

Meeting of the Board of Trustees

Monday, March 23, 2020

6:00 p.m. – Comporium Conference Center @ Central Office

A G E N D A

I. Call to Order – **Chairman Miller**

Approval of Agenda

(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 - None

III. Citizen Participation

IV. Consent Action Agenda

A. Approval of Minutes

1. February 10, 2020 work session
2. February 24, 2020 business meeting

B. Approval of Personnel Recommendations

V. Action Agenda

A. Approval of Section “K” Policies – **General Public Relations** – 2nd read

***KA** – School-Parent/Community Relations Goals/Priority Objectives

***KB** – Parent Involvement in Education

***KC** – Community Involvement in Education

***KCA** – School-Community Relations Goals/Priority Objectives

***KBB** – Parent Rights and Responsibilities

***KCD** – Public Gifts/Donations to Schools

B. Approval of Section “G” Policies – **Personnel** – 2nd read

***GCB** – Professional Staff Contracts and Compensation

***GBA** – Open Hiring/Equal Employment Opportunity

***GCE/GCF** – Professional Staff Recruitment and Hiring

***GDF** – Support Staff Hiring

C. Approval of Policy **CBI** – Evaluation of Superintendent – 2nd read

One Team One Mission One Rock Hill

D. Approval of Section “K” Policies – General Public Relations – 1st read

***KD** – *Public Information*

***KDB** – *Right to Know – FOIA*

***KDC** – *School Sponsored Information*

***KDD** – *Media Relations*

***KDDA** – *Press Release*

***KDDB** – *Sports & Sport Events*

***KE** – *Public Concerns*

E. Approval of Custodial Contract Recommendation

F. Approval of Superintendent Contract Amendment

VI. Communications – None

VII. Report of the Superintendent

A. Announcements

B. COVID-19 (*Coronavirus*) Update

VIII. Review of School Board Work Session – March 9

IX. Other and Future Business

X. Executive Session(s)

A. Personnel Matters: *Contract Recommendations*

XI. Action as required from Executive Session(s)

XII. Adjournment

One Team One Mission One Rock Hill

Call to Order

Chairman Miller

ROCK HILL SCHOOL DISTRICT THREE BOARD OF TRUSTEES

School Board Work Session Monday, February 10, 2020 Central Office

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.*

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

Chairman Miller stated the local media were notified, in writing, of the agenda for the meeting on Friday, February 7, 2020.

Board Professional Development

A BoardDocs demonstration was provided to the Board of Trustees via webinar during their professional development session.

Student Call to Order

Carmen Rose Forte, a 2nd grader at Mt. Gallant Elementary School, led in a moment of silence and the Pledge of Allegiance.

Recognitions

~Battle of the Books District Champions

The Dutchman Creek Middle School Final Five Battle of the Books team was recognized as the Battle of the Books District Champion.

~Platinum Scoring Students on the WIN Assessment

Students earning a Platinum certificate on the WIN Ready to Work Career Readiness Assessment were recognized.

~Recognition of District Science Fair Winners

District Science Fair winners from across the middle and high school level were recognized.

~Recognition of School Board by Media Specialists

On behalf of her colleagues, Ms. Melisa Smith, media specialist at Mt. Gallant Elementary, made a special presentation to school board members in honor of School Board Recognition Month (January).

~Introduction of Director of Safety and Security

Mr. James Brown, Jr. was introduced as the new Director of Safety and Security of Rock Hill Schools.

Applied Technology Center (ATC) Presentation

Mr. Ron Roveri, Mr. Brian Smith, and several Emergency Medical Services (EMS) students provided an overview of the EMS pathway of study.

Section “L” Policies – *Interorganizational Relations* – 2nd read

The following policies were presented for review:

- *Policy LBA** – *Shared Services & Staff*
- *Policy LDA** – *Student Teaching & Internships*
- *Policy LH** – *Relations with Educational Accreditation Agencies*

These policies will be on the Action Agenda at the February 24 business meeting for 2nd and final read.

Section “E” Policies – *Business Management* – 2nd read

Policy EEAE – *Bus Safety Program* was presented for review. This policy will be on the Action Agenda at the February 24 business meeting for 2nd and final read.

Section “K” Policies – *General Public Relations* – 1st read

The first set of Section “K” policies were presented for review:

- *Policy KA** – *School/Parent/Community Relations*
- *Policy KB** – *Parent Involvement in Education*
- *Policy KC** – *Community Involvement in Education*
- *Policy KCA** – *School Community Relations Goals/Priority Objectives*
- *Policy KBB** – *Parent Rights and Responsibilities*
- *Policy KCD** – *Public Gifts/Donations to Schools*

These policies will be on the Action Agenda at the February 24 business meeting for 1st read.

Section “G” Policies – *Personnel* – 1st read

The following policies were presented for review:

- *Policy GCB** – *Professional Staff Contracts and Compensation*
- *Policy GBA** – *Open Hiring/Equal Employment Opportunity*
- *Policy GCE/GCF** – *Professional Staff Recruitment and Hiring*
- *Policy GDF** – *Support Staff Hiring*

These policies will be on the Action Agenda at the February 24 business meeting for 1st read.

Section “C” Policies – *General School Administration* – 1st read

Policy CBI – *Evaluation of the Superintendent* was presented for review. This policy will be on the Action Agenda at the February 24 business meeting for 1st read.

Federal Programs Report

Dr. Tonya Belton, director of federal programs, presented as information the annual federal programs report.

April Work Session / July Combined Work Session

The Board discussed moving the April 13 work session to Tuesday, April 14 due to April 13 being designated as an eLearning day. The Board also discussed having a combined July work session/business meeting. The Board will vote on the April 14 date and the July (yet to be determined) date at the February 24 business meeting.

Other and Future Business

The Board discussed other and future business.

Executive Session

A motion was made by Brent Faulkenberry, seconded by Robin Owens, to adjourn open session and enter executive session for the following:

~Contractual Matter – Custodial Contract

This motion was unanimously passed, 7-0.

A motion was made by Ann Reid, seconded by Robin Owens, to adjourn executive session and reconvene open session. This motion was unanimously passed, 7-0.

Action as Required from Executive Session

There was no action from the executive session.

Adjournment

A motion was made by Windy Cole, seconded by Terry Hutchinson, to adjourn the meeting. The motion unanimously passed, 7-0.

Submitted by:

Chris Gammons
Executive Administrative Assistant to Superintendent
and Board of Trustees



Meeting of the Board of Trustees

Monday, February 24, 2020

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, Terry Hutchinson, Helena Miller, Robin Owens, and Ann Reid.* *Brent Faulkenberry* participated via conference call.

Ja’Nyia Cunningham, a fifth grader at Sunset Park Center for Accelerated Studies, led in a moment of silence and the Pledge of Allegiance.

Chairman Miller stated that the local news media had been notified of the agenda for this meeting, in writing, on Friday, February 21, 2020.

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

II. Recognitions

A. Recognition of MLK, Jr. Essay Contest Winners

Two Rock Hill High School students were recognized for placing first and second in the City of Rock Hill’s Martin Luther King, Jr. Essay Contest at the recent MLK, Jr. Interfaith Community Breakfast.

B. Recognition of Dr. Sylvia Berry, Dream Keeper Award Winner

Dr. Sylvia Berry was recognized for being named the recipient of the 2020 Dream Keeper Award at last month’s MLK, Jr. Interfaith Prayer Breakfast.

C. Recognition of Board Math Counts Winning Team – Sullivan Middle School

The Sullivan Middle School Math Counts Team was recognized for their win in the Catawba Chapter of the South Carolina Society of Professional Engineers.

D. Recognition of National Merit Finalists

A Northwestern student and two Rock Hill High students were recognized as National Merit Finalists.

E. Recognition of Cole Bitting, US Air Force Academy Appointment

Rock Hill High School senior Cole Bitting was recognized for his recent acceptance of an appointment to the United States Air Force Academy.

F. Recognition of All-State Band Students

Students from Northwestern, Rock Hill, and Dutchman Creek were recognized for being selected for All-State Band. Thirty-three students also earned regional status.

III. Citizen Participation - None

IV. Consent Action Agenda

On a motion by Terry Hutchinson, seconded by Ann Reid, the following topics on the consent action agenda were unanimously approved, 7-0: the minutes of the January 13, 2020 work session; the minutes of the January 16, 2020 called work session; the minutes of the January 27, 2020 business meeting; the personnel recommendations as submitted by the administration; the Tuesday, April 24 work session date; and the July 20 combined work session/business meeting date.

V. Action Agenda

A. Approval of Section “L” Policies – Interorganizational Relations – 2nd and final read

A motion was made by Windy Cole, seconded by Terry Hutchinson, to approve the following policies as a group for 2nd and final read:

**Policy LBA – Shared Services & Staff*

**Policy LDA – Student Teaching & Internships*

**Policy LH – Relations with Educational Accreditation Agencies*

This motion was unanimously approved, 7-0.

B. Approval of Policy EEAE – Bus Safety Program – 2nd and final read

A motion was made by Terry Hutchinson, seconded by Windy Cole, to approve Policy EEAE – *Bus Safety Program*, for 2nd and final read.

This motion was unanimously approved, 7-0.

C. Approval of Section “K” Policies – General Public Relations – 1st read

A motion was made by Robin Owens, seconded by Windy Cole, to approve the following policies as a group for 1st read:

**Policy KA – School/Parent/Community Relations Goals/Priority Objectives*

**Policy KB – Parent Involvement in Education*

**Policy KC – Community Involvement in Education*

**Policy KCA – School-Community Relations/Goals*

**Policy KBB – Parent Rights and Responsibilities*

**Policy KCD – Public Gifts/Donations to Schools*

This motion was unanimously approved, 7-0.

D. Approval of Section “G” Policies – Personnel – 1st read

A motion was made by Terry Hutchinson, seconded by Robin Owens, to approve the following policies as a group for 1st read:

**Policy GCB – Professional Staff Contracts and Compensation*

**Policy GBA – Open Hiring/Equal Employment Opportunity*

**Policy GCE/GCF – Professional Staff Recruitment and Hiring*

**Policy GDF – Support Staff Hiring*

This motion was unanimously approved, 7-0.

E. Approval of Policy CBI – *Evaluation of Superintendent* – 1st read

A motion was made by Windy Cole, seconded by Terry Hutchinson, to approve Policy CBI – *Evaluation of the Superintendent*, for 1st read.

This motion was unanimously approved, 7-0.

VI. Communications - None

VII. Report of the Superintendent

A. Announcements

Superintendent Cook made the following announcements:

- This week, we celebrate our bus drivers and entire transportation team as part of Bus Driver Appreciation Week. Our drivers transport more than 8,500 students daily to and from school while covering more than 10,800 miles in our community. We appreciate each and every one of our drivers for the very important job that they do for our students.
- District leaders hosted the sixth Teacher Listen and Learn informational session for teachers from across the district on Wednesday, February 12. 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. Monthly sessions will continue each month through April.
- The online application for families interested in having their child attend a choice program for the 2020-2021 school year will remain open until February 28. Each choice program is application-based, and applications must be submitted by the deadline on our website, www.rock-hill.k12.sc.us/choice.
- We are nearing the full launch of our new GPS tracking service for our school buses. The Versatrans My Stop mobile app will give parents and guardians secure access to information on where their child's school bus is and what time it is expected to be at their stop. Similar to rideshare apps like Uber and Lyft, this will allow our students and parents to better plan for late or on-time arrival of buses and prevent missed pick-ups or waiting for extended periods at bus stops on cold, dark and rainy mornings. We believe this new feature will continue to improve the communication between our Transportation Department and our parents.
- Our district is honored to participate in a pilot program with 15 other districts in South Carolina to develop an eLearning program. Information about this unique learning opportunity for Rock Hill Schools has been shared with our students, teachers, and community. Please mark your calendar for Monday, April 13, 2020 – this scheduled make-up date will be used as an eLearning day and allow students to make up time lost during the water main break in October. For eLearning days, students will complete assignments at home, and school will not be open. To learn more and to view an overview video of the eLearning program in Rock Hill Schools, please visit our website www.rock-hill.k12.sc.us/elearning.
- The School Board will next meet on Monday, March 9 for a work session. The meeting will be streamed on our website and available for viewing on-demand immediately

following the broadcast. We invite our community to watch meetings and interact with the district during our live Facebook broadcasts.

VIII. Review of School Board Work Session

Chairman Miller reviewed, for the viewing audience, the topics discussed at the February 10 work session.

IX. Other and Future Business

The Board discussed other and future business.

X. Executive Session - None

XI. Action as Required from Executive Session - None

XII. Adjournment

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

Secretary

APPROVED: _____
Chairman

Submitted by:

Chris Gammons
Executive Administrative Assistant to Superintendent
and Board of Trustees

Consent Action Agenda

IV. B. Approval of Personnel Recommendations

*Personnel Recommendations are submitted to the Board of Trustees confidentially.



TO: Dr. William E. Cook

FROM: Dr. Luanne Kokolis

DATE: March 17, 2020

PC: School Board Members

SUBJECT: K Policies for 2nd Read

The following K policies are attached for 2nd read:

KA – School-Parent Community Relations

KB – Parent Involvement in Education

KC – Community Involvement in Education

KCA – School Community Relations Goals/Priority Objectives

Policy KA School-Parent-Community Relations Goals/Priority Objectives

CURRENT

Issued 1/05

Purpose: To establish the board's vision for school-parent-community relations.

The district will involve all segments of our community in accomplishing our goals and mission.

The board believes the following.

- The public schools belong to the people who created them by consent and support them by taxation.
- The schools are only as strong as the support afforded them by an intelligent and informed community.
- The support of the people must be based upon their knowledge of, their understanding about and their participation in the aims and efforts of the schools.
- The education of students is best served through the cooperative efforts of students, parents, district staff and community members.
- Parents should be active participants in education by demonstrating interest in and support for their school and the district, by becoming informed about their role as partners in education and by becoming involved in the education of their children.
- Community members should assist in the development of responsible citizens through appropriate involvement in the education of children.

In support of these beliefs, the district will encourage support of effective partnerships among schools, parents, community and business. Such partnerships contribute to the education of students in our district.

Specifically, the district will strive to do the following.

- strengthen the involvement of parents in the education of their children
- increase the participation of business and industry in public schools
- broaden community involvement in our schools

To strengthen the involvement of parents in the education of their children, the district expects the following.

- a minimum of two parent-teacher conferences in each school
- parent opportunities to assist in developing educational programs for their children
- parenting classes and seminars at each school readily available to parents
- opportunities for parents to serve on councils, to discuss academic achievement of the schools and to become involved in parent-teacher groups

To increase participation of business and industry in our schools, the district expects the following.

- School personnel will obtain advice and suggestions from the business community.
- Schools will have business organizations encourage their members to become involved in efforts to strengthen the schools.
- School personnel will work with businesses to establish adopt-a-school programs.
- Principals will conduct a public information campaign to support the South Carolina Public Education Foundation.
- Schools will establish partnerships with business and industry which are of mutual benefit.

To broaden community involvement in schools, the district expects the following.

Schools will establish volunteer programs.

Schools will encourage civic and professional organizations to participate in local adopt-a-school programs.

Schools will establish awards programs to recognize individuals and firms which contribute to effective partnerships.

The superintendent will prepare a yearly report to show that partnerships are being established and that recognition is given to individuals and firms that provide significant leadership in this area. The report should be presented to the board of trustees at one of its meetings in June each year.

Adopted 1/24/05

Legal references:

S. C. Code, 1976, as amended:

[Section 59-5-65\(11\), \(12\), \(13\)](#) - State Board of Education authorized to assist school districts in the creation of effective school/business/community partnerships.

State Board of Education Regulations:

[R-43-280](#) - Creating more effective partnerships among the schools, parents, community and business.

York 3/Rock Hill School District

Policy KA School-Parent-Community Relations Goals/Priority Objectives

RECOMMENDED

Issued 1/05

Purpose: To establish the board's vision for school-parent-community relations.

The district will involve all segments of our community in accomplishing our goals and mission.

The board believes the following.

- The public schools belong to the people who created them by consent and support them by taxation.
- The schools are only as strong as the support afforded them by an intelligent and informed community.
- The support of the people must be based upon their knowledge of, their understanding about and their participation in the aims and efforts of the schools.
- The education of students is best served through the cooperative efforts of students, parents, district staff and community members.
- Parents should be active participants in education by demonstrating interest in and support for their school and the district, by becoming informed about their role as partners in education and by becoming involved in the education of their children.
- Community members should assist in the development of responsible citizens through appropriate involvement in the education of children.

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The superintendent will prepare a yearly report to show that partnerships are being established and that recognition is given to individuals and firms that provide significant leadership in this area. The report should be presented to the board of trustees at one of its meetings in June each year.

Adopted 1/24/05

Legal references:

S. C. Code, 1976, as amended:

[Section 59-5-65\(11\), \(12\), \(13\)](#) - State Board of Education authorized to assist school districts in the creation of effective school/business/community partnerships.

State Board of Education Regulations:

[R-43-280](#) - Creating more effective partnerships among the schools, parents, community and business.

