces. Although primarily purchased and brought from home by employees, some devices may have been provided by the district.

Prohibited appliances

The following personal appliances are generally not allowed in school buildings due to fire, health, safety, and insurance regulations:

- portable space heaters
- hot plates
- popcorn poppers
- toaster ovens
- candle warmers
- plug-in gel air fresheners

Restricted appliances - break room

The following personal appliances are used for food preparation and storage

- refrigerators
- coffee makers
- microwave ovens

In general, use of these appliances should be discouraged in order to control electrical demand. Also subject to state and local regulations, these appliances are allowed in break rooms and other specially designed areas. **They are not allowed in individual classrooms or offices unless specifically authorized by the Superintendent or his/her designee.** Where approved, these appliances must be connected to approved outlets in a manner that will not present a safety hazard or circuit overload and cleaned out and unplugged during extended shutdowns.

Restricted appliances - individual

These personal appliances may be used in offices and instructional spaces where necessary for instructional purposes or for medical needs. Examples of restricted appliances include the following:

- *table lamps*
- *standing lamps*
- *decorative lighted or mechanical devices*
- *small fans*
- *radios*

PAGE 4 - ECF-R - ENERGY CONSERVATION MANAGEMENT

In general, use of these appliances should be discouraged in order to control electrical demand. **Use of these devices require prior approval by the principal** and should be controlled by doing the following.

- verifying educational or medical need
- connection of the devices in a manner that will not present a safety hazard or circuit overload
- switching off devices each night and when not in use during the school day

All approved items must be UL listed and should be Energy Star rated. **No incandescent light bulbs will be used in any approved lamps.**

All personal computers (PCs) should be turned off completely each night and during extended unoccupied periods. This includes the monitor, local (stand-alone, inkjet type) printer and speakers. Laptop and tablet computers may be left docked to their chargers but will be shut down completely during unoccupied hours while charging. Exceptions to this rule must be jointly approved by the energy manager and the executive director of technology.

All major technology server infrastructure, network equipment, and network-connected printers must remain on.

During the school or work day, the monitor of a PC desktop workstation should be manually switched off when it is known that the PC will be inactive for more than 30 minutes.

The executive director for technology will ensure all capable PCs have been programmed for the “energy saver” mode using the power management feature such that the monitor sleeps after 10 minutes of non-use. Network-directed energy management features should be set and operated as prescribed by the executive director for technology and as advised by the energy manager.

LCD projectors and other peripheral equipment will be turned off at the end of the school day. Equipment should be programmed to “standby” when no use is detected after 30 minutes during the day.

HVAC and refrigeration equipment operation and temperature settings

To control electrical demand and redundant system operation a uniform date for the transition of heating and cooling seasons will be set each year. Actual dates may vary according to weather patterns. The energy manager will monitor weather daily and will advise principals and directors when conditions for transition are met and coordinate with the facilities services department for actual equipment changeover.

Temperature settings

Thermostats for HVAC systems will be set within optimum temperature ranges for the duration of the heating and cooling seasons, as follows.

- cooling season
 - 73° to 77°F during occupied times
 - 78° – 80°F during low occupied / summer times
 - 82° - 85°F during unoccupied times
- heating season
 - 68° to 71°F during occupied times
 - 65°F ~~55°F~~ during unoccupied times

PAGE 5 - ECF-R - ENERGY CONSERVATION MANAGEMENT

Occupied times means authorized persons are in the space using it more than once during the normal school or work day or for more than one hour continuously at any time of day. Rooms containing equipment designated critical by the executive director for technology are considered occupied, subject to special procedures.

Rooms normally occupied during the school or work day should be considered unoccupied when the students or staff leave that area at the end of the school or work day. The building schedules will be set to allow set points to be satisfied 15 minutes prior to students arriving and 15 minutes after students leave. It is anticipated that the temperature of the room will be maintained long enough to afford comfort for the period that the teacher remains in the classroom when the students have left.

~~In complement to the temperature set points in the paragraph above, relative humidity levels in conditioned rooms will not average more than 60% for any 24 hour period.~~

Thermostats that control multiple rooms in a single zone may be adjusted by facilities services or the energy manager in order to obtain acceptable room temperatures and meet room temperature guidelines across the zone.

During unoccupied times, which include nights, weekends, inclement weather days and holidays, thermostats on HVAC equipment will be “set back” to the unoccupied heating and cooling set points described above.

When HVAC equipment is set back the outside air dampers will be fully closed. This will occur automatically in systems so equipped. In manually damped systems, this will occur during the summer shutdown.

Heating and air conditioning start times will be adjusted by trained personnel, dependent on weather, to ensure room/classroom comfort when the school day or work day begins. During extreme winter conditions unoccupied temperature settings may be adjusted to prevent building or property damage.

Thermostat adjustments are to be made only by trained personnel (BEMs, facilities services staff and the energy manager). When room temperatures fall outside the established guidelines, faculty and staff will report the condition first to the BEM, who will survey rooms and document room conditions to facilities services so that appropriate action can be taken.

Any groups using facilities under the district facilities use policy should not be allowed to make adjustments to any HVAC equipment, over-ride controls or thermostat settings, or enter associated mechanical rooms. All exceptions must be approved by the administration of the school.

Circulating fans may be used in lieu of or in complement to operating HVAC systems, where they can be installed and operated in accordance with fire, safety and insurance regulations and facilities services department procedures.

For heat pumps, ensure a 4°F dead-band between heating and cooling modes.

Refrigeration equipment including vending machines should be kept in good working order by the responsible party controlling the equipment. Thermostat settings for refrigerators will be set between 38 and 42°F and thermostats for freezer equipment will be set at 0 to 10°F unless otherwise directed by the facilities services department.

PAGE 6 - ECF-R - ENERGY CONSERVATION MANAGEMENT

Refrigeration equipment and icemakers in kitchens, lounges, concession stands, offices, classrooms, prep areas, and other authorized locations should be switched off during extended unoccupied times, such as Christmas and summer break, where not required by school operations or health regulations. Products normally stored in these units should be removed and/or consolidated wherever possible to empty the unit for shut down. Manufacturer preservation procedures will be followed by the school, vendor or facilities services department in shutting down and re-starting refrigeration equipment. Condition of refrigeration equipment will be considered in shutting units down to minimize problems with re-start.

Vending machines will be operated in an energy efficient manner. Lighting inside machines used only for advertising purposes will be disconnected and bulbs and ballasts removed. Machines will be equipped where feasible with sensors and controls which power down compressors and fans when no use is detected. All other machines will be equipped with timers to switch off units during selected unoccupied hours. Vending machines should be de-stocked and unplugged or disconnected during extended unoccupied times.

Electric water coolers will be adjusted to highest practical temperature settings and will be equipped with timers to switch off units during selected unoccupied hours. Electric water coolers should be unplugged or disconnected during extended unoccupied times.

Lighting control

Interior lighting

Lighting levels will be set and maintained according to the Illumination Engineering Society of North America (IESNA) and Energy Star standards.

AREA	FOOT-CANDLES
Classrooms and labs	50 - 75
Offices	60 - 75
Teacher workrooms/Conference rooms	30 - 50
Auditorium seating	10 - 15
Auditorium stage	50 - 60
Gymnasiums	30 - 45
Kitchens	50 - 75
Dining rooms	15 - 25
Corridors	20 - 30

All switch-controlled lighting in unoccupied areas will be turned off. For purposes of lighting control, an unoccupied area is any area where students or staff are absent for more than five minutes. For gymnasiums and similar rooms with high intensity discharge (HID) metal halide or similar type lighting, an unoccupied area is any area where students or staff are absent for more than 12 minutes.

Even if a room is equipped with infrared occupancy sensors, occupants should switch lights off manually when leaving a room if possible. This will prevent accidental “passive” activation of lights and save many hours of “burn time” each year.

PAGE 7 - ECF-R - ENERGY CONSERVATION MANAGEMENT

When a classroom or other room designed for group occupancy is only occupied by the teacher, half of the full lighting level should be used (one of two wall switches).

In circulation areas such as hallways, lobbies, etc., lighting should be reduced wherever safe and practicable during the normal school or work day and will be turned off completely during unoccupied times except the minimum lighting required for security purposes.

All lights will be turned off when students and teachers leave school. Custodians will turn on lights upon entering the specific rooms in which they are working and will shut off lighting upon leaving each room, each time. "Lights out" method of cleaning is strictly prohibited.

Refrain from turning on lights unless definitely needed. Lights not only consume electricity but also give off heat that places an additional load on the air conditioning equipment, increasing the amount of electricity needed to cool the room.

Lights for advertising purposes such as lighted signs, scrolling menu boards, vending machines, glass front concession/drink coolers and snack machines will be used only as required for school communications and not for third party vendor or product advertisement.

Exterior safety and security lighting

Outside lighting should be used to the minimum extent practicable, primarily for safe passage during occupied hours and as required to support on-campus surveillance systems. During normal after-hours (unoccupied) times, outside lighting will not be left on. Research shows that unattended constant outside lighting is not a security requirement or a deterrent to crime. Run times for outside lighting should be adjusted where timers are available and local law enforcement practices allow.

Outside lighting is controlled by energy management systems, photocells and building security alarm systems. At 6:00 am each school-day morning, outside lighting will come on automatically. At times when the building is to be entered at night, as soon as the alarm is turned off, outside lighting will come on automatically. Outside lighting will be automatically switched off by photo-cell in daytime, and switched on again after sunset. When the security system is set at night, all lights including inside and outside lights remain on for 15 minutes and then turn off automatically.

Athletic field lighting

To control consumption, athletic field lighting will not be turned on more than 30 minutes before sunset, and will not be left on unless the area is being utilized. To control demand, athletic field lighting should be turned on in at least two stages, with at least 35 minutes separation between each group of lights activated.

Athletic field lighting standards adopted by Rock Hill Schools are based upon IESNA standards and the NCAA's Best Lighting Practices.

FACILITY	Foot-Candles			Max:Min	Basis of Standard
	Horizontal	Vertical 1	Vertical 2	Uniformity	
District Three Stadium	75	75	45	1.7:1	IESNA Class I; NCAA Regional
District Three Stadium South	50	NA	NA	2.5:1	IESNA Class II

PAGE 8 - ECF-R - ENERGY CONSERVATION MANAGEMENT

Baseball Field	50 / 30*	NA	NA	2:1 / 2.5:1*	IESNA Class III
Softball Field	50 / 30*	NA	NA	2:1 / 2.5:1*	IESNA Class III
Soccer Field	50	NA	NA	2:1	NCAA Basic Standard
Practice Field	20	NA	NA	4:1	IESNA Class IV
Tennis Courts	75	NA	NA	1.7:1	NCAA Basic Standard
Tennis Courts	75	NA	NA	1.7:1	NCAA Basic Standard
Football/Soccer/ Track Field	30	NA	NA	3:1	IESNA Class III (Field); NCAA Basic Standard (Track)

Water systems and water use

Ensure that plumbing or intrusion (i.e. roof) leaks are reported and repaired immediately.

Ensure all domestic hot water systems are set no higher than 110°F (no higher than 160°F for cafeteria service).

Tank-type hot water systems and/or associated re-circulating pumps should be switched off when there will be no demand due to the lack of occupancy for more than 30 hours and where other means are available. Automatic controllers should be programmed to switch off tank water heaters and/or re-circulating pumps on a daily basis where feasible. Adequate insulation for hot and cold water lines will be provided.

Tank-less and other instant hot water heating devices, such as dishwasher heating boosters, should remain switched off until the approximate time such devices will be used. These devices typically take less than five minutes to reach operating temperatures.

To incorporate rain events into irrigation intensity, all automatically controlled systems will be equipped with rain sensors. Sensors will be kept in active mode at the controller and will be set to activate (disable irrigation) after not more than a one-fourth inch event.

When spray irrigating, keep all heads adjusted so as to ensure that water does not directly hit adjacent buildings. Monitor irrigation to insure excessive runoff does not occur; curtail as necessary.

Irrigation of playing fields, grounds and landscaping will be limited to the hours of 7:00 p.m. to 9:00 a.m. nightly. For systems with concurrent zone automatic controllers, irrigation will be limited to the hours of 1:00 a.m. to 7:00 a.m. nightly.

Intensity of irrigation of playing fields

Off-season irrigation: For fields not expected to receive play for at least six weeks, irrigation should be no more frequent than once every two weeks, including rain events. Such fields should be irrigated lightly, at no more than one-fourth inch of water per application (approximately 30 to 35 minutes per application).

In-season irrigation: For fields expected to receive play within six weeks, irrigation should be not more than one inch per week total, including rain accumulation throughout the week. Such fields

PAGE 9 - ECF-R - ENERGY CONSERVATION MANAGEMENT

should be irrigated longer (approximately 45 minutes), but not more than three to four times per week, including rainfall events. During each application, soil should be moistened to a depth of six inches to stimulate deep root growth without over-watering, which reduces grass vitality.

Issued 11/24/14; Revised ^

PROPOSED

ENERGY CONSERVATION MANAGEMENT

Code **ECF-R** Issued **DRAFT/18**

Energy manager

The full time professional position of energy manager will be in charge and will facilitate implementation of an energy conservation management program for Rock Hill Schools. Primary responsibilities of the energy manager will be as follows:

- Direct, monitor, evaluate, and report the energy conservation efforts of the district to the superintendent, who will communicate these efforts to the board.
- Educate faculty and staff on conservation standards and practices.
- Make periodic visits during school hours, nights, and unoccupied hours to ensure practices are being followed and report results of visits to principals or designated site directors.
- Foster commitment to the program by providing information on benefits and measureable progress in energy conservation to all district employees and the Rock Hill community on a frequent, recurring basis.

Campus energy team

The principal is responsible for the total energy usage for his/her school campus. He/she serves as the leader of the campus energy team (CET) which will implement the energy management program on campus.

The energy manager and the principal will jointly appoint an on-site building energy manager (BEM) for each school campus. The principal and the BEM will be jointly responsible for the judicious use of the energy systems at their campus, ensuring an efficient operating condition is maintained daily.

The BEM will serve as the primary point of contact for campus energy issues, monitor the operation of the campus buildings and their systems, recommend energy saving changes to building systems operating procedures, and identify and implement energy conservation opportunities where possible. Within the CET, the BEM will serve as the central coordinator for the execution of the team's energy objectives. BEMs will receive specific training and support to implement their duties within the energy management program.

The membership of the CET is established by the principal and the BEM and additionally should include the following:

- the cafeteria manager
- the media center coordinator
- the P.E. teacher or athletic director
- the secretary or a school office representative
- a faculty representative.

Each teacher is responsible for implementing procedures prescribed in this rule for energy conservation during the time that he/she is present in the classroom.

PAGE 2 - ECF-R - ENERGY CONSERVATION MANAGEMENT

Each custodian is responsible during his/her operating shift for control of common areas, such as hallways, lobby, auditorium, etc., as assigned. Since the evening custodians are typically the last persons to leave a building for the night, their designated evening crew leader is responsible to verify proper nighttime shutdown of energy consuming systems.

Other positions included on the CET will be responsible for energy usage within their specific area of the school building. The media center coordinator's responsibilities may also include computer labs or other similar energy intensive areas at the discretion of the principal.

In central office buildings, directors are responsible for total energy usage for buildings or spaces within buildings or spaces assigned.

Staff development

A staff development curriculum on energy management basic principles and district administrative procedures will be implemented to train all district employees (including new hires and substitutes), contractors and outside groups using district facilities.

Energy shutdown procedures

Through staff development, the CET will implement a checklist (Appendix 1) for daily and weekend shutdown of each campus. Additionally, each CET will implement special checklists for shutdowns prior to Thanksgiving, winter, spring and summer breaks. Modifications and updates to these checklists may be made by the energy manager without amendment or re-issuance of this administrative rule. The energy manager may issue additional specific checklists for shutdown of specific systems or areas, such as cafeterias, athletic facilities, etc.

Energy management and verification system

An accurate energy management accounting system will measure and verify energy use and cost according to recognized industry protocol. A monthly report from this system will be submitted to each principal or designated site director showing energy costs avoided and the performance of each school campus compared to an established baseline.

Rules and Procedures

General building energy use

Classroom doors and windows will remain closed when HVAC equipment is operating. Ensure doors between conditioned space and non-conditioned space remain closed at all times, such as between hallways and gym or courtyard area.

Window blinds should be adjusted to allow the sun to warm the room during the heating season or to block out the sun during the cooling season. After school hours, blinds should be closed completely to preserve conditioned temperatures overnight.

Exterior doors should not be "chocked" or propped open using objects which allow the door to remain open while unattended.

Exhaust fans should be turned off during unoccupied hours except in wiring closets housing IT equipment. Thermostatically controlled exhaust fans will be set to operate when temperatures exceed 90 degrees in mechanical rooms.

Scheduling and utilization of building rooms and spaces should closely match the size of the room to the size of the occupants. Close off and preserve vacant classrooms and other spaces

PAGE 3 - ECF-R - ENERGY CONSERVATION MANAGEMENT

instead of using them “because they are there”. Schedule after-hours and weekend/holiday activities in as few rooms as possible.

Technology equipment and classroom/office appliances and machine use

All office machines, such as copy machines, laminating equipment, label makers, shredders, etc., will be switched off each night and during unoccupied times. FAX machines and copy machines which serve as network printers are excluded.

Personal appliances

Limitation of personal appliances in school facilities provides a safe learning environment while resulting in reduced energy consumption and demand. “Personal appliances” are defined as any electrical device used for employee convenience, preparation of food, decoration or amusement in offices and instructional spaces. Although primarily purchased and brought from home by employees, some devices may have been provided by the district.

Prohibited appliances

The following personal appliances are generally not allowed in school buildings due to fire, health, safety, and insurance regulations:

- portable space heaters
- hot plates
- popcorn poppers
- toaster ovens
- candle warmers
- plug-in gel air fresheners

Restricted appliances - break room

The following personal appliances are used for food preparation and storage

- refrigerators
- coffee makers
- microwave ovens

In general, use of these appliances should be discouraged in order to control electrical demand. Also subject to state and local regulations, these appliances are allowed in break rooms and other specially designed areas. **They are not allowed in individual classrooms or offices unless specifically authorized by the Superintendent or his/her designee.** Where approved, these appliances must be connected to approved outlets in a manner that will not present a safety hazard or circuit overload and cleaned out and unplugged during extended shutdowns.

Restricted appliances - individual

These personal appliances may be used in offices and instructional spaces where necessary for instructional purposes or for medical needs. Examples of restricted appliances include the following:

- *table lamps*
- *standing lamps*
- *decorative lighted or mechanical devices*
- *small fans*
- *radios*

PAGE 4 - ECF-R - ENERGY CONSERVATION MANAGEMENT

In general, use of these appliances should be discouraged in order to control electrical demand. **Use of these devices require prior approval by the principal** and should be controlled by doing the following.

- verifying educational or medical need
- connection of the devices in a manner that will not present a safety hazard or circuit overload
- switching off devices each night and when not in use during the school day

All approved items must be UL listed and should be Energy Star rated. **No incandescent light bulbs will be used in any approved lamps.**

All personal computers (PCs) should be turned off completely each night and during extended unoccupied periods. This includes the monitor, local (stand-alone, inkjet type) printer and speakers. Laptop and tablet computers may be left docked to their chargers but will be shut down completely during unoccupied hours while charging. Exceptions to this rule must be jointly approved by the energy manager and the executive director of technology.

All major technology server infrastructure, network equipment, and network-connected printers must remain on.

During the school or work day, the monitor of a PC desktop workstation should be manually switched off when it is known that the PC will be inactive for more than 30 minutes.

The executive director for technology will ensure all capable PCs have been programmed for the “energy saver” mode using the power management feature such that the monitor sleeps after 10 minutes of non-use. Network-directed energy management features should be set and operated as prescribed by the executive director for technology and as advised by the energy manager.

LCD projectors and other peripheral equipment will be turned off at the end of the school day. Equipment should be programmed to “standby” when no use is detected after 30 minutes during the day.

HVAC and refrigeration equipment operation and temperature settings

To control electrical demand and redundant system operation a uniform date for the transition of heating and cooling seasons will be set each year. Actual dates may vary according to weather patterns. The energy manager will monitor weather daily and will advise principals and directors when conditions for transition are met and coordinate with the facilities services department for actual equipment changeover.

Temperature settings

Thermostats for HVAC systems will be set within optimum temperature ranges for the duration of the heating and cooling seasons, as follows.

- cooling season
 - 73° to 77°F during occupied times
 - 85°F during unoccupied times
- heating season
 - 68° to 71°F during occupied times
 - 55°F during unoccupied times

PAGE 5 - ECF-R - ENERGY CONSERVATION MANAGEMENT

Occupied times means authorized persons are in the space using it more than once during the normal school or work day or for more than one hour continuously at any time of day. Rooms containing equipment designated critical by the executive director for technology are considered occupied, subject to special procedures.

Rooms normally occupied during the school or work day should be considered unoccupied when the students or staff leave that area at the end of the school or work day. The building schedules will be set to allow set points to be satisfied 15 minutes prior to students arriving and 15 minutes after students leave. It is anticipated that the temperature of the room will be maintained long enough to afford comfort for the period that the teacher remains in the classroom when the students have left.

In complement to the temperature set points in the paragraph above, relative humidity levels in conditioned rooms will not average more than 60% for any 24 hour period.

Thermostats that control multiple rooms in a single zone may be adjusted by facilities services or the energy manager in order to obtain acceptable room temperatures and meet room temperature guidelines across the zone.

During unoccupied times, which include nights, weekends, inclement weather days and holidays, thermostats on HVAC equipment will be “set back” to the unoccupied heating and cooling set points described above.

When HVAC equipment is set back the outside air dampers will be fully closed. This will occur automatically in systems so equipped. In manually damped systems, this will occur during the summer shutdown.

Heating and air conditioning start times will be adjusted by trained personnel, dependent on weather, to ensure room/classroom comfort when the school day or work day begins. During extreme winter conditions unoccupied temperature settings may be adjusted to prevent building or property damage.

Thermostat adjustments are to be made only by trained personnel (BEMs, facilities services staff and the energy manager). When room temperatures fall outside the established guidelines, faculty and staff will report the condition first to the BEM, who will survey rooms and document room conditions to facilities services so that appropriate action can be taken.

Any groups using facilities under the district facilities use policy should not be allowed to make adjustments to any HVAC equipment, over-ride controls or thermostat settings, or enter associated mechanical rooms. All exceptions must be approved by the administration of the school.

Circulating fans may be used in lieu of or in complement to operating HVAC systems, where they can be installed and operated in accordance with fire, safety and insurance regulations and facilities services department procedures.

For heat pumps, ensure a 4°F dead-band between heating and cooling modes.

Refrigeration equipment including vending machines should be kept in good working order by the responsible party controlling the equipment. Thermostat settings for refrigerators will be set between 38 and 42°F and thermostats for freezer equipment will be set at 0 to 10°F unless otherwise directed by the facilities services department.

Refrigeration equipment and icemakers in kitchens, lounges, concession stands, offices, classrooms, prep areas, and other authorized locations should be switched off during extended

PAGE 6 - ECF-R - ENERGY CONSERVATION MANAGEMENT

unoccupied times, such as Christmas and summer break, where not required by school operations or health regulations. Products normally stored in these units should be removed and/or consolidated wherever possible to empty the unit for shut down. Manufacturer preservation procedures will be followed by the school, vendor or facilities services department in shutting down and re-starting refrigeration equipment. Condition of refrigeration equipment will be considered in shutting units down to minimize problems with re-start.

Vending machines will be operated in an energy efficient manner. Lighting inside machines used only for advertising purposes will be disconnected and bulbs and ballasts removed. Machines will be equipped where feasible with sensors and controls which power down compressors and fans when no use is detected. All other machines will be equipped with timers to switch off units during selected unoccupied hours. Vending machines should be de-stocked and unplugged or disconnected during extended unoccupied times.

Electric water coolers will be adjusted to highest practical temperature settings and will be equipped with timers to switch off units during selected unoccupied hours. Electric water coolers should be unplugged or disconnected during extended unoccupied times.

Lighting control

Interior lighting

Lighting levels will be set and maintained according to the Illumination Engineering Society of North America (IESNA) and Energy Star standards.

AREA	FOOT-CANDLES
Classrooms and labs	50 - 75
Offices	60 - 75
Teacher workrooms/Conference rooms	30 - 50
Auditorium seating	10 - 15
Auditorium stage	50 - 60
Gymnasiums	30 - 45
Kitchens	50 - 75
Dining rooms	15 - 25
Corridors	20 - 30

All switch-controlled lighting in unoccupied areas will be turned off. For purposes of lighting control, an unoccupied area is any area where students or staff are absent for more than five minutes. For gymnasiums and similar rooms with high intensity discharge (HID) metal halide or similar type lighting, an unoccupied area is any area where students or staff are absent for more than 12 minutes.