York 3/Rock Hill School District

AR KA-R Stakeholder Input

Issued 1/18

Purpose: To establish the board's vision for public input.

The district welcomes public input from all stakeholders to accomplish our goals and mission.

Consistent with the board's vision that our schools are only as strong as the support afforded them by an intelligent and informed community, as outlined in Policy KA, School-Parent-Community Relations Goals/Priority Objectives, the board will actively seek stakeholder input by:

- Inviting the public to attend information meetings when significant decisions impacting the district/school are being considered. These invitations will be communicated to the public through appropriate means, including email, automated telephone calls, district website, the district's mobile app, and other social media.
- Seeking input (by survey, face-to-face feedback from School Improvement Councils, PTA(O), Student Advisory, Teacher Advisory Boards, or other advisory groups) and requesting a written statement of concern or support (or results of survey) upon the decision being considered. These groups will be asked for input when the matter being discussed impacts their student, school, or location.
- Conducting surveys of appropriate stakeholders and publish survey results through the district's website as well as social media accounts.
- Inviting Home Owners Associations and local businesses to give a written statement when the matter warrants. Examples would be land acquisitions and certain capital projects.

The board believes in making transparent decision serving our community and all of our stakeholders in a joint effort to make our public schools stronger. The board values the input given from all our stakeholders.

Adopted 1/22/18

Legal References:

S.C. Code, 1976, as amended:

[Section 59-5-65](#) (11), (12), (13) - State Board of Education authorized to assist school district in the creation of effective school/business/community partnerships.

State Board of Education Regulations:

[R-43-280](#) - Creating more effective partnerships among the schools, parents, community and business.

York 3/Rock Hill School District

Policy KB Parent Involvement in Education

CURRENT

Issued 1/05

Purpose: To establish the board's vision for the involvement of parents and families in the education of their children.

The board believes that parent and family involvement must be pursued and supported by homes, schools/colleges/universities, communities, businesses, faith congregations, organizations and government entities by working together in an collaborative effort.

The board believes it can impact student achievement by improving the quality and quantity of parent/family involvement in the education of their children.

Therefore, the board commits to the following.

- Seeing that each school establishes a comprehensive parent involvement program that includes parent education programs and activities that will assist parents and families in supporting classroom learning.
- Providing support and coordination for staff and parents and families to make family involvement in education a priority.
- Establishing effective, two-way communication between all parents and families and schools that respects the diversity and differing needs of families and encourages the development of mutual support between home and school.
- Seeing that each school develops effective school planning/management teams that involve a broad spectrum of families, staff and community representatives in school governance and decision making at the local and statewide level.
- Recognizing that improved student achievement must be an equally shared responsibility and ultimate goal of parents and families, teachers, the school system as a whole and the community at large.

Responsibilities of board

In order to heighten awareness of the importance of parent and family involvement in the education of their children throughout their schooling, encourage the establishment and maintenance of parent-friendly school settings, and emphasize parent/school partnerships to assure a child's academic success, the board will do the following.

- Consider joining national organizations that promote and provide technical assistance on various proven parental involvement frameworks and models.
- Incorporate, where possible, proven parental involvement practices into existing policies and efforts.
- Provide parental involvement orientation and training through staff development no later than 2002-2003 school year.
- Provide incentives and formal recognition for schools that significantly increase parental involvement as defined by the state board of education.
- Require an annual report on school and district parental involvement programs including evaluations of the success of the programs.
- Include parental involvement expectations as part of the superintendent's evaluation.

Responsibilities of superintendent

The superintendent will do the following.

- Include parental involvement expectations as part of each principal's evaluation.
- Include information about parental involvement opportunities and participation in the district's annual report.
- Disseminate parental expectations as defined by law to all parents of the district.

The superintendent may also designate staff to serve as parent liaisons for the district, require each school to designate a faculty contact for parental involvement efforts, require each principal to designate a materials and resource space within the school specifically for parents and encourage principals to adjust class and school schedules to accommodate parent-teacher conferences more conveniently.

Evaluation

The state department of education will conduct evaluations of school and district parent involvement programs to determine program effectiveness and identify best practices. The results of the evaluation findings and recommendations will be shared with all groups involved in the initiative.

Public awareness

The state department of education, in conjunction with the Education Oversight Committee, will publish informational materials such as handbooks and videos for distribution to all parents and teachers.

See policy KBB (Parent Rights and Responsibilities) for responsibilities of parents as outlined in law.

(Cf. KBB)

Adopted 1/24/05

Legal references:

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

[Sections 59-28](#)-100 through [59-28](#)-220 - Parental Involvement in Their Children's Education Act.

S. 11 - Teacher quality.

York 3/Rock Hill School District

PARENT AND FAMILY ENGAGEMENT IN EDUCATION

Code **KB** Issued **MODEL**

The board recognizes that parents and other family members are a student's earliest and most influential teachers and that informed, meaningful, and continuous two-way communication and engagement must be pursued and supported at both the district and school levels through collaborative efforts by schools/colleges/universities, communities, businesses, faith congregations, philanthropic organizations, government entities, and families.

The board believes it can impact student achievement by improving the quality and quantity of parent and family engagement in education of students.

Therefore, the board commits to the following:

- Ensuring that each school establishes a comprehensive parent and family engagement program in consultation with the families being served that includes parent education programs and activities that will assist parents and families in supporting classroom learning
- Providing support and coordination for staff and parents and families to make family engagement in education a priority
- Establishing effective, two-way communication between all parents and families and schools that respects the diversity and differing needs of families and encourages the development of mutual support between home and school
- Seeing that each school develops effective school planning/management teams that involve a broad spectrum of families, staff, and community representatives in school governance and decision making at the local and statewide level
- Recognizing that improved student achievement must be an equally shared responsibility and ultimate goal of parents and families, teachers, the school system as a whole, and the community at large

Parent Involvement in Their Children's Education Act of 2000

Responsibilities of board

In order to heighten awareness of the importance of parent and family engagement in the education of students throughout their schooling; encourage the establishment and maintenance of family-friendly school settings; and emphasize parent/family/school partnerships to assure a student's academic success, the board will do the following:

- Consider joining national organizations that promote and provide technical assistance on various proven parent and family engagement frameworks and models
- Incorporate, where possible, proven parent and family engagement practices into existing policies and efforts
- Provide parent and family engagement orientation and training through staff development
- Provide incentives and formal recognition for schools that significantly increase parent and family engagement as defined by the State Board of Education

PAGE 2 - KB - PARENT AND FAMILY ENGAGEMENT IN EDUCATION

- Require an annual report on school and district parent and family engagement programs including evaluations of the success of the programs
- Include parent and family engagement expectations as part of the superintendent's evaluation

Responsibilities of superintendent

The superintendent will do the following:

- Include parent and family engagement expectations as part of each principal's evaluation.
- Include information about parent and family engagement opportunities and participation in the district's annual report.
- Disseminate parental and family expectations as defined by law to all families in the district.

The superintendent may also designate staff to serve as parent and family liaisons for the district; require each school to designate a faculty contact for parent and family engagement efforts; require each principal to designate a materials and resource space within the school specifically for families; and encourage principals to adjust class and school schedules to accommodate parent/family/teacher conferences.

Every Student Succeeds Act of 2015 (ESSA)

The board also recognizes the special importance of parent and family engagement to the success of its Title I, Migrant (MEP), and English learner (EL) programs. Pursuant to federal law, the district and parents and families will jointly develop and agree upon a written parent and family engagement policy that will be distributed to families participating in any of these programs.

In keeping with these beliefs, it is the intention of the district to cultivate and support active parent and family engagement and to set and realize goals for parent- and family-supported student learning. The district will do the following:

- Provide activities that will educate parents and families on the intellectual and developmental needs of their student at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, First Steps, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development
- Engage in outreach efforts to all parents and families to increase involvement in the educational process, including the following:
 - keeping families informed of opportunities for engagement and encouraging participation in various programs
 - providing access to educational resources for parents/families to use together with their children
 - keeping families informed of the objectives of district educational programs as well as of their student's participation and progress within these programs
- Enable families to participate in the education of their students through a variety of roles. For example, family members should be given opportunities to do the following:
 - provide input into district policies
 - volunteer time within the classrooms and school programs

PAGE 3 - KB - PARENT AND FAMILY ENGAGEMENT IN EDUCATION

- Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent and family engagement strategies
- Perform regular evaluations of parent and family engagement at each school and at the district level
- Provide access, upon request, to any instructional material used as part of the educational curriculum
- If practicable, provide information in a language understandable to parents

Title I parent and family engagement

The board recognizes that parent and family engagement is vital to achieve maximum educational growth for students participating in the district's Title I program. Therefore, in compliance with federal law and South Carolina Department of Education guidelines, the district will meet with parents and family members to provide information regarding their school's participation in the Title I program and its requirements.

The superintendent will ensure equivalence among schools in teachers, administration, and other staff and in the provisions of curriculum materials and instructional supplies.

The board directs the superintendent to ensure that each of the district schools participating in the Title I program meet annually. Parents and family members of participating students will be informed of their right to be involved in the development of the district's parent and family engagement policy, overall Title I plan, and school-parent compact.

The district will, to the extent practicable, provide full opportunities for the participation of parents and family members with limited English proficiency, with disabilities, with those experiencing homelessness, and parents and families of migratory students. In cooperation with parents and families, the district's policy, plan, and compact will be reviewed annually and updated periodically to meet the changing needs of parents, families, and the school and distributed to parents and families of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents and families can understand.

The superintendent will develop administrative regulations, as necessary, to implement this policy and meet the requirements of law.

Migrant Education Program (MEP) parent and family engagement

Parents and families of students in the MEP will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the program.

Parents and families of MEP students will receive instruction regarding their role in improving the academic achievement of their students.

English learner (EL) parent and family engagement

Pursuant to federal law, parents and families of EL students will be provided notification regarding their student's placement in and information about the district's EL program.

Parents and families will be notified of their rights regarding program content and participation.

PAGE 4 - KB - PARENT AND FAMILY ENGAGEMENT IN EDUCATION

South Carolina Education and Economic Development Act (EEDA)

Parent and family engagement is an integral component of the clusters of study system mandated by the EEDA.

Beginning with students in the sixth grade and continuing through high school, each school will schedule annual parent counseling conferences to assist parents/legal guardians or individuals appointed by the parents/legal guardians and their students in making career choices and creating individual graduation plans. These conferences must include, but not be limited to, the following:

- assisting the student in identifying career interests and goals
- selecting a cluster of study and an academic focus
- developing an individual graduation plan

A mediation process that includes parent advocates must be developed, explained, and made available for conferences upon the request of the parent/legal guardian or the student.

The district (*option: may/will*) provide school counseling sessions during hours that are not typically part of the workday, such as in the evenings or on Saturday.

Cf. IG, IGCA, IHAK, IHAQ, IHBC, IHCA, IKF, JLD, KBB

Adopted ^

Legal References:

- A. United States Code of Laws, as amended:
 - 1. Every Student Succeeds Act of 2015, Pub. L. No 114-95.
- B. S.C. Code of Laws, 1976, as amended:
 - 1. Section 59-28-100, *et seq.*- Parental Involvement in Their Children's Education Act.
 - 2. Section 59-59-160 - South Carolina Education and Economic Development Act; parental participation, annual parent counseling conferences.
 - 3. Section 59-139-90 - Strategic plans to include stated goals and objectives for parent involvement.
- C. S.C. State Board of Education Regulations:
 - 1. R43-205 - Administrative and professional personnel qualifications, duties, and workloads.
 - 2. R43-234 - Defined program, grades 9-12.
- D. South Carolina State Department of Education:
 - 1. South Carolina Education and Economic Development Act Guidelines (2006).

PARENT AND FAMILY ENGAGEMENT IN EDUCATION

RECOMMENDED

Code **KB** Issued **MODEL**

The board recognizes that parents and other family members are a student's earliest and most influential teachers and that informed, meaningful, and continuous two-way communication and engagement must be pursued and supported at both the district and school levels through collaborative efforts by schools/colleges/universities, communities, businesses, faith congregations, philanthropic organizations, government entities, and families.

The board believes it can impact student achievement by improving the quality and quantity of parent and family engagement in education of students.

Therefore, the board commits to the following:

- Ensuring that each school establishes a comprehensive parent and family engagement program in consultation with the families being served that includes parent education programs and activities that will assist parents and families in supporting classroom learning
- Providing support and coordination for staff and parents and families to make family engagement in education a priority
- Establishing effective, two-way communication between all parents and families and schools that respects the diversity and differing needs of families and encourages the development of mutual support between home and school
- Seeing that each school develops effective school planning/management teams that involve a broad spectrum of families, staff, and community representatives in school governance and decision making at the local and statewide level
- Recognizing that improved student achievement must be an equally shared responsibility and ultimate goal of parents and families, teachers, the school system as a whole, and the community at large

Parent Involvement in Their Children's Education Act of 2000

Responsibilities of board

In order to heighten awareness of the importance of parent and family engagement in the education of students throughout their schooling; encourage the establishment and maintenance of family-friendly school settings; and emphasize parent/family/school partnerships to assure a student's academic success, the board will do the following:

- Consider joining national organizations that promote and provide technical assistance on various proven parent and family engagement frameworks and models
- Incorporate, where possible, proven parent and family engagement practices into existing policies and efforts
- Provide parent and family engagement orientation and training through staff development

PAGE 2 - KB - PARENT AND FAMILY ENGAGEMENT IN EDUCATION

- Provide incentives and formal recognition for schools that significantly increase parent and family engagement as defined by the State Board of Education
- Require an annual report on school and district parent and family engagement programs including evaluations of the success of the programs
- Include parent and family engagement expectations as part of the superintendent's evaluation

Responsibilities of superintendent

The superintendent will do the following:

- Include parent and family engagement expectations as part of each principal's evaluation.
- Include information about parent and family engagement opportunities and participation in the district's annual report.
- Disseminate parental and family expectations as defined by law to all families in the district.

The superintendent may also designate staff to serve as parent and family liaisons for the district; require each school to designate a faculty contact for parent and family engagement efforts; require each principal to designate a materials and resource space within the school specifically for families; and encourage principals to adjust class and school schedules to accommodate parent/family/teacher conferences.

Every Student Succeeds Act of 2015 (ESSA)

The board also recognizes the special importance of parent and family engagement to the success of its Title I, Migrant (MEP), and English learner (EL) programs. Pursuant to federal law, the district and parents and families will jointly develop and agree upon a written parent and family engagement policy that will be distributed to families participating in any of these programs.

In keeping with these beliefs, it is the intention of the district to cultivate and support active parent and family engagement and to set and realize goals for parent- and family-supported student learning. The district will do the following:

- Provide activities that will educate parents and families on the intellectual and developmental needs of their student at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, First Steps, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development
- Engage in outreach efforts to all parents and families to increase involvement in the educational process, including the following:
 - keeping families informed of opportunities for engagement and encouraging participation in various programs
 - providing access to educational resources for parents/families to use together with their children
 - keeping families informed of the objectives of district educational programs as well as of their student's participation and progress within these programs
- Enable families to participate in the education of their students through a variety of roles. For example, family members should be given opportunities to do the following:

PAGE 3 - KB - PARENT AND FAMILY ENGAGEMENT IN EDUCATION

- provide input into district policies
- volunteer time within the classrooms and school programs
- Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent and family engagement strategies
- Perform regular evaluations of parent and family engagement at each school and at the district level
- Provide access, upon request, to any instructional material used as part of the educational curriculum
- If practicable, provide information in a language understandable to parents

Title I parent and family engagement

The board recognizes that parent and family engagement is vital to achieve maximum educational growth for students participating in the district's Title I program. Therefore, in compliance with federal law and South Carolina Department of Education guidelines, the district will meet with parents and family members to provide information regarding their school's participation in the Title I program and its requirements.

The superintendent will ensure equivalence among schools in teachers, administration, and other staff and in the provisions of curriculum materials and instructional supplies.

The board directs the superintendent to ensure that each of the district schools participating in the Title I program meet annually. Parents and family members of participating students will be informed of their right to be involved in the development of the district's parent and family engagement policy, overall Title I plan, and school-parent compact.

The district will, to the extent practicable, provide full opportunities for the participation of parents and family members with limited English proficiency, with disabilities, with those experiencing homelessness, and parents and families of migratory students. In cooperation with parents and families, the district's policy, plan, and compact will be reviewed annually and updated periodically to meet the changing needs of parents, families, and the school and distributed to parents and families of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents and families can understand.

The superintendent will develop administrative regulations, as necessary, to implement this policy and meet the requirements of law.

Migrant Education Program (MEP) parent and family engagement

Parents and families of students in the MEP will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the program.

Parents and families of MEP students will receive instruction regarding their role in improving the academic achievement of their students.

English learner (EL) parent and family engagement

Pursuant to federal law, parents and families of EL students will be provided notification regarding their student's placement in and information about the district's EL program.

PAGE 4 - KB - PARENT AND FAMILY ENGAGEMENT IN EDUCATION

Parents and families will be notified of their rights regarding program content and participation.

South Carolina Education and Economic Development Act (EEDA)

Parent and family engagement is an integral component of the clusters of study system mandated by the EEDA.

Beginning with students in the sixth grade and continuing through high school, each school will schedule annual parent counseling conferences to assist parents/legal guardians or individuals appointed by the parents/legal guardians and their students in making career choices and creating individual graduation plans. These conferences must include, but not be limited to, the following:

- assisting the student in identifying career interests and goals
- selecting a cluster of study and an academic focus
- developing an individual graduation plan

A mediation process that includes parent advocates must be developed, explained, and made available for conferences upon the request of the parent/legal guardian or the student.

The district (*option: may/will*) provide school counseling sessions during hours that are not typically part of the workday, such as in the evenings or on Saturday.

Cf. IG, IGCA, IHAK, IHAQ, IHBC, IHCA, IKF, JLD, KBB

Adopted ^

Legal References:

- A. United States Code of Laws, as amended:
 - 1. Every Student Succeeds Act of 2015, Pub. L. No 114-95.
- B. S.C. Code of Laws, 1976, as amended:
 - 1. Section 59-28-100, *et seq.*- Parental Involvement in Their Children's Education Act.
 - 2. Section 59-59-160 - South Carolina Education and Economic Development Act; parental participation, annual parent counseling conferences.
 - 3. Section 59-139-90 - Strategic plans to include stated goals and objectives for parent involvement.
- C. S.C. State Board of Education Regulations:
 - 1. R43-205 - Administrative and professional personnel qualifications, duties, and workloads.
 - 2. R43-234 - Defined program, grades 9-12.
- D. South Carolina State Department of Education:
 - 1. South Carolina Education and Economic Development Act Guidelines (2006).

Policy KC Community Involvement in Education

CURRENT

Issued 1/05

Purpose: To establish the board's vision for community involvement in education.

The board or any of its committees may request that the administration conduct meetings with citizens or community groups to obtain information and representative public opinions that will be of value in the board's decision making process.

Vocational program planning

In order to comply with the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 ([PL 101-392](#)), Rock Hill School District Three of York County will observe the participatory and appeal processes described below in the planning and implementation of vocational programs. Interested parents, students and area residents will be able to directly participate in local decisions pertaining to the vocational plan.

Participatory planning

In order to provide an opportunity for all segments of the population to have input into the local plan development, the district will do the following.

- Provide the opportunity for community involvement or input into the development of the local plan for occupational education prior to its submission to the State Office of Occupational Education.
- Inform students, parents, teachers and/or area residents of the opportunities for input into the local decisions influencing the character of programs.

Expedited appeal process

Students, parents, teachers and/or area residents will be able to appeal local decisions that influence the character of vocational programs affecting their interest as follows.

- Within 14 days after a decision is rendered by the local school district/other eligible recipient administration, the matter may be submitted in writing to the attention of the district superintendent.
- The superintendent will respond to the appeal in writing within 14 days. A complaint that remains unresolved may be appealed in writing to the district board of trustees within 30 days for review and action within 30 days.
- An unsatisfactory decision by the school district board of trustees may be appealed in writing to the South Carolina State Board of Education within 14 days for final action within 60 days.

Adopted 1970; Revised 11/14/89, 1/24/05

Legal references:

Federal statutes:

[P.L. 101-392](#), Section 118, Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990.

York 3/Rock Hill School District

CAREER AND TECHNICAL EDUCATION PLANNING AND APPEALS

Code **KC** Issued **MODEL**

Career and Technical Education Program Planning

In order to comply with federal law, the district will observe the participatory and appeal processes described below in the planning and implementation of career and technical education programs. Interested parents/legal guardians, students, and area residents will be able to participate directly in local decisions pertaining to the local plan.

Participatory Planning

In order to provide an opportunity for all segments of the population to have input into the local plan development, the district will do the following:

- Provide the opportunity for community involvement or input into the development of the local plan for career and technical education prior to its submission to the State Office of Career and Technology Education.
- Inform students, parents/legal guardians, teachers, and/or area residents of the opportunities for input into the local decisions influencing the character of programs.

Expedited Appeal Process

Students, parents/legal guardians, teachers, and/or area residents will be able to appeal local decisions that influence the character of career and technical programs affecting their interest as follows:

- Within fourteen (14) days after a decision is rendered by the local school district/other eligible recipient administration, the matter may be submitted in writing to the attention of the district superintendent.
- The superintendent will respond to the appeal in writing within fourteen (14) days. A complaint that remains unresolved may be appealed in writing to the board within thirty (30) days for review and action within thirty (30) days.
- An unsatisfactory decision by the board may be appealed in writing to the South Carolina State Board of Education within fourteen (14) days for final action within sixty (60) days.

Adopted ^

Legal References:

- A. United States Code of Laws, as amended:
1. Carl D. Perkins Career and Technical Education Improvement Act of 2006, 20 U.S.C.A Section 2301, *et seq.*

CAREER AND TECHNICAL EDUCATION PLANNING AND APPEALS

RECOMMENDED

Code **KC** Issued **MODEL**

Career and Technical Education Program Planning

In order to comply with federal law, the district will observe the participatory and appeal processes described below in the planning and implementation of career and technical education programs. Interested parents/legal guardians, students, and area residents will be able to participate directly in local decisions pertaining to the local plan.

Participatory Planning

In order to provide an opportunity for all segments of the population to have input into the local plan development, the district will do the following:

- Provide the opportunity for community involvement or input into the development of the local plan for career and technical education prior to its submission to the State Office of Career and Technology Education.
- Inform students, parents/legal guardians, teachers, and/or area residents of the opportunities for input into the local decisions influencing the character of programs.

Expedited Appeal Process

Students, parents/legal guardians, teachers, and/or area residents will be able to appeal local decisions that influence the character of career and technical programs affecting their interest as follows:

- Within fourteen (14) days after a decision is rendered by the local school district/other eligible recipient administration, the matter may be submitted in writing to the attention of the district superintendent.
- The superintendent will respond to the appeal in writing within fourteen (14) days. A complaint that remains unresolved may be appealed in writing to the board within thirty (30) days for review and action within thirty (30) days.
- An unsatisfactory decision by the board may be appealed in writing to the South Carolina State Board of Education within fourteen (14) days for final action within sixty (60) days.

Adopted ^

Legal References:

- A. United States Code of Laws, as amended:
 1. Carl D. Perkins Career and Technical Education Improvement Act of 2006, 20 U.S.C.A Section 2301, *et seq.*

Policy KCA School-Community Relations Goals/Priority Objectives

CURRENT

Issued 1/09

Purpose: To establish the board's vision for school-community relations.

The board will interpret the educational program to the people and invite discussion and suggestion on important educational policies. The board will attempt, at all times, to represent the entire community rather than any single group or sector. To this end, the board establishes the following school-community relations goals.

- to develop intelligent citizen understanding of the school district in all aspects of its operation
- to determine how the citizenry feels about the school district and what it wishes the school district to accomplish
- to develop citizen understanding of the need for adequate financial support of a sound educational program
- to help citizens assume a more direct responsibility for the quality of education the school district provides
- to earn the good will, respect and confidence of the citizenry in the personnel and services of the school district
- to bring about citizen understanding of the need for improvement and what must be done to facilitate essential change
- to involve citizens in the work of the board and the solving of its educational problems
- to invite the assistance, cooperation and understanding of elected and appointed officials and committees in the development of educational programs and facilities
- to promote a genuine spirit of cooperation between the board and community in sharing leadership for the improvement of the community
- to use advocacy as a means to support board policies and foster a citizen understanding of the impact of federal and state legislation on the district and its school.

Adopted 7/22/85; Revised 11/27/89, 1/24/05, 1/26/09

Legal references:

Court cases:

U.S. Fourth Circuit Court of Appeals: *Randall S. Page v. Lexington County School District One*, 531 F.3d 275 (4th Cir. 2008).

York 3/Rock Hill School District

SCHOOL/COMMUNITY RELATIONS GOALS

RECOMMENDED

Code **KCA** Issued **MODEL**

A school-community relations program based on honesty and responsiveness will help the district serve the community, plan for the future, and adapt to new demands. The board will attempt, at all times, to represent the entire community rather than any single group or section.

To this end, the board establishes the following school-community relations goals:

- to develop informed citizens in the district that are knowledgeable about its goals, achievements, challenges, and other current issues of importance related to education
- to engage the public in dialogue about the community's needs and desires regarding the district's educational program
- to develop citizen understanding of the need for adequate financial support to deliver an effective educational program
- to invite the assistance, cooperation, and understanding of elected and appointed officials and committees in the development of the district's educational program and facilities
- to promote a genuine spirit of cooperation between the board and community in sharing responsibility for the improvement of the district's educational program and the community at-large
- to use advocacy as a means to support board policies and foster a citizen understanding of the impact of federal and state legislation on the district and its schools

The board ~~urges~~ encourages every staff member to become an active participant in community affairs and to set an example of good citizenship.

Superintendent-Established Citizen Advisory Committees

The board recognizes that one of the best methods to maintain good communications with the community, and to establish sound public relations, is through temporary citizen advisory committees. These committees will be appointed when needed for a specific time and purpose and will be under the supervisory control of the superintendent. He/She will report to the board on its membership, function, progress, and final report, as appropriate. See policy BDF, Advisory Committees, for information about board-established advisory committees.

Cf. BDF

Adopted ^

Legal References:

A. Federal Cases:

1. *Page v. Lexington County School District One*, 531 F.3d 275 (4th Cir. 2008).



Office of Student Services
803-981-1041

Memo

TO: Dr. Bill Cook, Superintendent

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

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

DATE: March 18, 2020

SUBJECT: Policy Revision for KBB-Parent Rights and Responsibilities

Attached are the revisions to Policy KBB-Parent Rights and Responsibility for second read.

Policy KBB Parent Rights and Responsibilities

Issued 1/05 **PROPOSED**

~~Purpose: To establish the board's vision for the rights and responsibilities of the parents of the district's students.~~

The board has adopted the following statement on the rights and responsibilities of parents/ **legal guardian** to describe the role of the parent/ **legal guardians** and the role of the school in supporting a successful school experience for each child.

For purposes of this policy, the term "parent" refers to custodial and noncustodial parents.

Generally, it is the intent of the board to recognize all the rights, duties, powers, responsibilities, and authority that, by law, a parent/legal guardian has in relation to his/her child. For example, every parent/legal guardian has the following rights:

Every parent has the following rights.

- to be treated with courtesy by all members of the school staff
- to be respected as an individual regardless of race, creed, national origin, economic status, sex, ~~or age~~, **national origin, immigration status, religion, disability, sexual orientation, spousal affiliation, genetic information, any other applicable status, protected trait or characteristics, or protections by local, state, or federal law**
- to secure as much help as is available from the school district to further the progress and improvement of his/her child
- to receive reasonable protection for his/her child from physical harm while under school authority
- to organize and participate in organizations for parents
- to participate in his/her child's school activities (unless prohibited by court order)

Special education

- ~~• to be informed of all programs in special education~~
- ~~• to appeal the placement, in accordance with established guidelines, of his/her child in a special education class~~

Receiving information

- to be informed of academic requirements of any school program
- to be informed of school policies and administrative decisions
- to be informed of procedures of seeking changes in school policies and for appealing administrative decisions
- to expect that school staff will make **reasonable** attempts to ensure that parents/**legal guardians** receive important school news and messages
- to be informed of education and cultural programs available to public school children

Conferences

- to participate in meaningful parent-teacher conferences to discuss his/her child's school progress and welfare

Records

- to inspect his/her child's cumulative record in conformity with current guidelines established by state and federal governments

Additionally, every parent/**legal guardian** has the following responsibilities:

- to make reasonable efforts to provide for the physical needs of the child
- to prepare the child emotionally and socially to make the child receptive to learning and discipline
- **to hold high expectations for academic achievement**
- **to expect and communicate expectations for success**

- to ensure that their children are read to in the home from an early age
- to recognize that parental involvement in middle and high school is equally as critical as in elementary school
- to ensure attendance and punctuality
- to attend parent-teacher conferences
- to monitor and check homework
- to communicate with the child's teachers
- to build partnerships with teachers to promote successful school experiences
- to attend, when possible, school events
- to model desirable behaviors
- to use encouraging words
- to stimulate thought and curiosity
- to show support for school expectations and efforts to increase student learning
- to **expect** appropriate behavior at school and during school-sponsored events

Adopted 7/22/85; Revised 11/27/89, 1/24/05, 02-05-20 Proposed

Legal references:

United States Code, Annotated:

~~Section 438 of the General Education Provisions Act, as amended—The Family Education Rights and Privacy Act~~
[\[20 U.S.C. 1232\(g\)\]](#).

South Carolina Code of Laws, 1976, as amended:

~~[Section 20-7-100](#)—Parental right to participate in child's school activities unless prohibited by court order.~~

Legal References:

A. United States Code of Laws, as amended:

1. The Family Education Rights and Privacy Act of 1974, 20 U.S.C.A. Section 1232g.

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

1. Section 63-5-30 - Parental right to participate in child's school activities unless prohibited by court order.
2. Section 59-28-100, *et seq.* - Parental Involvement in Their Children's Education Act.
3. Section 59-59-160 - South Carolina Education and Economic Development Act; parenting counseling conferences.

PARENT RIGHTS AND RESPONSIBILITIES

Code **KBB** Issued **MODEL**

The board has adopted the following statement on the rights and responsibilities of parents/legal guardians to describe the role of the parent/legal guardian and the role of the school in supporting a successful educational experience for each student as well as establishing and maintaining a parent-friendly school setting.

For purposes of this policy, the term *parent* refers to custodial and noncustodial parents.

Generally, it is the intent of the board to recognize all the rights, duties, powers, responsibilities, and authority that, by law, a parent/legal guardian has in relation to his/her child. For example, every parent/legal guardian has the following rights:

- to be treated with courtesy by all members of the school staff
- to be respected as an individual regardless of race, religion, sex, color, disability, age, national origin, immigration status, or any other applicable status protected by local, state, or federal law
- to secure as much help as is available from the school district to further the progress and improvement of his/her child
- to receive reasonable protection for his/her child from physical harm while under school authority
- to organize and participate in organizations for parents
- to participate in his/her child's school activities (unless prohibited by court order)

Receiving information

- to be informed of academic requirements of any school program
- to be informed of school policies and administrative decisions
- to be informed of procedures for seeking changes in school policies and for appealing administrative decisions
- to expect that school staff will make reasonable attempts to ensure that parents/legal guardians receive important school news and messages
- to be informed of education and cultural programs available to students in the district

Conferences

- to participate in meaningful parent-teacher conferences to discuss his/her child's school progress and welfare

Records

- to inspect his/her child's education record in conformity with current guidelines established by state and federal law

PAGE 2 - KBB - PARENT RIGHTS AND RESPONSIBILITIES

Additionally, every parent/legal guardian has the following responsibilities:

- to make reasonable efforts to provide for the physical needs of the child
- to prepare the child emotionally and socially to make the child receptive to learning and discipline
- to hold high expectations for academic achievement
- to expect and communicate expectations for success
- to recognize that parental involvement in middle and high school is equally as critical as in elementary school
- to ensure attendance and punctuality
- to attend parent-teacher conferences
- to monitor and check homework
- to communicate with the child's teachers
- to build partnerships with teachers to promote successful school experiences
- to attend, when possible, school events
- to model desirable behaviors
- to use encouraging words
- to stimulate thought and curiosity
- to show support for school expectations and efforts to increase student learning
- to encourage appropriate behavior at school and during school-sponsored events

Cf. KB

Adopted ^

Legal References:

- A. United States Code of Laws, as amended:
 - 1. The Family Education Rights and Privacy Act of 1974, 20 U.S.C.A. Section 1232g.
- B. S.C. Code of Laws, 1976, as amended:
 - 1. Section 63-5-30 - Parental right to participate in child's school activities unless prohibited by court order.
 - 2. Section 59-28-100, *et seq.* - Parental Involvement in Their Children's Education Act.
 - 3. Section 59-59-160 - South Carolina Education and Economic Development Act; parenting counseling conferences.

Policy KBB Parent Rights and Responsibilities

Issued 1/05--**CURRENT**

Purpose: To establish the board's vision for the rights and responsibilities of the parents of the district's students.

The board has adopted the following statement on the rights and responsibilities of parents to describe the role of the parent and the role of the school in supporting a successful school experience for each child.

For purposes of this policy, the term "parent" refers to custodial and noncustodial parents.

Every parent has the following rights.

- to be treated with courtesy by all members of the school staff
- to be respected as an individual regardless of race, creed, national origin, economic status, sex or age
- to secure as much help as is available from the school district to further the progress and improvement of his/her child
- to receive reasonable protection for his/her child from physical harm while under school authority
- to organize and participate in organizations for parents
- to participate in his/her child's school activities (unless prohibited by court order)

Special education

- to be informed of all programs in special education
- to appeal the placement, in accordance with established guidelines, of his/her child in a special education class

Receiving information

- to be informed of academic requirements of any school program
- to be informed of school policies and administrative decisions
- to be informed of procedures of seeking changes in school policies and for appealing administrative decisions
- to expect that school personnel will make every attempt to ensure that parents receive important school news and messages
- to be informed of education and cultural programs available to public school children

Conferences

- to participate in meaningful parent-teacher conferences to discuss his/her child's school progress and welfare

Records

- to inspect his/her child's cumulative record in conformity with current guidelines established by state and federal governments

Every parent has the following responsibilities.