Even if a room is equipped with infrared occupancy sensors, occupants should switch lights off manually when leaving a room if possible. This will prevent accidental “passive” activation of lights and save many hours of “burn time” each year.

When a classroom or other room designed for group occupancy is only occupied by the teacher, half of the full lighting level should be used (one of two wall switches).

PAGE 7 - ECF-R - ENERGY CONSERVATION MANAGEMENT

In circulation areas such as hallways, lobbies, etc., lighting should be reduced wherever safe and practicable during the normal school or work day and will be turned off completely during unoccupied times except the minimum lighting required for security purposes.

All lights will be turned off when students and teachers leave school. Custodians will turn on lights upon entering the specific rooms in which they are working and will shut off lighting upon leaving each room, each time. "Lights out" method of cleaning is strictly prohibited.

Refrain from turning on lights unless definitely needed. Lights not only consume electricity but also give off heat that places an additional load on the air conditioning equipment, increasing the amount of electricity needed to cool the room.

Lights for advertising purposes such as lighted signs, scrolling menu boards, vending machines, glass front concession/drink coolers and snack machines will be used only as required for school communications and not for third party vendor or product advertisement.

Exterior safety and security lighting

Outside lighting should be used to the minimum extent practicable, primarily for safe passage during occupied hours and as required to support on-campus surveillance systems. During normal after-hours (unoccupied) times, outside lighting will not be left on. Research shows that unattended constant outside lighting is not a security requirement or a deterrent to crime. Run times for outside lighting should be adjusted where timers are available and local law enforcement practices allow.

Outside lighting is controlled by energy management systems, photocells and building security alarm systems. At 6:00 am each school-day morning, outside lighting will come on automatically. At times when the building is to be entered at night, as soon as the alarm is turned off, outside lighting will come on automatically. Outside lighting will be automatically switched off by photo-cell in daytime, and switched on again after sunset. When the security system is set at night, all lights including inside and outside lights remain on for 15 minutes and then turn off automatically.

Athletic field lighting

To control consumption, athletic field lighting will not be turned on more than 30 minutes before sunset, and will not be left on unless the area is being utilized. To control demand, athletic field lighting should be turned on in at least two stages, with at least 35 minutes separation between each group of lights activated.

Athletic field lighting standards adopted by Rock Hill Schools are based upon IESNA standards and the NCAA's Best Lighting Practices.

FACILITY	Foot-Candles			Max:Min	Basis of Standard
	Horizontal	Vertical 1	Vertical 2	Uniformity	
District Three Stadium	75	75	45	1.7:1	IESNA Class I; NCAA Regional
District Three Stadium South	50	NA	NA	2.5:1	IESNA Class II
Baseball Field	50 / 30*	NA	NA	2:1 / 2.5:1*	IESNA Class III
Softball Field	50 / 30*	NA	NA	2:1 / 2.5:1*	IESNA Class III

PAGE 8 - ECF-R - ENERGY CONSERVATION MANAGEMENT

Soccer Field	50	NA	NA	2:1	NCAA Basic Standard
Practice Field	20	NA	NA	4:1	IESNA Class IV
Tennis Courts	75	NA	NA	1.7:1	NCAA Basic Standard
Tennis Courts	75	NA	NA	1.7:1	NCAA Basic Standard
Football/Soccer/ Track Field	30	NA	NA	3:1	IESNA Class III (Field); NCAA Basic Standard (Track)

Water systems and water use

Ensure that plumbing or intrusion (i.e. roof) leaks are reported and repaired immediately.

Ensure all domestic hot water systems are set no higher than 110°F (no higher than 160°F for cafeteria service).

Tank-type hot water systems and/or associated re-circulating pumps should be switched off when there will be no demand due to the lack of occupancy for more than 30 hours and where other means are available. Automatic controllers should be programmed to switch off tank water heaters and/or re-circulating pumps on a daily basis where feasible. Adequate insulation for hot and cold water lines will be provided.

Tank-less and other instant hot water heating devices, such as dishwasher heating boosters, should remain switched off until the approximate time such devices will be used. These devices typically take less than five minutes to reach operating temperatures.

To incorporate rain events into irrigation intensity, all automatically controlled systems will be equipped with rain sensors. Sensors will be kept in active mode at the controller and will be set to activate (disable irrigation) after not more than a one-fourth inch event.

When spray irrigating, keep all heads adjusted so as to ensure that water does not directly hit adjacent buildings. Monitor irrigation to insure excessive runoff does not occur; curtail as necessary.

Irrigation of playing fields, grounds and landscaping will be limited to the hours of 7:00 p.m. to 9:00 a.m. nightly. For systems with concurrent zone automatic controllers, irrigation will be limited to the hours of 1:00 a.m. to 7:00 a.m. nightly.

Intensity of irrigation of playing fields

Off-season irrigation: For fields not expected to receive play for at least six weeks, irrigation should be no more frequent than once every two weeks, including rain events. Such fields should be irrigated lightly, at no more than one-fourth inch of water per application (approximately 30 to 35 minutes per application).

In-season irrigation: For fields expected to receive play within six weeks, irrigation should be not more than one inch per week total, including rain accumulation throughout the week. Such fields should be irrigated longer (approximately 45 minutes), but not more than three to four times per week, including rainfall events. During each application, soil should be moistened to a depth of six inches to stimulate deep root growth without over-watering, which reduces grass vitality.

PAGE 9 - ECF-R - ENERGY CONSERVATION MANAGEMENT

Issued 11/24/14; Revised ^

MODEL

AR ECF-R Energy Conservation Management

CURRENT

Issued 11/14

General

Purpose

Rock Hill Schools believes that a properly managed energy conservation management program will allow utility costs to be avoided which can be re-directed for improving student achievement. A formal energy conservation management program will also set standards for building systems operation which will eliminate utility waste, increase efficiency and enhance the quality of the learning environment.

A strong commitment by the board of trustees, the district administration and all school faculty and staff is the foundation of an effective energy conservation management program.

The program will establish or promote the following objectives, at a minimum.

Ethical energy use. It will be the responsibility of each district employee to actively participate in energy conservation efforts and to follow guidelines and rules to manage energy consumption and reduce energy waste.

Efficient energy systems. Operation and maintenance of electrical, mechanical, plumbing and technology systems and the building envelope will be consistent with policy ECF and the goals of the energy conservation management program. The district will implement and sustain an effective preventive maintenance program for all building systems.

Equity of energy conservation in procurement. Contracts and billing for provision of utilities by commercial or governmental sources will be routinely reviewed to ensure accuracy of charges and best terms for rates. Energy efficiency will be a prime consideration in the acquisition of buildings, equipment and other goods and services by the district.

Energy manager

The full time professional position of energy manager will be in charge and will facilitate implementation of an energy conservation management program for Rock Hill Schools. Primary responsibilities of the energy manager will be as follows.

- Direct, monitor, evaluate and report the energy conservation efforts of the district to the superintendent, who will communicate these efforts to the board.
- Educate faculty and staff on conservation standards and practices.
- Make periodic visits during school hours, nights and unoccupied hours to ensure practices are being followed and report results of visits to principals or designated site directors.
- Foster commitment to the program by providing information on benefits and measureable progress in energy conservation to all district employees and the Rock Hill community on a frequent, recurring basis.

Campus energy team

The principal is responsible for the total energy usage for his/her school campus. He/she serves as the leader of the campus energy team (CET) which will implement the energy management program on campus.

The energy manager and the principal will jointly appoint an on-site building energy manager (BEM) for each school campus. The principal and the BEM will be jointly responsible for the judicious use of the energy systems at their campus, ensuring an efficient operating condition is maintained daily.

The BEM will serve as the primary point of contact for campus energy issues, monitor the operation of the campus buildings and their systems, recommend energy saving changes to building systems operating procedures and identify and implement energy conservation opportunities where possible. Within the CET, the BEM will serve as the central coordinator for the execution of the team's energy objectives. BEMs will receive specific training and support to implement their duties within the energy management program.

The membership of the CET is established by the principal and the BEM and additionally should include the following.

- the cafeteria manager
- the media center coordinator
- the P.E. teacher or athletic director
- the secretary or a school office representative

- a faculty representative.

Each teacher is responsible for implementing procedures prescribed in this rule for energy conservation during the time that he/she is present in the classroom.

Each custodian is responsible during his/her operating shift for control of common areas, such as hallways, lobby, auditorium, etc., as assigned. Since the evening custodians are typically the last persons to leave a building for the night, their designated evening crew leader is responsible to verify proper nighttime shutdown of energy consuming systems.

Other positions included on the CET will be responsible for energy usage within their specific area of the school building. The media center coordinator's responsibilities may also include computer labs or other similar energy intensive areas at the discretion of the principal.

In central office buildings, directors are responsible for total energy usage for buildings or spaces within buildings or spaces assigned.

Staff development

A staff development curriculum on energy management basic principles and district administrative procedures will be implemented to train all district employees (including new hires and substitutes), contractors and outside groups using district facilities.

Energy shutdown procedures

Through staff development, the CET will implement a checklist (Appendix 1) for daily and weekend shutdown of each campus. Additionally, each CET will implement special checklists for shutdowns prior to Thanksgiving, winter, spring and summer breaks. Modifications and updates to these checklists may be made by the energy manager without amendment or re-issuance of this administrative rule. The energy manager may issue additional specific checklists for shutdown of specific systems or areas, such as cafeterias, athletic facilities, etc.

Energy management and verification system

An accurate energy management accounting system will measure and verify energy use and cost according to recognized industry protocol. A monthly report from this system will be submitted to each principal or designated site director showing energy costs avoided and the performance of each school campus compared to an established baseline.

Rules and procedures

General building energy use

Classroom doors and windows will remain closed when HVAC equipment is operating. Ensure doors between conditioned space and non-conditioned space remain closed at all times, such as between hallways and gym or courtyard area.

Window blinds should be adjusted to allow the sun to warm the room during the heating season or to block out the sun during the cooling season. After school hours, blinds should be closed completely to preserve conditioned temperatures overnight.

Exterior doors should not be "chocked" or propped open using objects which allow the door to remain open while unattended.

Exhaust fans should be turned off during unoccupied hours except in wiring closets housing IT equipment. Thermostatically controlled exhaust fans will be set to operate when temperatures exceed 90 degrees in mechanical rooms.

Scheduling and utilization of building rooms and spaces should closely match the size of the room to the size of the occupants. Close off and preserve vacant classrooms and other spaces instead of using them "because they are there". Schedule after-hours and weekend/holiday activities in as few rooms as possible.

Technology equipment and classroom/office appliances and machine use

All office machines, such as copy machines, laminating equipment, label makers, shredders, etc., will be switched off each night and during unoccupied times. FAX machines and copy machines which serve as network printers are excluded.

Personal appliances

Limitation of personal appliances in school facilities provides a safe learning environment while resulting in reduced energy consumption and demand. "Personal appliances" are defined as any electrical device used for employee convenience, preparation of food, decoration or amusement in offices and instructional spaces. Although primarily purchased and brought from home by employees, some devices may have been provided by the district.

Prohibited appliances

The following personal appliances are generally not allowed in school buildings due to fire, health, safety and insurance regulations

- portable space heaters
- hot plates
- popcorn poppers
- toaster ovens
- candle warmers
- plug-in gel air fresheners

Restricted appliances - break room

The following personal appliances are used for food preparation and storage

- refrigerators
- coffee makers
- microwave ovens

In general, use of these appliances should be discouraged in order to control electrical demand. Also subject to state and local regulations, these appliances are allowed in break rooms and other specially designed areas. **They are not allowed in individual classrooms or offices unless specifically authorized by the Superintendent or hi/s/her designee.** Where approved, these appliances must be connected to approved outlets in a manner that will not present a safety hazard or circuit overload and cleaned out and unplugged during extended shutdowns.

Restricted appliances - individual

These personal appliances may be used in offices and instructional spaces where necessary for instructional purposes or for medical needs. Examples of restricted appliances include the following.

- *table lamps*
- *standing lamps*
- *decorative lighted or mechanical devices*
- *small fans*
- *radios*

In general, use of these appliances should be discouraged in order to control electrical demand. **Use of these devices require prior approval by the principal** and should be controlled by doing the following.

- verifying educational or medical need
- connection of the devices in a manner that will not present a safety hazard or circuit overload
- switching off devices each night and when not in use during the school day

All approved items must be UL listed and should be Energy Star rated. **No incandescent light bulbs will be used in any approved lamps.**

All personal computers (PCs) should be turned off completely each night and during extended unoccupied periods. This includes the monitor, local (stand-alone, inkjet type) printer and speakers. Laptop and tablet computers may be left docked to their chargers but will be shut down completely during unoccupied hours while charging. Exceptions to this rule must be jointly approved by the energy manager and the executive director of technology.

All major technology server infrastructure, network equipment and network-connected printers must remain on.

During the school or work day, the monitor of a PC desktop workstation should be manually switched off when it is known that the PC will be inactive for more than 30 minutes.

The executive director for technology will ensure all capable PCs have been programmed for the "energy saver" mode using the

power management feature such that the monitor sleeps after 10 minutes of non-use. Network-directed energy management features should be set and operated as prescribed by the executive director for technology and as advised by the energy manager.

LCD projectors and other peripheral equipment will be turned off at the end of the school day. Equipment should be programmed to "standby" when no use is detected after 30 minutes during the day.

HVAC and refrigeration equipment operation and temperature settings

To control electrical demand and redundant system operation a uniform date for the transition of heating and cooling seasons will be set each year. Actual dates may vary according to weather patterns. The energy manager will monitor weather daily and will advise principals and directors when conditions for transition are met and coordinate with the facilities services department for actual equipment changeover.

Temperature settings

Thermostats for HVAC systems will be set within optimum temperature ranges for the duration of the heating and cooling seasons, as follows.

- cooling season
 - 73° to 77°F during occupied times
 - 85°F during unoccupied times
- heating season
 - 68° to 71°F during occupied times
 - 55°F during unoccupied times

Occupied times means authorized persons are in the space using it more than once during the normal school or work day or for more than one hour continuously at any time of day. Rooms containing equipment designated critical by the executive director for technology are considered occupied, subject to special procedures.

Rooms normally occupied during the school or work day should be considered unoccupied when the students or staff leave that area at the end of the school or work day. The building schedules will be set to allow set points to be satisfied 15 minutes prior to students arriving and 15 minutes after students leave. It is anticipated that the temperature of the room will be maintained long enough to afford comfort for the period that the teacher remains in the classroom when the students have left.

In complement to the temperature set points in the paragraph above, relative humidity levels in conditioned rooms will not average more than 60% for any 24 hour period.

Thermostats that control multiple rooms in a single zone may be adjusted by facilities services or the energy manager in order to obtain acceptable room temperatures and meet room temperature guidelines across the zone.

During unoccupied times, which include nights, weekends, inclement weather days and holidays, thermostats on HVAC equipment will be "set back" to the unoccupied heating and cooling set points described above.

When HVAC equipment is set back the outside air dampers will be fully closed. This will occur automatically in systems so equipped. In manually damped systems, this will occur during the summer shutdown.

Heating and air conditioning start times will be adjusted by trained personnel, dependent on weather, to ensure room/classroom comfort when the school day or work day begins. During extreme winter conditions unoccupied temperature settings may be adjusted to prevent building or property damage.

Thermostat adjustments are to be made only by trained personnel (BEMs, facilities services staff and the energy manager). When room temperatures fall outside the established guidelines, faculty and staff will report the condition first to the BEM, who will survey rooms and document room conditions to facilities services so that appropriate action can be taken.

Any groups using facilities under the district facilities use policy should not be allowed to make adjustments to any HVAC equipment, over-ride controls or thermostat settings or enter associated mechanical rooms. All exceptions must be approved by the administration of the school.

Circulating fans may be used in lieu of or in complement to operating HVAC systems, where they can be installed and operated in accordance with fire, safety and insurance regulations and facilities services department procedures.

For heat pumps, ensure a 4°F dead-band between heating and cooling modes.

Refrigeration equipment including vending machines should be kept in good working order by the responsible party controlling the equipment. Thermostat settings for refrigerators will be set between 38 and 42°F and thermostats for freezer equipment will be set at 0 to 10°F unless otherwise directed by the facilities services department.

Refrigeration equipment and icemakers in kitchens, lounges, concession stands, offices, classrooms, prep areas and other authorized locations should be switched off during extended unoccupied times, such as Christmas and summer break, where not required by school operations or health regulations. Products normally stored in these units should be removed and/or consolidated wherever possible to empty the unit for shut down. Manufacturer preservation procedures will be followed by the school, vendor or facilities services department in shutting down and re-starting refrigeration equipment. Condition of refrigeration equipment will be considered in shutting units down to minimize problems with re-start.

Vending machines will be operated in an energy efficient manner. Lighting inside machines used only for advertising purposes will be disconnected and bulbs and ballasts removed. Machines will be equipped where feasible with sensors and controls which power down compressors and fans when no use is detected. All other machines will be equipped with timers to switch off units during selected unoccupied hours. Vending machines should be de-stocked and unplugged or disconnected during extended unoccupied times.

Electric water coolers will be adjusted to highest practical temperature settings and will be equipped with timers to switch off units during selected unoccupied hours. Electric water coolers should be unplugged or disconnected during extended unoccupied times.

Lighting control

Interior lighting

Lighting levels will be set and maintained according to the Illumination Engineering Society of North America (IESNA) and Energy Star standards.

AREA	FOOT-CANDLES
Classrooms and labs	50 - 75
Offices	60 - 75
Teacher workrooms/Conference rooms	30 - 50
Auditorium seating	10 - 15
Auditorium stage	50 - 60
Gymnasiums	30 - 45
Kitchens	50 - 75
Dining rooms	15 - 25
Corridors	20 - 30

All switch-controlled lighting in unoccupied areas will be turned off. For purposes of lighting control, an unoccupied area is any area where students or staff are absent for more than five minutes. For gymnasiums and similar rooms with high intensity discharge (HID) metal halide or similar type lighting, an unoccupied area is any area where students or staff are absent for more than 12 minutes.

Even if a room is equipped with infrared occupancy sensors, occupants should switch lights off manually when leaving a room if possible. This will prevent accidental "passive" activation of lights and save many hours of "burn time" each year.

When a classroom or other room designed for group occupancy is only occupied by the teacher, half of the full lighting level should be used (one of two wall switches).

In circulation areas such as hallways, lobbies, etc., lighting should be reduced wherever safe and practicable during the normal school or work day and will be turned off completely during unoccupied times except the minimum lighting required for security purposes.

All lights will be turned off when students and teachers leave school. Custodians will turn on lights upon entering the specific rooms in which they are working and will shut off lighting upon leaving each room, each time. "Lights out" method of cleaning is strictly prohibited.

Refrain from turning on lights unless definitely needed. Lights not only consume electricity but also give off heat that places an additional load on the air conditioning equipment, increasing the amount of electricity needed to cool the room.

Lights for advertising purposes such as lighted signs, scrolling menu boards, vending machines, glass front concession/drink coolers and snack machines will be used only as required for school communications and not for third party vendor or product advertisement.

Exterior safety and security lighting

Outside lighting should be used to the minimum extent practicable, primarily for safe passage during occupied hours and as required to support on-campus surveillance systems. During normal after-hours (unoccupied) times, outside lighting will not be left on. Research shows that unattended constant outside lighting is not a security requirement or a deterrent to crime. Run times for outside lighting should be adjusted where timers are available and local law enforcement practices allow.

Outside lighting is controlled by energy management systems, photocells and building security alarm systems. At 6:00 am each school-day morning, outside lighting will come on automatically. At times when the building is to be entered at night, as soon as the alarm is turned off, outside lighting will come on automatically. Outside lighting will be automatically switched off by photo-cell in daytime, and switched on again after sunset. When the security system is set at night, all lights including inside and outside lights remain on for 15 minutes and then turn off automatically.

Athletic field lighting

To control consumption, athletic field lighting will not be turned on more than 30 minutes before sunset, and will not be left on unless the area is being utilized. To control demand, athletic field lighting should be turned on in at least two stages, with at least 35 minutes separation between each group of lights activated.

Athletic field lighting standards adopted by Rock Hill Schools are based upon IESNA standards and the NCAA's Best Lighting Practices.

FACILITY	Foot-Candles			Max:Min	Basis of Standard
	Horizontal	Vertical 1	Vertical 2	Uniformity	
District Three Stadium	75	75	45	1.7:1	IESNA Class I; NCAA Regional
District Three Stadium South	50	NA	NA	2.5:1	IESNA Class II
Baseball Field	50 / 30*	NA	NA	2:1 / 2.5:1*	IESNA Class III
Softball Field	50 / 30*	NA	NA	2:1 / 2.5:1*	IESNA Class III
Soccer Field	50	NA	NA	2:1	NCAA Basic Standard
Practice Field	20	NA	NA	4:1	IESNA Class IV
Tennis Courts	75	NA	NA	1.7:1	NCAA Basic Standard
Tennis Courts	75	NA	NA	1.7:1	NCAA Basic Standard
Football/Soccer/ Track Field	30	NA	NA	3:1	IESNA Class III (Field); NCAA Basic Standard (Track)

Water systems and water use

Ensure that plumbing or intrusion (i.e. roof) leaks are reported and repaired immediately.

Ensure all domestic hot water systems are set no higher than 110°F (no higher than 160°F for cafeteria service).

Tank-type hot water systems and/or associated re-circulating pumps should be switched off when there will be no demand due to the lack of occupancy for more than 30 hours and where other means are available. Automatic controllers should be programmed to switch off tank water heaters and/or re-circulating pumps on a daily basis where feasible. Adequate insulation for hot and cold water lines will be provided.

Tank-less and other instant hot water heating devices, such as dishwasher heating boosters, should remain switched off until the approximate time such devices will be used. These devices typically take less than five minutes to reach operating

temperatures.

To incorporate rain events into irrigation intensity, all automatically controlled systems will be equipped with rain sensors. Sensors will be kept in active mode at the controller and will be set to activate (disable irrigation) after not more than a one-fourth inch event.

When spray irrigating, keep all heads adjusted so as to ensure that water does not directly hit adjacent buildings. Monitor irrigation to insure excessive runoff does not occur; curtail as necessary.

Irrigation of playing fields, grounds and landscaping will be limited to the hours of 7:00 p.m. to 9:00 a.m. nightly. For systems with concurrent zone automatic controllers, irrigation will be limited to the hours of 1:00 a.m. to 7:00 a.m. nightly.

Intensity of irrigation of playing fields

Off-season irrigation: For fields not expected to receive play for at least six weeks, irrigation should be no more frequent than once every two weeks, including rain events. Such fields should be irrigated lightly, at no more than one-fourth inch of water per application (approximately 30 to 35 minutes per application).

In-season irrigation: For fields expected to receive play within six weeks, irrigation should be not more than one inch per week total, including rain accumulation throughout the week. Such fields should be irrigated longer (approximately 45 minutes), but not more than three to four times per week, including rainfall events. During each application, soil should be moistened to a depth of six inches to stimulate deep root growth without over-watering, which reduces grass vitality.

Issued 11/24/14

York 3/Rock Hill School District

Policy

STUDENT TRANSPORTATION, BUS SCHEDULING, AND ROUTING

Code **EEA/EEAC** Issued _____ **DRAFT/19**

The superintendent is responsible for the overall bus transportation in the school district.

The district will provide transportation to all eligible students within the boundaries provided for by federal and state funds and State Board of Education regulations. The district will adhere to all applicable rules and regulations relative to the routing and operation of the transportation system.

The state provides funds to transport all pupils who live more than one and one-half miles from the school. Also, the state provides funds to ensure that there is a bust stop within two-tenths of a mile of each eligible child's residence.

In accordance with federal law, the district will also provide transportation to homeless students to and from their school of origin, students transferring from a Title I school identified for school improvement, a student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends, or a student transferring from a school identified as persistently dangerous for three consecutive years.

Consistent with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and state and federal categorical funding requirements for students with disabilities, transportation on designated special education or special needs buses is reserved for students with qualifying disabilities, who are placed on such buses by the students' Section 504 or Individualized Education Program teams.

Students who travel to and from school on school buses or who make trips in connection with school sponsored activities are under school supervision.