- to make every effort to provide for the physical needs of the child
- to strive to prepare the child emotionally and socially to make the child receptive to learning and discipline
- to strive to have the child attend school regularly and on time
- to encourage and lead the child to develop proper study habits at home
- to know the school requirements and procedures
- to speak up to prevent misunderstandings
- to discuss problems with appropriate persons
- to work for the success and improvement of the school program

Adopted 7/22/85; Revised 11/27/89, 1/24/05

Legal references:

United States Code, Annotated:

Section 438 of the General Education Provisions Act, as amended - The Family Education Rights and Privacy Act
[\[20 U.S.C. 1232\(g\)\]](#).

South Carolina Code of Laws, 1976, as amended:

[Section 20-7](#)-100 - Parental right to participate in child's school activities unless prohibited by court order.

York 3/Rock Hill School District

Memo

TO: Dr. Bill Cook
FROM: Terri Smith
DATE: March 18, 2020
SUBJECT: Revision of Board Policy KCD for 2nd Read

Board policy KCD was presented for 2nd read at the March 9th board work session. There have been no changes to this policy since March 9th. A copy of the proposed, model and current version of this policy is attached.

Administration requests approval of proposed board policy KCD for 2nd read.

Policy	Recommendation
KCD, <i>Public Gifts/Donations to Schools</i>	Recommend removing purpose statement and adopting model policy. Changes since 2/10/2020 work session are: (1) add, in paragraph four, a dollar amount to gifts/donations requiring a financial commitment, (2) add, in paragraph four, donations of real property may be accepted only by the board and (3) add a new paragraph for superintendent or designee to evaluate gifts/donations over \$1,000.

Policy KCD Public Gifts/Donations to Schools

Issued ~~2/05~~ xx/2020

~~Purpose: To establish the basic structure for the public donation of items to the schools.~~

The board appreciates the generosity of individuals and organizations within the community that wish to donate money or other gifts to enhance the work of the district and enhance the district's educational program and student learning opportunities.

The ~~school~~ board may accept and hold in trust for its ~~particular school district~~ the district any property granted, devised or bequeathed to the district. The board may use the property in such a manner as in its judgment seems most conducive to the welfare of the schools when not otherwise directed by the terms of the grant, devise, gift or bequest.

The board has final authority over all monies raised to benefit school or district programs. Equipment and other items donated to a school, including donations solicited in the name of a school or the district, become the property of the district for the benefit of the district as a whole. All such donations are to remain at the school or site for which they were originally intended unless permission to move or remove them is given by the superintendent or his/her designee.

In general, the superintendent or designee is authorized to accept gifts/donations to the district. ~~but~~ Only the board may authorize acceptance of gifts/donations of real property. Any gifts/donations that require an initial or continuing financial commitment in excess of \$25,000 ~~any contributions that~~ such as ongoing annual service, a maintenance fee, or significant staff time, must be accepted by the board ~~initial or continuing financial commitments from the district, or gifts of real property.~~ Real property purchased by the district may be acquisitioned in fee simple title only.

The superintendent or designee shall evaluate any offers of gifts/donations that are valued in excess of \$1,000 from a single donor. The superintendent or designee must consider the gift's suitability, any safety hazards, and the cost of maintaining the gift/donation. Upon receiving notification of a donor's intent to offer a gift/donation to a school or department, the principal or department head shall give written notification to the superintendent or designee that states the nature of the gift/donation and the purpose for which it is donated.

~~Gifts to the school districts for public school purposes may be accepted subject to conditions of the gift. Property purchased by school districts may be acquisitioned in fee simple title only.~~

As necessary, the superintendent will establish other criteria to be met in acceptance of gifts/donations and the procedures to be followed in using such gifts/donations.

Adopted 7/23/79; Revised 11/27/89, 2/28/05

Legal references:

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

1. Section 59-19-170, - Acceptance and holding of property by trustees.
2. Section 59-19-180 - Purchase of land by trustees.
3. Section 59-69-30 - Investment of such fund.

B. S. C. Attorney General's Opinion:

1. Op. S.C Att'y Gen., 1969 WL 11445 (Mar. 20, 1969) A board of trustees that acquires by purchase land to be used for public school purposes must take fee simple absolute title. ~~1968-69 Opinion No. 2655, p. 71.~~



Memo

TO: Dr. Bill Cook

FROM: Dr. Tanya Campbell

DATE: March 17, 2020

SUBJECT: "G" Policies Update- Personnel Policies

Attached are four "G" policies that have been prepared for second read. These policies need minor changes from the 2017 /2018 updates. These updates have been revised with the assistance of our legal counsel, Kathy Mahoney. The recommendations are based on the firm's work with school districts throughout the State and knowledge of revisions to State and federal laws and regulations, and they take into consideration any policy update recommendations made by SCSBA.

Employees will be given the opportunity to give feedback on the suggested revisions when Mr. Frost solicits feedback via all user email.

Based on feedback from previous reads, revisions have been made. Revisions are in green.

Attachments (4):

GCB	Professional Staff Contracts and Compensation
GBA	Open Hiring/Equal Employment Opportunity
GCE/GCF	Professional Staff Recruitment And Hiring
GDF	Support Staff Hiring

[DRAFT]

Policy

PROFESSIONAL STAFF CONTRACTS AND COMPENSATION

Code GCB Issued _____

~~Purpose: To establish the basic structure for professional/administrative staff contracts and compensation.~~

Compensation

The board will attempt to pay its professional/administrative employees at a level that will attract and hold personnel dedicated to education. The effective date for all salary changes as determined by salary schedules or by action of the board is July 1.

Administrators

The compensation of administrative personnel is based on the district's administrative salary schedule as approved by the board. The schedule takes into consideration the levels of professional training and years of experience, among other factors. The board will issue administrative contracts on the recommendation of the superintendent.

Teachers

Compensation of certified teachers is based on the state salary schedule with local supplements as approved by the board. The schedule takes into consideration the levels of professional training and years of experience.

Upon recommendation of the superintendent, the board will notify teachers in writing of their employment status before May 1 for the following school year. Teachers must give written acceptance of their contracts to the superintendent or his/her designee before May 11. Failure to give such notification constitutes contract rejection. Notice of the superintendent's recommendation not to renew an employment contract must be given in writing before May 1.

Teacher and Employee Retention Incentive Program (TERI) Participants

~~Should a mid-year vacancy occur in a contract position held by a TERI employee, the board authorizes the superintendent or his/her designee to fill such vacancy for the remainder of the school year in which the vacancy occurs through a letter of agreement. This letter of agreement will state that the employee has no right to or expectation of continuing employment beyond the period specified in the letter of agreement.~~

~~When issuing contracts, the district will offer TERI employees working under TERI agreements~~

PAGE 2 – GCB – PROFESSIONAL STAFF CONTRACTS AND COMPENSATION

~~that will expire during the ensuing school year the same type of contract the participant had the previous year. The contract will specifically contain notice that the contract expires on the date designated in the employee's TERI agreement and will specifically reiterate said expiration date.~~

Contract releases

For release of professional/administrative staff from contracts, see policy GCQC/GCQD. (Ref. GBC)

Adopted 7/1/80; Revised 2/26/90, 2/23/04, 12/9/13, 9/25/17, ____/20

Legal references:

- A. S.C. Code, 1976, as amended:
 - ~~1. Section 9-1-2210 - Teacher and Employee Retention Incentive Program; operation.~~
 - 12. Section 59-19-80 - Requirements as to purchases and teacher employment (teacher contracts to be awarded in public).
 - 23. Section 59-19-290 - Contracts in excess of apportioned funds void.
 - 34. Section 59-20-50 - Minimum salary schedule.
 - 45. Section 59-21-20 - Teacher contracts to be based on school term of 190 days.
 - 56. Section 59-24-15 - Rights of certified education personnel employed as administrators.
 - 67. Section 59-25-57 - Salaries negotiable below schedule for non-TERI retired teachers.
 - 78. Section 59-25-410 - Notice to teacher of employment status.
 - 89. Section 59-25-420 - Teacher required to notify board of acceptance; opportunity for hearing if not reemployed.
 - 940. Section 59-25-710 - Salary complaints.
- B. ~~S.C. Cases~~
 - ~~1. Henry Davenport v. Sch. Dist. of Fairfield Cnty., 391 S.C. 85, 705 S.E.2d 26 (2011).~~
- BC. State Board of Education Regulations:
 - 1. R-43-205.1 - Assisting, Developing, and Evaluating Professional Teaching (ADEPT).

Policy GCB Professional Staff Contracts and Compensation

Current

Issued 9/17

Purpose: To establish the basic structure for professional/administrative staff contracts and compensation.

Compensation

The board will attempt to pay its professional/administrative employees at a level that will attract and hold personnel dedicated to education. The effective date for all salary changes as determined by salary schedules or by action of the board is July 1.

Administrators

The compensation of administrative personnel is based on the district's administrative salary schedule as approved by the board. The schedule takes into consideration the levels of professional training and years of experience, among other factors. The board will issue administrative contracts on the recommendation of the superintendent.

Teachers

Compensation of certified teachers is based on the state salary schedule with local supplements as approved by the board. The schedule takes into consideration the levels of professional training and years of experience.

Upon recommendation of the superintendent, the board will notify teachers in writing of their employment status before May 1 for the following school year. Teachers must give written acceptance of their contracts to the superintendent or his/her designee before May 11. Failure to give such notification constitutes contract rejection. Notice of the superintendent's recommendation not to renew an employment contract must be given in writing before May 1.

Teacher and Employee Retention Incentive Program (TERI) Participants

Should a mid-year vacancy occur in a contract position held by a TERI employee, the board authorizes the superintendent or his/her designee to fill such vacancy for the remainder of the school year in which the vacancy occurs through a letter of agreement. This letter of agreement will state that the employee has no right to or expectation of continuing employment beyond the period specified in the letter of agreement.

When issuing contracts, the district will offer TERI employees working under TERI agreements that will expire during the ensuing school year the same type of contract the participant had the previous year. The contract will specifically contain notice that the contract expires on the date designated in the employee's TERI agreement and will specifically reiterate said expiration date.

Contract releases

For release of professional/administrative staff from contracts, see policy [GCQC/GCQD](#). (Ref. GBC)

Adopted 7/1/80; Revised 2/26/90, 2/23/04, 12/9/13, 9/25/17

Legal References:

S. C. Code, 1976, as amended:

[Section 9-1-2210](#) - Teacher and Employee Retention Incentive Program; operation.

[Section 59-19](#)-80 - Requirements as to purchases and teacher employment (teacher contracts to be awarded in public).

[Section 59-19](#)-290 - Contracts in excess of apportioned funds void.

[Section 59-20](#)-50 - Minimum salary schedule.

[Section 59-21](#)-20 - Teacher contracts to be based on school term of 190 days.

[Section 59-24](#)-15 - Rights of certified education personnel employed as administrators.

[Section 59-25](#)-57 - Salaries negotiable below schedule for non-TERI retired teachers.

[Section 59-25](#)-410 - Notice to teacher of employment status.

[Section 59-25](#)-420 - Teacher required to notify board of acceptance; opportunity for hearing if not reemployed.

[Section 59-25](#)-710 - Salary complaints.

S.C. Cases:

Henry-Davenport v. Sch. Dist. of Fairfield Cnty., 391 S.C. 85, 705 S.E.2d 26 (2011).

State Board of Education Regulations:

[R-43-205.1](#) - Assisting, Developing, and Evaluating Professional Teaching (ADEPT).

York 3/Rock Hill School District

[DRAFT]

Policy

OPEN HIRING/EQUAL EMPLOYMENT OPPORTUNITY

Code **GBA** Issued _____

Purpose: To establish the basic structure for the hiring of all personnel.

The district Rock Hill Schools is an equal opportunity employer. The district is committed to a policy of non-discrimination and equal opportunity. The district follows all It is the policy of the district to follow state and federal laws and guidelines pertaining to unlawful discrimination. The district will recruit, hire, train, promote, and make other employment decisions on the basis of individual merit and without discrimination because of race, religion, color, disability, sex, age, alienage, genetic information, or national origin as required by applicable state and federal laws color, religion, sex, pregnancy (including childbirth or related medical conditions), age, disability, national origin, genetic information, or any other protected characteristic as may be required by state or federal law.

The district is committed to providing equal access to educational and employment opportunities regardless of race, color, religion, national origin, disability, pregnancy (including pregnancy, childbirth, or any related medical conditions), age (40 or older), genetic information, sex (including gender identity), sexual orientation, spousal affiliation, or any other protected trait or characteristic, as may be required by law. As required by Title IX and its implementing regulations, the district does not discriminate on the basis of sex in its educational programs and activities.

The district also prohibits retaliation against an individual because he or she has either opposed an unlawful employment practice or has made a charge, testified, assisted, or participated in an investigation, proceeding, or hearing regarding an alleged incident of illegal discrimination or harassment.

The superintendent will establish guidelines for organization of the district's staff and will select, hire, and promote such staff with approval of the board.

The district pursues a policy of equal opportunity which applies, but is not limited to, the following areas:

- recruitment
- selection and hiring criteria and practices
- transfer and promotion
- demotions, terminations, layoffs, and recalls
- compensation
- working conditions
- benefits and privileges of employment

PAGE 2 – GBA – OPEN HIRING/EQUAL EMPLOYMENT OPPORTUNITY

- training

The chief personnel officer has been designated to handle inquiries regarding non-discrimination, retaliation, and harassment matters:

Chief Personnel Officer
P.O. Drawer 10072
Rock Hill, SC 29730

Adopted 7/24/85; Revised 2/26/90, 9/25/00, 6/26/17, __/20

Legal references:

- A. Federal La
 1. Age Discrimination in Employment Act of 1967, as amended, 29 U.S.C.A. Section 621, et seq. - Prohibits employment discrimination against persons 40 years of age or older.
 2. American with Disabilities Act of 1990, 42 U.S.C.A. Section 12101, *et seq.* - Prohibits discrimination on the basis of disability by public entities.
 3. Equal Pay Act of 1963, 29 U.S.C.A. Section 206 - Prohibits discrimination in pay rates.
 4. Rehabilitation Act of 1973, Section 504, 29 U.S.C.A. Section 794 - Prohibits discrimination on the basis of disability.
 5. Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e, et seq. - Prohibits discrimination in hiring based on race, color, national origin, religion, or sex.
 6. Title IX of the Education Amendments of 1972, 20 U.S.C.A. Sections 1681-86 - Prohibits discrimination on the basis of sex.
 7. Uniformed Services Employment and Reemployment Act of 1994, 38 U.S.C.A. Sections 4301-4334.
 8. Genetic Information Nondiscrimination Act of 2008, 42 U.S.C.A Section 2000ff, *et. seq.*
- B. S.C. Code, 1976, as amended:
 1. Section 1-13-10, et seq. - Prohibits discrimination on the basis of race, religion, color, sex, age, national origin, or disability.
 2. Section 59-19-510, et seq. - Right of unsuccessful applicant to file grievance.

Policy GBA Open Hiring/Equal Employment Opportunity

Issued 6/17

Current

Purpose: To establish the basic structure for the hiring of all personnel.

The district is an equal opportunity employer.

It is the policy of the district to follow state and federal laws and guidelines pertaining to unlawful discrimination. The district will recruit, hire, train, promote, and make other employment decisions on the basis of individual merit and without discrimination because of race, religion, color, disability, sex, age, alienage, genetic information, or national origin as required by applicable state and federal laws.

The district also prohibits retaliation against an individual because he or she has either opposed an unlawful employment practice or has made a charge, testified, assisted, or participated in an investigation, proceeding, or hearing regarding an alleged incident of illegal discrimination or harassment.

The superintendent will establish guidelines for organization of the district's staff and will select, hire, and promote such staff with approval of the board.

The district pursues a policy of equal opportunity which applies, but is not limited to, the following areas:

- recruitment
- selection and hiring criteria and practices
- transfer and promotion
- demotions, terminations, layoffs, and recalls
- compensation
- working conditions
- benefits and privileges of employment
- training

The chief personnel officer has been designated to handle inquiries regarding non-discrimination, retaliation, and harassment matters:

Chief Personnel Officer

P.O. Drawer 10072

Rock Hill, SC 29730

Adopted 7/24/85; Revised 2/26/90, 9/25/00, 6/26/17

Legal References:

Federal Law:

Age Discrimination in Employment Act of 1967, as amended, [29 U.S.C.A. Section 621](#), *et seq.* - Prohibits employment discrimination against persons 40 years of age or older.

American with Disabilities Act of 1990, [42 U.S.C.A. Section 12101](#), *et seq.* - Prohibits discrimination on the basis of disability by public entities.

Equal Pay Act of 1963, [29 U.S.C.A. Section 206](#) - Prohibits discrimination in pay rates.

Rehabilitation Act of 1973, Section 504, [29 U.S.C.A. Section 794](#) - Prohibits discrimination on the basis of disability.

Title VII of the Civil Rights Act of 1964, [42 U.S.C.A. Section 2000e](#), *et seq.* - Prohibits discrimination in hiring based on race, color, national origin, religion, or sex.

Title IX of the Education Amendments of 1972, [20 U.S.C.A. Sections 1681-86](#) - Prohibits discrimination on the basis of sex.

Uniformed Services Employment and Reemployment Act of 1994, [38 U.S.C.A. Sections 4301-4334](#).

S.C. Code, 1976, as amended:

[Section 1-13](#)-10, *et seq.* - Prohibits discrimination on the basis of race, religion, color, sex, age, national origin, or disability.

[Section 59-19](#)-510, *et seq.* - Right of unsuccessful applicant to file grievance.

York 3/Rock Hill School District

[DRAFT]

Policy

PROFESSIONAL STAFF RECRUITMENT AND HIRING

Code GCE/GCF Issued _____

Purpose: To establish the basic structure for recruitment and hiring of high-quality professional staff.

The primary and overriding concern of the board in recruiting professional personnel for the district is the search for the employment of persons whose primary characteristic, professionally and personally, is excellence. Thus, it is the policy of the board to recruit and hire professional personnel on the basis of qualifications and merit. Personnel recruitment and selection are the responsibility of the Superintendent or his/her designee. District office administrators, principals, and other supervisors will assist as needed.

Recruitment

The district is committed to a policy of non-discrimination and equal opportunity. The district follows all state and federal laws and guidelines pertaining to unlawful discrimination. The district will provide equal employment opportunities to all persons without regard to race, color, ~~religion, sex, pregnancy (including childbirth or related medical conditions), age, disability, national origin, genetic information, or any other protected characteristic as may be required by state or federal law.~~ creed, sex, disability, age, religion, retaliation, or national origin. The district will make reasonable accommodations to an individual who is otherwise qualified for a position unless the accommodation would impose an undue hardship on the district. The district is committed to providing equal access to educational and employment opportunities regardless of race, color, religion, national origin, disability, pregnancy (including pregnancy, childbirth, or any related medical conditions), age (40 or older), genetic information, sex (including gender identity), sexual orientation, spousal affiliation, or any other protected trait or characteristic, as may be required by law. As required by Title IX and its implementing regulations, the district does not discriminate on the basis of sex in its educational programs and activities. -The district will make reasonable accommodations to qualified individuals with disabilities who are employees or applicants for employment unless to do so would cause undue hardship.

District policies and practices regarding equal opportunity employment apply to all levels and phases of personnel administration. These include recruitment or recruitment advertising. Minority educators will receive fair and equal treatment including, but not limited to, employment opportunities and selection for training programs.

Hiring

PAGE 2 – GCE/GCF – PROFESSIONAL STAFF RECRUITMENT AND HIRING

The superintendent or his/her designee will make recommendations to the board for employment of professional staff. The superintendent will establish that all persons nominated for employment meet the qualifications set out for the particular position. As a minimum, only those candidates for employment who possess “professional” certificates and are deemed highly qualified will be considered for employment. Principals should be actively involved in the hiring of personnel for their school.

The district will obtain a criminal record history check on all new professional staff from the State Law Enforcement Division (SLED), and as otherwise required by law, prior to their initial employment, as provided for in AR GCE-R/GCF-R.

The district board will make the final decision regarding employment of professional personnel in the district.

The superintendent may use a "Letter of Intent" to assure a prospective employee of a forthcoming recommendation to be hired.

The district will not employ any candidate without a personal interview.

Should a vacancy due to retirement of an ~~TERI~~ employee occur in an administrative or teaching position during the school year or contract period, the board authorizes the superintendent to fill such a vacancy for the remainder of the school year or contract period in which the vacancy occurs pursuant to a “Letter of Agreement,” when appropriate. The superintendent or his/her designee may determine whether advertisement of the vacancy is necessary or whether the position may be filled through some other means.

The superintendent or his/her designee is authorized to hire retired employees to work in the district on an “as needed” basis when their employment would serve the best interests of the district. In such cases, the superintendent or his/her designee will notify the employee of the at-will status of his/her employment. The continued employment of retired employees will be at the discretion of the superintendent who will make such decisions in the best interests of the district. The salaries of retired employees may be uniformly negotiated below the district’s salary schedule to the extent permitted by state law. The decision to employ or not employ retired employees will not be subject to the district’s grievance procedures.

Federal and State laws prohibit employers from hiring aliens not legally eligible to work in the United States. They also require all new employees to present evidence of employment eligibility and require employers to verify that eligibility. The district will utilize the federal work authorization program E-Verify for verification of work authorization submitted by an employee. Newly hired employees must complete the required I-9 form no later than three days following their first working day.

Adopted 4/27/78; Revised 2/26/90, 2/23/04, 2/26/18, __/__/20

Legal references:

A. United States Code:

PAGE 3 – GCE/GCF – PROFESSIONAL STAFF RECRUITMENT AND HIRING

1. 20 U.S.C. Sections 1681-86 - Prohibits discrimination on the basis of sex.
 2. 38 U.S.C. 2012 - The Rehabilitation Act of 1973 - Prohibits discrimination in hiring based on disability.
 3. 42 U.S.C. 2000(e), et seq. - Prohibits discrimination in hiring based on race, color, national origin, religion or sex.
 4. Equal Pay Act of 1972 - Nondiscrimination as to wages on basis of sex.
 5. Age Discrimination in Employment Act - Nondiscrimination on the basis of age in employment.
 6. Americans with Disabilities Act - Prohibits discrimination in employment and access to programs and facilities on the basis of disability.
- B. Code of Federal Regulations:
1. Title 45, Section 86.53 – Prohibits discrimination on the basis of sex.
- C. S.C. Code, 1976, as amended:
1. Section 1-1-550 - School districts shall give preference to employment of honorably discharged veterans.
 2. Section 1-13-80 - Unlawful employment practices; exceptions.
 3. Section 59-1-510 - Guidelines and regulations for recruitment and hiring staff in professional areas.
 4. Section 59-1-520 - Intervention by State Department of Education for non-compliance.
 5. Section 59-19-80 - Teaching contracts to be issued in public meeting.
 6. Section 59-25-410 - Teachers to be notified of employment status before May.
 7. Section 59-26-40 – Requirement of criminal record history from SLED before initial employment.

Policy GCE/GCF Professional Staff Recruitment and Hiring

Current

Issued 2/18

Purpose: To establish the basic structure for recruitment and hiring of high-quality professional staff.

The primary and overriding concern of the board in recruiting professional personnel for the district is the search for the employment of persons whose primary characteristic, professionally and personally, is excellence. Thus, it is the policy of the board to recruit and hire professional personnel on the basis of qualifications and merit. Personnel recruitment and selection are the responsibility of the Superintendent or his/her designee. District office administrators, principals, and other supervisors will assist as needed.

Recruitment

The district will provide equal employment opportunities to all persons without regard to race, color, creed, sex, disability, age, religion, retaliation, or national origin. The district will make reasonable accommodations to an individual who is otherwise qualified for a position unless the accommodation would impose an undue hardship on the district.

District policies and practices regarding equal opportunity employment apply to all levels and phases of personnel administration. These include recruitment or recruitment advertising. Minority educators will receive fair and equal treatment including, but not limited to, employment opportunities and selection for training programs.

Hiring

The superintendent or his/her designee will make recommendations to the board for employment of professional staff. The superintendent will establish that all persons nominated for employment meet the qualifications set out for the particular position. As a minimum, only those candidates for employment who possess "professional" certificates and are deemed highly qualified will be considered for employment. Principals should be actively involved in the hiring of personnel for their school.

The district will obtain a criminal record history check on all new professional staff from the State Law Enforcement Division (SLED), and as otherwise required by law, prior to their initial employment, as provided for in AR GCE-R/GCR-R.

The district board will make the final decision regarding employment of professional personnel in the district.

The superintendent may use a "Letter of Intent" to assure a prospective employee of a forthcoming recommendation to be hired.

The district will not employ any candidate without a personal interview.

Should a vacancy due to retirement of a TERI employee occur in an administrative or teaching position during the school year or contract period, the board authorizes the superintendent to fill such a vacancy for the remainder of the school year or contract period in which the vacancy occurs pursuant to a "Letter of Agreement," when appropriate. The superintendent or his/her designee may determine whether advertisement of the vacancy is necessary or whether the position may be filled through some other means.

The superintendent or his/her designee is authorized to hire retired employees to work in the district on an "as needed" basis when their employment would serve the best interests of the district. In such cases, the superintendent or his/her designee will notify the employee of the at-will status of his/her employment. The continued employment of retired employees will be at the discretion of the superintendent who will make such decisions in the best interests of the district. The salaries of retired employees may be uniformly negotiated

below the district's salary schedule to the extent permitted by state law. The decision to employ or not employ retired employees will not be subject to the district's grievance procedures.

Federal and State laws prohibit employers from hiring aliens not legally eligible to work in the United States. They also require all new employees to present evidence of employment eligibility and require employers to verify that eligibility. The district will utilize the federal work authorization program E-Verify for verification of work authorization submitted by an employee. Newly hired employees must complete the required I-9 form no later than three days following their first working day.

Adopted 4/27/78; Revised 2/26/90, 2/23/04, 2/26/18

Legal References:

United States Code:

[20 U.S.C. Sections 1681-86](#) - Prohibits discrimination on the basis of sex.

[38 U.S.C. 2012](#) - The Rehabilitation Act of 1973 - Prohibits discrimination in hiring based on disability.

[42 U.S.C. 2000\(e\)](#), *et seq.* - Prohibits discrimination in hiring based on race, color, national origin, religion or sex.

Equal Pay Act of 1972 - Nondiscrimination as to wages on basis of sex.

Age Discrimination in Employment Act - Nondiscrimination on the basis of age in employment.

Americans with Disabilities Act - Prohibits discrimination in employment and access to programs and facilities on the basis of disability.

Code of Federal Regulations:

[Title 45, Section 86.53](#) - Prohibits discrimination on the basis of sex.

S.C. Code, 1976, as amended:

[Section 1-1-550](#) - School districts shall give preference to employment of honorably discharged veterans.

[Section 1-13-80](#) - Unlawful employment practices; exceptions.

[Section 59-1-510](#) - Guidelines and regulations for recruitment and hiring staff in professional areas.

[Section 59-1-520](#) - Intervention by State Department of Education for non-compliance.

[Section 59-19-80](#) - Teaching contracts to be issued in public meeting.

[Section 59-25-410](#) - Teachers to be notified of employment status before May.

[Section 59-26-40](#) - Requirement of criminal record history from SLED before initial employment.

York 3/Rock Hill School District

[DRAFT]

Policy

SUPPORT STAFF HIRING

Code **GDF** Issued _____

Purpose: To establish the basic structure for the hiring of support staff.

The board of trustees employs all support staff.

It is the superintendent's or his/her designee's responsibility to ensure that all persons employed meet the qualifications established for the particular position. The superintendent or his/her designee will establish an interview and selection procedure which will allow the principal or supervisor an opportunity to aid in the selection of the employee. However, the superintendent or his/her designee will recommend the final selection to the board of trustees. The superintendent or his/her designee will consider all candidates based on the needs of the district as well as on their merits and qualifications.

The district is committed to a policy of non-discrimination and equal opportunity. The district follows all state and federal laws and guidelines pertaining to unlawful discrimination. ~~The district will not discriminate or give preferential treatment with regard to race, national origin, sex, disability, alienage, or religion~~ color, religion, sex, pregnancy (including childbirth or related medical conditions) age, disability, national origin, genetic information, or any other protected characteristic as may be required by state or federal law. The district is committed to providing equal access to educational and employment opportunities regardless of race, color, religion, national origin, disability, pregnancy (including pregnancy, childbirth, or any related medical conditions), age (40 or older), genetic information, sex (including gender identity), sexual orientation, spousal affiliation, or any other protected trait or characteristic, as may be required by law. As required by Title IX and its implementing regulations, the district does not discriminate on the basis of sex in its educational programs and activities. The district will make reasonable accommodations to qualified individuals with disabilities who are employees or applicants for employment unless to do so would cause undue hardship. ~~known physical or mental limitations of otherwise qualified persons with disabilities where such accommodation would not impose an undue hardship on the operation of district programs.~~

The district will not employ any candidate without a personal interview.

All offers of employment are contingent upon successful completion of required criminal records checks that are satisfactory as determined by the Superintendent or his/her designee. For required criminal records checks on new employees, see Policy GCE/GCF and AR GCE-R/GCF-R.

Background Checks

PAGE 2 – GDF – SUPPORT STAFF HIRING

The district will require appropriate state and national criminal background checks as outlined in law on any individual recommended to be employed in a paid position or on any volunteer who has direct interaction with students. The district may conduct background checks at other times after initial employment, if deemed warranted.

The cost of the background checks will be paid by the district. The fee associated with the criminal record search on a teacher or a substitute teacher is waived for the district.

State Law Enforcement Division (SLED) Background Checks

The district will obtain a name-based criminal record history check from SLED on all new employees prior to their initial employment. The district will consider the results of all criminal record history checks on an individual basis, and will determine how the information obtained impacts the individual's ability to be an effective employee. When determining how the information obtained impacts the individual's ability to be an effective employee, the administration will consider such things as severity of the offense, age of the individual, direct impact of the offense on children, length of time since the conviction or plea, restitution, conduct or remedial actions during probation, and participation in pre-trial intervention and/or expungement.

At a minimum, the district will not employ an individual who has been convicted of or plead guilty to a violent crime as outlined in law. Also, when making employment decisions, the district will carefully consider information relative to felony convictions as well as information that could result in the revocation or suspension of a professional certificate "for cause" as outlined in law.

National Sex Offender Registry Checks

The district will perform a National Sex Offender Registry check on all new employees, whether employed on a full-time, part-time, regular, interim or temporary basis, and all volunteers who work in a school on an interim or regular basis as mentors, coaches, chaperones, or any other capacity resulting in direct interaction with students.

The district will not permit individuals whose names appear in the National Sex Offender Registry or individuals who have been required to register as sex offenders pursuant to state law to work or serve in the district in any capacity.

If an individual is denied employment in the district as a result of information appearing on the name-based background check, the person may be given an opportunity to respond to the reasons.

Should a vacancy due to retirement of an TERI employee occur in a support staff position during the school year, the board authorizes the superintendent to fill such a vacancy for the remainder of the school year or other appropriate period in which the vacancy occurs pursuant to a "Letter of Agreement," when appropriate. The superintendent or his/her designee may determine

PAGE 3 – GDF – SUPPORT STAFF HIRING

whether advertisement of the vacancy is necessary or whether the position may be filled through some other means.

The superintendent or his/her designee is authorized to hire retired employees to work in the district on an “as needed” basis when their employment would serve the best interests of the district. In such cases, the superintendent or his/her designee will notify the employee of the at-will status of his/her employment. The continued employment of retired employees will be at the discretion of the superintendent, who will make such decisions in the best interests of the district. The salaries of retired employees may be uniformly negotiated below the district’s salary schedule to the extent permitted by state law. The decision to employ or not employ retired employees will not be subject to the district’s grievance procedures.

Federal and State laws prohibit employers from hiring aliens not legally eligible to work in the United States. They also require all new employees to present evidence of employment eligibility and require employers to verify that eligibility. The district will utilize the federal work authorization program E-Verify for verification of work authorization submitted by an employee. Newly hired employees must complete the required I-9 form no later than three days following their first working day.

Adopted 2/26/90; Revised 5/24/04, 6/20/05, 1/26/09, 11/23/09, 2/26/18, __/20

Legal references:

- A. United States Code:
 - 1. 20 U.S.C.A. Sections 1681-86 - Prohibits discrimination on the basis of sex.
 - 2. 29 U.S.C.A. Section 794, *et. seq.* - The Rehabilitation Act of 1973 - Prohibits discrimination in hiring based on disability.
 - 3. 42 U.S.C.A. 2000e, *et seq.* - Prohibits discrimination in hiring based on race, color, national origin, religion or sex.
 - 4. Public Law 99-603 - Immigration Reform and Control Act of 1987.
 - 5. Public Law 107-110 - No Child Left Behind, revised Elementary and Secondary Education Act (ESEA) of 2001, Title I, Part A, Subpart 1, Section 1119 - Qualifications for teachers and paraprofessionals.
 - 6. Public Law 104-208 - Illegal Immigration Reform and Immigrant Responsibility Act of 1996.
- B. Code of Federal Regulations:
 - 1. 8 CFR 274a.2 - Verification of employment eligibility.
 - 2. 41 CFR 60-20 (1998) - Prohibits discrimination on the basis of sex.
- C. S.C. Code, 1976, as amended:
 - 1. Section 1-1-550 - School districts shall give preference to employment of honorably discharged veterans.
 - 2. Section 9-1-1790 - Regulations regarding retirees returning to employment.
 - ~~3. Section 9-1-2210 - TERI program participation up to five years.~~
 - 34. Section 59-1-520 - Intervention by State Department of Education for non-compliance.
 - 45. Section 59-18-1300 - District accountability system.
 - 56. South Carolina Illegal Immigration Reform Act (Act 280 of 2008).
- D. State Board of Education Regulations:
 - 1. R-43-209 - Nonprofessional/paraprofessional personnel positions, qualifications and duties.