Adults on School Buses

Parents/Legal guardians and other adult school volunteers or employees may ride school buses under the following condition(s):

- Adult school volunteers must be approved under policy IJOB/IJOC
- The volunteers or employees are part of an organized school program

Adopted 10/22/18/; Revised ___/19

Legal references:

Federal Law:

PAGE 2 – EEA/EEAC– STUDENT TRANSPORTATION, BUS SCHEDULING, AND ROUTING

McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C.A. Section 11431, *et seq.*

Individuals with Disabilities Education Act of 2004, 20 U.S.C Section 1400, *et seq.*
Section 504, Rehabilitation Act of 1973, 29 U.S.C. Section 701, *et seq.*

S.C. Code, 1976, as amended:

Section 59-67-410, *et seq.* - Notification of employment for ensuing year; notification of assignment.

Section 59-67-545 – Authorizes certain adults to ride school buses.

State Board of Education Regulations:

R43-80 – Operation of public school transportation services.

PROPOSED

Policy EEA/EEAC Student Transportation, Bus Scheduling, And Routing

CURRENT

Issued 10/18

The superintendent is responsible for the overall bus transportation in the school district.

The district will provide transportation to all eligible students within the boundaries provided for by federal and state funds and State Board of Education regulations. The district will adhere to all applicable rules and regulations relative to the routing and operation of the transportation system.

The state provides funds to transport all pupils who live more than one and one-half miles from the school. Also, the state provides funds to ensure that there is a bus stop within two-tenths of a mile of each eligible child's residence.

In accordance with federal law, the district will also provide transportation to homeless students to and from their school of origin, students transferring from a Title I school identified for school improvement, a student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends, or a student transferring from a school identified as persistently dangerous for three consecutive years.

Students who travel to and from school on school buses or who make trips in connection with school sponsored activities are under school supervision.

Adults on School Buses

Parents/Legal guardians and other adult school volunteers or employees may ride school buses under the following condition(s):

- adult school volunteers must be approved under policy IJOB/IJOC
- the volunteers or employees are part of an organized school program

Adopted 10/22/18

Legal References:

Federal Law:

McKinney-Vento Homeless Education Assistance Improvements Act of 2001, [42 U.S.C.A. Section 11431](#), *et seq.*

S.C. Code, 1976, as amended:

[Section 59-67-410](#), *et seq.* - School bus transportation.

[Section 59-67-545](#) - Authorizes certain adults to ride school buses.

State Board of Education Regulations:

[R43-80](#) - Operation of public school transportation services.

York 3/Rock Hill School District

STUDENT MEAL ACCOUNTS AND FOOD SERVICES

Code **EF** Issued **DRAFT/18-PROPOSED**

The district food service program operates under the current guidelines and standards established by state and federal laws and the South Carolina State Board of Education. The district participates in the national school lunch program and provides nutritional, well-balanced breakfasts and lunches in all schools.

The purpose of the district food program is as follows:

- to maintain and improve the health and physical fitness of students by providing with an adequate meal
- to provide a satisfactory learning experience in the food program which will contribute to the overall development of students
- to provide free or reduced-price meals for students from economically deprived families

The ~~principals are~~ **Food Service program is** responsible for the cafeterias in ~~their schools the~~ **district**. Individual school lunchroom managers work under the supervision of the food service contract administrator and food service management company. The principals, food service contract administrator, and food service management company will work collaboratively **to ensure compliance with all local, state, and federal regulations and requirements, as well as on** the overall operation of the food service program. **Decisions regarding Food Service program operations must include the food service contract administrator and the general manager of the food service management company.**

The food service program will operate in compliance with state and federal regulations and requirements.

The administration will establish rules and procedures which conform to state and federal requirements regarding participation in programs for free and reduced price meals and supplementary food.

Eligibility for students to receive free or reduced price meals will be determined by current federal and state laws. Schools will make every effort to eliminate any social stigma attached to the program and prevent the overt identification of students who are eligible for free or reduced price meals.

The district will not deny any child who a principal or teacher believes is improperly nourished a free lunch, milk, or other food simply because the district has not received proper application from the child's parent/legal guardian.

The board, with the recommendation of the chief financial officer and food service contract administrator sets meal prices for students, **based upon South Carolina Department of Education guidelines, and adults annually.**

PAGE 2 - EF - STUDENT MEAL ACCOUNTS AND FOOD SERVICES

Students/parents/legal guardians wishing to initiate a complaint concerning discrimination in the delivery of benefits or services in the district's school nutrition program should go to the link below or mail a written complaint to the U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.S., Washington D.C. 20250-9410, or email, program.intake@usda.gov.

http://www.ascr.usda.gov/complaint_filing_cust.html

Cf. ADF, EFE, IHAE

Adopted 7/24/06; Revised 6/26/17, ^

Legal References:

A. Federal Law:

1. Child Nutrition Act of 1966 (CNA), 42 U.S.C.A. Section 1771, *et seq.*
2. Healthy, Hunger-Free Kids Act of 2010, Pub. L. No. 111-296, 124 Stat. 3183.

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

1. Sections 59-10-310, *et seq.* - Nutrition standards.

C. Federal Regulations:

1. National School Lunch Program, 7 C.F.R. Section 210.10.
2. School Breakfast Program, 7 C.F.R. Section 220.8.

D. State Board of Education Regulations:

1. R43-168 - Nutrition standards for elementary (K-5) school food service meals and competitive foods.

STUDENT MEAL ACCOUNTS AND FOOD SERVICES

Code **EF** Issued **DRAFT/18**

The district food service program operates under the current guidelines and standards established by state and federal laws and the South Carolina State Board of Education. The district participates in the national school lunch program and provides nutritional, well-balanced breakfasts and lunches in all schools.

The purpose of the district food program is as follows:

- to maintain and improve the health and physical fitness of students by providing with an adequate meal
- to provide a satisfactory learning experience in the food program which will contribute to the overall development of students
- to provide free or reduced-price meals for students from economically deprived families

The principals are responsible for the cafeteria in their schools. Individual school lunchroom managers work under the supervision of the food service contract administrator and food service management company. The principals, food service contract administrator, and food service management company will work collaboratively on the overall operation of the food service program.

The food service program will operate in compliance with state and federal regulations and requirements.

The administration will establish rules and procedures which conform to state and federal requirements regarding participation in programs for free and reduced price meals and supplementary food. The administration will report such regulations to the board from time to time for its approval.

Eligibility for students to receive free or reduced price meals will be determined by current federal and state laws. Schools will make every effort to eliminate any social stigma attached to the program and prevent the overt identification of students who are eligible for free or reduced price meals.

The district will not deny any child who a principal or teacher believes is improperly nourished a free lunch, milk, or other food simply because the district has not received proper application from the child's parent/legal guardian.

The board, with the recommendation of the chief financial officer and food service contract administrator sets meal prices for students annually based upon South Carolina Department of Education guidelines.

Students/parents/legal guardians wishing to initiate a complaint concerning discrimination in the delivery of benefits or services in the district's school nutrition program should go to the link below or mail a written complaint to the U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.S., Washington D.C. 20250-9410, or email, program.intake@usda.gov.

http://www.ascr.usda.gov/complaint_filing_cust.html

PAGE 2 - EF - STUDENT MEAL ACCOUNTS AND FOOD SERVICES

Cf. ADF, EFE, IHAE

Adopted 7/24/06; Revised 6/26/17, ^

Legal References:

A. Federal Law:

1. Child Nutrition Act of 1966 (CNA), 42 U.S.C.A. Section 1771, *et seq.*
2. Healthy, Hunger-Free Kids Act of 2010, Pub. L. No. 111-296, 124 Stat. 3183.

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

1. Sections 59-10-310, *et seq.* - Nutrition standards.

C. Federal Regulations:

1. National School Lunch Program, 7 C.F.R. Section 210.10.
2. School Breakfast Program, 7 C.F.R. Section 220.8.

D. State Board of Education Regulations:

1. R43-168 - Nutrition standards for elementary (K-5) school food service meals and competitive foods.

Policy EF Student Meal Accounts and Food Services

CURRENT

Issued 6/17

Purpose: To establish the board's vision and the basic structure for district food services.

The district participates in the national school lunch program and provides nutritional, well-balanced breakfasts and lunches in all schools.

The purpose of the district food program is as follows:

- to maintain and improve the health and physical fitness of the school child by providing him/her with an adequate meal
- to provide a satisfactory learning experience in the food program which will contribute to the overall development of the child
- to provide free or reduced-price meals for students from economically deprived families

The board, with the recommendation of the chief financial officer and food service contract administrator, sets meal prices for students and adults.

The principals are responsible for the cafeteria in their schools. Individual school lunchroom managers work under the supervision of the food service contract administrator and food service management company. The principals, food service contract administrator, and food service management company will work collaboratively on the overall operation of the food service program.

The food service program will operate in compliance with state and federal regulations and requirements.

The administration will establish rules and procedures which conform to state and federal regulations and requirements regarding participation in programs for free and reduced price meals and supplementary food.

Adopted 7/24/06; Revised 6/26/17

Legal references:

Federal Law:

Child Nutrition Act of 1996 (CNA), [42 U.S.C.A. Section 1771](#), *et seq.*

Healthy, Hunger-Free Kids Act of 2010, [Pub. L. No. 111-296](#), 124 Stat. 3183.

S. C. Code, 1976 as amended:

[Sections 59-10-310](#), *et seq.* - Nutrition standards.

Federal Regulations:

National School Lunch Program, [7 C.F.R. Section 210.10](#).

School Breakfast Program, [7 C.F.R. Section 220.8](#).

State Board of Education Regulations:

[R43-168](#) - Nutrition standards for elementary (K-5) school food service meals and competitive foods.

York 3/Rock Hill School District

STUDENT MEAL ACCOUNTS AND FOOD SERVICES

Code **EF-R** Issued **DRAFT/18PROPOSED**

Student Meal Accounts

All cafeteria purchases should be prepaid before meal service. The district offers a variety of methods for parents/legal guardians to fund their students' meal accounts including cash, check, money order, or online payments. ~~using MYPAYMENTSPLUS.COM.~~

Charge accounts

A student may charge up to \$10.00 maximum. A student who charges a meal may not charge any à la carte items or additional items that would result in a cost above and beyond the base meal cost. Parents/Legal guardians will receive at least two ~~written~~ notifications prior to their student being denied the ability to charge meals.

Food service employees and each building principal will work together to prevent meal charges from accumulating. Parents/Legal guardians are expected to pay all meal charges in full by the last day of the school year. Negative balances that remain will be carried forward to the following school year.

Alternate meals

Once a student has received the maximum number of charged meals, he/she will be provided with an alternate meal consisting of ~~a turkey or cheese sandwich, fresh or cup fruit, and milk~~ **all five components of a meal as required by USDA**. Students will not be charged for alternate meals. In order to safeguard the dignity and confidentiality of students, reasonable efforts will be used to avoid calling attention to a student's unpaid balances and/or inability to pay.

No student will be denied an alternate meal. If a student comes to school with no lunch and no money on an ongoing basis, food service employees or other mandated reporters will report this information to the building principal as this may be a sign of abuse or neglect, and the proper authorities will be contacted.

Modifications will be made to alternate meals to ensure that any students with medically documented special dietary needs are provided appropriate accommodations.

Unpaid balances

Students with unpaid balances will not be denied a meal if they have money in hand for a meal on a given day.

The food service manager and other school personnel will coordinate communications to parents/legal guardians to resolve unpaid balances in meal accounts. Parents/Legal guardians will be contacted via written notices (twice per week), automated call systems, and/or phone calls to

PAGE 2 - EF-R - FOOD SERVICES

parents/legal guardians. These communications will include providing families with information about the free and reduced lunch programs and the programs' application process.

Parents/Legal guardians are encouraged to discuss payment arrangements with the food service manager and building principal. In establishing the terms of repayment plans, the district will assess each household's particular circumstances and will consider factors including, but not limited to, employment status, family member medical circumstances, etc. Negative balances of more than \$25.00 not paid in full within five school days of the last instructional day of the school year will be turned over to the chief financial officer, or his/her designee, to initiate formal collection efforts, up to and including legal action if appropriate, to recover the costs for unpaid meal charges.

Surplus balances

At the end of the school year, surplus balances in student meal accounts for those students who pay full ~~or reduced~~ prices for meals will remain in the account and the balance will roll to the next school year or can be reimbursed at the request of the parent/legal guardian. **Students with a surplus balance who pay reduced meal prices or receive free meals will be reimbursed at the end of the school year.**

Students who graduate or withdraw will be notified by mail **to the address on file to** ~~and given the option to receive a refund for balances of \$5.00 or more. or to transfer the surplus meal account funds to students with negative balances.~~ If no response is received within ~~30~~ **60** days of the mailing of this notification, the student's meal account will close and the funds will be transferred to the food service program account.

Dissemination of procedures

At the beginning of each school year, the information contained in this administrative rule and any associated procedures will be shared with administrators, principals, school food service professionals, and other district stakeholders charged with duties related to the school food services program. Parents/Legal guardians and students will be notified in writing of this administrative rule and any associated procedures at the beginning of the year, upon transferring into the district, or upon transferring into a new school within the district.

Food Service

During each full school day the school food service program will offer breakfast and lunch, as well as snacks for students in organized after-school education or enrichment programs. Each school will encourage all students to participate in these meal opportunities. Schools will make efforts to ensure that families are aware of need-based programs for free or reduced-price meals and eligible families are encouraged to apply. The program will maintain the confidentiality of students and families applying for or receiving free or reduced-priced meals.

Schools will offer varied and nutritious food choices that are consistent with the federal government's Dietary Guidelines for Americans.

PAGE 3 - EF-R - FOOD SERVICES

Upon a physician's request, modified meals will be prepared for students with food allergies or other special food needs. Information on the ingredients used in preparation of school meals will be provided to parents upon request. A diet order form must be completed by a physician to accommodate modified meals. These accommodations will remain in place until the physician discontinues or changes the order. Changes from a physician must be received in writing.

All food service equipment and facilities must meet applicable local and state standards concerning health; safe food preparation, handling, and storage; drinking water; sanitation; and workplace safety.

Each school cafeteria will be staffed by a food service manager who is qualified, certified, and/or credentialed according to current professional standards to administer the school food service program and satisfy reporting requirements.

All food service personnel will have adequate pre-service training in food service operations and regularly participate in professional development activities that address strategies for promoting healthy eating behavior, food safety, and other topics directly relevant to the employee's job duties.

Elementary school students will have 20 minutes to eat lunch once served.

School food service (SFS) guidelines based on South Carolina School Food Service Regulations, South Carolina Student Nutrition and Physical Activity Task Force Recommendations, and the National School Lunch Act and The Dietary Guidelines for Americans will be implemented as follows:

- School food service will offer a minimum of two entrée choices at lunch (one choice may be an entrée salad).
- School food service will encourage input regarding the selection of food items in schools to be offered in the school meal programs by promoting and encouraging administration, staff, student, and parent participation in taste-testing events.
- Require that school cafeteria managers meet with student advisory committees in grades four and up twice each year.
- Allow students to purchase at à la carte prices additional servings of any food item that is part of a reimbursable school meal (serving sizes should be comparable to those of the meal components).
- ~~Offer one percent fat and nonfat milk for all grade levels at breakfast and lunch.~~
- ~~Offer a low fat meal choice (30 percent or less of calories from fat) at every meal.~~
- ~~Provide low fat and nonfat salad dressing.~~
- ~~Provide information on calories, percentages of fat, and serving sizes of school meal items to help students select appropriate portions of foods.~~

PAGE 4 - EF-R - FOOD SERVICES

- ~~Offer a minimum of four choices of fruits and vegetables daily, including fresh fruits and vegetables in season. Students can take two to four servings based on school district discretion.~~
- ~~Offer whole grain foods in all programs whenever possible to meet bread and cereal requirements.~~
- ~~Encourage students to try a variety of foods by serving the full reimbursable meal.~~
- ~~Follow state elementary guidelines for snacks, sweets, and side dishes which have no more than 30 percent of calories from fat, less than 10 percent calories from saturated fat, 10 percent or less of calories from trans fatty acids, and no more than 35 percent of added sugar by weight.~~
- ~~Limit single serving food items sold to elementary students to 1/25 ounces for snacks; two ounces for cookies or cereal bars; three ounces for other bakery items.~~
- ~~No beverages will be sold or served to elementary students until after the last regularly scheduled class, including soda, soft drinks, sports drinks, punches, iced teas and coffees, and fruit based drinks that contain less than 100 percent real fruit juice or that contain added sweeteners.~~
- ~~All á la carte items at the secondary level will follow these guidelines:
 - ~~Food and/or beverage items served will contain no more than 10 grams of fat (excluding nuts and dairy).~~
 - ~~Food and/or beverage items served will contain no more than 225 calories.~~
 - ~~Fruits and vegetables will be offered at any location on the school site where foods are sold whenever possible.~~~~

Issued 7/24/06; Revised 9/25/06, 6/13/16, 6/26/17, ^

STUDENT MEAL ACCOUNTS AND FOOD SERVICES

Code **EF-R** Issued **DRAFT/18**

Student Meal Accounts

All cafeteria purchases should be prepaid before meal service. The district offers a variety of methods for parents/legal guardians to fund their students' meal accounts including cash, check, money order, or online payments using MYPAYMENTSPLUS.COM.

Charge accounts

(Option: The district may implement varying charging policies for students in different grade levels. Varying charging policies may also be established for breakfast and lunch.)

A student may charge up to \$10.00 maximum. A student who charges a meal may not charge any à la carte items or additional items that would result in a cost above and beyond the base meal cost. Parents/Legal guardians will receive at least two written notifications prior to their student being denied the ability to charge meals.

Building principals and food service employees will work together to prevent meal charges from accumulating. Parents/Legal guardians are expected to pay all meal charges in full by the last day of the school year. Negative balances that remain will be carried forward to the following school year.

Alternate meals

Once a student has received the maximum number of charged meals, he/she will be provided with an alternate meal consisting of a turkey or cheese sandwich, fresh or cup fruit, and milk. Students will not be charged for alternate meals. In order to safeguard the dignity and confidentiality of students, reasonable efforts will be used to avoid calling attention to a student's unpaid balances and/or inability to pay.

No student will be denied an alternate meal. If a student comes to school with no lunch and no money on an ongoing basis, food service employees or other mandated reporters will report this information to the building principal as this may be a sign of abuse or neglect, and the proper authorities will be contacted.

Modifications will be made to alternate meals to ensure that any students with medically documented special dietary needs are provided appropriate accommodations.

Unpaid balances

Students with unpaid balances will not be denied a meal if they have money in hand for a meal on a given day.

The food service manager and other school personnel will coordinate communications to parents/legal guardians to resolve unpaid balances in meal accounts. Parents/Legal guardians will be contacted via written notices (twice per week), automated call systems, and/or phone calls to parents/legal guardians. These communications will include providing families with information about the free and reduced lunch programs and the programs' application process.

PAGE 2 - EF-R - FOOD SERVICES

Parents/Legal guardians are encouraged to discuss payment arrangements with the food service manager and building principal. In establishing the terms of repayment plans, the district will assess each household's particular circumstances and will consider factors including, but not limited to, employment status, family member medical circumstances, etc. Negative balances of more than \$25.00 not paid in full within five school days of the last instructional day of the school year (*Note: The district can require payment of these unpaid balances whenever it desires. It does not have to wait until the end of the school year, or may wait through the beginning of the next school year.*) will be turned over to the chief financial officer, or his/her designee, to initiate formal collection efforts, up to and including legal action if appropriate, to recover the costs for unpaid meal charges.

Surplus balances

At the end of the school year, surplus balances in student meal accounts for those students who pay full prices for meals will remain in the account and the balance will roll to the next school year or can be reimbursed at the request of the parent/legal guardian. **At the end of the school year, surplus balances in student meal accounts for those students who pay reduced prices for meals will be reimbursed to the parent/legal guardian .**

Students who graduate or withdraw will be notified by mail and given the option to receive a refund for balances of \$5.00 or more or to transfer the surplus meal account funds to students with negative balances. If no response is received within 30 days of the mailing of this notification, the student's meal account will close and the funds will be transferred to the food service program account.

Dissemination of procedures

At the beginning of each school year, the information contained in this administrative rule and any associated procedures will be shared with administrators, principals, school food service professionals, and other district stakeholders charged with duties related to the school food services program. Parents/Legal guardians and students will be notified in writing of this administrative rule and any associated procedures at the beginning of the year, upon transferring into the district, or upon transferring into a new school within the district.

Food Service

During each full school day the school food service program will offer breakfast and lunch, as well as snacks for students in organized after-school education or enrichment programs. Each school will encourage all students to participate in these meal opportunities. Schools will make efforts to ensure that families are aware of need-based programs for free or reduced-price meals and eligible families are encouraged to apply. The program will maintain the confidentiality of students and families applying for or receiving free or reduced-priced meals.

Schools will offer varied and nutritious food choices that are consistent with the federal government's Dietary Guidelines for Americans.

Upon a physician's request, modified meals will be prepared for students with food allergies or other special food needs. Information on the ingredients used in preparation of school meals will be provided to parents upon request. A diet order form must be completed by a physician to accommodate modified meals. These accommodations will remain in place until the physician discontinues or changes the order. Changes from a physician must be received in writing.

All food service equipment and facilities must meet applicable local and state standards concerning health; safe food preparation, handling, and storage; drinking water; sanitation; and workplace safety.

PAGE 3 - EF-R - FOOD SERVICES

Each school cafeteria will be staffed by a food service manager who is qualified, certified, and/or credentialed according to current professional standards to administer the school food service program and satisfy reporting requirements.

All food service personnel will have adequate pre-service training in food service operations and regularly participate in professional development activities that address strategies for promoting healthy eating behavior, food safety, and other topics directly relevant to the employee's job duties.

Elementary school students will have 20 minutes to eat lunch once served.

School food service (SFS) guidelines based on South Carolina School Food Service Regulations, South Carolina Student Nutrition and Physical Activity Task Force Recommendations, and the National School Lunch Act and The Dietary Guidelines for Americans will be implemented as follows:

- School food service will offer a minimum of two entrée choices at lunch (one choice may be an entrée salad).
- School food service will encourage input regarding the selection of food items in schools to be offered in the school meal programs by promoting and encouraging administration, staff, student, and parent participation in taste-testing events.
- Require that school cafeteria managers meet with student advisory committees in grades four and up twice each year.
- Allow students to purchase at á la carte prices additional servings of any food item that is part of a reimbursable school meal (serving sizes should be comparable to those of the meal components).
- Offer one percent fat and nonfat milk for all grade levels at breakfast and lunch.
- Offer a low-fat meal choice (30 percent or less of calories from fat) at every meal.
- Provide low-fat and nonfat salad dressing.
- Provide information on calories, percentages of fat, and serving sizes of school meal items to help students select appropriate portions of foods.
- Offer a minimum of four choices of fruits and vegetables daily, including fresh fruits and vegetables in season. Students can take two to four servings based on school district discretion.
- Offer whole-grain foods in all programs whenever possible to meet bread and cereal requirements.
- Encourage students to try a variety of foods by serving the full reimbursable meal.
- Follow state elementary guidelines for snacks, sweets, and side dishes which have no more than 30 percent of calories from fat, less than 10 percent calories from saturated fat, 10 percent or less of calories from trans fatty acids, and no more than 35 percent of added sugar by weight.

PAGE 4 - EF-R - FOOD SERVICES

- Limit single-serving food items sold to elementary students to 1/25 ounces for snacks; two ounces for cookies or cereal bars; three ounces for other bakery items.
- No beverages will be sold or served to elementary students until after the last regularly scheduled class, including soda, soft drinks, sports drinks, punches, iced teas and coffees, and fruit-based drinks that contain less than 100 percent real fruit juice or that contain added sweeteners.
- All á la carte items at the secondary level will follow these guidelines:
 - Food and/or beverage items served will contain no more than 10 grams of fat (excluding nuts and dairy).
 - Food and/or beverage items served will contain no more than 225 calories.
 - Fruits and vegetables will be offered at any location on the school site where foods are sold whenever possible.

Issued 7/24/06; Revised 9/25/06, 6/13/16, 6/26/17, ^

AR EF-R Student Meal Accounts and Food Services

CURRENT

Issued 6/17

Student Meal Accounts

All cafeteria purchases should be prepaid before meal service. The district offers a variety of methods for parents/legal guardians to fund their students' meal accounts including cash, check, money order, or online payments using MYPAYMENTSPLUS.COM.

Charge accounts

A student may charge up to \$10.00 maximum. A student who charges a meal may not charge any à la carte items or additional items that would result in a cost above and beyond the base meal cost. Parents/Legal guardians will receive at least two written notifications prior to a student being denied the ability to charge meals.

Food service employees and each building principal will work together to prevent meal charges from accumulating. Parents/Legal guardians are expected to pay all meal charges in full by the last day of the school year. Negative balances that remain will be carried forward to the following school year.