Policy GDF Support Staff Hiring

Issued 2/18

Current

Purpose: To establish the basic structure for the hiring of support staff.

The board of trustees employs all support staff.

It is the superintendent's or his/her designee's responsibility to ensure that all persons employed meet the qualifications established for the particular position. The superintendent or his/her designee will establish an interview and selection procedure which will allow the principal or supervisor an opportunity to aid in the selection of the employee. However, the superintendent or his/her designee will recommend the final selection to the board of trustees.

The superintendent or his/her designee will consider all candidates based on the needs of the district as well as on their merits and qualifications. The district will not discriminate or give preferential treatment with regard to race, national origin, sex, disability, alienage, or religion. The district will make reasonable accommodation to known physical or mental limitations of otherwise qualified persons with disabilities where such accommodation would not impose an undue hardship on the operation of district programs.

The district will not employ any candidate without a personal interview.

All offers of employment are contingent upon successful completion of required criminal records checks that are satisfactory as determined by the Superintendent or his/her designee. For required criminal records checks on new employees, see Policy [GCE/GCF](#) and AR [GCE-R/GCF-R](#).

Background Checks

The district will require appropriate state and national criminal background checks as outlined in law on any individual recommended to be employed in a paid position or on any volunteer who has direct interaction with students. The district may conduct background checks at other times after initial employment, if deemed warranted.

The cost of the background checks will be paid by the district. The fee associated with the criminal record search on a teacher or a substitute teacher is waived for the district.

State Law Enforcement Division (SLED) Background Checks

The district will obtain a name-based criminal record history check from SLED on all new employees prior to their initial employment. The district will consider the results of all criminal record history checks on an individual basis, and will determine how the information obtained impacts the individual's ability to be an effective employee. When determining how the information obtained impacts the individual's ability to be an effective employee, the administration will consider such things as severity of the offense, age of the individual, direct impact of the offense on children, length of time since the conviction or plea, restitution, conduct or remedial actions during probation, and participation in pre-trial intervention and/or expungement.

At a minimum, the district will not employ an individual who has been convicted of or plead guilty to a violent crime as outlined in law. Also, when making employment decisions, the district will carefully consider information relative to felony convictions as well as information that could result in the revocation or suspension of a professional certificate "for cause" as outlined in law.

National Sex Offender Registry Checks

The district will perform a National Sex Offender Registry check on all new employees, whether employed on a full-time, part-time, regular, interim or temporary basis, and all volunteers who work in a school on an interim or

regular basis as mentors, coaches, chaperones, or any other capacity resulting in direct interaction with students.

The district will not permit individuals whose names appear in the National Sex Offender Registry or individuals who have been required to register as sex offenders pursuant to state law to work or serve in the district in any capacity.

If an individual is denied employment in the district as a result of information appearing on the name-based background check, the person may be given an opportunity to respond to the reasons.

Should a vacancy due to retirement of a TERI employee occur in a support staff position during the school year, the board authorizes the superintendent to fill such a vacancy for the remainder of the school year or other appropriate period in which the vacancy occurs pursuant to a "Letter of Agreement," when appropriate. The superintendent or his/her designee may determine whether advertisement of the vacancy is necessary or whether the position may be filled through some other means.

The superintendent or his/her designee is authorized to hire retired employees to work in the district on an "as needed" basis when their employment would serve the best interests of the district. In such cases, the superintendent or his/her designee will notify the employee of the at-will status of his/her employment. The continued employment of retired employees will be at the discretion of the superintendent, who will make such decisions in the best interests of the district. The salaries of retired employees may be uniformly negotiated below the district's salary schedule to the extent permitted by state law. The decision to employ or not employ retired employees will not be subject to the district's grievance procedures.

Federal and State laws prohibit employers from hiring aliens not legally eligible to work in the United States. They also require all new employees to present evidence of employment eligibility and require employers to verify that eligibility. The district will utilize the federal work authorization program E-Verify for verification of work authorization submitted by an employee. Newly hired employees must complete the required I-9 form no later than three days following their first working day.

Adopted 2/26/90; Revised 5/24/04, 6/20/05, 1/26/09, 11/23/09, 2/26/18

Legal References:

United States Code:

[20 U.S.C.A. Sections 1681-86](#) - Prohibits discrimination on the basis of sex.

[29 U.S.C.A. Section 794](#), et. seq. - The Rehabilitation Act of 1973 - Prohibits discrimination in hiring based on disability.

[42 U.S.C.A. 2000e](#), et seq. - Prohibits discrimination in hiring based on race, color, national origin, religion or sex.

[Public Law 99-603](#) - Immigration Reform and Control Act of 1987.

[Public Law 107-110](#) - No Child Left Behind, revised Elementary and Secondary Education Act (ESEA) of 2001, Title 1, Part A, Subpart 1, Section 1119 - Qualifications for teachers and paraprofessionals.

[Public Law 104-208](#) - Illegal Immigration Reform and Immigrant Responsibility Act of 1996.

Code of Federal Regulations:

[8 CFR 274a.2](#) - Verification of employment eligibility.

[41 CFR 60-20](#) (1998) - Prohibits discrimination on the basis of sex.

S.C. Code, 1976, as amended:

[Section 1-1](#)-550 - School districts shall give preference to employment of honorably discharged veterans.

[Section 9-1](#)-1790 - Regulations regarding retirees returning to employment.

[Section 9-1](#)-2210 - TERI program participation up to five years.

[Section 59-1](#)-520 - Intervention by State Department of Education for non-compliance.

[Section 59-18](#)-1300 - District accountability system.

South Carolina Illegal Immigration Reform Act (Act 280 of 2008).

State Board of Education Regulations:

[R-43-209](#) - Nonprofessional/paraprofessional personnel positions, qualifications and duties.

York 3/Rock Hill School District



TO: Dr. William E. Cook

FROM: Dr. Luanne Kokolis

DATE: March 17, 2020

PC: School Board Members

SUBJECT: CBI Evaluation of Superintendent

Attached is current policy CBI Evaluation of the Superintendent and the proposed draft policy for 2nd read.

Policy

CBI Evaluation of Superintendent

CODE CBI DRAFT 2/2020

PROPOSED

Issued 9/19

To maintain effective leadership and to promote professional excellence and improvement of the superintendent's skills, the board will formally evaluate the superintendent annually, **consistent with the terms of the Superintendent's employment contract with the Board and policies**. Each member of the board will be ~~involved~~ **included** in the evaluation **process**.

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

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

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

Adopted 4/27/78; Revised 10/24/98, 9/23/19

Policy CBI Evaluation of Superintendent

CURRENT

Issued 9/19

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

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

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

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Adopted 4/27/78; Revised 10/24/98, 9/23/19

York 3/Rock Hill School District



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

Memorandum

TO: Dr. Bill Cook
FROM: Mychal Frost
DATE: March 18, 2020
SUBJECT: K Policy Updates

The following policies have been reviewed, revised, and updated, where noted, and are submitted for first reading by the Board of Trustees.

- KD Public Information
- KDB Right to Know – FOIA
- KDC – District-Sponsored Information
- KDD – Media Relations
- KDDA – Press Release
- KDDB – Sports and Sport Events
- KE – Public Concerns

The above policies have been reviewed by:
Mychal Frost, Director of Marketing and Communications
Aaron Sheffield, Multimedia Communications Specialist

Additional input and guidance provided by:
Ozzie Ahl, Principal, Rock Hill High School
Dr. Tiffany Richardson, General Counsel and Director of Policies Legal Services, SCSBA

PROPOSED

Policy

PUBLIC INFORMATION AND COMMUNICATION

Code **KD** Issued **MODEL**

The board recognizes the importance of providing full, accurate, and timely information to facilitate the community's understanding of the district's educational program.

The board will make every attempt to do the following:

- Maintain effective communications with the public in order to convey accurate information, whether favorable or unfavorable, about the goals, programs, needs, and accomplishments of the schools and to provide ways for citizens to express their opinions and expectations.
- Disseminate information regarding the policies, administrative operations, and objectives of the district.
- Inform the public of the board's position on issues being considered by state or federal elected representatives that may have an impact on the district.
- Develop and maintain an organizational environment where all district staff members are aware that they share in the responsibility of communicating with parents and the public.

The superintendent will supervise the public information program of the district and will establish procedures and techniques for carrying out these policies. The superintendent will develop guidelines for the district's use of its communications channels, including the district web site, to implement the public information and communication program and to ensure that measures are in place to monitor and control its use and content in a manner that is consistent with the district's mission.

Adopted ^

Legal References:

A. Federal Cases:

1. *Davison v. Randall*, 912 F.3d 666 (4th Cir. 2019).
2. *Page v. Lexington County School District One*, 531 F.3d 275 (4th Cir. 2008).

PUBLIC INFORMATION AND COMMUNICATION

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- Disseminate information regarding the policies, administrative operations, and objectives of the district.
- Inform the public of the board's position on issues being considered by state or federal elected representatives that may have an impact on the district.
- Develop and maintain an organizational environment where all district staff members are aware that they share in the responsibility of communicating with parents and the public.

The superintendent will supervise the public information program of the district and will establish procedures and techniques for carrying out these policies. The superintendent will develop guidelines for the district's use of its communications channels, including the district web site, to implement the public information and communication program and to ensure that measures are in place to monitor and control its use and content in a manner that is consistent with the district's mission.

Adopted ^

Legal References:

A. Federal Cases:

1. *Davison v. Randall*, 912 F.3d 666 (4th Cir. 2019).
2. *Page v. Lexington County School District One*, 531 F.3d 275 (4th Cir. 2008).

Policy KD Public Information and Communication

Issued 2/05

Purpose: To establish the board's vision for the district's public information and communication program.

It will be the policy of the board to keep the community informed of the objectives, achievements, needs and conditions of the school system.

The board of trustees will seek to keep the citizens of the district regularly and thoroughly informed through all the channels of communication.

The people in this community are interested in their schools as an extension of their homes; an extension which exists to furnish a special form of aid in the development of their children.

Therefore, the board will make every attempt to do the following.

- Keep the public informed regarding the policies, administrative operation, objectives, educational program and successes or failures of the schools and the needs of the school system.
- Provide the means for furnishing full and accurate information, favorable and unfavorable, together with interpretation and explanation of the school plan and programs.

The superintendent will supervise the public information program of the district. The district office will implement and coordinate the program.

Adopted 11/27/89; Revised 2/28/05

York 3/Rock Hill School District

PROPOSED

Policy

PUBLIC'S RIGHT TO KNOW/FREEDOM OF INFORMATION

Code **KDB** Issued **MODEL**

The public schools belong to the people of the community. The board recognizes that the public has a right to know what is happening in the district. Specifically, the board and district staff have a responsibility to keep the public informed about district programs, services, finances, and policies.

As a public body, the board's meetings and records are a matter of public information, subject to such restrictions set by federal law or regulations, state law, or pertinent court rulings.

The official minutes of the board, its written policies, and its financial records will be open for inspection at the superintendent's **office and on the district's website**. Any citizen may examine these documents during the hours when the office of the superintendent is open. However, no district staff member will release or provide for inspection any records protected from disclosure by law, including records pertaining to individual students or staff members.

Information Requests

When an individual makes an information request to the district as provided by the South Carolina Freedom of Information Act (FOIA), the district will adhere to established procedures for processing, responding to, and fulfilling the request. All such requests must be made in writing to **the Marketing and Communications Office**. Certain records will be exempted from disclosure and/or redacted as permitted under state and federal law.

The schedule of fees for fulfilling requests will be posted on the district's website. A deposit of up to twenty-five percent (25%) of the reasonably anticipated costs for **search, retrieval, redaction, and** reproduction of any associated records may be required prior to processing the request. The full and actual costs of the response to an information request must be paid at the time the records are produced.

Adopted ^

Legal References:

- A. S.C. Code of Laws, 1976, as amended:
 - 1. Section 30-4-10, *et seq.* - South Carolina Freedom of Information Act.

MODEL

Policy

PUBLIC'S RIGHT TO KNOW/FREEDOM OF INFORMATION

Code **KDB** Issued **MODEL**

The public schools belong to the people of the community. The board recognizes that the public has a right to know what is happening in the district. Specifically, the board and district staff have a responsibility to keep the public informed about district programs, services, finances, and policies.

As a public body, the board's meetings and records are a matter of public information, subject to such restrictions set by federal law or regulations, state law, or pertinent court rulings.

The official minutes of the board, its written policies, and its financial records will be open for inspection at the superintendent's office. Any citizen may examine these documents during the hours when the office of the superintendent is open. However, no district staff member will release or provide for inspection any records protected from disclosure by law, including records pertaining to individual students or staff members.

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Adopted ^

Legal References:

- A. S.C. Code of Laws, 1976, as amended:
 - 1. Section 30-4-10, *et seq.* - South Carolina Freedom of Information Act.

Policy KDB Public's Right to Know/Freedom of Information

Issued 2/07

Purpose: To establish the board's vision for the public's right to know about board operations.

The board is a public servant and its meetings and records are a matter of public information except as such meetings and records pertain to individual personnel and other classified matters as provided by law.

The official minutes and other written policies will be open for inspection at the superintendent's office and on the district's website. Any citizen may examine these documents during the hours when the office of the superintendent is open. However, no district employee will release records pertaining to individual students or staff members for inspection by the public or any unauthorized persons.

It is the policy of the Rock Hill School District Three to periodically report progress being made in achieving Board objectives and instructional standards. Such reports shall be made available to the public.

Adopted 6/13/89; Revised 2/28/05, 2/26/07

Legal references:

S. C. Code, 1976, as amended:

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

York 3/Rock Hill School District

PROPOSED

Note: Much more comprehensive than current and expands to address new forms of media, social media “rules of engagement”, and more accurately reflects the diverse communication practices of 2020. Once approved, the “social media comments policy” will be reflected on our website and, where possible, linked on our official social media platforms.

Policy

DISTRICT-SPONSORED INFORMATION MEDIA

Code **KDC** Issued **MODEL**

[DRAFTER’S NOTE: Due to the sensitive nature of the rights implicated by this policy, please consult legal counsel prior to adoption so that the district may properly assess its litigation risk. It is recommended that all district staff who will be implementing this policy be provided training by district legal counsel on the First Amendment and the nature of a limited public forum.]

The district website **and other publications, both written and electronic, are** is intended to provide a means of sharing information with stakeholders and the public about the district’s educational program and district-sponsored activities.

Official district websites and social media accounts include only those created by the superintendent or his/her designee; those hosted and maintained on the district’s computer networks with the full knowledge and approval of the superintendent or his/her designee; and those designated as official websites and social media accounts by the superintendent or his/her designee. Any websites or social media accounts that otherwise contain references to the district or its operations or educational program are not considered official, and the district will not be responsible for their content.

Building-level principals are responsible for content and maintenance of individual school websites, ~~and~~ social media accounts, **and publications, both written and electronic**. All information published on these ~~websites and social media accounts~~ **channels** must be approved by these individuals or their designees. The superintendent acts as the final authority when issues arise concerning these platforms and their content.

Social Media Comments Policy

The district’s official social media platforms are one way the district elects to provide information to parents/legal guardians and other members of the public. Such platforms are administered by staff designated by the superintendent. The district reserves the right to remove comments that contain:

- conduct or encouragement of illegal activity
- content that violates federal or state law
- content that promotes, fosters, or perpetuates discrimination against protected classes
- content that violates legal ownership interest of any other party, such as copyright or trademark infringement
- information that may tend to compromise the safety or security of the district or its technology systems
- profane language or content
- promotions of particular for-profit services, products, or political candidates or organizations
- sexual harassment content
- solicitations of commerce or advertisements, including promotion or endorsement
- spam or comments that include links to external online sites

PAGE 2 - KDC - DISTRICT-SPONSORED INFORMATION MEDIA

Violators of this policy may have their comments removed. Continued or egregious violations of this policy may prompt the district to further restrict an individual's commenting on official social media platforms.

Comment review process

When a comment that is regarded as violating the social media comments policy is reported, the superintendent or his/her designee will review the comment and authorize removal, as appropriate. If possible and appropriate, the commenter will be contacted regarding a violation of this policy and to request voluntary removal of the comment. Appeals regarding the district's decision to remove a comment may be submitted by contacting communications@rhmail.org or 803-981-1000. Such appeals will be addressed within ~~three (3)~~ five (5) business days. The superintendent's determination as to violations of the social media comments policy, and removal of comments, are final.

Adopted ^

Legal References:

- A. S.C. Code of Laws, 1976, as amended:
 - 1. Section 30-4-10, *et seq.* - South Carolina Freedom of Information Act.
- B. Federal Cases:
 - 1. *Davison v. Randall*, 912 F. 3d 666 (4th Cir. 2019).

Model

Note: Much more comprehensive than current and expands to address new forms of media, social media “rules of engagement”, and more accurately reflects the diverse communication practices of 2020. Once approved, the “social media comments policy” will be reflected on our website and, where possible, linked on our official social media platforms.

Policy

DISTRICT-SPONSORED INFORMATION MEDIA

Code **KDC** Issued **MODEL**

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Building-level principals are responsible for content and maintenance of individual school websites and social media accounts. All information published on these websites and social media accounts must be approved by these individuals or their designees. The superintendent acts as the final authority when issues arise concerning these platforms and their content.

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- conduct or encouragement of illegal activity
- content that violates federal or state law
- content that promotes, fosters, or perpetuates discrimination against protected classes
- content that violates legal ownership interest of any other party, such as copyright or trademark infringement
- information that may tend to compromise the safety or security of the district or its technology systems
- profane language or content
- promotions of particular for-profit services, products, or political candidates or organizations
- sexual harassment content
- solicitations of commerce or advertisements, including promotion or endorsement
- spam or comments that include links to external online sites

Violators of this policy may have their comments removed. Continued or egregious violations of this policy may prompt the district to further restrict an individual’s commenting on official social media platforms.

PAGE 2 - KDC - DISTRICT-SPONSORED INFORMATION MEDIA

Comment review process

When a comment that is regarded as violating the social media comments policy is reported, the superintendent or his/her designee will review the comment and authorize removal, as appropriate. If possible and appropriate, the commenter will be contacted regarding a violation of this policy and to request voluntary removal of the comment. Appeals regarding the district's decision to remove a comment may be submitted by contacting (insert phone number). Such appeals will be addressed within three business days. The superintendent's determination as to violations of the social media comments policy, and removal of comments, are final.

Adopted ^

Legal References:

- A. S.C. Code of Laws, 1976, as amended:
 - 1. Section 30-4-10, *et seq.* - South Carolina Freedom of Information Act.
- B. Federal Cases:
 - 1. *Davison v. Randall*, 912 F. 3d 666 (4th Cir. 2019).

Policy KDC School Sponsored Information Media

Issued 2/05

Purpose: To establish the basic structure for school sponsored information media.

In order for the public to be informed of the programs and progress of the schools and of the district, the board endorses the publication of newsletters and news articles about education in the district.

Information from the district to the local news media will be disseminated through available channels of communication under the supervision of the superintendent and the director of information services.

Adopted 4/27/78; Issued 11/27/89, 2/28/05

York 3/Rock Hill School District

PROPOSED

Note: Current addresses the district's position on providing exclusivity to a media outlet, which is now addressed in model/proposed KDDA. Proposed KDD does not address exclusivity as it is covered in a separate policy. This proposed KDD eliminates duplication.

Policy

MEDIA RELATIONS

Code **KDD** Issued **MODEL**

The district will make every **reasonable** effort ~~practical~~ to assist the press and other communications media in obtaining complete and adequate coverage of the programs, issues, planning, and activities of the district while complying with state and federal statutes regarding freedom of information.

The board recognizes the need of the news media to occasionally have access to district staff and records in order to cover district-related activities and issues effectively. Representatives of the media are requested to follow the same procedures as other visitors to the schools, when applicable. District staff members are encouraged to cooperate with the news media and to only limit access when necessary to protect the safety or welfare of students or staff, to prevent interruption of the educational process, or to protect the confidentiality of records.

To facilitate media access and prevent misunderstandings, the superintendent **or his/her designee,** will establish procedures that ensure adequate media access while causing minimal interruption to students, staff, and the district's educational program.

Adopted ^

PROPOSED

Note: Current addresses the district's position on providing exclusivity to a media outlet, which is now addressed in model/proposed KDDA. Proposed KDD does not address exclusivity as it is covered in a separate policy. This proposed KDD eliminates duplication.

Policy

MEDIA RELATIONS

Code **KDD** Issued **MODEL**

The district will make every effort practical to assist the press and other communications media in obtaining complete and adequate coverage of the programs, issues, planning, and activities of the district while complying with state and federal statutes regarding freedom of information.

The board recognizes the need of the news media to occasionally have access to district staff and records in order to cover district-related activities and issues effectively. Representatives of the media are requested to follow the same procedures as other visitors to the schools, when applicable. District staff members are encouraged to cooperate with the news media and to only limit access when necessary to protect the safety or welfare of students or staff, to prevent interruption of the educational process, or to protect the confidentiality of records.

To facilitate media access and prevent misunderstandings, the superintendent will establish procedures that ensure adequate media access while causing minimal interruption to students, staff, and the district's educational program.

Adopted ^

Policy KDD Media Relations

Issued 2/05

Purpose: To establish the board's vision for relations with the media.

The district will make every effort practical to assist the press and other communications media to obtain complete and adequate coverage of the programs, problems, planning and activities of the district.

The district will give all representatives of the media equal access to information about the schools. The district will make general releases of interest to the entire district available to all the media simultaneously. There will be no exclusive releases except as media representatives request information on particular programs, plans or problems.

Adopted 4/27/78; Revised 11/27/89, 2/28/05

York 3/Rock Hill School District

PROPOSED

Note: Reframes how we should interact with media into a positive posture.

Policy

PRESS RELEASES, CONFERENCES, AND INTERVIEWS

Code **KDDA** Issued **MODEL**

In keeping with its interest in promoting public awareness of what is occurring in the district, the board authorizes and encourages the release of prepared information to the media. The district will give all representatives of the media equal access to information about the schools. The district will make general releases of interest to the entire district available to all the media simultaneously. There will be no exclusive releases except as media representatives request information on particular programs, plans, or issues.

In order that district and school events and information be given accurate and complete press coverage, the board desires that the release of official news from the district and schools be coordinated as follows:

- The board chair will be the official spokesman for the board, except as this duty is designated to the superintendent or another member of the board.
- The superintendent or his/her designee has the responsibility for news releases that are of a district-wide nature or pertain to established district policy.
- The principal of the individual school has the responsibility for news releases that are of concern to only one school or to any organization of one school. However, the superintendent or his/her designee must clear all news releases issued by any individual school. All formal statements made to the press by other staff members of the particular school must first be cleared with the principal who will obtain further guidance from the superintendent or his/her designee as appropriate.

Cf. BEDI

Adopted ^

Legal References:

- A. S.C. Code of Laws, 1976, as amended:
1. Section 30-4-10, *et seq.* - South Carolina Freedom of Information Act.

Note: Reframes how we should interact with media into a positive posture.

Model

PRESS RELEASES, CONFERENCES, AND INTERVIEWS

Code **KDDA** Issued **MODEL**

In keeping with its interest in promoting public awareness of what is occurring in the district, the board authorizes and encourages the release of prepared information to the media. The district will give all representatives of the media equal access to information about the schools. The district will make general releases of interest to the entire district available to all the media simultaneously. There will be no exclusive releases except as media representatives request information on particular programs, plans, or issues.

In order that district and school events and information be given accurate and complete press coverage, the board desires that the release of official news from the district and schools be coordinated as follows:

- The board chair will be the official spokesman for the board, except as this duty is designated to the superintendent or another member of the board.
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Cf. BEDI

Adopted ^

Legal References:

- A. S.C. Code of Laws, 1976, as amended:
1. Section 30-4-10, *et seq.* - South Carolina Freedom of Information Act.

Policy KDDA Press Releases, Conferences and Interviews

Issued 2/05

Purpose: To establish the board's vision for press releases, conferences and interviews.

Because the schools are public institutions endeavoring to serve the educational needs of the community, it is important that information be disseminated concerning their activities and problems. In order that district and school news be given the best press coverage, with a minimum of inaccuracies reported, the board desires that the release of official news from the district and school be coordinated as follows.

- The board chairman will be the official spokesperson for the board, except as this duty is designated to the superintendent or another member of the board.
- The superintendent or his/her designee has the responsibility for news releases that are of a district-wide nature or pertain to established district policy.
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Adopted 4/27/78; Revised 11/27/89, 2/28/05

Legal references:

S. C. Code, 1976, as amended:

[Section 30-4-5](#) *et seq.* - Freedom of Information Act.

York 3/Rock Hill School District

PROPOSED

Note: there is not a model policy KDBB

Policy

Sports and Special Events Media Coverage

Code KDBB

Issued February 2005

~~Purpose: To establish the basic structure for the coverage of sports and special events by the media.~~

All rights for broadcasting of any school-sponsored events are inherent in and the property of the board. School authorities have both legal and implied obligations that are inherent in the loco parentis relationship toward students while they are under the jurisdiction ~~of the board.~~ **of the school official.**

Local, regional and national media and/or television stations may make requests to the principal of each high school for permission to broadcast athletic events. A written contract will be developed jointly by the principals. A copy of any contract will be submitted to the superintendent who will share it with the board as information.

- Broadcasting of events will be arranged and conducted without cost to the district or to individual schools within the district.
- There will be no advertisements of tobacco, beer or other alcoholic beverages in connection with any broadcast of events originating in and involving teams representing district schools.
- A rights fee, amount to be decided in each instance, may be charged each station broadcasting an event originating in district school facilities.
- The producer must agree not to sell or re-use the recording without written permission of the board.
- The producer must agree to the free use of recordings by Rock Hill School District Three of York County and agree to submit a copy of the recording to the school principal and/or office of the superintendent or his/her designee upon request.
- School officials reserve the right to veto any proposed taping or rebroadcast; any advertiser or commercial (e.g., for alcoholic beverages or tobacco); any commentator, broadcaster or other representative of the producer who would appear in the broadcast or narrate a rebroadcast.
- Failure by a station to comply with the terms of this policy and its procedures will be considered due cause for the termination of all contracts between the station and the board.

Exclusive of regularly scheduled newscasts, all telecasting of athletic games and contests sponsored by schools in the district will be prohibited unless arranged and conducted in accordance with official policies of the board.

Arrangements for broadcasting (live or delayed) school-sponsored events other than athletic games and contests, exclusive of regularly scheduled newscasts, will be prohibited unless presented to and approved by the superintendent/designee. Each event will be considered individually and in accordance with the authority and responsibilities of the board.

There will be no live telecasting of football and basketball games at which district schools are individually or jointly the "host" school or schools unless authorized by the superintendent/designee.

Any and all out-of-town radio and/or television stations wishing to broadcast any event sponsored by the district must comply with the same policies, rules and regulations of those governing local stations. Such requests from out-of-town stations are subject to the approval of the principal of the high school, rules of the South Carolina High School League and availability of space in the press box facilities. Such agreements will be contingent upon similar rights being granted to Rock Hill broadcasting companies when games are played at the school site of the requesting station(s).

Adopted 1/22/90; Revised 2/28/05

Policy KDDB Sports and Special Events Media Coverage

Issued 2/05

Purpose: To establish the basic structure for the coverage of sports and special events by the media.

All rights for broadcasting of any school-sponsored events are inherent in and the property of the board. School authorities have both legal and implied obligations that are inherent in the loco parentis relationship toward students while they are under the jurisdiction of the board.

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Adopted 1/22/90; Revised 2/28/05

York 3/Rock Hill School District

PUBLIC CONCERNS AND COMPLAINTS

Code **KE** Issued **MODEL**

The board trusts and values its staff and wishes to support their actions so that they are free from unnecessary, malicious, or destructive complaints and criticism. However, the board welcomes constructive criticism whenever it is motivated by a sincere desire to improve the quality of the district's educational program.

The board relies on its staff and administrators to resolve the concerns of patrons in as informal a manner as possible. All district employees are expected to answer questions, receive input, and professionally address concerns and complaints of parents/legal guardians, students, and other members of the public. If a complaint cannot be resolved directly, a process will be made available for review at progressively higher levels, as follows:

- teacher or staff member
- principal or supervisor
- relevant district-level staff member
- superintendent
- board

The administration will develop such guidelines for assuring a courteous, fair, orderly, and timely response to complainants. Complaints regarding discrimination, harassment, or retaliation will be processed according to policy AC, *Nondiscrimination/Equal Opportunity*. Staff member grievances will be processed in accordance with policy GBK, *Staff Concerns/Complaints/Grievances*, or as otherwise required by law.

Anyone who defames a district staff member and damages a person's professional reputation, whether before students or any third party, may be subject to legal action brought by the staff member.

Board Review of Concerns and Complaints

The board is not obligated to address a complaint. If the board decides to hear the issue, the board's decision is final. Otherwise, the superintendent's decision on the issue is final. The board will not hear complaints which have not been resolved through appropriate administrative channels.

Adopted ^

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Adopted ^

Policy KE Public Concerns and Complaints

Issued 3/05

Purpose: To establish the board's vision for receiving and handling public complaints.

Complaints to one or more board members against any action of any employee of the district or against any administrative rule or board policy, which in the judgment of the board members hearing the complaint requires investigation or action, will be referred to the superintendent for investigation, appropriate action or recommendations as the situation might justify.

If the matter cannot be resolved satisfactorily by the superintendent, the complainant will register the complaint in writing with the chairperson of the board, setting forth the facts on which the complaint is based.

The board, at its next regular meeting or at a special meeting, will then consider the grievance of the complainant and dispose of the matter according to its best judgment.

Adopted 7/23/79; Revised 11/27/89, 3/29/05

York 3/Rock Hill School District

Memo

TO: Dr. Bill Cook
FROM: Michael Cox
DATE: March 18, 2020
SUBJECT: Custodial Services Recommendation
CC: Anthony J. Cox, LaWana Robinson-Lee, Brian Vaughan

The current Custodial Service Contract, 13-1569, for our district was due for renewal or expiration on June 4th, 2019. On March 25th, 2019, the Board of Trustees voted to extend this contract for an additional 6th year which has a current expiration date of June 4th, 2020.

Since that time, an internal review was conducted to determine the best value approach to succeed the current service delivery process for our customers. Included in this review was a solicitation, RFP 19-2017, for continued contracted custodial services.

After review of options for best quality, cost, and responsiveness for our customers, we feel this service can be accomplished more effectively through a single, combined in-house program. The recommendations of the attached analysis will be presented to the Board of Trustees for approval at its upcoming business meeting on March 23rd, 2020.

If the recommendation is approved, RFP 19-2017 would be cancelled under the authority of Rock Hill School District's Procurement Code 1520.6.4.2.8. The district would initiate a transition process immediately, with a goal of beginning service in May 2020.

Custodial Services Improvements



March 18, 2020

Background. Custodial services for Rock Hill Schools was partially outsourced about 25 years ago. The total workforce was reduced by 15% in 2010 and again revised in 2012, adding Lead Site Custodian positions and improving procedures. 53% of workforce (FTE) is currently outsourced, with the contract in its 6th year, through a one-year extension ending June 2020.

Issues. A comprehensive customer satisfaction survey was conducted in 2019 covering both in-house and contracted workforces. Continued weekly reports and feedback with principals since then have reinforced findings from the survey. Performance issues impacting quality, cost and responsiveness have been identified as:

1. Divided workforce, especially with pay scales 25-30% apart, which fosters lack of cooperation and consistent work performance.
2. Supervision/management structure for custodial services is fragmented and confusing, burdening school administration and frustrating district support staff.
3. Suppressed 6-year old pricing results in marked labor shortages with an average 68% annual turnover rate.
4. Costs for separately billed “ancillary” services (special events, temporary services) are increasing, and are difficult to manage.
5. Current, industry-defined service level is staffed/contracted at a level that is too low for district requirements. This affects teacher recruitment and retention as well as “marketing” appeal for our district as a choice for families in the area.

Solutions. to the above issues include:

1. **Consolidated workforce.** This service should have a single, dedicated, and coordinated workforce (regardless of source).
2. **Streamlined logistics and workflow procedures.** This service should employ latest management practices (materials, equipment and training) for maximum quality and responsiveness at minimum cost.
3. **Unified supervision and management structure.** This service should have a clearly defined and adequately resourced supervisory structure, with common goals and consistent accountability across all sites.
4. **Redefined service levels,** according to industry standards, to meet new goals for Superintendent’s focus areas 2-Retention, 4-Organizational Effectiveness, and 5-Communications.

Custodial Services Improvements



Analysis.

Custodial services workforce options include:

1. Complete in-sourcing of all 33 sites (18 ES/PK, 5 MS, 5 HS, 3 district sites, Carroll School, and Sylvia Circle Family Learning Center).
2. Complete out-sourcing of all sites.
3. Continue the existing workforce structure, with mix of in-house and contracted employees.

Considerations bearing on each option will include:

- Continued use of a single source of materials and standardized equipment inventory.
- Documented levels of service and quality control/quality assurance procedures.
- Single work shifts for custodial services, with differentiated work for (a) school year and (b) summer cleaning operations.
- Ability to continue best value sourcing for specialized cleaning operations, such as gym flooring, kitchen hoods, etc.

Based on the above, we conducted market research and analysis which included a formal procurement process. Findings indicated an increase in cost for services, regardless of source employed. Reasons for this increase in cost included:

- Higher wages compared to current contracted wages
- Market trends for higher wages and service levels
- Requirement to provide some form of benefit package
- Full time employment - Transitioning from a model that had 90% of part time employees to a model with 100% full time.

Conclusion and Recommendation.

1. Custodial Services be completely in-sourced for all active sites, at an enhanced service level, a price competitive with available options, and that is supportive of our community.
2. Incorporate an in-house organization and management structure for Custodial Services, as part of a consolidated organization with responsibilities with groundskeeping, pest control and other related services.
3. Update materials and special service support contracts for Custodial Services for best value support of the above.