Alternate meals

Once a student has received the maximum number of charged meals, he/she will be provided with an alternate meal consisting of a turkey or cheese sandwich, fresh or cup fruit, and milk. Students will not be charged for alternate meals. In order to safeguard the dignity and confidentiality of students, reasonable efforts must be used to avoid calling attention to a student's unpaid balances and/or inability to pay.

No student will be denied an alternate meal. If a student comes to school with no lunch and no money on an ongoing basis, food service employees or other mandated reporters will report this information to the building principal as this may be a sign of abuse or neglect, and the proper authorities will be contacted.

Modifications will be made to alternate meals to ensure that any students with medically documented special dietary needs are provided with appropriate accommodations.

Unpaid balances

Students with unpaid balances will not be denied a meal if they have money in hand for a meal on a given day.

The food service manager and other school personnel will coordinate communications to parents/legal guardians to resolve unpaid balances in meal accounts. Parents/Legal guardians will be contacted via written notices (twice per week), automated call systems, and/or phone calls to parents/legal guardians. These communications will include providing families with information about the free and reduced lunch programs and the programs' application process.

Parents/Legal guardians are encouraged to discuss payment arrangements with the food service manager and building principal. In establishing the terms of repayment plans, the district will assess each household's particular circumstances and will consider factors including, but not limited to, employment status, family member medical circumstances, etc. Negative balances of more than \$25.00 not paid in full within five school days of the last instructional day of the school year will be turned over to the chief financial officer, or his/her designee, to initiate formal collection efforts, up to and including legal action if appropriate, to recover the costs for unpaid meal charges.

Surplus balances

At the end of the school year, surplus balances in student meal accounts for those students who pay full or reduced prices for meals will remain in the account and the balance will roll to the next school year or can be reimbursed at the request of the parent/legal guardian.

Students who graduate or withdraw will be notified by mail and given the option to receive a refund for balances of \$5.00 or more. If no response is received within 30 days of the mailing of this notification, the student's meal account will close and the funds will be transferred to the food service program account.

Dissemination of procedures

At the beginning of each school year, the information contained in this administrative rule and any associated procedures will be shared with administrators, principals, school food service professionals, and other district stakeholders charged with the duties related to the food service program. Parents/Legal guardians and students will be notified in writing of this rule and any associated procedures at the beginning of the year, upon transferring into the district, or upon transferring into a new school within the district.

Food Service

During each full school day the school food service program will offer breakfast and lunch, as well as snacks for students in organized after-school education or enrichment programs. Each school will encourage all students to participate in these meal opportunities. Schools will make efforts to ensure that families are aware of need-based programs for free or reduced-price meals and eligible families are encouraged to apply. The program will maintain the confidentiality of students and families applying for or receiving free or reduced-priced meals.

Schools will offer varied and nutritious food choices that are consistent with the federal government's Dietary Guidelines for Americans.

Upon a physician's request, modified meals will be prepared for students with food allergies or other special food needs. Information on the ingredients used in preparation of school meals will be provided to parents upon request. A diet order form must be completed by a physician to accommodate modified meals. These accommodations will remain in place until the physician discontinues or changes the order. Changes from a physician must be received in writing.

All food service equipment and facilities must meet applicable local and state standards concerning health; safe food preparation, handling, and storage; drinking water; sanitation; and workplace safety.

Each school cafeteria will be staffed by a food service manager who is qualified, certified, and/or credentialed according to current professional standards to administer the school food service program and satisfy reporting requirements.

All food service personnel will have adequate pre-service training in food service operations and regularly participate in professional development activities that address strategies for promoting healthy eating behavior, food safety, and other topics directly relevant to the employee's job duties.

Elementary school students will have 20 minutes to eat lunch once served.

School food service (SFS) guidelines based on South Carolina School Food Service Regulations, South Carolina Student Nutrition and Physical Activity Task Force Recommendations, and the National School Lunch Act and The Dietary Guidelines for Americans will be implemented as follows:

- School food service will offer a minimum of two entrée choices at lunch (one choice may be an entrée salad).
- School food service will encourage input regarding the selection of food items in schools to be offered in the school meal programs by promoting and encouraging administration, staff, student, and parent participation in taste-testing events.
- Require that school cafeteria managers meet with student advisory committees in grades four and up twice each year.
- Allow students to purchase at à la carte prices additional servings of any food item that is part of a reimbursable school meal (serving sizes should be comparable to those of the meal components).
- Offer one percent fat and nonfat milk for all grade levels at breakfast and lunch.
- Offer a low-fat meal choice (30 percent or less of calories from fat) at every meal.
- Provide low-fat and nonfat salad dressing.
- Provide information on calories, percentages of fat, and serving sizes of school meal items to help students select appropriate portions of foods.
- Offer a minimum of four choices of fruits and vegetables daily, including fresh fruits and vegetables in season. Students can take two to four servings based on school district discretion.
- Offer whole-grain foods in all programs whenever possible to meet bread and cereal requirements.
- Encourage students to try a variety of foods by serving the full reimbursable meal.
- Follow state elementary guidelines for snacks, sweets, and side dishes which have no more than 30 percent of calories from fat, less than 10 percent calories from saturated fat, 10 percent or less of calories from trans fatty acids, and no more than 35 percent of added sugar by weight.
- Limit single-serving food items sold to elementary students to 1/25 ounces for snacks; two ounces for cookies or cereal bars; three ounces for other bakery items.
- No beverages will be sold or served to elementary students until after the last regularly scheduled class, including soda, soft drinks, sports drinks, punches, iced teas and coffees, and fruit-based drinks that contain less than 100 percent real fruit juice or that contain added sweeteners.

- All á la carte items at the secondary level will follow these guidelines:
 - Food and/or beverage items served will contain no more than 10 grams of fat (excluding nuts and dairy).
 - Food and/or beverage items served will contain no more than 225 calories.
 - Fruits and vegetables will be offered at any location on the school site where foods are sold whenever possible.

Issued 7/24/06; Revised 9/25/06, 6/13/16, 6/26/17

York 3/Rock Hill School District

INSURANCE PROGRAM/RISK MANAGEMENT

Code **EI** Issued **DRAFT/18-PROPOSED**

The superintendent will ~~recommend to the board~~ the purchase of adequate insurance to protect certain physical assets of the school system. The insurance also protects personnel from civil liability and for medical expenses to the extent of coverage.

The district will provide the health insurance program specified by the State of South Carolina to all full-time permanent employees of the district. (A full-time permanent employee is classified as an employee working a minimum of 30 hours per week in a permanent capacity such as teacher, aide, etc. Substitute teachers are not classified as permanent.)

~~Upon recommendation of the superintendent, the board will also authorize the individual purchase of other insurance protection including annuities by staff members, their spouses and families as well as for students. Staff members may use payroll deduction for certain approved insurance programs. The superintendent will develop and maintain procedures for provision of insurance and for payroll deduction.~~

Workers' Compensation

The board provides workers' compensation insurance coverage for all district employees. Volunteers who are not employees are exceptions to this policy.

The South Carolina Workers' Compensation Law is designed to provide medical and monetary benefits for an employee who sustains an accidental injury arising out of and in the course of his/her employment. The law provides medical care to bring about the earliest possible recovery from the injury, a percentage of wages and salary lost during the injured employee's disability, and, in case of death, compensation for the deceased employee's dependents.

Under the Workers' Compensation Law it is the responsibility of the school district to provide medical treatment for employees injured on the job. School employees must use those providers specified by the employer. Designation of medical treatment providers will be made by the school district in consultation with and upon the recommendation of the worker's compensation insurance carrier. The refusal of an employee to accept any medical, hospital, surgical, or other treatment when provided by the employer will bar such employee from further compensation until such refusal ceases unless, in the opinion of the South Carolina Workers' Compensation Commission, the circumstances justified the refusal.

When an employee is absent from work as a result of accidental injury arising out of and in the course of his/her employment, available sick leave and annual leave and workers' compensation benefits can be coordinated, **at the option of the employee**, to the extent such leave and benefits are available.

Every injured employee or his/her representative will immediately, on the occurrence of an accident or as soon thereafter as practicable, give or cause to be given to his/her principal or immediate supervisor and to the district office a notice of the accident.

Property and Casualty Insurance

The superintendent will see that all buildings, equipment, and vehicles are properly insured.

PAGE 2 - EI - INSURANCE PROGRAM/RISK MANAGEMENT

~~The board~~ In accordance with the Consolidated Procurement Code, the district will select a property and casualty insurance provider for the district. ~~The board,~~ and will cooperate with the provider in areas of risk management.

Cf. GBGD

Adopted 4/27/78; Revised 10/24/88, 2/28/00, ^

Legal References:

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

1. Section 42-1-10 *et seq.* - The South Carolina Workers Compensation Law.

INSURANCE PROGRAM/RISK MANAGEMENT

Code **EI** Issued **DRAFT/18**

The superintendent will recommend to the board the purchase of adequate insurance to protect certain physical assets of the school system. The insurance also protects personnel from civil liability and for medical expenses to the extent of coverage.

The district will provide the health insurance program specified by the State of South Carolina to all full-time permanent employees of the district. (A full-time permanent employee is classified as an employee working a minimum of 30 hours per week in a permanent capacity such as teacher, aide, etc. Substitute teachers are not classified as permanent.)

Upon recommendation of the superintendent, the board will also authorize the individual purchase of other insurance protection including annuities by staff members, their spouses and families as well as for students. Staff members may use payroll deduction for certain approved insurance programs. The superintendent will develop and maintain procedures for provision of insurance and for payroll deduction.

Workers' Compensation

The board provides workers' compensation insurance coverage for all district employees. Volunteers who are not employees are exceptions to this policy.

The South Carolina Workers' Compensation Law is designed to provide medical and monetary benefits for an employee who sustains an accidental injury arising out of and in the course of his/her employment. The law provides medical care to bring about the earliest possible recovery from the injury, a percentage of wages and salary lost during the injured employee's disability, and, in case of death, compensation for the deceased employee's dependents.

Under the Workers' Compensation Law it is the responsibility of the school district to provide medical treatment for employees injured on the job. School employees must use those providers specified by the employer. Designation of medical treatment providers will be made by the school district in consultation with and upon the recommendation of the worker's compensation insurance carrier. The refusal of an employee to accept any medical, hospital, surgical, or other treatment when provided by the employer will bar such employee from further compensation until such refusal ceases unless, in the opinion of the South Carolina Workers' Compensation Commission, the circumstances justified the refusal.

When an employee is absent from work as a result of accidental injury arising out of and in the course of his/her employment, available sick leave and annual leave and workers' compensation benefits can be coordinated to the extent such leave and benefits are available.

Every injured employee or his/her representative will immediately, on the occurrence of an accident or as soon thereafter as practicable, give or cause to be given to his/her principal or immediate supervisor and to the district office a notice of the accident.

Property and Casualty Insurance

The superintendent will see that all buildings, equipment, and vehicles are properly insured.

The board will select a property and casualty insurance provider for the district. The board will cooperate with the provider in areas of risk management.

PAGE 2 - EI - INSURANCE PROGRAM/RISK MANAGEMENT

Cf. GBGD

Adopted 4/27/78; Revised 10/24/88, 2/28/00, ^

Legal References:

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

1. Section 42-1-10 *et seq.* - The South Carolina Workers Compensation Law.

MODEL

Policy EI Insurance Program/Risk Management

CURRENT

Issued 2/00

Purpose: To establish the basic structure for maintaining adequate insurance.

The superintendent will purchase adequate insurance to protect certain physical assets of the school system. The insurance will also protect personnel for civil liability and medical expenses to the extent of coverage.

The district will provide the health insurance program specified by the State of South Carolina to all full-time permanent employees of the district. (A full-time permanent employee is classified as an employee working a minimum of 30 hours per week in a permanent capacity such as teacher, aide, etc.; substitute teachers are not classified as permanent.)

Workers' compensation

The South Carolina Workers' Compensation Law is designed to provide medical and monetary benefits for an employee who sustains an accidental injury arising out of and in the course of his/her employment. The law provides medical care to bring about the earliest possible recovery from the injury, a percentage of wages and salary lost during the injured employee's disability, and, in case of death, compensation for the deceased employee's dependents.

Under the Workers' Compensation Law it is the responsibility of the school district to provide medical treatment for employees injured on the job. School employees must use those providers specified by the employer. Designation of medical treatment providers will be made by the school district in consultation with and upon the recommendation of the worker's compensation insurance carrier. The refusal of an employee to accept any medical, hospital, surgical or other treatment when provided by the employer will bar such employee from further compensation until such refusal ceases unless, in the opinion of the South Carolina Workers' Compensation Commission, the circumstances justified the refusal.

When an employee is absent from work as a result of accidental injury arising out of and in the course of his/her employment, available sick leave and annual leave and workers' compensation benefits can be coordinated to the extent such leave and benefits are available.

Every injured employee or his/her representative will immediately, on the occurrence of an accident or as soon thereafter as practicable, give or cause to be given to his/her principal or immediate supervisor and to the district office a notice of the accident.

Property and casualty insurance

The superintendent will see that all buildings, equipment and vehicles are properly insured.

Adopted 4/27/78; Revised 10/24/88, 2/28/00

Legal references:

S. C. Code, 1976, as amended:

[Section 11-9-610 - 680](#) - State sinking fund.

[Section 42-1-10 et seq.](#) - The South Carolina Workers Compensation Law.

York 3/Rock Hill School District

Memo

TO: Dr. Bill Cook
FROM: Anthony Cox, P.E.
DATE: February 20, 2019
SUBJECT: **Approval for First Read: "E" Policies (Support Services / Business Management) – Fourth Batch**
CC: **E Policy Revision Team / Luanne Kokolis / John Jones**

A stakeholder team has been chartered to update and revise the subject set of 21 board policies. The revision plan and list of policies and administrative rules to be revised is attached.

The team's fourth "batch" of revised policies and administrative rules is also attached.

For the convenience of the Board, a summary table of revisions made is also attached. The team as a whole group has been advised by Dr. Tiffany Richardson, of the SCSBA Policy Services Division.

Due to combining the policy DID Inventories into ED / DID Materials and Equipment Inventories Management, the current policy DID Inventories will be recommended for deletion at the time of 2nd Reading approval for new policy ED / DID Materials and Equipment Inventories Management at the March 25th Board Business Meeting.

Due to discussions with our team, SCSBA has updated and published a new model policy for EEAG, Student Transportation in Private Vehicles. The resulting new proposed policy and updated model are enclosed.

The team presents this fourth batch of revised policies to the Board of Trustees for 1st read approval at the February 25th Business meeting.

**Section E (Batch FOUR)
SUPPORT SERVICES**

Note: The purpose statement has been deleted from each policy.

Code	Heading	Notes
DID	Inventories	Recommend Deletion of this policy as it is incorporated into ED / DID Materials and Equipment Inventories Management
ED/DID, -R, -E(1), -E(2)	Materials and Equipment Inventories Management	<p>The current policy and rule were constructed primarily to govern issuance and “checkout” of certain equipment for use in special lessons and community-based and professional development presentations. The model policy and rule mainly updated legal references. The proposed policy makes similar updates. The proposed rule, however, reflects the substantial changes in our materials and equipment management processes due to evolving technology, our one:one computing program and changes in how we equip our employees and students “24/7” with district property. The proposed rule establishes:</p> <ul style="list-style-type: none"> • an equipment inventory control process for six specific types of equipment and • a hierarchy of oversight and accountability duties to implement the process. • guidance on acquisition, proper use, ownership and transfer of equipment, and • guidance on centralized warehouse materials operation and inventory management. <p>The team noted the expanded and updated policy and rule now duplicates the existing Policy DID, Inventories, and therefore recommends consolidation of these two policies, as noted.</p>
EDE	Resource Conservation/Waste Management and Recycling	The proposed is the model. The model was written to serve as an overview policy for energy management, sustainability and recycling. Since the district now has policies in these specific areas, the proposed has been revised to be specifically for our recycling program.
EEAG	Student Transportation by Employees in Private Vehicles	<p>The proposed new language from the updated model. Changes were made ambiguous phrases, incorporate authority designation, and allow transport where mission essential.</p> <p>UPDATE: As a result of discussion with our team a new SCSBA model policy was published. The proposed is now primarily based on the updated model, with changes as shown.</p>
EFE, -R, -E(1), -E(2), -E(3)	Competitive Food Sales/Vending Machines	The model policy expands upon minimal nutritional value food restrictions and vending machine availability. The rule is the model for competitive food standards based on changes in state and federal regulations and guidelines (see page 57 of the <i>2014 Policy and Legislative Update</i> manual for further information) and “smart snacks” exemptions (see page 68 of the <i>2015 Policy and Legislative Update</i> manual for further information). The rule was re-compiled for easier reading while retaining required federal guidelines. Two exhibits are proposed to support the required school documentation

Code	Heading	Notes
		process, and one exhibit has been created as a simplified overview for parents.

Policy Update Plan					E	
Call Letter	Title	Adopted	Last Revised	Policy "Owner"	Priority	"Batch"
EA	Support Services Goals/Priority Objectives	02/28/00	02/28/00	Anthony Cox	A	1
EBAB	Hazardous Materials	02/28/00	02/28/00	Brian Vaughan	A	2
EBBA	Prevention of Disease/Infection Transmission	03/24/86	11/28/11	Sadie Kirell	B	2
EBBA-R	Prevention of Disease/Infection Transmission	10/22/90	01/23/07	Sadie Kirell	B	2
EBC	Emergencies	02/28/00	02/28/00	Kevin Wren	A	2
EBCB	Safety Drills	05/28/90	02/28/00	Kevin Wren	A	Later
EBCE	School Closings and Cancellations	04/27/78	02/28/00	Anthony Cox	B	1
EBCE-R	School Closings and Cancellations	04/27/78	12/19/18	Anthony Cox	B	1
EC	Building / Grounds / Property Management			Brian Vaughan	C	3
ECA	Security	04/27/78	02/24/14	Kevin Wren	B	2
AR ECA-R	Security - Access Control System	02/00/14	02/24/14	Kevin Wren	B	2
APP 1	Key Assignment/Agreement	02/00/14	02/24/14	Kevin Wren	B	2
APP 2	Custodial Key Log	02/00/14	02/24/14	Kevin Wren	B	2
ECAA	Video Cameras on District Property	09/23/13	09/23/13	Kevin Wren	B	2
AR ECAA-R	Video Cameras on District Property	09/23/13	09/23/13	Kevin Wren	B	2
ECAC	Vandalism	02/28/00	02/28/00	Kevin Wren	A	1
EC	Buildings/Grounds/Property Management			Brian Vaughan	C	3
ECB	Building and Grounds Maintenance			Brian Vaughan	C	3
ECF	Energy Conservation Management	11/24/14	11/24/14	Kim Melander	B	3
AR ECF-R	Energy Conservation Management	11/24/14	11/24/14	Kim Melander	B	3
ED/DID	Materials and Equipment Inventories Management	10/24/88	02/28/00	Brian Vaughan/John James	A	4
AR ED/DID-R	Materials and Equipment Management	10/24/88	02/28/00	Brian Vaughan/John James	A	4
EDE	Resource Conservation/Waste Management and Recycling			Brian Vaughan	C	4
EEA	Student Transportation	04/27/78	03/28/11	Bernard Gill	B	1
EEAC	Bus Scheduling and Routing	02/28/00	03/28/11	Bernard Gill	B	1
EEAE	Bus Safety Program	02/28/00	02/28/00	Bernard Gill	B	2
AR EEAE-R	Bus Safety Program	02/28/00	02/28/00	Bernard Gill	B	2
File EEAE-R	Drug and Alcohol Testing Program	02/28/00	02/28/00	Bernard Gill	B	2
EEAEC	Student Conduct on Buses	05/28/90	02/28/00	Bernard Gill	B	2
EEAG	Student Transportation in Private Vehicles	04/27/88	05/22/00	Kevin Wren	A	4
EF	Student Meal Accounts and Food Services	07/24/06	06/26/17	Terri Smith	C	3
AR EF-R	Student Meal Accounts and Food Services	07/24/06	06/26/17	Terri Smith	C	3
EFE	Competitive Food Sales/Vending Machines	09/25/06	09/22/14	Terri Smith	C	4
AR EFE-R	Competitive Food Sales/Vending Machines	09/25/06	09/22/14	Terri Smith	C	4
EGAD	Copyright Compliance			LaWana Robinson-Lee	C	2
AR-EGAD-R	Copyright Compliance			LaWana Robinson-Lee	C	2
EHB	Data/Records Retention	02/28/00	02/28/00	LaWana Robinson-Lee	A	1
EI	Insurance Program/Risk Management	04/27/78	02/28/00	Laney Burris	A	3
EZ	Environmental Sustainability	06/25/13	06/25/13	Anthony Cox	C	3
AR EZ-R	Environmental Sustainability	06/25/13	06/25/13	Anthony Cox	C	3

	Update Action Team Leaders:	Batch 1	Batch 2	Batch 3	Batch 4	Later:
Team 1	Kevin Wren	ECAC	EBC, ECA, ECAF, EBBA	EI	EEAG	EBCB
Team 2	Brian Vaughan	EEA, EEAC	EBAB, EEAE, EEAEAC	EC, ECB, ECF		
Team 3	Anthony Cox	EA, EBCE, EHB	EGAD	EF, EZ (EB)	ED/DID, EDE, EFE	

E-Policy Team Members:		NOMINATED:	ACCEPTED:	TIMELINE:	
Team Leader/ ATL 3	Anthony Cox			Supt Approval of Plan	21-Aug
Team Support	Jeanie Faris			Action Team Leaders meet	29-Aug
ATL 1	Kevin Wren			AT's complete batch 1	4-Sep
ATL 2	Brian Vaughan			Submit Batch 1 for 1st Read	5-Sep
Team 1	John James			Present Batch 1 @ WS	10-Sep
Team 3	Terri Smith			Whole team meeting 1	
Team 2	Keith Wilks			(with Dr. Richardson, SCSBA)	20-Sep
Team 1	Laney Burris			Batch 1 approved 1st Read	24-Sep
Team 1	Sadie Kirell			Whole team meeting 2	
Team 2	Bernard Gill			(with Dr. Richardson, SCSBA)	15 or 18-Oct
Team 3	LaWana Robinson-Lee			Batch 1 approved 2nd Read	10/22/18
Team 2	Kim Melander			AT's Complete Batch 2	11/1/18
Team 3	Brian Stradling (SFE)			Submit Batch 2 for 1st Read	11/7/18
Team 1	Tony Lancaster (NHS)			Present Batch 2 @ WS	11/12/18
Team 3	Cynthia Robinson (CHMS)			Batch 2 approved 1st Read	11/26/18
Team 1	Pat Maness (CPESLI)			Whole team meeting 3	
Team 2	Ron Roveri (Director ATC)			(with Dr. Richardson, SCSBA)	11/29/18
Team 3	Carla Berry (Instruction Dept)			AT's Complete Batch 3	1/7/19
				Submit Batch 3 for 1st Read	1/9/19
				Present Batch 3 @ WS	1/14/19
				Batch 3 approved 1st Read	1/28/19
				Batch 2 approved 2nd Read	1/28/19
				Whole team meeting 4	
				(with Dr. Richardson, SCSBA)	2/3/19
				AT's Complete Batch 4	2/4/19
				Submit Batch 4 for 1st Read	2/6/19
				Present Batch 4 @ WS	2/11/19
				Batch 3 approved 2nd Read	2/25/19
				Batch 4 approved 1st Read	2/25/19
				Batch 4 approved 2nd Read	3/25/19

NOTE: Timeline contingent upon model policy availability, Dr. Richardson's calendar and Board changes to policy. AT's will meet as needed to complete batches.

MATERIALS AND EQUIPMENT **INVENTORIES** MANAGEMENT

Code ~~ED~~ **ED/DID** Issued ~~DRAFT/18~~ **PROPOSED**

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

~~Staff may requisition equipment and materials on special forms from the business office.~~

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

Adopted 10/24/88; Revised 5/24/93, 1/24/94, 2/28/00, ^

Legal References:

- A. S. C. Code, 1976, as amended:
1. Section 59-19-130 - Acquisition of supplies and equipment.
 2. Section 59-19-140 - Use of equipment.
 3. Section 59-19-150 - Maintenance of equipment.

MATERIALS AND EQUIPMENT MANAGEMENT

Code **ED** Issued **DRAFT/18**

The superintendent is responsible for the overall supervision of materials and equipment management. This includes purchasing, receiving, storing, and maintenance.

Staff may requisition equipment and materials on special forms from the business office.

The superintendent will develop procedures for managing equipment and supplies.

Adopted 10/24/88; Revised 5/24/93, 1/24/94, 2/28/00, ^

Legal References:

- A. S. C. Code, 1976, as amended:
1. Section 59-19-130 - Acquisition of supplies and equipment.
 2. Section 59-19-140 - Use of equipment.
 3. Section 59-19-150 - Maintenance of equipment.

Policy ED Materials and Equipment Management

CURRENT

Issued 2/00

Purpose: To establish the basic structure for management of district materials and equipment.

The superintendent is responsible for overall supervision of materials and equipment management. This includes purchasing, receiving, storing and maintenance.

Staff may requisition equipment and materials on special forms from the business office.

The superintendent will develop procedures for managing equipment and supplies.

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

Legal references:

S. C. Code, 1976, as amended:

[Section 59-19-130](#) - Acquisition of supplies and equipment.

[Section 59-19-140](#) - Use of equipment.

York 3/Rock Hill School District

MATERIALS AND EQUIPMENT INVENTORIES MANAGEMENT

Code ~~ED-R~~ **ED/DID-R** Issued ~~DRAFT/18~~ **PROPOSED**

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

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

Definition of District **Materials and Equipment**

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

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

Types of Equipment & Examples	Typical Issue and Custody
TYPE 1. Instructional Media a. State-funded textbooks b. Other printed book sets c. Digital media (e-books, CD, DVD, etc.)	•Assigned for use 24/7 for term applicable •Turn in for inventory annually
TYPE 2. Mobile devices a. Laptop and tablet computers b. Cell phones	•Assigned for use 24/7 for term applicable •Submit/report for inventory annually •Turn in when transferred from site/school/grade
TYPE 3. Other electronic equipment: a. Desktop computers b. Desktop peripherals c. Document cameras d. Computer projectors e. Graphing calculators, etc. f. Audio Visual Equipment: (1) TV (2) DVD or CD Players (3) Non-PC Projectors (4) Tape/Digital Recorders (5) Stereos, Radios	•Assigned as part of classroom/office inventory •Remains in space for term applicable •Turn in or report for inventory annually

<p>TYPE 4. Other School/ Site equipment:</p> <ul style="list-style-type: none"> a. Furnishings b. Office equipment (bins, carts, fans, shredders, etc.) c. School-owned appliances (refrigerators, stoves, fans, shredders, laminators, microwaves, washers, dryers, etc.) d. Athletic or PE equipment e. Musical Instruments/equipment 	<ul style="list-style-type: none"> •Assigned as part of classroom/office inventory •Selected items may be assigned 24/7 for term applicable •Turn in/report for inventory annually
<p>TYPE 5. Specialty Support Equipment</p> <ul style="list-style-type: none"> a. Facilities, Custodial and Technology Tools (other than single hand tools) and instruments b. Commercial Food Service Equipment (600 Fund) c. Medical (Nurse) Equipment and instruments. 	<ul style="list-style-type: none"> •Assigned as part of technician kit, department, support area or vehicle inventory •Selected items may be assigned 24/7 for term applicable •Turn in/report for inventory annually
<p>TYPE 6. Vehicles</p> <ul style="list-style-type: none"> a. Buses b. Trucks & vans c. Grounds Equipment d. Construction Equipment e. Weight Handling Equipment f. Gators/carts, etc. 	<ul style="list-style-type: none"> •Assigned as part of department fleet inventory •Selected items may be assigned 24/7 for term applicable •Turn in/report for inventory annually

Figure 1. Types of Equipment

Equipment Inventory Control Procedure

1. District Inventory Control. A District Equipment Type Manager (ETM) will be assigned for each type of equipment listed in Figure 1. Duties of the ETM include:
 - a. oversight and responsibility for the management of the assigned type of inventory.
 - b. assessment of the condition, use, age and compliance with applicable codes and regulations for each item of equipment; and
 - c. planning for district-wide sustainment of the assigned equipment type inventory, including capital renewal, insurance monitoring, repair and replacement of end items and sets or groups of equipment.
 - d. The ETM shall have the authority to re-assign items or groups of items in coordination with / support of principals, site and department directors.

2. Site Inventory Control. Each school or site will have a Building Inventory Manager (BIM) for one or more types of equipment, assigned by the principal or site director. The BIM will serve as the point of contact for the ETM and the District Fixed Assets Manager for inventory control issues at the site. Duties of the BIM include:
 - a. Ensuring building inventories are kept up to date, and forms are filled out when equipment is disposed of, transferred to another location, or added.
 - b. Applicable equipment is properly tagged,
 - c. Changes to the building equipment inventory are documented, including addition, transfer to another site or school, and disposal.

3. Other Assigned Inventory Duties. Teachers will have responsibility for an inventory of equipment in their classroom. Other designated employees will have responsibility for equipment

inventories of their assigned offices, commons or special areas, such as secretaries for office; cafeteria manager, PE teacher/AD, and Media Specialist for their respective areas.

4. Tagging. Certain equipment will have an asset tag placed on it, especially if it is sensitive to being stolen. See ED/DID-RE(1), Inventory Control Decision Tree for criteria on tagging and controlling items.

5. Checkout and Assignment. The ETM will document assignment or checkout of equipment with a form similar to ED/DID-RE(2).

6. Audit of Inventory. Each year prior to the closing of the school, the principal or site director will arrange through their assigned BIM(s) for an audit of assigned types of inventory. Documentation of the audit shall be kept on file at the school and shall be forwarded to the ETM. Periodically, the ETM should audit inventory forms against equipment on site to ensure proper inventory control is maintained throughout the year.

Requisition of New Materials and Equipment

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

Ownership Management and Transfer of Materials and Equipment

Legally, all materials and equipment purchased automatically becomes the property of the district. Employees may transfer equipment from a building only after consulting with the principal and coordination with and securing the consent of the principal and the district ETM. ~~superintendent or his/her designee.~~

To the extent practical, and following industry best practices, the Facilities Services Department shall operate and maintain a centralized warehouse for the management of materials and assigned types of equipment.

Loaned Equipment

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

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

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

Borrowed Responsibility for Non-District Equipment

The district assumes no responsibility for any non-district equipment that is **loaned to or used** ~~borrowed~~ by sponsors, **vendors**, coaches, or teachers in the conduct of their daily work or for any special project or use in the schools. This is also true of all **such** equipment owned **that is by teachers and** left in the buildings during the summer months or during the year. ~~Employees must return all borrowed property at the close of each school year. The responsibility for return rests upon the employee and the principal involved.~~

Transferred Equipment and Property

~~Employees must not move furniture or equipment from one building to another without permission from the superintendent or his/her designee.~~

Summer Storage of Equipment

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

Use and Care of Equipment

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

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

~~Employees must take every precaution to maintain equipment at its full efficiency. Teachers and principals will encourage proper attitudes toward equipment and instructional supplies furnished by the school district.~~ Only qualified people may use equipment which requires specialized knowledge. Employees will reimburse the district for the cost of repairing or replacing equipment or supplies destroyed or vandalized intentionally or through negligence.

Loss or Damage of Equipment

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

Issued 10/24/88; Revised 5/24/93, 1/24/94, 2/28/00, ^

MATERIALS AND EQUIPMENT MANAGEMENT

Code **ED-R** Issued **DRAFT/18**

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

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

Definition of District Equipment

For the purposes of this section, "equipment" is instructional materials, technology hardware, and movable furniture which have a normal life of more than one year, and which are not used up in instruction or the operation of the schools. "Materials" have a life of less than one year and are consumed in instruction and operation.

Requisition of Equipment

Employees must requisition equipment on purchase order forms supplied by the school.

Ownership of Equipment

Legally, all equipment purchased automatically becomes the property of the district. Employees may transfer equipment from a building only after consulting with the principal and securing the consent of the superintendent or his/her designee.

Loaned Equipment

The district will not loan any equipment without written authorization from the superintendent or his/her designee.

- Equipment and materials may be used for PTA meetings.
- Equipment may also be used for public relations presentations in which an employee or board member of the district is so identified and is explaining a function of the curriculum to a segment of the lay public. If equipment is to be taken out of the district, the employee must comply with the procedures set forth above.
- School groups composed of students with a faculty sponsor may use district equipment for purposes related to the instructional program.
- Professional educational groups may use district equipment for purposes related to the instructional program.

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

PAGE 2 - ED-R - MATERIALS AND EQUIPMENT MANAGEMENT

Borrowed Equipment

The district assumes no responsibility for any non-district equipment that is borrowed by sponsors, coaches, or teachers in the conduct of their daily work or for any special project or use in the schools. This is also true of all equipment owned by teachers and left in the buildings during the summer months or during the year. Employees must return all borrowed property at the close of each school year. The responsibility for return rests upon the employee and the principal involved.

Transferred Equipment and Property

Employees must not move furniture or equipment from one building to another without permission from the superintendent or his/her designee.

Summer Storage of Equipment

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

Care of Equipment

Employees must take every precaution to maintain equipment at its full efficiency. Teachers and principals will encourage proper attitudes toward equipment and instructional supplies furnished by the school district. Only qualified people may use equipment which requires specialized knowledge. Employees will reimburse the district for the cost of repairing or replacing equipment or supplies destroyed or vandalized intentionally or through negligence.

Loss or Damage of Equipment

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

Issued 10/24/88; Revised 5/24/93, 1/24/94, 2/28/00, ^

Issued 2/00

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

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

Definition of school equipment

For the purposes of this section, equipment is instructional materials, tools and movable furniture which have a normal life of more than one year, and which are not used up in instruction or the operation of the schools. Materials have a life of less than one year and are consumed in instruction and operation.

Requisition of equipment

Employees must requisition equipment on purchase order forms supplied by the school.

Ownership of equipment

Legally, all equipment purchased automatically becomes the property of the board of trustees. Employees may transfer equipment from a building only after consulting with the principal and securing the consent of the superintendent or his/her designee.

Loaned equipment

The district will not loan any equipment without written authorization from the superintendent or his/her designee.

- Equipment and materials may be used for organized parent/teacher meetings.
- They may also be used for public relations presentations in which an employee or board member of the district is so identified and is explaining a function of the curriculum to a segment of the lay public. If they are to be taken out of the district, the employee must comply with the procedures set out above.
- School groups composed of students with a faculty sponsor may use audiovisual equipment.
- Professional educational groups may use the audiovisual equipment.

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

Borrowed equipment

The board will assume no responsibility for any equipment that is borrowed by sponsors, coaches or teachers in the conduct of their daily work or for any special project or use in the schools. This is also true of all equipment owned by teachers or left in the buildings during the summer months or during the year. Employees must return all borrowed property at the close of each school year. The responsibility for return rests definitely upon the employee and the principal involved.

Transferred equipment and property

Employees must not move furniture or equipment from one building to another without permission from the superintendent or his/her designee.

Summer storage of equipment

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

Care of equipment

Employees must take every precaution to maintain equipment at its full efficiency. Teachers and principals will encourage proper attitudes toward equipment and instructional supplies furnished by the district. Only qualified people may use equipment that requires specialized knowledge.

Loss or damage of equipment

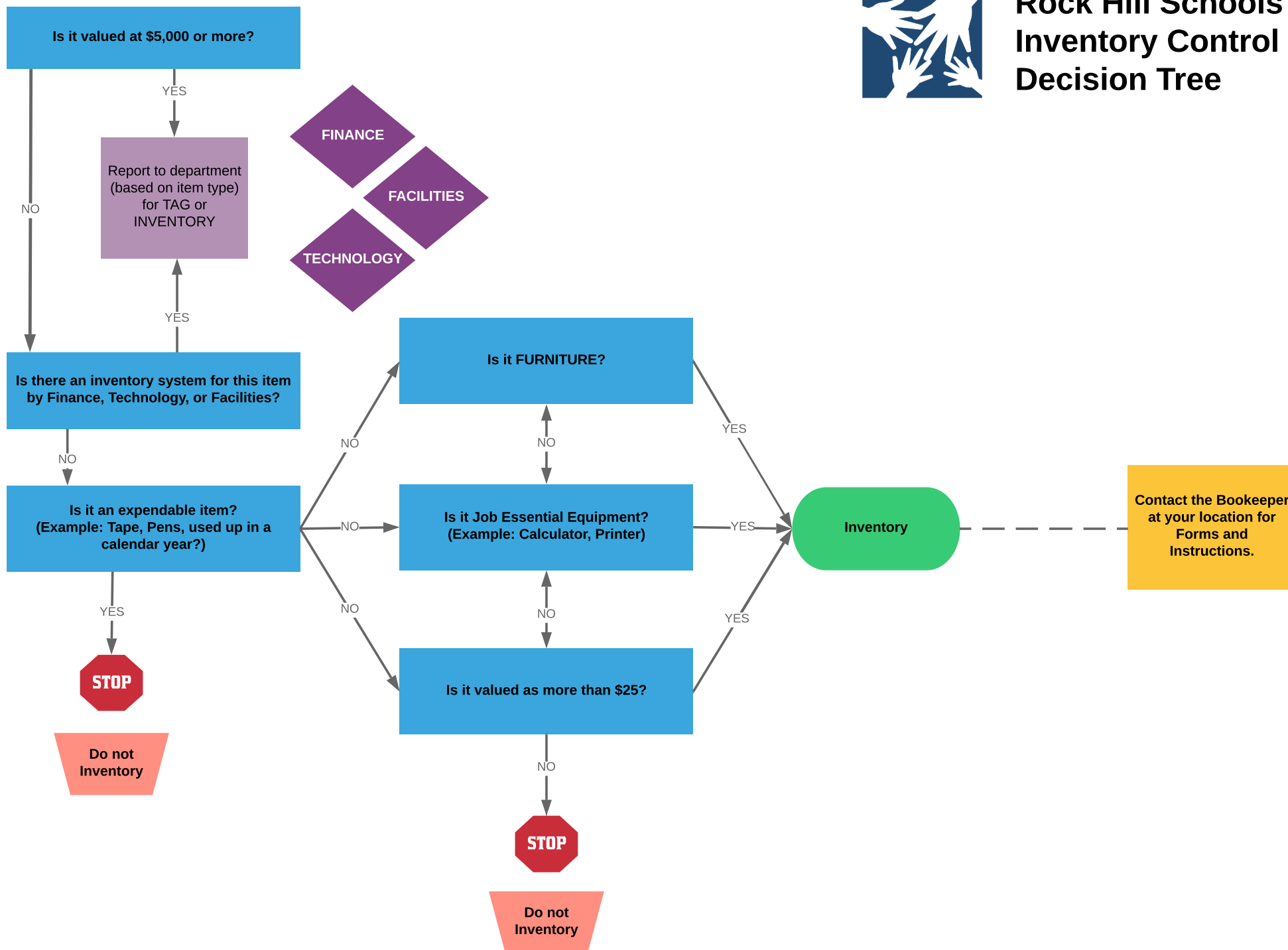
Parents of minor children are responsible for all loss or damage of equipment caused by such students. Principals are authorized to make a reasonable charge for any damage to school equipment because of the negligence or carelessness of the individual student.

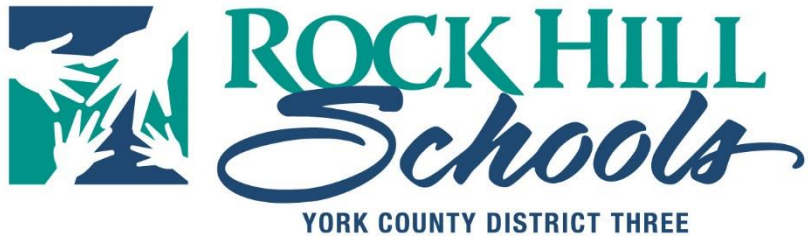
Issued 10/24/88; Revised 5/24/93, 1/24/94, 2/28/00

York 3/Rock Hill School District



Rock Hill Schools Inventory Control Decision Tree





Materials and Equipment Check Out Form

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

Signature of Administrator _____

(sign)

Signature of Staff Member Checking Out Item _____

(sign)

Copy To: Building Administrator, Technology Director, Staff Person

RESOURCE CONSERVATION/WASTE MANAGEMENT AND RECYCLING

Code **EDE** Issued **DRAFT/18 PROPOSED**

The board believes that resource conservation should be an integral part of the physical operation of the school district and of the school curriculum. The board is committed to the conservation of ~~energy~~ **reduction of waste and the re-use or re-purposing of existing district property** and other resources as a part of prudent financial management. **The board is further committed to recycling as a primary means of managing waste and preserving our environment.** Schools must set an example of stewardship of our natural resources and develop responsible citizenship in our students.

The board directs the superintendent to develop and implement ~~an energy~~ **a recycling and waste management program** that will result in ~~energy~~ **resource** conservation throughout the district. The program will ensure that employees, students, and users of facilities cooperate and support measures designed to conserve ~~energy~~ **resources**.

The program will integrate the concept of ~~resource conservation, including~~ waste reduction, **materials and property re-use**, and recycling, into the environmental education curriculum at all levels of the school system.

Specifically, the program should be designed to decrease the amount of waste of consumable materials in the following areas:

- reduction of the consumption of consumable materials wherever possible
- full utilization of all materials prior to disposal
- minimization of the use of nonbiodegradable products wherever possible

To the extent practical, the district will consider generally accepted concepts and principles of ecology when writing bid specifications for material used by the school district. Personnel responsible for both utilization and purchasing will have a joint responsibility to consider ecological implications of such material.

Fitness and quality being equal, the district will purchase recycled products whenever available at no more than the total cost of nonrecycled products.

In addition, the school district will cooperate with, and participate in, recycling efforts made by local governmental units.

Adopted ^

RESOURCE CONSERVATION/WASTE MANAGEMENT AND RECYCLING

Code **EDE** *Issued* **DRAFT/18**

The board believes that resource conservation should be an integral part of the physical operation of the school district and of the school curriculum. The board is committed to the conservation of energy and other resources as a part of prudent financial management. Schools must set an example of stewardship of our natural resources and develop responsible citizenship in our students.

The board directs the superintendent to develop and implement an energy management program that will result in energy conservation throughout the district. The program will ensure that employees, students, and users of facilities cooperate and support measures designed to conserve energy.

The program will integrate the concept of resource conservation, including waste reduction and recycling, into the environmental education curriculum at all levels of the school system.

Specifically, the program should be designed to decrease the amount of waste of consumable materials in the following areas:

- reduction of the consumption of consumable materials wherever possible
- full utilization of all materials prior to disposal
- minimization of the use of nonbiodegradable products wherever possible

To the extent practical, the district will consider generally accepted concepts and principles of ecology when writing bid specifications for material used by the school district. Personnel responsible for both utilization and purchasing will have a joint responsibility to consider ecological implications of such material.

Fitness and quality being equal, the district will purchase recycled products whenever available at no more than the total cost of nonrecycled products.

In addition, the school district will cooperate with, and participate in, recycling efforts made by local governmental units.

Adopted ^

STUDENT TRANSPORTATION **BY EMPLOYEES** IN PRIVATE VEHICLES

Code **EEAG** Issued ~~DRAFT/18~~ **PROPOSED**

In general, the use of ~~P~~privately owned vehicles of ~~staff~~ **by district employees** ~~are~~ **is** not permitted to transport students to or from school-sponsored activities.

In extremely limited, **emergent or exigent** instances where, in the opinion of the superintendent or his/her designee, transportation of students in a privately-owned vehicle is the only option **and is essential to the mission of the school or district**, such transportation may be authorized if **all of** the following conditions are met:

- verbal parental permission is obtained, or, at a minimum, every effort has been made to obtain such permission
- no less than two staff members are in the vehicle for the duration of the trip. **Where this is not possible the staff member shall contact his/her supervisor immediately prior to and again at the end of the trip, reporting location, student name(s), time and vehicle odometer reading.**
- the driver is properly licensed and the vehicle is properly registered and insured in accordance with state law.

Such authorization may only be granted for a specific trip on a single day; no blanket, open-ended authorizations will be permitted. Each authorized instance of student travel in a privately-owned vehicle will be documented in writing, including the reason such authorization was deemed essential **and the only option**, and kept on file.

Adopted 4/27/88; Revised 10/24/88, 5/22/00 ^

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

Code **EEAG** Issued **DRAFT/18**

Note: There are liability issues involved with the use of private vehicles for student transportation. The board should consult with retained legal counsel prior to approving a policy which allows such use.

Privately owned vehicles of staff are not permitted to transport students to or from school-sponsored activities.

Optional:

In extremely limited instances where, in the opinion of the superintendent or his/her designee, transportation of students in a privately-owned vehicle is the only option, such transportation may be authorized if the following conditions are met:

- *verbal parental permission is obtained, or, at a minimum, every effort has been made to obtain such permission*
- *no less than two staff members are in the vehicle for the duration of the trip*
- *the driver is properly licensed and the vehicle is properly registered and insured in accordance with state law*

Such authorization may only be granted for a specific trip on a single day; no blanket, open-ended authorizations will be permitted. Each authorized instance of student travel in a privately-owned vehicle will be documented in writing, including the reason such authorization was deemed essential, and kept on file.

Adopted ^

Policy EEAG Student Transportation in Private Vehicles

Issued 5/00

Purpose: To establish the basic structure for transporting students in private vehicles.

Private vehicles will not be used for transportation of students to or from school activities unless authorized by the superintendent or his/her designee. The board does not encourage the use of private vehicles unless it is essential.

Adopted 4/27/88; Revised 10/24/88, 5/22/00

York 3/Rock Hill School District

COMPETITIVE FOOD SALES/VENDING MACHINES

Code **EFE** Issued **DRAFT/18 PROPOSED**

Good nutrition is essential to peak academic performance for students and to long-term health. The district supports nutrition programs and nutrition education as an integral part of a high-quality education.

To ~~encourage positive food choices that~~ ensure that foods served at schools address modern nutritional needs of children and adolescents and to promote a positive school health environment and to protect the health of students, the principal will exercise control over the sale of non-cafeteria/competitive food. For purposes of this policy, “competitive food” means any food that is sold in competition with the school breakfast or lunch program. **The sale of competitive food will not be ~~sold~~ allowed in the food service area (cafeteria) during the meal service.**

The district will permit vending machines and the sale of competitive foods in the elementary schools, middle schools, high schools, and career centers in accordance with this policy. **All vending machine products must be in compliance with Smart Snacks. Vending Machines cannot be located within the food service area (cafeteria).**

~~All vending machine sales or products must comply with federal, state, and district guidelines and policy.~~

~~All food products, including school lunch or breakfast a la carte items, must comply with federal, state, and district guidelines and policy.~~

Schools will not offer or sell any foods of minimal nutritional value in the food service area during meal periods. Foods of minimal nutritional value are those which contribute less than five percent of the Reference Daily Intake (RDI) for any one of several key nutrients and are grouped into the following four categories:

- **soda water (which includes all carbonated beverages)**
- ~~water ices~~ **Italian Ice**
- **chewing gum**
- ~~certain~~ **Candies**

The principal is responsible for ensuring that foods from vending machines and/or other non-cafeteria/competitive foods are sold in compliance with federal guidelines, state regulations, and district policy.

The board authorizes the superintendent **or his/her designee** to close a canteen or discontinue the sale of competitive foods if not properly operated.

Adopted 9/25/06; Revised 9/22/14, ^

Legal References:

PAGE 2 - EFE - COMPETITIVE FOOD SALES/VENDING MACHINES

A. Federal Law:

1. Healthy, Hunger-Free Kids Act of 2010, Pub. L. No. 111-296, 124 Stat. 3183.

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

1. Sections 59-10-310, *et seq.* - Nutrition standards.

C. Federal Regulations:

1. National School Lunch Program, 7 C.F.R. Section 210.10.
2. School Breakfast Program, 7 C.F.R. Section 220.8.

D. State Board of Education Regulations:

1. R43-168 - Nutrition standards for elementary (K-5) school food service meals and competitive foods.

E. Other references:

1. USDA Smart Snack in School Regulation.
2. 2015 SC “Smart Snacks” and Exempt Fundraisers Memorandum.

COMPETITIVE FOOD SALES/VENDING MACHINES

Code **EFE** Issued **DRAFT/18**

Good nutrition is essential to peak academic performance for students and to long-term health. The district supports nutrition programs and nutrition education as an integral part of a high-quality education.

To ensure that foods served at schools address modern nutritional needs and to protect the health of students, the *(principal/school food supervisor)* will exercise control over the sale of non-cafeteria/competitive food. For purposes of this policy, “competitive food” means any food that is sold in competition with the school breakfast or lunch program.

The district *(will/will not)* permit vending machines and the sale of competitive foods in the elementary schools, middle schools, high schools, and career centers in accordance with this policy.