Approval of Superintendent Contract Amendment

Chairman Miller



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

Memorandum

TO: Dr. Bill Cook
FROM: Mychal Frost
DATE: March 18, 2020
SUBJECT: Announcements for March 23rd School Board Meeting

Update on School Closings and Progress of Events

Dr. Cook will provide the latest update of district operations on Monday, March 23.

All School and District Events Suspended Through March 31

In keeping with Gov. Henry McMaster's order on Monday afternoon, Rock Hill Schools will be closed for students through at least the end of the month. During this time, all athletic and extracurricular activities are canceled during this closure as well. Also, our buildings will be completely shut down to students and only essential personnel will be allowed on campus to maintain our operations.

During this closure, our district's emergency operations team is working to coordinate and maintain operations while be responsive to school, students, and community needs.

The district is operating 12 remote feeding locations, and through Wednesday, March 20, our team members have provided 3,334 meals. Beginning Friday, our team members will provide food bags to 635 students who receive assistance through the Back the Pack program.

The 12 feeding sites are:

- Belleview Elementary
- Finley Road Elementary
- Richmond Drive Elementary
- Rosewood Elementary
- Oakdale Elementary
- College Downs Park
- Boyd Hill Park
- Freedom Park
- Southland Park
- Confederate Park
- Arcade Victoria Park
- Catawba Indian Reservation Long House

Schools offered eLearning packet, textbook, and other instructional materials pick-up opportunities throughout the day on Wednesday. A phone hotline and email support address have been setup to field requests from our families who may be unable to pick-up materials at times designated by each school.

Bond Referendum

In keeping with Gov. Henry McMaster's order on Monday afternoon, the March 31 bond referendum has been postponed. The governor's order suspended all elections until at least May 1. Additional information regarding the school district bond election will be communicated as a date is determined.

Listen and Learn

District staff hosted a luncheons on Wednesday, March 4 for area faith community leaders and on Thursday, March 12 for area Realtors to provide factual information about the district's capital program as identified in The ONE Plan. We believe this series of meetings continues to provide a rich opportunity to engage in dialogue with community leaders about our school district and our unique programs that distinguish us from others in our area.

eLearning Day Set for April 13 – Reminder for Viewing Audience

Our district is honored to participate in a pilot program with 15 other districts in South Carolina to develop an eLearning program. Information about this unique learning opportunity for Rock Hill Schools has been shared with our students, teachers, and community. Please mark your calendar for Monday, April 13, 2020 -- this scheduled make-up day will be used as an eLearning day and allow students to make up time lost during the water main break in October. For eLearning days, students will complete assignments at home, and school will not be open. To learn more and to view an overview video of the eLearning program in Rock Hill Schools, please visit our website www.rock-hill.k12.sc.us/elearning.

Upcoming Board Meetings

During our closure, the Board of Trustees will continue to hold its regularly scheduled meetings. The School Board will next meet on Tuesday, April 14. The meeting will be streamed on our website and available for viewing on-demand immediately following the broadcast. We invite our community to watch meetings and remain connected with our board processes during this time.

Memo

TO: Dr. Bill Cook

FROM: Sadie Kirell

CC: Board Members

DATE: March 17, 2020

SUBJECT: COVID-19

COVID-19, more commonly known as the Coronavirus, has continued to spread overseas and there have been many confirmed cases in the United States, as of February 27. Rock Hill Schools has worked closely with the South Carolina Department of Health and Environmental Control (SC DHEC) and South Carolina Department of Education to stay informed of any developments of confirmed cases in the U.S. and implement any recommendations or guidelines from the CDC or SC DHEC as they are determined. In keeping with Gov. Henry McMaster's order on March 15, 2020, Rock Hill Schools has closed for students beginning March 16, 2020 through at least the end of the month.



COVID-19 Update

March 23, 2020

One Team. One Mission. One Rock Hill.

What is COVID – 19?

Coronaviruses are a large family of viruses that are common in people and many different species of animals.

How is virus spread?

- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs or sneezes.

Symptoms

The following symptoms may appear **2-14 days after exposure.**

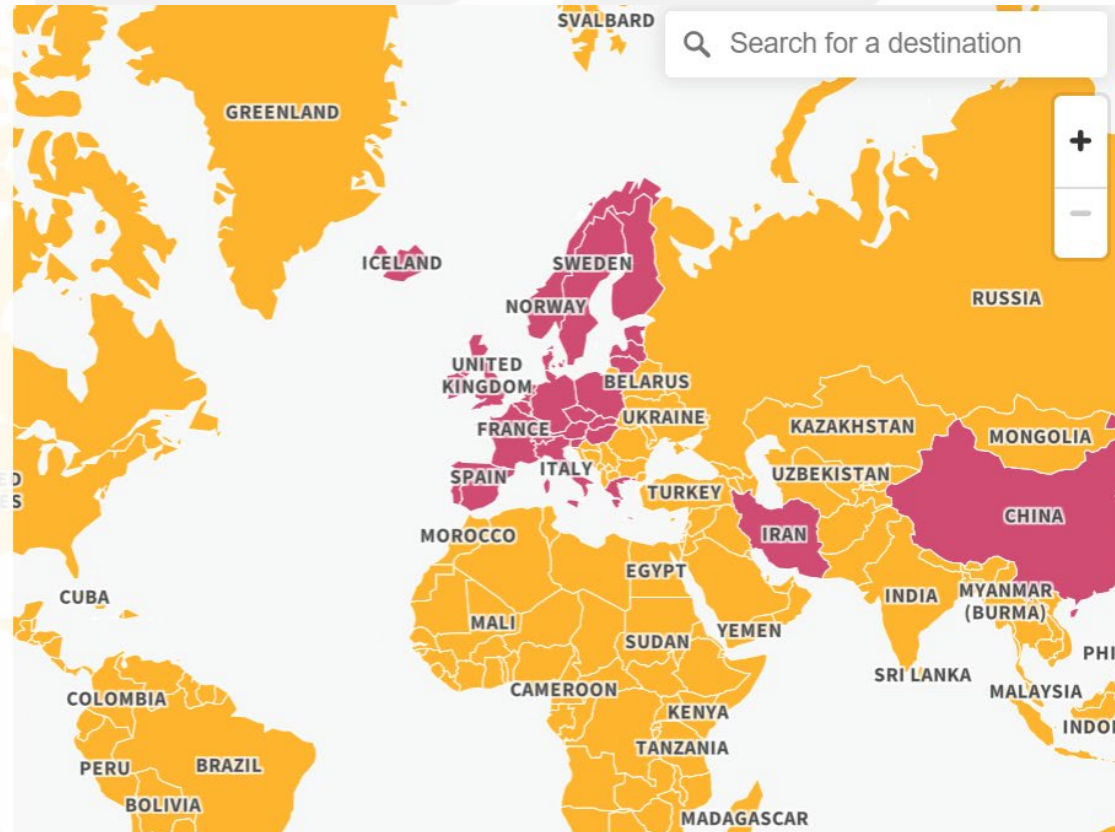
- Fever
- Cough
- Shortness of breath

Geographic Risk Assessment for COVID-19 Transmission

Click on the map to get country-specific travel health information about COVID-19.

Country Transmission Level

- Widespread ongoing transmission with restrictions on entry to the United States
- Widespread ongoing transmission without restrictions on entry to the United States
- Ongoing community transmission
- Limited community transmission



Countries that have widespread transmission and potential travel restrictions into US:

- [South Korea](#)
- [China](#)
- [Iran](#)
- [Most European Countries](#)
- [United Kingdom and Ireland](#)

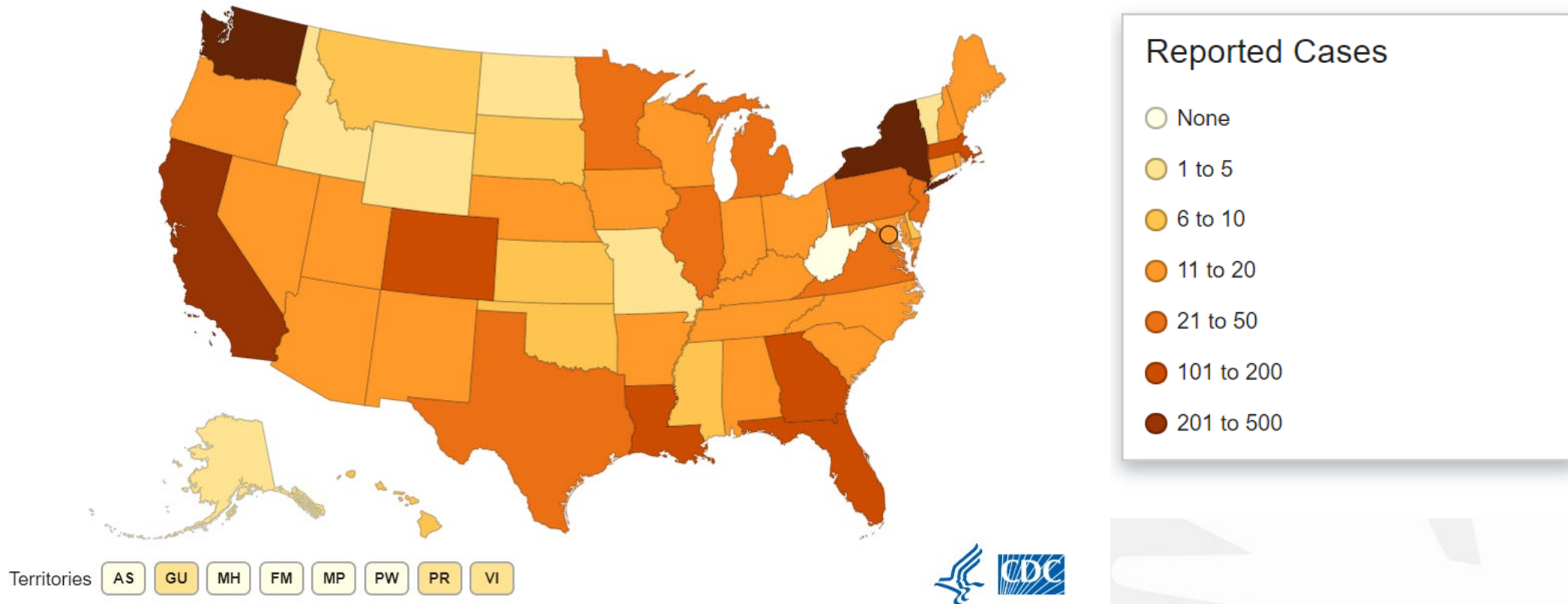
Global outbreak notice

COVID- 19 risk assessment related to travel by country

CDC website

US COVID-19 SURVEILLANCE

States Reporting Cases of COVID-19 to CDC*



One Team. One Mission. One Rock Hill.

Impact in South Carolina

COVID-19 Monitoring & Testing in SC

Negative tests	154
Positive tests	19
Completed monitoring	67
Currently monitoring	7

District COVID-19 Emergency Response Team

- Our internal team will meet frequently and, at a minimum, provide one update per week to our employees and district families. Our core team monitoring this situation is:
 - Mrs. Sadie Kirell, RN, District Clinical Lead Nurse
 - Mr. Mychal Frost, Director of Marketing and Communications
 - Mr. Aaron Sheffield, Multimedia Communications Specialist
 - Dr. John Jones, Chief of Academics and Accountability
 - Dr. Keith Wilks, Executive Director of Student Services
 - Mr. Michael Cox, Director of Maintenance
 - Mr. James Brown, Director of Safety and Security
 - Mr. Bernard Gill, Director of Transportation

Communication/Updates



- February 27, 2020
 - Email to all parents, update placed on website and sent out via RH Schools app
 - Email to all administrators and nurses with update on COVID-19 with DHEC update
- March 5, 2020
 - Sadie provided update at Elementary principals meeting
- March 6, 2020
 - Update staff via Superintendents weekly update
 - Sadie and Michael met with Interstate Supply to discuss disinfecting
 - Sadie provided update at Athletic Director meeting
- March 10, 2020
 - Sadie will provide update at Middle/High principals meeting
 - Email to all parents/staff, update placed on website and sent out via RH Schools app
 - Email to all administrators and nurses with update
 - DHEC flyer sent to all district families through Peachjar
 - Scripts and FAQs related to COVID-19 provided to front office staff/Central office and challenger after school staff
- March 11, 2020
 - Michael Cox/Interstate Supply/Sadie Kirell met with all custodians to review disinfecting process and products
 - Response Team convened first meeting
 - FAQ page added to Rock Hill Schools website
- March 12, 2020
 - Sadie Kirell present to Elementary/MS/HS Assistant Principals
 - Memo sent via Hotline to update School Board Members
 - Phone call with York County Superintendents
 - Phone conference with York County Emergency Management
- March 13, 2020
 - Nurses provided update at Professional Development meeting
 - Phone conference with York County Emergency Management
 - Communication with families ie field trips

Communication/Updates



March 15, 2020

- Nurses provided update at Professional Development meeting
- EOC team meeting
- Conference call with Molly Spearman/SC Superintendents
- Governor Press Conference
- Principal Conference Call

March 16, 2020

- Command Center set up in Conference Rooms to be staffed 0700 - 1700
- Principal conference call
- Response Team updated Cabinet

March 17, 2020

- Command Center set up in Conference Rooms to be staffed 0700 - 1700
- Conference call with Molly Spearman/SC Superintendents
- Principal conference call 12:00 and 2:00pm

Disinfecting Products

Current

- Re-Juv-Nal disinfectant (meets minimum standard)
- Vindicator disinfectant (Staph, MRSA, Coronavirus/SARS)
- 28 Victory Hand Held Units (all elementary, 1 transportation, 1 activity buses, throughout MS/HS)
- @80 gallons of hand sanitizer
- Unlimited supply of soap

Additional

- Changing Vindicator to QT Plus for disinfecting related to infectious diseases. QT Plus has the “emerging pathogens” claim.
- Will have 4 cases of QT3 on standby. Advantage is the kill time is quicker <5 minutes
- Facilities team to check inventory all hand sanitizer units and soap dispensers at all schools
- Hand sanitizer is on back order
- Meeting with custodians March 11, 2020 to review disinfecting process/new disinfectants

Cleaning vs. Disinfecting

- Disinfecting for infectious disease
 - Review Process
- Weekly Cleaning – current contract

Guidance for Schools

CDC

- <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html>
- <https://www.cdc.gov/coronavirus/2019-ncov/downloads/considerations-for-school-closure.pdf>

SC DHEC

<https://scdhec.gov/sites/default/files/media/document/School%20Guidance%20on%20Novel%20Coronavirus%20or%20COVID.pdf>

THE PRESIDENT'S CORONAVIRUS GUIDELINES FOR AMERICA

DO YOUR PART TO SLOW THE SPREAD OF THE CORONAVIRUS

Even if you are young, or otherwise healthy, you are at risk and your activities can increase the risk for others. It is critical that you do your part to slow the spread of the coronavirus.

Work or engage in schooling **FROM HOME** whenever possible.

IF YOU WORK IN A CRITICAL INFRASTRUCTURE INDUSTRY, as defined by the Department of Homeland Security, such as healthcare services and pharmaceutical and food supply, you have a special responsibility to maintain your normal work schedule. You and your employers should follow CDC guidance to protect your health at work.

AVOID SOCIAL GATHERINGS in groups of more than 10 people.

Avoid eating or drinking at bars, restaurants, and food courts — **USE DRIVE-THRU, PICKUP, OR DELIVERY OPTIONS.**

AVOID DISCRETIONARY TRAVEL, shopping trips, and social visits.

DO NOT VISIT nursing homes or retirement or long-term care facilities unless to provide critical assistance.

PRACTICE GOOD HYGIENE:

- *Wash your hands, especially after touching any frequently used item or surface.*
- *Avoid touching your face.*
- *Sneeze or cough into a tissue, or the inside of your elbow.*
- *Disinfect frequently used items and surfaces as much as possible.*

COVID-19

What is the difference between **isolation** and **quarantine**?

ISOLATION

Isolation is for people who are already sick.



Isolation separates and restricts the movement of sick people so they can't spread disease to healthy people.



Isolation is a routine procedure in hospitals and healthcare facilities.



Isolation is usually voluntary, but in a public health emergency, officials have the authority to isolate people who are sick.

QUARANTINE

Quarantine is for people who are not sick, but may have been exposed.



Quarantined people may or may not become sick.



Quarantined people may stay at home or another location so they don't spread disease to healthy people.



If you are quarantined and you become ill, you can seek medical treatment from a healthcare provider.



Quarantine can be voluntary, but in a public health emergency, officials have the authority to quarantine people who have been exposed to an infectious disease.

Resources and Communication

- www.rock-hill.k12.sc.us/coronavirus
- CDC
- SCDHEC

At its work session on March 9, 2020, held at the Central Office, the Board:

- held a professional development session for a Simbli (E-Board Solutions) demonstration;
- held recognitions;
- discussed Section K, G and C policies up for revision;
- heard a Food Services update;
- heard a Modern Learning Environment update;
- received a General Fund budget update;
- received information on a 2020-2021 calendar amendment and a 2021-2022 proposed calendar;
- discussed other and future business; and,
- held an executive session for contractual matters.

Other and Future Business

Chairman Miller