Schools will not offer or sell any foods of minimal nutritional value in the food service area during meal periods. Foods of minimal nutritional value are those which contribute less than five percent of the Reference Daily Intake (RDI) for any one of several key nutrients and are grouped into the following four categories:

- soda water (which includes all carbonated beverages)
- water ices
- chewing gum
- certain candies

Schools *(will/will not)* operate any vending machines that are accessible to students on any campus from _____ to _____. *(Board needs to determine the timeframe; for example, the beginning of the school day/breakfast period until the last 10 minutes of the lunch period/end of the instructional day).*

Schools *(will/will not)* offer or sell other non-cafeteria/competitive foods to students on campus from _____ to _____. *(Board needs to determine the timeframe; for example, one hour prior to the first lunch period to one-half hour after the last lunch period).*

The *(principal/school food supervisor)* is responsible for ensuring that foods from vending machines and/or other non-cafeteria/competitive foods are sold in compliance with federal guidelines, state regulations, and district policy.

The board authorizes the *(superintendent/principal)* to close a canteen or discontinue the sale of competitive foods if not properly operated.

Adopted 9/25/06; Revised 9/22/14, ^

Legal References:

A. Federal Law:

1. Healthy, Hunger-Free Kids Act of 2010, Pub. L. No. 111-296, 124 Stat. 3183.

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

1. Sections 59-10-310, *et seq.* - Nutrition standards.

PAGE 2 - EFE - COMPETITIVE FOOD SALES/VENDING MACHINES

C. Federal Regulations:

1. National School Lunch Program, 7 C.F.R. Section 210.10.
2. School Breakfast Program, 7 C.F.R. Section 220.8.

D. State Board of Education Regulations:

1. R43-168 - Nutrition standards for elementary (K-5) school food service meals and competitive foods.

E. Other references:

1. USDA Smart Snack in School Regulation.
2. 2015 SC “Smart Snacks” and Exempt Fundraisers Memorandum.

Policy EFE Competitive Food Sales/Vending Machines

CURRENT

Issued 9/14

Purpose: To establish the basic structure for the sale of competitive foods at school.

Good nutrition is essential to long-term health as well as peak academic performance for students. The district supports nutrition programs and nutrition education as an integral part of a high-quality education.

To encourage positive food choices that address nutritional needs of children and adolescents and promote a positive school health environment, the principal will exercise control over the sale of non-cafeteria/competitive food. For purposes of this policy, "competitive food" means any food that is sold in competition with the school lunch or breakfast program.

The district will permit vending machines and the sale of competitive foods in the middle schools, high schools, and career center.

All vending machine sales or products must comply with federal, state, and district guidelines and policy.

All food products, including school lunch or breakfast á la carte items, must comply with federal, state, and district guidelines and policy.

The board authorizes the superintendent to close a canteen or discontinue the sale of competitive foods if not properly operated.

Adopted 9/25/06; Revised 9/22/14

Legal references:

Federal Law:

Healthy, Hunger-Free Kids Act of 2010, [Pub. L. No. 111-296](#), 124 Stat. 3183.

S.C. Code, 1976, as amended:

[Sections 59-10-310](#), *et seq.* - Nutrition standards.

State Board of Education Regulations:

[R43-168](#) - Nutrition standards for elementary (K-5) school food service meals and competitive foods.

York 3/Rock Hill School District

COMPETITIVE FOOD SALES/VENDING MACHINES

Code **EFE-R** Issued **DRAFT/18** **PROPOSED**

In an effort to promote student wellness, prevent and reduce childhood obesity, and provide assurance that school meals and snacks meet the minimum federal standards, the district implements this rule governing the sale of competitive foods within the district.

“Competitive foods” means all foods and beverages sold to students during the school day other than food sold under the breakfast and lunch programs. The school day is the period from midnight to 30 minutes after the end of the school day.

This rule applies to all properties under the jurisdiction of the school that are accessible to students during the day. The venues include, but are not limited to, à la carte in the cafeteria, school stores, snack bars, ~~and~~ vending machines and [in-school fundraisers](#).

The competitive food standards do not apply under the following situations:

- emergency medical situations
- food sold during non-school hours, weekends, or off-campus fundraising events (e.g., athletic events, or school concerts)
- food sold for off-campus consumption (e.g., cookie dough or frozen pizza)
- food sold exclusively to adults who are not students
- food brought from home by students for personal consumption
- foods donated for classroom celebrations ([see policy ADF](#))
- food given to students at no charge without suggesting a donation ([see policy ADF](#))

Definitions

À la carte - An individually priced food item.

Combination food - A product that contains two or more components representing two or more of the recommended food groups (fruit, vegetable, dairy, protein, or grains). Examples include yogurt and fruit parfait, hummus with vegetables, and cheese and crackers.

Entrée - A combination food of meat/meat alternative and whole grain rich food; a combination food of vegetable or fruit and meat/meat alternative; or a meat/meat alternative alone, with the exception of yogurt, low-fat or reduced fat cheese, nuts, seeds and nut/seed butters, and meat snacks (such as dried beef jerky and meat sticks).

Food - Food and beverages, including side items and condiments.

Food service area - Any centralized location on a school campus where breakfast and lunch are normally prepared, served and/or consumed by students. This includes a “commons” area if students are expected to eat meals there.

Nutritive sweetener - A sweetener that provides energy (calories) in the form of simple carbohydrates such as sugars and syrups (e.g., brown sugar, corn sweetener, corn syrup, dextrose, fructose, fruit juice concentrates, glucose, high-fructose corn syrup, honey, invert sugar, lactose, malt syrup, maltose, molasses, raw sugar, sucrose, sugar, or syrup).

PAGE 2 - EFE-R - COMPETITIVE FOOD SALES/VENDING MACHINES

Competitive Food Standards

The district will comply with the following standards as current and amended, from the United States Department of Agriculture (USDA) and other federal and state regulations:

Food/nutrient	Standard	Exemptions to the standard
General Standard for Competitive Food	To be allowable, a competitive FOOD item must: (1) Meet all of the proposed competitive food nutrient standards; and (2) Be a grain product that contains 50% or more whole grains by weight or have whole grains as the first ingredient; <i>or</i> (3) Have as the first ingredient one of the non-grain main food groups: fruits, vegetables, dairy, or protein foods (meat, beans, poultry, seafood, eggs, nuts, seeds, etc.); <i>or</i> (4) Be a combination food that contains at least 1/4 cup fruit and/or vegetable. (5) If water is the first ingredient, the second ingredient must be one of the above.	<ul style="list-style-type: none"> • Fresh and frozen fruits and vegetables with no added ingredients except water are exempt from all nutrient standards. • Canned fruits with no added ingredients except water, which are packed in 100% juice, extra light syrup, or light syrup are exempt from all nutrient standards. • Low sodium/No salt added canned vegetables with no added fats are exempt from all nutrient standards.
National School Lunch Program and School Breakfast Program Entrée Items Sold à la Carte	Any entrée item offered as part of the lunch program or the breakfast program is exempt from all competitive food standards if it is served as a competitive food on the day of service or the day after service in the lunch or breakfast program	
Grain Items	Acceptable grain items must include 50% or more whole grains by weight, or have whole grains as the first ingredient	
Total Fats	Elementary School: Acceptable food items must have ≤30% calories from total fat as served including any added accompaniments	<ul style="list-style-type: none"> • Reduced fat cheese (including part-skim mozzarella) is exempt from the total fat standard.
Total Fats	Middle and High School: Acceptable food items must have ≤35% calories from total fat as served including any added accompaniments	<ul style="list-style-type: none"> • Nuts and seeds and nut/seed butters are exempt from the total fat standard.

PAGE 3 - EFE-R - COMPETITIVE FOOD SALES/VENDING MACHINES

Food/nutrient	Standard	Exemptions to the standard
		<ul style="list-style-type: none"> • Products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats are exempt from the total fat standard. • Seafood with no added fat is exempt from the total fat standard. • Whole eggs with no added fat are exempt from the total fat standard.
Saturated Fats	Acceptable food items must have <10% calories from saturated fat as served	<ul style="list-style-type: none"> • Reduced fat cheese (including part-skim mozzarella) is exempt from the saturated fat standard. • Nuts and seeds and nut/seed butters are exempt from the saturated fat standard. • Products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats are exempt from the saturated fat standard. • Whole eggs with no added fat are exempt from the saturated fat standard.
Trans Fats	Zero grams of trans fat as served (≤ 0.5 g per portion) including any added accompaniments	
Sugar	Acceptable food items must have $\leq 35\%$ of weight from total sugar as served	<ul style="list-style-type: none"> • Dried whole fruits or vegetables; dried whole fruit or vegetable pieces; and dehydrated fruits or vegetables with no added nutritive sweeteners are exempt from the sugar standard.

PAGE 4 - EFE-R - COMPETITIVE FOOD SALES/VENDING MACHINES

Food/nutrient	Standard	Exemptions to the standard
		<ul style="list-style-type: none"> • Dried whole fruits, or pieces, with nutritive sweeteners that are required for processing and/or palatability purposes (<i>i.e.</i>, cranberries, tart cherries, or blueberries) are exempt from the sugar standard. • Products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats are exempt from the sugar standard.
Sodium	<p>Snack items and side dishes: ≤200 mg sodium per item as served, including any added accompaniments</p> <p>Entrée items: ≤480 mg sodium per item as served, including any added accompaniments</p>	
Calories	<p>Snack items and side dishes: ≤200 calories per item as served, including any added accompaniments</p> <p>Entrée items: ≤350 calories per item as served including any added accompaniments</p>	
Accompaniments	<p>Use of accompaniments is limited when competitive food is sold to students in school. The accompaniment must be included in the nutrient profile as part of the food item served and meet all proposed standards. Examples include, but are not limited to, butter, cream cheese, syrup, ketchup, mustard and salad dressing.</p>	

PAGE 5 - EFE-R - COMPETITIVE FOOD SALES/VENDING MACHINES

Food/nutrient	Standard	Exemptions to the standard
Caffeine	<p>Elementary and Middle School: foods and beverages must be caffeine-free with the exception of trace amounts of naturally occurring caffeine substances</p> <p>High School: foods and beverages may contain caffeine</p>	
Beverages	<p>Elementary School:</p> <ul style="list-style-type: none"> • Plain water or plain carbonated water (no size limit) • Low fat milk, unflavored (≤8 fl oz) • Non-fat milk, flavored or unflavored (≤8 fl oz), including nutritionally equivalent milk alternatives as permitted by the school meal requirements; • 100% fruit/vegetable juice (≤8 fl oz) • 100% fruit/vegetable juice diluted with water (with or without carbonation), and no added sweeteners (≤8 fl oz) <p>Middle School</p> <ul style="list-style-type: none"> • Plain water or plain carbonated water (no size limit) • Low-fat milk, unflavored (≤12 fl oz) • Non-fat milk, flavored or unflavored (≤12 fl oz), including nutritionally equivalent milk alternatives as permitted by the school meal requirements; 	
Beverages	<ul style="list-style-type: none"> • 100% fruit/vegetable juice (≤12 fl oz) 	

PAGE 6 - EFE-R - COMPETITIVE FOOD SALES/VENDING MACHINES

Food/nutrient	Standard	Exemptions to the standard
Beverages	<ul style="list-style-type: none"> • 100% fruit/vegetable juice diluted with water (with or without carbonation), and no added sweeteners (≤12 fl oz) <p>High School</p> <ul style="list-style-type: none"> • Plain water or plain carbonated water (no size limit) • Low-fat milk, unflavored (≤12 fl oz) • Non-fat milk, flavored or unflavored (≤12 fl oz), including nutritionally equivalent milk alternatives as permitted by the school meal requirements; • 100% fruit/vegetable juice (≤12 fl oz) • 100% fruit/vegetable juice diluted with water (with or without carbonation), and no added sweeteners (≤12 fl oz) • Other flavored and/or carbonated beverages (≤20 fl oz) that are labeled to contain <5 calories per 8 fl oz, or ≤10 calories per 20 fl oz • Other flavored and/or carbonated beverages (≤12 fl oz) that are labeled to contain ≤40 calories per 8 fl oz, or ≤60 calories per 12 fl oz. 	
Sugar-free Chewing Gum	Sugar-free chewing gum is exempt from all of the competitive food standards and may be sold to students at the discretion of the local educational agency	

Entrée Items (Sold only À La Carte) and Side Dishes

Rock Hill School District Three

PAGE 7 - EFE-R - COMPETITIVE FOOD SALES/VENDING MACHINES

The nutrition requirements for food apply to all grade levels and must meet one of the following standards:

- Be a grain product that contains 50 percent or more whole grains by weight or have whole grains as the first ingredient.
- Have as the first ingredient one of the non-grain main food groups; fruits, vegetables, dairy, or protein foods (e.g., meat, beans, poultry, seafood, eggs, nuts, seeds).
- Be a combination food that contains at least 25 percent fruit and/or vegetable.

If water is the first ingredient, the second ingredient must be one of the above.

Exemptions include the following:

- fresh fruits and vegetables with no added ingredients except water
- canned and frozen fruits with no added ingredients except water, or those that are packed in 100 percent juice, extra light syrup, or light syrup
- canned vegetables with no added ingredients except water or that contain a small amount of sugar for processing purposes to maintain the quality and structure of the vegetable

Total fat in entrée items and side dishes

Acceptable food items must have no more than 35 percent of calories from total fat as served including any added accompaniments. **Under state regulations, foods sold at any K-5 public school can not have more than 30 percent calories from fat.**

Exemptions to the total fat requirement include the following (combination foods are not exempt):

- reduced fat cheese (including part skim mozzarella)
- nuts and seeds and nut/seed butters
- dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats
- seafood with no added fat

Saturated fat in entrée items and side dishes

Acceptable food items must have less than 10 percent of calories from saturated fat as served including any accompaniments.

Exemptions to the saturated fat requirement include the following (combination foods are not exempt):

- reduced fat cheese (including part skim mozzarella)
- nuts and seeds and nut/seed butters
- dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats

Trans fat in entrée items and side dishes

Acceptable food items must have zero grams of trans fat as served (no more than .5 grams per portion) including any added accompaniments.

Sugar in entrée items and side dishes

PAGE 8 - EFE-R - COMPETITIVE FOOD SALES/VENDING MACHINES

~~Acceptable food items must have no more than 35 percent of weight from total sugar served.~~

~~Exemptions to the sugar requirement include the following (combination foods are not exempt):~~

- ~~• dried whole fruits or vegetables~~
- ~~• dried whole fruit or vegetable pieces~~
- ~~• dehydrated fruits or vegetables with no added nutritive sweeteners~~
- ~~• dried whole fruits or pieces with nutritive sweeteners that are required for processing and/or palatability purposes (e.g. cranberries, tart cherries, or blueberries)~~
- ~~• products consisting of only exempt dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats~~

~~*Sodium in entrée items and side dishes*~~

- ~~• Entrée items cannot exceed 480 milligrams of sodium per item as served including any added accompaniments.~~
- ~~• Snack items and side dishes can not exceed 200 milligrams of sodium per item as served, including added accompaniments.~~

~~*Calories in entrée items and side dishes*~~

- ~~• Entrée items can not exceed 350 calories per item as served including any added accompaniments.~~
- ~~• Snack items and side dishes cannot exceed 200 calories per item as served including any added accompaniments such as butter, cream cheese, and salad dressing.~~

~~Sugar free gum is exempt from all competitive food standards.~~

~~Use of accompaniments is limited when competitive food is sold to students in school. The accompaniment must be included in the nutrient profile as part of the food item served and meet all proposed standards. Examples include, but are not limited to, butter, cream cheese, syrup, ketchup, mustard, and salad dressing.~~

~~Any entrée item offered as part of the breakfast or lunch program is exempt from all competitive food standards if it is sold as a competitive food on the day of service or the day after service in the breakfast or lunch program. Exempt entrées that are sold as competitive foods must be offered in the same or smaller portion sizes as the breakfast or lunch program with the same accompaniments.~~

Beverages

~~*Elementary school*~~

- ~~• plain water, with or without carbonation (no size limit)~~
- ~~• one percent milk, unflavored (no more than eight fluid ounces)~~
- ~~• nonfat milk, flavored or unflavored (no more than eight fluid ounces), including nutritionally equivalent milk alternatives as permitted by the school meal requirements~~
- ~~• 100 percent fruit/vegetable juice (no more than eight fluid ounces)~~
- ~~• 100 percent fruit/vegetable juice diluted with water (with or without carbonation) and no added sweeteners (no more than 8 fluid ounces)~~

PAGE 9 - EFE-R - COMPETITIVE FOOD SALES/VENDING MACHINES

Middle school

- ~~plain water, with or without carbonation (no size limit)~~
- ~~low fat or one percent milk, unflavored (no more than 12 fluid ounces)~~
- ~~nonfat milk, flavored or unflavored (no more than 12 fluid ounces), including nutritionally equivalent milk alternatives as permitted by the school meal requirements~~
- ~~100 percent fruit/vegetable juice (no more than 12 fluid ounces)~~
- ~~100 percent fruit/vegetable juice diluted with water (with or without carbonation) and no added sweeteners (no more than 12 fluid ounces)~~

High school

- ~~plain water, with or without carbonation (no size limit)~~
- ~~low fat or one percent milk, unflavored (no more than 12 fluid ounces)~~
- ~~nonfat milk, flavored or unflavored (no more than 12 fluid ounces), including nutritionally equivalent milk alternatives as permitted by the school meal requirements~~
- ~~100 percent fruit/vegetable juice (no more than 12 fluid ounces)~~
- ~~100 percent fruit/vegetable juice diluted with water (with or without carbonation) and no added sweeteners (no more than 12 fluid ounces)~~
- ~~other flavored and/or carbonated beverages (no more than 20 fluid ounces) that are labeled to contain no more than five calories per eight fluid ounces or no more than 10 calories per 20 fluid ounces~~
- ~~other flavored and/or carbonated beverages (no more than 12 fluid ounces) that are labeled to contain no more than 40 calories per eight fluid ounces or no more than 60 calories per 12 fluid ounces~~

Caffeine

~~In elementary and middle schools, foods and beverages must be caffeine free with the exception of trace amounts of naturally occurring caffeine substances. In high schools, foods and beverages may contain caffeine.~~

Fundraisers

~~All foods that meet the competitive food standards may be sold at fundraisers on the school campus during school hours. Food or beverages that do not meet the standards may only be sold in occasional or fundraisers, exempt fundraisers, if they are not sold in competition with school meals in the food serving area during the meal programs. This rule governs the sale of food using payment options including, but not limited to, money, tokens, and coupons, or where a donation is expected or suggested. EFE – R E(1), -E(2), and -E(3) provide additional information on the process for fundraisers involving the sale of foods for fundraisers. For further general guidance on fundraisers please see policy JJE/JJE-R.~~

~~The number of fundraisers exempt from the nutrition requirements will be determined by the South Carolina State Board of Education. The exemptions do not apply to food sold in canteens, vending machines, or school stores that regularly sell food throughout the school year. Food sold by culinary arts programs or other curriculum offerings do not qualify for an exemption.~~

~~Issued 9/25/06; Revised 9/22/14, ^~~

COMPETITIVE FOOD SALES/VENDING MACHINES

Code **EFE-R** Issued **DRAFT/18MODEL**

In an effort to promote student wellness, prevent and reduce childhood obesity, and provide assurance that school meals and snacks meet the minimum federal standards, the district implements this rule governing the sale of competitive foods within the district.

“Competitive foods” means all foods and beverages sold to students during the school day other than food sold under the breakfast and lunch programs. The school day is the period from midnight to 30 minutes after the end of the school day.

This rule applies to all properties under the jurisdiction of the school that are accessible to students during the day. The venues include, but are not limited to, á la carte in the cafeteria, school stores, snack bars, and vending machines.

The competitive food standards do not apply under the following situations:

- food sold during non-school hours, weekends, or off-campus fundraising events (e.g., athletic events, or school concerts)
- food sold for off-campus consumption (e.g., cookie dough or frozen pizza)
- food sold exclusively to adults who are not students
- food given to students at no charge without suggesting a donation
- food brought from home by students for personal consumption
- foods donated for classroom celebrations
- emergency medical situations

Definitions

Á la carte - An individually priced food item.

Combination food - A product that contains two or more components representing two or more of the recommended food groups (fruit, vegetable, dairy, protein, or grains). Examples include yogurt and fruit parfait, hummus with vegetables, and cheese and crackers.

Entrée - A combination food of meat/meat alternative and whole grain rich food; a combination food of vegetable or fruit and meat/meat alternative; or a meat/meat alternative alone, with the exception of yogurt, low-fat or reduced fat cheese, nuts, seeds and nut/seed butters, and meat snacks (such as dried beef jerky and meat sticks).

Food - Food and beverages, including side items and condiments.

Food service area - Any centralized location on a school campus where breakfast and lunch are normally prepared, served and/or consumed by students. This includes a “commons” area if students are expected to eat meals there.

Nutritive sweetener - A sweetener that provides energy (calories) in the form of simple carbohydrates such as sugars and syrups (e.g., brown sugar, corn sweetener, corn syrup, dextrose, fructose, fruit juice concentrates, glucose, high-fructose corn syrup, honey, invert sugar, lactose, malt syrup, maltose, molasses, raw sugar, sucrose, sugar, or syrup).

PAGE 2 - EFE-R - COMPETITIVE FOOD SALES/VENDING MACHINES

Entrée Items (Sold only *À La Carte*) and Side Dishes

The nutrition requirements for food apply to all grade levels and must meet one of the following standards:

- Be a grain product that contains 50 percent or more whole grains by weight or have whole grains as the first ingredient.
- Have as the first ingredient one of the non-grain main food groups; fruits, vegetables, dairy, or protein foods (e.g., meat, beans, poultry, seafood, eggs, nuts, seeds).
- Be a combination food that contains at least 25 percent fruit and/or vegetable.

If water is the first ingredient, the second ingredient must be one of the above.

Exemptions include the following:

- fresh fruits and vegetables with no added ingredients except water
- canned and frozen fruits with no added ingredients except water, or those that are packed in 100 percent juice, extra light syrup, or light syrup
- canned vegetables with no added ingredients except water or that contain a small amount of sugar for processing purposes to maintain the quality and structure of the vegetable

Total fat in entrée items and side dishes

Acceptable food items must have no more than 35 percent of calories from total fat as served including any added accompaniments. **Under state regulations, foods sold at any K-5 public school can not have more than 30 percent calories from fat.**

Exemptions to the total fat requirement include the following (combination foods are not exempt):

- reduced-fat cheese (including part-skim mozzarella)
- nuts and seeds and nut/seed butters
- dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats
- seafood with no added fat

Saturated fat in entrée items and side dishes

Acceptable food items must have less than 10 percent of calories from saturated fat as served including any accompaniments.

Exemptions to the saturated fat requirement include the following (combination foods are not exempt):

- reduced-fat cheese (including part-skim mozzarella)
- nuts and seeds and nut/seed butters
- dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats

Trans fat in entrée items and side dishes

PAGE 3 - EFE-R - COMPETITIVE FOOD SALES/VENDING MACHINES

Acceptable food items must have zero grams of trans fat as served (no more than .5 grams per portion) including any added accompaniments.

Sugar in entrée items and side dishes

Acceptable food items must have no more than 35 percent of weight from total sugar served.

Exemptions to the sugar requirement include the following (combination foods are not exempt):

- dried whole fruits or vegetables
- dried whole fruit or vegetable pieces
- dehydrated fruits or vegetables with no added nutritive sweeteners
- dried whole fruits or pieces with nutritive sweeteners that are required for processing and/or palatability purposes (e.g. cranberries, tart cherries, or blueberries)
- products consisting of only exempt dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats

Sodium in entrée items and side dishes

- Entrée items cannot exceed 480 milligrams of sodium per item as served including any added accompaniments.
- Snack items and side dishes can not exceed 200 milligrams of sodium per item as served, including added accompaniments.

Calories in entrée items and side dishes

- Entrée items can not exceed 350 calories per item as served including any added accompaniments.
- Snack items and side dishes cannot exceed 200 calories per item as served including any added accompaniments such as butter, cream cheese, and salad dressing.

Sugar-free gum is exempt from all competitive food standards.

Use of accompaniments is limited when competitive food is sold to students in school. The accompaniment must be included in the nutrient profile as part of the food item served and meet all proposed standards. Examples include, but are not limited to, butter, cream cheese, syrup, ketchup, mustard, and salad dressing.

Any entrée item offered as part of the breakfast or lunch program is exempt from all competitive food standards if it is sold as a competitive food on the day of service or the day after service in the breakfast or lunch program. Exempt entrées that are sold as competitive foods must be offered in the same or smaller portion sizes as the breakfast or lunch program with the same accompaniments.

Beverages

Elementary school

- plain water, with or without carbonation (no size limit)
- one percent milk, unflavored (no more than eight fluid ounces)

PAGE 4 - EFE-R - COMPETITIVE FOOD SALES/VENDING MACHINES

- nonfat milk, flavored or unflavored (no more than eight fluid ounces), including nutritionally equivalent milk alternatives as permitted by the school meal requirements
- 100 percent fruit/vegetable juice (no more than eight fluid ounces)
- 100 percent fruit/vegetable juice diluted with water (with or without carbonation) and no added sweeteners (no more than 8 fluid ounces)

Middle school

- plain water, with or without carbonation (no size limit)
- low fat or one percent milk, unflavored (no more than 12 fluid ounces)
- nonfat milk, flavored or unflavored (no more than 12 fluid ounces), including nutritionally equivalent milk alternatives as permitted by the school meal requirements
- 100 percent fruit/vegetable juice (no more than 12 fluid ounces)
- 100 percent fruit/vegetable juice diluted with water (with or without carbonation) and no added sweeteners (no more than 12 fluid ounces)

High school

- plain water, with or without carbonation (no size limit)
- low fat or one percent milk, unflavored (no more than 12 fluid ounces)
- nonfat milk, flavored or unflavored (no more than 12 fluid ounces), including nutritionally equivalent milk alternatives as permitted by the school meal requirements
- 100 percent fruit/vegetable juice (no more than 12 fluid ounces)
- 100 percent fruit/vegetable juice diluted with water (with or without carbonation) and no added sweeteners (no more than 12 fluid ounces)
- other flavored and/or carbonated beverages (no more than 20 fluid ounces) that are labeled to contain no more than five calories per eight fluid ounces or no more than 10 calories per 20 fluid ounces
- other flavored and/or carbonated beverages (no more than 12 fluid ounces) that are labeled to contain no more than 40 calories per eight fluid ounces or no more than 60 calories per 12 fluid ounces

Caffeine

In elementary and middle schools, foods and beverages must be caffeine-free with the exception of trace amounts of naturally occurring caffeine substances. In high schools, foods and beverages may contain caffeine.

Fundraisers

All foods that meet the competitive food standards may be sold at fundraisers on the school campus during school hours. Food or beverages that do not meet the standards may only be sold in occasional fundraisers if they are not sold in competition with school meals in the food serving area during the meal programs. This rule governs the sale of food using payment options including, but not limited to, money, tokens, and coupons, or where a donation is expected or suggested.

The number of fundraisers exempt from the nutrition requirements will be determined by the South Carolina State Board of Education. The exemptions do not apply to food sold in canteens, vending machines, or school stores that regularly sell food throughout the school year. Food sold by culinary arts programs or other curriculum offerings do not qualify for an exemption.

Issued 9/25/06; Revised 9/22/14, ^

Issued 9/14

All foods and beverages sold or served on school grounds during the school day including vending machines, canteens, school stores, and fundraising activities will meet the following guidelines.

In accordance with the National Smart Snack Nutrition Standards:

Entrée Items, Snacks, and Side Items

- Calories are less than or equal to 200 calories per serving.
- Fats: Total fats are less than or equal to 35% of total calories per portion.

Saturated fats are less than or equal to 10% of total calories per portion.

Trans Fats are zero grams per portion (less than or equal to 0.5 per portion)

- Sodium is less than or equal to 230 mg of sodium per portion (will change to 200 mg in 2015).
- Sugar is less than or equal to 35% of weight from total sugars per item

Elementary schools will follow state guidelines as follows:

- Snacks, sweets, and side dishes will have no more than 30% of calories from fat, less than 10% calories from saturated fat, 10% or less of calories from trans fatty acids, and no more than 35% of added sugar by weight.
- Single-serving food items sold to elementary students to the following maximum portion sizes: 1/25 ounces for snacks; 2 ounces for cookies or cereal bars; 3 ounces for other bakery items; and ½ cup for fried potatoes or other fried vegetables.

Allowable Beverages - All Grades

- water with or without carbonation
- nonfat milk (plain or flavored)
- lowfat milk (plain only)
- 100% fruit or vegetable juice with no added sweeteners
- 100% Fruit or Vegetable Juice diluted with water with or without carbonation
- serving size limits: 8 oz. for elementary school and 12 oz. for middle and high school
- elementary school: no caffeine is allowed

High school only

- diet beverages: 20 oz. (less than 5 kcal/8 oz. or less than or equal to 10 kcal/20 oz.)
- low-calorie beverages: 12 oz. limit (less than or equal to 40 kcal/8 oz. OR less than or equal to 60 kcal/12 oz.)
- no caffeine restrictions

Food and beverages sold as fundraisers during the school day are also subject to the Smart Snack nutrition standards. State agencies will have the opportunity to set a number of infrequent food or beverage fundraisers that are exempt from the standards. However, even exempted fundraisers will not be allowed to be sold in competition with the breakfast or lunch programs in the food service area during meal service. If the state agency does not set a number of exempted food and beverage fundraisers, then ZERO exempted fundraisers will be allowed.

The school day is defined from midnight before to 30 minutes after the end of the official school day.

The district will convene a standing coordinated school health advisory council (CSHAC) consisting of parents/legal guardians, students, school food service representatives, school administrators, and community members to provide guidance to the schools in areas school health climate including recommendations for nutrition guidelines for foods and beverages sold or served on school grounds during the school day. School health improvement plans will be developed by the CSHAC and will be included in the district strategic plan. Support for school climate initiatives will be provided by district office staff.

Food and beverages sold during the school day will be reviewed annually and reported as a component of the school climate report. Assessment and implementation of school health policies will be monitored by the school principal.

Issued 9/25/06; Revised 9/22/14

York 3/Rock Hill School District

“SMART SNACKS” INDIVIDUAL EXEMPT FUNDRAISER CHECKLIST

Important notes

- This form should be approved by the principal or his/her designee, not the cafeteria staff.
- Post this form to the “Smart Snacks” Annual School-Based Exempt Fundraiser Summary Report.
- Retain this form at the school (not the cafeteria) for the current school year and the next three school years. These forms are subject to audit.

District and school: _____

Requesting school organization and contact: _____

Name of fundraiser, date(s), time(s), and location(s): _____

Description of food(s) being sold: _____

1. Is this fundraiser consistent with the district and/or school’s **local wellness policies**?
Yes = continue.
No = ~~STOP! This cannot be an exempt fundraiser.~~ Continue; this may be an exempt fundraiser.
2. Will the food be **sold**?
Yes = continue.
No = no exemption required, but check local wellness policy.
3. Will the food be sold during the **school day** for **consumption** on the **school campus**?
Yes = continue.
No = no exemption required, but check local wellness policy.
4. Will the food be sold in a **canteen, vending machine or school store**?
Yes = STOP! This cannot be an exempt fundraiser.
No = continue.
5. Does the food meet federal Smart Snacks **nutritional requirements**?
Yes = no exemption required, but check local wellness policy.
I don’t know = use the Smart Snacks calculator at <https://foodplanner.healthiergeneration.org/calculator/>
No = continue.
6. Will the food be sold in the **food service area** during breakfast and/or lunch?
Yes = STOP! This cannot be an exempt fundraiser.
No = Sign, date and submit this form to the principal or his/her designee.

Printed name and signature of authorized organization representative Date

Printed name and signature of principal or his/her designee Date

“SMART SNACKS” ANNUAL SCHOOL-BASED EXEMPT FUNDRAISER SUMMARY REPORT

Important notes

- This form must be completed by the school principal or his/her designee, not the cafeteria staff.
- Retain this form in the school office (not the cafeteria) along with each “Smart Snacks” Individual Exempt Fundraiser Checklist for the current school year and the next three school years.
- **Schools must submit a copy of this form annually to the Food Service department by June 1st for reporting purposes.**
- These forms are subject to audit.

District and school name: _____ School year: _____

#	Organization	Date	Duration
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			

Printed name and signature of principal or his/her designee

Date

Rock Hill School District Three

“SMART SNACKS” ANNUAL SCHOOL-BASED EXEMPT FUNDRAISER SUMMARY REPORT

Important notes

- This form must be completed by the school principal or his/her designee, not the cafeteria staff.
- Retain this form in the school office (not the cafeteria) along with each “Smart Snacks” Individual Exempt Fundraiser Checklist for the current school year and the next three school years.
- These forms are subject to audit.

District and school name: _____

School year: _____

#	Organization	Date	Duration
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			

Printed name and signature of principal or his/her designee _____ Date _____

Parent's Guide to Smart Snacks Sold as Fundraisers

The Healthy Hunger-Free Kids Act of 2010 directed the USDA to establish nutrition standards for all foods and beverages sold to students during the school day, including foods sold through fundraisers. Students who are well nourished are better prepared to learn. By implementing consistent nutrition standards throughout the school building, we believe this will enhance the learning environment and contribute to the overall health and well-being of our students. Smart Snacks standards help schools offer students healthy food and beverage choices such as whole grains, fruits and vegetables, leaner protein, lower-fat dairy, while limiting foods with too much sugar, fat and salt.

- Smart Snacks Standards apply to all foods and beverages **sold** to students outside of the school meals programs – including vending machines, a la carte, school stores, snack carts and **in-school fundraising**.
 - Cookies, candy, chips, donuts and soda have been replaced with items like nuts or seeds, popcorn, baked chips, fruit cups and plain water.
- Smart Snacks are in effect for the entire school day (midnight before to 30 minutes after the end of the school day) across the entire school campus.
- Smart Snacks do **not** apply to foods served, such as classroom celebrations and during evening, weekend or community events. Please refer to the District Wellness policy (ADF)

Foods and beverages sold to students **as fundraisers during the school day** have to meet Smart Snack standards unless they are approved by the principal as an exempt fundraiser. Our state allows 30 'one day' exempt fundraisers per year at each school.

The school principal must approve all school sponsored and non-school sponsored support organization fundraising activities (Policy JJE-R). This approval must be in writing and issued prior to the beginning of the fundraising activity. There are several documents that are required to be completed for approval:

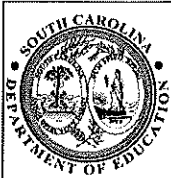
- Smart Snacks Individual Exempt Fundraiser Checklist (EFE-R-E(1))
- Fundraising Activity Request – Support Organizations (JJE-E)

Non-food fundraisers or fundraisers that include only foods and beverages that meet the standards are **not** limited in any way! Visit www.healthiergeneration.org/smartsnacks to find additional resources on alternative fundraising ideas and healthier foods and beverages that can be used for fundraising.

Our district is fully committed to insuring compliance with the Smart Snacks standards. We also want to make sure you have the tools you need to find compliant products. Check out the following tools from the Alliance for a Healthier Generation:

- [Smart Food Planner](#)
- [Smart Snacks Product Calculator](#) (this is the only compliance tool verified by the USDA)

As we work to change our foods and beverages across campus, we would appreciate your support, especially in the area of fundraising. We look forward to working together to find alternative fundraising ideas or developing a list of healthier foods and beverages to be sold for fundraising.



SOUTH CAROLINA
DEPARTMENT OF EDUCATION

**South Carolina
Public Charter School Application**

Cover Page

Applicant Information

Name of Charter School:	Palmetto School at CAH
Mailing Address:	P. O. Box 2892
City:	Rock Hill
State:	South Carolina
Zip Code:	29732
Name of Applicant Group:	Palmetto School at CAH Board of Directors
FEIN:	57-1570408

Contact Information

Title:	Dr.
First Name:	Hugh
Last Name:	Wilson
Title/Position:	Executive Director/Principal
Mailing Address:	P. O. Box 2892
City:	Rock Hill
State:	South Carolina
Zip Code:	29732
Phone Number:	803-328-6555
Cell Number:	803-415-1151
E-mail:	hwilson@thepalmettoschool.org
Fax Number:	803-327-8618

Additional Information About Palmetto School

Grade levels during opening year:	K-5
Grade levels at full student matriculation:	K-8
Sponsor Name:	Rock Hill School District #3

Palmetto School at CAH

School Charter Renewal

2019

Table of Contents

I.	Executive Summary	3
II.	Mission & Vision	4
III.	Goals and Objectives	4
IV.	Evidence of Need and Support	5
V.	Enrollment Policy and Procedures	5
VI.	Educational Program	7
VII.	Alternative Education Campus Designation.....	10
VIII.	Evaluating Pupil Performance.....	11
IX.	Serving Students with Special Needs.....	12
X.	Student Discipline, Expulsion or Suspension.....	12
XI.	Governance.....	13
XII.	Support for Families, Teachers, Home Staff and Community	13
XIII.	Financial Stability.....	14
XIV.	Employees	14
XV.	Insurance Coverage	15
XVI.	Transportation	15
XVII.	Facilities	16
XVIII.	Addendum	

Executive Summary

The Palmetto School at Children's Attention Home (hereafter referred to as "the School") serves children who reside at the Children's Attention Home, local community shelters, and children from the community who are facing adverse challenges.

The School was founded in 2004, is sponsored by the Rock Hill School District #3, and serves students in grades kindergarten through 8th.

The School focuses on meeting the educational needs of the students by providing a solid, well-tailored, individualized educational program. The School strives to provide a state of the art college and career readiness curriculum that focuses on teaching the whole child. The focus of our School is based on four instructional values: student engagement, individualized instruction, school climate and culture, and curriculum rigor.

By having a small student to teacher ratio, the School is able to offer more individualized attention to each student. Considerable emphasis is placed on teaching the children the appropriate behavioral skills needed for them to flourish as students. Our School is considered to be a compassionate school where teachers have received extensive training in Positive Behavior Intervention Supports and Trauma Informed Care.

The School employs three full-time teachers and one part-time teacher. In addition, there are faculty in the areas of special education, behavioral intervention and fine arts.

The School also has been designated as an *Arts in Basic Curriculum and Distinguished Arts Program* school that integrates the arts to help students improve their learning and heal from life traumas and situations. The School is also considered a STEAM school (Science, Technology, Engineering, Arts and Math). Most of the Fine Arts Staff are volunteers that have served our School for the past six years.

The School is a 501(c)(3) non-profit entity, and over 60% of the operating budget comes from grants, donations and proceeds from fundraising activities and events.

Mission and Vision

The School *Mission* is to provide individualized education in a safe and nurturing environment that promotes academic and personal growth as well as career and college readiness for at-risk youth who are facing adverse challenges.

The *Vision* of the School is to promote a small student body that provides individualized and small group instruction which is rigorous, engaging and differentiated. The largest percentage of students comes from the residents of the Children's Attention Home, first and foremost. Because time spent at the School varies from student to student, while at the School, students will progress academically and achievements of all size will be celebrated. Innovation and flexibility is encouraged among the faculty in order to best meet the needs of children coming from a variety of life experiences.

Goals and Objectives

Goal 1 – Individual Achievement in Reading and Math

Children attending the School will:

1. Be evaluated in reading and math within 10 school days of their enrollment
2. Children that are below grade level in reading or math will be provided individual assistance by the classroom teacher, the teaching assistant and the Title I interventionist.
3. Children on grade level will be provided small group instruction in reading and math to continue to build on their current level of achievement.
4. Children above grade level in reading or math will be provided enrichment material to build on their current level of achievement.
5. Children who are achieving below grade level on initial testing will be retested every 30 calendar days to determine their growth toward grade level achievement.
6. If after retesting a child fails to show growth in reading or math, referral to special services will be considered.

Goal 2 – Achievement on State Level Assessments

1. Students scoring on grade level on initial individual assessment, and attending the School at least 9 months prior to state testing will be expected to score at the Met level on state standardized assessments.
2. Students scoring below grade level on initial individual assessment, and attending the School for at least 6 months prior to state testing will be expected to show improvement over past state standardized assessments.
3. Students scoring above grade level on initial individual assessment will be expected to score at the Met or Exceed on state standardized assessments.

Evidence of Need and Support

The School opened its doors to students from the Children's Attention Home in 2004. The School was created to provide educational services to students who experiencing trauma. The School provides individualized and specialized education to students who are in great need and are socially and academically at-risk.

In 2015, the SC Department of Social Services was issued a court order to reform Foster Care in South Carolina. One of the mandates of this court order is to reduce the number of Children ages 0 to 12 being assigned to Group Homes. This mandate has greatly impacted our student population in grades K-5, as the majority of our students come from the home. The School has seen a major decrease in K-5 students and a major increase in grades 6-8 students. The Children's Attention Home Executive Director has advised the School's Board of Directors to seek alternative ways to increase the K-5 student enrollment as this will be a long-term issue that will impact the eventual survival of the School.

In light of the changes in the foster care policy in South Carolina and the prevalence of youth who are academically and socially at-risk (such as those who are homeless, have special needs or may be abused or neglected), the School Board of Directors will open the School doors to the wider community. This will allow the School to continue its explicit purpose of providing evidence-based services for educationally disadvantaged students as is outlined in the SC Charter School Law.

Enrollment Policy and Procedures

Children in kindergarten through 8th grade who are residing at the Children's Attention Home are eligible to attend the School. In addition students can be referred to the School from Children and Youth services organizations in Rock Hill. Children from community shelters may choose to attend the School until capacity is reached.

Children's Attention Home Enrollment Procedures

1. Students who are in foster care will enroll at the School after the best interest determination meeting has been conducted and an immediate enrollment form is completed by the student's DSS Case worker which is in compliance with the Every Student Succeeds Act. Teachers will complete the School Drop/Add form and give that form to the Executive Director.
2. The Executive Assistant will complete a Release of Information Form and fax that form to the school the student had previously attended.
3. The Executive Assistant will enter the student into the Power School system.
4. The Executive Assistant will send a proviso letter to the student's previous school district to ensure reimbursement from that district to the Rock Hill School District or the School.

Off-Campus Students with Custodial Guardians Criteria/Procedures of Enrollment

The School will enroll students who are considered at-risk or have high needs. In addition, the School will identify students using a variety of sources: Free and Reduced Lunch Program Application, MAP Scores from previous school year, and community referrals. The following are factors that will be considered for enrollment of students who are considered academically and socially at-risk:

- High poverty
- Homelessness
- Academically below grade-level
- Below grade-level based on MAP Scores, DRA4, and Educational Achievement Assessments
- Poor performance in previous classrooms
- Special Needs classification: Learning Disabled, Mild Intellectual Disability, Autism, Mild Emotional Disabilities
- Students who are abused and neglected

The School will receive and solicit enrollment referrals from Rock Hill churches, youth/child welfare service organizations (Boys and Girls Club, YMCA, Chrysalis Autism Center etc.), private and public 4K programs, Head Start, Rock Hill School District 3 and local nonprofits. Students and parents will complete an enrollment application.

In the event that applications exceed the enrollment memberships, then a lottery will be imposed and conducted. Student's names will be selected through a random drawing by a Lottery Committee.

The Lottery Committee will be representative of the community and have no affiliation with the School. Once the slots have been filled then the other students will be placed on a waiting list in the order that their names were drawn in the lottery. Special consideration will be placed on sibling groups. If a sibling is selected, then the other siblings will be allowed to enroll.

It is important to note that students' behavior must represent the mandates of a Level 1 group-home facility as mandated by DSS. Students can only have mild to moderate cases of student misbehavior, continuous patterns of disruptive and violent behaviors will warrant dismissal from the School. The Executive Director also determines that the student is not currently suspended or expelled from a school due to issues of violence or drugs. A suspended or expelled student may not be eligible to attend the School.

Children in kindergarten through 8th grade who are residing at a Community Shelter (Safe Passage, Pilgrims Inn, Family Promise etc.) with their parent are eligible to attend the School.

1. Community shelters contacts the Executive Director if they have a child who is of an appropriate grade level, and the parent wants the child to attend the School.
2. The Executive Director meets with the parent and child at the community shelter to review what services are available at the School. The Executive Director also determines that the student is not currently suspended or expelled from a school due to issues of violence or drugs. A suspended or expelled student may not be eligible to attend the School.

3. The parent completes the enrollment packet which includes a Release of Information Form, a Medication Release Form, a Student Drop/Add Form, and an Enrollment Form.
4. After all forms are completed, the child may begin attending the School the next school day.
5. The Power School Coordinator will enter the child into the system.
6. The Executive Director will send a proviso letter to the child's previous school district to ensure reimbursement from that district to the Rock Hill School District.

Children in grades kindergarten through 8th grade who are in foster care and are involved with an agency working with the School may be considered for enrollment.

1. The School is contacted by an agency to ask for consideration of enrollment of a child.
2. The School staff and Executive Director meet with the agency representatives, and the foster parent, to determine why they are considering removing the child from public school and placing them at the School. The DSS case worker will contact the district that the student is currently enrolled in to hold a Best Interest Determination meeting and an Immediate Enrollment Form is completed.
3. The Executive Director meets with the parent and agency personnel and child to review what services are available at the School. The Executive Director also determines if the child is currently suspended or expelled from a school due to issues of violence or drugs. A suspended or expelled student may not be eligible to attend the School.
4. The staff and Executive Director of the School review information from the parent, child and agency to determine if the student's needs can be met at the School.
5. If it is determined that the placement at the School is appropriate, the parent completes the enrollment packet which includes a Release of Information Form, a Medication Release Form, a Student Drop/Add Form, and an Enrollment Form.
6. After all forms are completed, the child may begin attending the School the next school day.
7. The Executive Assistant will enter the child into the Power School system.
8. The Executive Assistant will send a proviso letter to the child's previous school district to ensure reimbursement from that district to the Rock Hill School District.

Educational Programs

The School's faculty utilizes the curriculum and standards that have been set forth by the SC College and Career Readiness Standards. These standards, which have been developed for each grade level, include the areas of English/Language Arts, Mathematics, Social Studies, and Science.

The School implements all testing procedures used by the Rock Hill School District and/or mandated by the SC State Department of Education.

The School will provide an educational experience that will enable its students to meet the individualized academic standards set by the state of South Carolina. The School will also prepare South Carolina students to become responsible citizens and college and career ready. In order to capture the attention and positive response of our student population, highly engaging and academically rigorous teachers will consistently exercise a researched based school program.

Individualized Education and small class sizes will initially attract students to the the School. However, it will be the combination of individualized education, small class size, a STEAM integrated standards-based curriculum, and student teamwork that will transform them into Scholars. Parents will see a purpose to what they are learning. Instead of abstract concepts, students will be working on real world STEAM problems and projects.

The School will encourage students to excel in the 21st century technology and how to solve problems in teams. The marriage of STEAM integrated projects, student teamwork, and technology is a highly productive way for students to achieve academically. This is best achieved when the School is small in size; the core curriculum is integrated and standards-based; current technology is used as an integral tool in the learning process; students work in small groups on authentic projects; and strategies are employed to encourage students to become life-long learners and responsible, competent, and self-motivated citizens with a strong sense of community.

We are also designed to meet the needs of students who are academically, socially, and emotionally at risk due to adverse situations. We not only work on a child's academic struggles but the social and emotional struggles as well. Teachers are required to have training in Compassionate Schools - Trauma Informed Care, Adverse Childhood Experience Study, and Positive Behavior Intervention Supports. We also have partnered with a mental health organization that will provide mental health counseling to students from the community.

The School's diversity is its greatest strength. It has students from all over South Carolina, which provide major diversity in its population. However, its greatest strength also presents its greatest challenge. The School is challenged to implement effective instructional strategies that will meet the needs of so many different backgrounds and varying abilities. To overcome this challenge, the following practices were imbedded in curricular design and implementation, with standards and grade-level expectations, in accordance with the South Carolina frameworks:

1. **Research-based instructional practices:** The School teachers and School leaders were trained to maximize student learning opportunities through the use of effective lessons that considered not only the concepts students must know but also the instructional strategies that would help the students learn more effectively.
2. **Data-driven instruction:** The School teachers and School leaders were trained to make instructional decisions that were based on the student needs as determined by examination of student work and data such as the ADAM assessment and Fountas and Pinnell running records. These types of common formative assessments help to develop instruction. Teachers have received training in both data decision making and differentiated instruction. Teachers also implemented a new Leveled Literacy

Intervention program that required running records to be completed on a weekly basis. The lessons in the intervention program were data driven. For the first time in the history of the School, students participated in the ADAM Assessment and Moving with Math Intervention which began the process of helping teachers provide differential instruction in math instruction.

3. **Arts integration based learning:** The School teachers and School leaders were trained to prioritize learning standards and to develop interactive, interdisciplinary performance tasks that assess student learning through arts integration. The School believes students learn best by arts integration. Arts integration units are a foundation of the educational experience at the School.

Learning Structures

Learning structures provide students with varied learning settings that offer instruction to best meet their individual and diverse learning needs. The School utilized the following learning structures during this reporting year:

1. **Core Classes:** Math, Language Arts, Science and Social Studies composed our core curriculum. Highly qualified educators taught core classes. The curriculum and teaching strategies were examined and revised regularly as determined by student data collected by a data team consisting of the teachers and Principal. The core classes were composed of multi-grade levels. Students were divided into guided reading and guided math groups based on students' levels. Social Studies classes were divided into common standards groups (i.e. K-2, 3rd and 8th grades SC History, 4th & 5th grades US History, 6th and 7th grades World History).
2. **Individualized Instruction:** Due to Title I funding, the School was able to hire an interventionist and instructional assistant that were able to provide individualized instruction to those students who were below grade level.
3. **Positive Behavior Intervention Support (PBIS):** Many of the students came to the School with varying classroom behaviors and emotional issues. The Principal trained the teachers on how to integrate Positive Behavior Supports (PBS) in their classrooms as part of professional development. PBS is based on applied behavior analysis and has been used in many different schools throughout the United States. The corner stone behind PBS is teaching students specifically how to behave in the classroom and school. The program promotes reinforcement of positive behavior rather than the negative behavior that is taking place in the classroom. The Principal developed a 'School Wide' expectations system that was presented in weekly lessons to the students. This program greatly reduced classroom disruptions and discipline referrals.
4. **Creative Learning and Healing Garden:** The School developed an outdoor learning center for students to explore the elements of nature, environmental, and plant life science. Students helped to build the garden and plant vegetables for the summer. Students were able to learn about plant biology and nature while simultaneously "healing" by putting their energy into a garden which served as a bed of emotions.

5. **Leveled Literacy Intervention (LLI) program:** The LLI program is a short-term, intensive, small-group intervention designed for children in grades kindergarten through second grade who are having difficulty learning early reading and writing skills. The goal of the program is to accelerate these children's progress in order to bring their skills up to grade level, so that their early literacy difficulties do not become long-term deficits. The program is appropriate for struggling regular education students and students with special needs, and there are minor modifications for English language learners.

6. **Moving with Math Extensions program:** Moving with Math is an intervention based program that identifies specific math skills that have not been mastered by a child at their grade level. The Program is designed to provide hands-on interactive instruction that makes math fun to learn. It incorporates math manipulatives and daily assessment during the instruction each week. This program has been aligned to improve math readiness skills.

7. **STEAM Center/STEAM Curriculum:** The School operates an offsite STEAM Center where students dive in to project based learning and the engineering design process. Students will explore project that solve problems and invent future devices that help solve problems.

Alternative Education Campus Designation

One way that Rock Hill School District 3 can help prevent the School's closing in three years is through the classification or designation of the School into an Alternative Education Campus Charter School as outlined and made allowable through the SC Public Charter School Law (S.C. Code Ann. §59-40-111). It is important to note that with this new designation the School will still be considered a public charter school. The designation will change the School's accountability system which would be determined by the Rock Hill School District 3. It also allows the School to serve a specific targeted population within the community which brings the School's Board of Directors to a current issue regarding the limitation of students in grades K-5 being admitted to group homes in SC.

Title 59 Education, CHAPTER 40, Charter Schools

SECTION 59-40-50 Exemption; powers and duties; admission to charter school

(7) admit all children eligible to attend public school to a charter school, subject to space limitations, except in the case of an application to create a single gender charter school or, in the case of a charter school designated as an Alternative Education Campus, pursuant to Section 59-40-111, with an explicit mission and purpose of specializing in providing evidence-based, specific educational or behavioral health services for educationally disadvantaged students with a demonstrated need for such services. Demonstrated need may include, but not be limited to, as documented in an Individualized Education Program (IEP), 504 plan, a medical or psychological diagnosis, or documentation that the student is not meeting grade specific standards in literacy as documented by the student's school. For purposes of this section, educationally disadvantaged students are those students as defined by Every Student Succeeds

Act (ESSA). Evidence-based services must include, but are not limited to, services to students who need evidence-based, specialized, multisensory instruction in literacy or other services included in the students' IEP or 504 plan. This specialized mission and purpose must be defined in the school's charter and charter contract as approved by the sponsor and as allowed by ESSA.

However, it is required that the racial composition of the charter school enrollment reflects that of the local school district in which the charter school is located or that of the targeted student population of the local school district that the charter school proposes to serve, to be defined for the purposes of this chapter as differing by no more than twenty percent from that population. This requirement is also subject to the provisions of Section 59-40-70(D). If the number of applications exceeds the capacity of a program, class, grade level, or building, students must be accepted by lot, and there is no appeal to the sponsor. In the case of a charter school designated as an Alternative Education Campus, pursuant to Section 59-40-111, that is serving educationally disadvantaged students, if the number of applicants exceeds the capacity of a program, class, grade level, or building, students may be accepted by weighted lot as allowed by ESSA with mission aligned preference and the process clearly described in their charter and charter contract approved by their sponsor, and there is no appeal to the sponsor;

(8) In the case of a charter school designated as an Alternative Education Campus, pursuant to Section 5940111, mission aligned preference may be given to educationally disadvantaged students as specifically defined in their charter and charter contract approved by their sponsor and as allowed by ESSA

Evaluating Pupil Performance

The School implements all testing procedures used by the Rock Hill School District and/or mandated by the SC State Department of Education.

Goal 1 – Individual Achievement in Reading and Math

Children attending the School will:

1. Be evaluated in reading and math within 10 school days of their enrollment
2. Children that are below grade level in reading or math will be provided individual assistance by the classroom teacher, the teaching assistant and the Title I teacher.
3. Children on grade level will be provided small group instruction in reading and math to continue to build on their current level of achievement.
4. Children above grade level in reading or math will be provided enrichment material to build on their current level of achievement.
5. Children who are achieving below grade level on initial testing will be retested every 30 calendar days to determine their growth toward grade level achievement.
6. If after retesting a child fails to show growth in reading or math, referral to special services will be considered.

Goal 2 – Achievement on State Level Assessments

1. Students scoring on grade level on initial individual assessment, and attending the School at least 4 months prior to state testing will be expected to score at the proficient level on state level assessments.

2. Students scoring below grade level on initial individual assessment, and attending the School for at least 4 months prior to state testing will be expected to show improvement over past state level assessments.
3. Students scoring above grade level on initial individual assessment will be expected to score at the proficient or advanced level on state level assessments.

Serving Students with Special Needs

In compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and Title III of the Elementary and Secondary Education Act (ESEA), the School manages the implementation and evaluation of services provided to students that require specialized instruction and/or the provision of accommodations to ensure access to the general curriculum.

With the reauthorization of IDEA of 2004, the purposes of IDEA include ensuring that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs.

The School provides free and appropriate public education (FAPE) for students with disabilities by offering a continuum of services including, but not limited to, instructional services, transition services, behavior intervention services, and evaluation services to students who qualify.

Educational Finance Act of 1977 (EFA) (S.C. Code Ann. § 59-20 (Supp. 2006)) funds, generated by special education students enrolled at the School are allocated to the School. With these allocated funds, the School will monitor student progress through implementation of Individualized Education Plans which provide documentation on student present levels of performance, progress, assessment participation, needed adaptations, accommodations, and modifications, as well as services provided including location and specified service providers

Student Discipline, Expulsion or Suspension

The School has high expectations for positive behavior and academic excellence. It is only through a cooperative effort that we can provide a safe and orderly environment for students to reach their full potential. Expected student behaviors are expressly addressed in the Student Handbook which is attached as an addendum to this document.

The *Charter School Employee Handbook* clearly states the rights of students. The *Charter School Handbook* is attached as an addendum to this document. All School staff is trained in Non-violent Crisis Intervention (NCI).

Mental Health services are provided through the Children's Attention Home who contracts with Catawba Mental Health. A counselor meets with the children, at scheduled times during the school day on an individual, as needed, basis.

Governance

The School is organized as a non-profit corporation (501(c)(3)).

The School's Board of Directors is the governing body holding responsibility for establishing policies, setting direction, and providing support for quality educational opportunities for students served by the School.

Members of the Board are chosen from among community leaders, supporters, and educators who are committed to the mission of the School. At least 50% of the Board membership should come from experience in the K-12 education or business fields. A roster of the currently serving Board of Directors is included as an addendum to this document.

Governance documents such as *Bylaws* and an *Employee Handbook* are maintained and reviewed annually. Copies of these documents can be found in the addendum.

Support for Families, Teachers, Home Staff and Community

Parent communication is essential for an effective program. The Home staff will serve as the contact for students from the Children's Attention Home and will be the liaison with the student's case manager at the Department of Social Services. Teachers are expected to maintain communication with the Home staff.

The Children's Attention Home houses the School within its administrative building, thus providing not only classroom space, but also space for staff and resources such as meals and playground facilities. Therefore, a spirit of communication and support is highly critical to success for the students and faculty.

In some instances, students come to the School from community shelters. These shelters provide a temporary protective setting for woman and children who are escaping abusive domestic situations. The parents of these students receive communications from faculty, including written information and parent meetings on the campus of the shelter. Meetings with shelter parents must occur at the shelter at times agreed upon by both parties. However, an expectation of School support from these parents must be minimal because of the circumstances of their temporary residency at a community shelter.

The *Employee Handbook* clearly defines the roles of faculty and staff and relationships with each other, with Home staff, and with volunteers. A copy of the handbook is an addendum to this document.

The School enjoys support from a number of community volunteers. For example, this past year 30 community members volunteered at the School.

In addition, the School has a strong and beneficial relationship with the Rock Hill School District. The School's faculty members are included in professional development opportunities.

Financial Stability

The School annual budget reflects the School's commitment to prioritize the effective investment of funding into direct classroom instruction and the enhancement of the broader educational experience of each student.

An annual audit of financial records is conducted by an independent, certified public accountant in the same manner as required of all schools in the Rock Hill School District. The attached audit for the 2016 school year serves as indication of the School's financial stability.

In addition, the Board of Directors receives monthly financial reports in order to monitor operational and administrative expenses of the School and adjust when appropriate, the allocation of resources required to meet the needs of our students

The School receives funds via the Rock Hill School District for the number of students enrolled in the School. More than \$263,000 in donations was generated in the 2017-2018 school year. Numerous fundraisers are planned and implemented by the Board and School or by supporting organizations in the community [i.e. neighborhood holiday collections, golf tournaments naming School as beneficiary of proceeds].

At this time, the School does not have any liens, litigation history, or any sanctions from any local, state or federal regulatory agencies. Furthermore, the School does not have any debt or any other outstanding financial obligations. Pending approval of this charter renewal application, there are no financial concerns at this time.

Employees

The Board of the School holds responsibility for the selection and evaluation of the Executive Director/Principal. In turn, the Executive Director/Principal holds autonomy in the selection of faculty and staff and the direction of same in their job responsibilities.

All employees, whether certified or non-certified, must undergo the background checks and investigations required by law for all School employees before they may work in a public school.

Per South Carolina Charter School Act of 1996 (S.C. Code Ann. § 59-40 (Supp. 2016)), as amended, teachers in all classes must hold a minimum of a Bachelor's degree and a valid South Carolina teacher certification (or qualify for a provisional certification) in the field(s) for which they are hired to teach, except under compelling circumstances.

The School maintains state expectations for highly qualified and appropriately certified personnel. The current makeup of the School administrative team includes a principal, part-time Assistant Principal, part-time instructional coach.

The School will use the Assisting, Developing, and Evaluating Professional Teachers

(ADEPT) (S.C. Code Ann. § 59-26-40 (Supp. 2012)) evaluation program for teachers. Teacher and staff evaluations will take place annually and will include observation of classroom and teaching methods. Administrators who are trained and certified will use clearly-defined, research based rubrics established through the ADEPT program to evaluate teachers. These observations are used as part of a school or district's overall teacher evaluation system.

The Executive Director/Principal and Board will have the flexibility to recognize and make appropriate accommodation for merit and outstanding teacher and staff achievement. The written evaluation shall become a part of the teacher's permanent record.

The progress and achievement of the students are factors in the measurement of the performance of teachers and administrators.

The Executive Director/Principal is assigned the responsibility to oversee the School's professional development (PD). The School utilizes available resources to assist teachers in their professional growth and to help students accomplish the School's mission, vision and goals. The School works in conjunction with the Rock Hill School District to offer appropriate PD opportunities. The School also supplements the opportunity with online resources and training opportunities off-campus.

The grievance and termination procedures are completely outlined in the *Charter School Employee Handbook* which is attached as an addendum to this document.

Insurance Coverage

The School holds insurance policies on the following:

- Officers' & Directors' Liability
- Worker's Compensation
- Liability Insurance

Transportation

The School is fortunate to be housed on the campus of the Children's Attention Home from which the majority of the students come. Therefore, transportation to school is not an issue for students who reside at the Home. Students that reside at community shelters are transported by the School staff. Students who live with a foster parent are transported by the foster parent. Should students in the School have medical or behavioral difficulties during the day, the Home staff is available at all times to take them back to their residence.

The School owns two small 15 passenger buses and two 8 passenger vehicle, all of which are used for field trips and other activities as coordinated by the Executive Director/Principal and the staff. Transportation can be provided to those parents that request transportation and live in a 5 mile radius from the School. If child does not live in the 5-mile radius then parents must provide transportation.

All transportation costs are born by the School, which does not receive any public school transportation funding.

Facilities

The School administrative offices and classrooms are rented from the Children’s Attention Home on a monthly basis.

The physical location is 1149 Edgemont Avenue, Rock Hill, SC.

In addition, two mobile units are rented on a monthly basis to house the STEAM laboratory and staff development and meeting space. This physical location is 505 University Avenue, Rock Hill, SC.

The School is responsible for rent on the Home space and the two off-site properties. Rent includes all utilities, maintenance, security services and upkeep of the property.

The projected enrollment of the School will be capped at 48 students. Current facilities will allow for this number so further expansion will not be needed.

Addendum Items:

- *The Palmetto School at CAH Bylaws – December 2018*
- **2018-2019 Board of Directors’ Roster**
- **2017 990 Financial Report**
- *Charter School Employee Handbook*

Intending to be legally bound hereby, the School and the Sponsor hereby execute the foregoing Charter this

February 25, 2019, with an effective date of July 1, 2019.

Rock Hill School District #3 (Sponsor)

By: _____

Print Name: _____

Title: _____

The Palmetto School at CAH (School)

By: _____

Print Name: _____



TO: Dr. Bill Cook

FROM: Luanne Kokolis

CC: Board Members

DATE: February 20, 2019

SUBJECT: Strategic Planning

Every five years the school system and all schools in the district are required, by the state department of education, to prepare a new five year strategic plan. Our new plan will be submitted to the state office in April of 2019. The plan will run through 2023-2024. Our strategic plan is annually reviewed, edited, and updated to reflect current data, needs assessment, and goal adjustments.

The three goals mandated by the Department of Education are:

- School Climate
- Teacher Quality
- Student performance/student achievement

The school climate goals were developed by the Strategic Plan Steering Committee and the Focus Priority One team (Safe and Secure Environments).

The teacher quality and student achievement goals were developed by the instruction department.

Our new five year goals for school climate have been edited to reflect positive increment improvements. All goals are attached.

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* **School Climate** (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required) District Priority

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal

Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional

Gifted and Talented: Other

PERFORMANCE GOAL:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

The district will increase the percentage of students who behave in hallways, lunchroom and school grounds as measured by the annual school climate survey by 3% each year.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
DATA SOURCE(s): <input type="checkbox"/> SC School Climate Report	46% of students indicate that students behave in hallways, lunchroom and school grounds	Projected Data	49%	52%	55%	58%	61%
		Actual Data					

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* **School Climate** (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required) District Priority

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal

Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional

Gifted and Talented: Other

PERFORMANCE GOAL:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

The district will increase satisfaction with home and school relationships. Parent school climate data indicate that 41% respond that they are not contacted with good things to say about their child. The district will increase satisfaction by 5% each year as measured by the school climate report.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
DATA SOURCE(s):	41% of parents indicate they are not contacted with good things to say about their child, 59% contacted	Projected Data	64%	69%	74%	79%	84%
SC Climate Survey		Actual Data					

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* **School Climate** (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required) District Priority

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal

Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional

Gifted and Talented: Other

PERFORMANCE GOAL:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

The district will increase student engagement where 31% of students say classes are not interesting or fun as reported on the 2018 SC school climate report. From the 2018 AdvancED Engagement Survey, 43% of secondary students report that classes are not always fun but I have to participate or they are boring. The district will increase the percent of students indicating classes are interesting or fun by 3% each year.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
DATA SOURCE(s): SC Climate Report; AdvancED Engagement Survey	31% of students report classes are not interesting or fun, 69% report interesting	Projected Data	72%	75%	78%	81%	84%
		Actual Data					

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required)

District Priority

*Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal*

Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional

Gifted and Talented: Other

PERFORMANCE GOAL:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By 2023 -2024, 94% of secondary students feel safe while on school campus as measured by the SC School Climate Survey. Currently, 84% perceive they feel safe.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s): State Climate Survey	84%	Projected Data	86%	88%	90%	92%	94%
		Actual Data					

Performance Goal Area: **Student Achievement** Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required) District Priority

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional
Goal Gifted and Talented: Other

PERFORMANCE GOAL:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

Rock Hill Schools will increase the percentage of students scoring proficient on SC READY Reading (Grades 3 – 8). The system will increase the number of students scoring a Level 2, or above, in ELA to 82.1% by 2024 on SC READY.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
DATA SOURCE(s): <input type="checkbox"/> SC READY Data	The average baseline is 77.06% established in 2017 with a 2035 target of 90% of all student scoring Level 2 or above on SC READY ELA Assessments.	Projected Data	79.22	79.94	80.66	81.38	82.1
		Actual Data					

Performance Goal Area: **Student Achievement** Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required) District Priority

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
 Gifted and Talented: Other

PERFORMANCE GOAL:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

Rock Hill Schools will increase the percentage of students graduating at each high school. The 2018-2019 Graduation Rate for the district will increase to 90% by 2024.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
DATA SOURCE(s):	Average baseline is established through the 2017-2018 Rock Hill Schools Graduation Rate target of 83.2%.	Projected Data	86.2%	87.4%	88.2%	89.3%	90%
Cohort Graduation Rate Data Released by SCDOE		Actual Data					

Performance Goal Area: **Student Achievement*** Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required)

District Priority

*Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal*

Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional

Gifted and Talented: Other

PERFORMANCE GOAL:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

Rock Hill Schools will increase the percentage of students scoring proficient on End of Course assessments in Algebra 1, Biology, and English 2. The system will increase students scoring a “D or higher” in Algebra 1 to 79%, Biology to 70.33%, and TBD in English 2 by 2024 on SC EOC assessments. (The state is shifting from assessing English 1 to English 2, so targets can be established once a baseline is set in the near future.)

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
DATA SOURCE(s): <input type="checkbox"/> SC READY Data	Algebra 1 baseline of 71.70% in 2018 and Biology baseline of 60.50% in 2018.	Projected Data	74.5% Alg. 1 65.42% Bio. TBD Eng.2	75.6% Alg. 1 67.20% Bio. TBD Eng.2	76.7% Alg. 1 68.71% Bio TBD Eng.2	77.8% Alg. 1 70.33% Bio TBD Eng.2	79% Alg. 1 71.4% Bio TBD Eng.2
		Actual Data					

Performance Goal Area: Student Achievement* **Teacher/Administrator Quality** School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

(* required) District Priority

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional
Goal Gifted and Talented: Other

PERFORMANCE GOAL:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

Rock Hill Schools will build capacity in its administrators and teachers to analyze and utilize quantitative and qualitative data ensuring that meaningful curriculum, instruction, assessment, and resource planning occur throughout the total school system during each academic year.
 This can be measured through improvement of SC READY Interim Targets in ELA/ Math, SC PASS Interim Targets in Science/ Social Studies, and Graduation Rate data.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
DATA SOURCE: SC READY, SC PASS, DOE Graduation Data	2017 Baseline for ELA/Math-75.33%, 2018 Baseline for Sci./SS 83.54%, 2018 Baseline for Graduation Rate is 83.2%	Projected Data	ELA/Math 77.7 Sci./SS 84.62 Grad. 86.2%	ELA/Math 78.63 Sci./SS 84.98 Grad. 87.4%	ELA/Math 79.46 Sci./SS 85.32 Grad. 88.2%	ELA/Math 80.21 Sci./SS 85.70 Grad. 89.3%	ELA/Math 81.40 Sci./SS 86.6 Grad. 90%
		Actual Data					



Communications Department
Telephone: 981-1005 - Fax: 981-1094

Memorandum

TO: Dr. Bill Cook
FROM: Mychal Frost
DATE: February 6, 2019
SUBJECT: Request Inclement Weather Waiver

Due to inclement weather, Rock Hill Schools has been closed four (4) days thus far in the 2018-2019 school year. South Carolina Code of Law 59-1-425 sets the framework for inclement weather days and school calendars as it relates to local school boards waiving days missed:

All school districts shall designate annually at least three days within their school calendars to be used as make-up days in the event of these occurrences. If those designated days have been used or are no longer available, the local school board of trustees may lengthen the hours of school operation by no less than one hour per day for the total number of hours missed, operate schools on Saturday, or may waive up to three days. A waiver granted by the local board of trustees of the requirement for making up the three or fewer days missed only may be authorized by a majority vote of the local school board, and, after the completion of the 2014-2015 school year, may not be granted for a school in the district until the school has made up three full days, or the equivalent number of hours, missed due to snow, extreme weather, or other disruptions requiring the school to close during the same school year in which the waiver is sought.

Further, if seven (7) or more days are missed due to inclement weather, the following applies:

The State Board of Education may waive the requirements of making up days beyond the three days forgiven by the local school district, not to exceed three additional days missed because of snow, extreme weather conditions, or other disruptions requiring schools to close. Such a waiver only may be considered and granted upon the request of the local board of trustees through a majority vote of that local school board.

The following days have been missed and are scheduled to be made up using previously scheduled and board-approved inclement weather make up days:

- Friday, September 14 – **CLOSED** due to Hurricane Florence (Make-Up Day: February 15)
- Monday, September 17 – **CLOSED** due to Hurricane Florence (Make-Up Day: February 18)
- Thursday, October 11 – **CLOSED** due to Hurricane Michael (Make-Up Day: April 22)

District administration seeks to have the local board of trustees to waive the following day:

- Monday, December 10 – **CLOSED** due to icy road conditions



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

Memorandum

TO: Dr. Bill Cook
FROM: Mychal Frost
DATE: February 18, 2019
SUBJECT: Announcements for February 25th School Board Meeting

Safety & Security

As you know, safety and security is the number one priority for our students, staff, and families. As a follow up and continuation of our School Safety Summits held in November and January, we look forward to hosting our third summit, Tuesday, March 26 from 6:30-8:00 p.m. at the Central Office. In partnership with our law enforcement partners Rock Hill Police Department and York County Sheriff's Office. We look forward to sharing our plan, developed with our community, and moving forward for the 2019-2020 school year.

District Accreditation Visit

From March 31 through April 3, we will have visitors in our schools as part of the AdvancED accreditation renewal process for our district. In preparation for the visit, each of our schools and district teams have compiled resources and artifacts to demonstrate continuous improvement in areas of leadership capacity, learning capacity, and resource capacity.

Teacher Listen & Learn

District leaders hosted the sixth Teacher Listen and Learn informational session for teachers from across the district on Friday, February 15. This series of meetings continues to provide a rich opportunity to engage in dialogue with teachers about celebrations, issues and concerns for our school district. To view detailed responses to questions and concerns from past Teacher Listen and Learn sessions, you are invited to visit www.rock-hill.k12.sc.us/tll.

Follow Capital Program Updates

You are encouraged to visit the district's capital building program, "Build on the Rock," website – www.rock-hill.k12.sc.us/BuildOnTheRock -- for more information on capital projects. The website provides status updates on active and planned construction projects in the district. On the page, viewers can see project descriptions, before and after photographs, and construction timelines.

Upcoming Board Meetings

The School Board will next meet on Monday, March 11th for a work session. The meeting will begin at 4 p.m. Our next business meeting will be Monday, March 25th at 6 p.m. in the Central Office. Meetings are streamed on our website and available for viewing on-demand immediately following each broadcast. We invite our community to watch meetings live on our Facebook broadcasts at [Facebook.com/RockHillSchools](https://www.facebook.com/RockHillSchools).

At its work session on February 11, 2019, held at the Central Office, the board:

- held an executive session for contractual and property matters;
- heard from the Independence Elementary School Improvement Council and a student group;
- reviewed the 3rd Section of “E” Policies for 2nd read;
- reviewed the 4th Section of “E” Policies for 1st read;
- received an AdvancED accreditation update;
- reviewed the Palmetto Charter School’s renewal application;
- received the annual Federal Programs report;
- reviewed Strategic Plan goals;
- discussed a request for an inclement weather waiver; and,
- discussed other and future business.

Other and Future Business

Helena Miller

Executive Session

- Student Matter
 - *Student Appeal*
- Contractual Matter
 - *Intergovernmental Agreement*

Action as Required from Executive Session

Adjournment